

**REPORT OF THE WSCUC TEAM  
For Reaffirmation of Accreditation**

To Fuller Theological Seminary

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The team evaluated the institution under the 2013 Standards of Accreditation and prepared this report containing its collective evaluation for consideration and action by the institution and by the WASC Senior College and University Commission (WSCUC). The formal action concerning the institution's status is taken by the Commission and is described in a letter from the Commission to the institution. This report and the Commission letter are made available to the public by publication on the WSCUC website.

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## SECTION I – OVERVIEW AND CONTEXT

### A. Description of the Institution and its Accreditation History

Founded in 1947 by radio evangelist Charles E. Fuller, Fuller Theological Seminary (Fuller) has grown into the largest multi-denominational seminary in the world. With a fall 2017 unduplicated headcount of 2,426, Fuller is home to students from more than 60 countries and more than 120 different Christian denominations who seek to become pastors, theologians, missionaries, mental health professionals, Non-governmental organization workers, parachurch professionals, or simply better educated Christians.

Here is Fuller’s **Mission** statement as found on its webpage “About Fuller”:

Fuller Theological Seminary, embracing the School of Theology, School of Psychology, and School of Intercultural Studies, is an evangelical, multidenominational, international, and multiethnic community dedicated to the equipping of men and women for the manifold ministries of Christ and his Church. Under the authority of Scripture we seek to fulfill our commitment to ministry through graduate education, professional development, and spiritual formation. In all of our activities, including instruction, nurture, worship, service, research, and publication, Fuller Theological Seminary strives for excellence in the service of Jesus Christ, under the guidance and power of the Holy Spirit, to the glory of the Father.

Here is Fuller’s **Vision** statement as found on the same webpage:

Forming Global Leaders for Kingdom Vocations

Here is Fuller’s **Values** statement, again found on the same webpage:

We are committed to forming leaders who are

- Faithful

- Courageous
- Innovative
- Collaborative
- Fruitful

Within theological education, Fuller was a pioneer in regional campus education, establishing sites in Seattle, WA (1973); Menlo Park, CA (1974); Irvine, CA (1977); Phoenix, AZ (1978); Colorado Springs, CO (1995); Sacramento CA (1998); and Houston, TX (2008); in addition to the main campus in Pasadena, CA. For the past 45 years, regional campuses placed a Fuller education within the reach of students who could not relocate to Pasadena. However, the advent and refinement of online education have allowed for an even broader reach, as students all over the globe can now remain embedded in their local ministry context while pursuing degrees in missiology or theology. (Degrees in psychology continue to be offered face to face.)

The rise of online and hybrid instruction has been accompanied by a steady decline in regional campus attendance. As early as fall 2014, online enrollment in the School of Theology (SOT) and School of Intercultural Studies (SIS) master's degree courses was greater than geophysical enrollment at any other "campus," including Pasadena. By spring 2018, online enrollment had surpassed all geophysical enrollment at any campus even when considering all enrollment (including that in degrees and programs with no online opportunities offered). This trend has been particularly pronounced on regional campuses and has eroded the learning community that they were previously able to provide. The net effect has been to render this once pioneering approach largely outdated and ineffective.

To that end, Fuller has decided to close all geophysical regional campuses except Fuller Arizona and Fuller Texas by September 2019 and to relocate the main campus from Pasadena to Pomona by September 2021.

Although all degrees will continue to be offered at the main campus, the on-campus student body is projected to continue to decline, and thus the institution is working to design a right-sized physical campus at the Pomona location. The relocation of the institution 27 miles east from Pasadena to the relatively more affordable Southern California city of Pomona is being undertaken with several goals in mind. According to Fuller, the sale of its Pasadena location will provide an economic reset. The current campus is located on 13 acres in the Playhouse District of Pasadena and includes 29 buildings with nearly 300,000 square feet of office, administrative, and educational space and 267 residential units. Although beautiful, the campus is both aging and inefficiently designed. Fuller hopes that the sale of this campus, together with a capital campaign (currently in the planning phase, with some gifts already received), will fund the construction of the new campus and double the size of its current endowment.

In the period since the last review, Fuller's response to the disruption in theological education has included consolidation and revision of existing degree programs; streamlining and focusing regional campuses; and developing online and hybrid course options that serve students near its existing campuses, across the United States, and around the world.

## B. Description of Team's Review Process

In the Offsite Review conducted in November 2018 the WSCUC evaluation team reviewed the institutional report and the supporting documents submitted by Fuller and agreed upon four commendations and seven lines of inquiry for the Accreditation Visit.

Separate visits were made to Fuller's offsite locations in Arizona and Texas by the team's assistant chair in late January and February. During those visits, the Assistant Chair had time to meet with key personnel at both of those locations.

During the visit to Fuller's Pasadena campus, the team met with a broad cross-section of community members that included board members, senior administrators, deans, faculty, staff, and students. Sessions provided the team with the opportunity to discuss the Lines of Inquiry identified during the OSR. The team chair presented commendations and recommendations to the president prior to presenting them to an assembled group of Fuller community members at the exit meeting.

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

Fuller's institutional report was clearly written and organized around the nine components delineated by WSCUC. While the report provided the foundation for the Accreditation Visit, the onsite interviews and discussion provided the necessary information to answer questions and shape the team's findings.

The team found in the supporting documents well-developed and thorough evidence to support claims made in the report. Fuller addressed the issues and concerns raised by the Commission through an institutional culture that grasped and demonstrated the importance of reaffirmation. The update following the Off-site Review included all of the additional materials requested by the team and demonstrated engagement with all of the Lines of Inquiry.

The team found that Fuller's description of the report development process included broad participation from campus stakeholders under the leadership of the president, provost, the various deans, and the accreditation liaison officer (ALO). These administrators devoted their time, expertise and experience to assure the process was thorough and reflective.

The president assumed this role as Fuller's chief executive officer, the provost as the leader of the academic program, the deans as the leaders of Fuller's various programs, and the ALO as the one responsible for mapping the institution's own procedures and policies to the accreditation process.

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

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

In reviewing Fuller's institutional report prior to the Off-site Review, and in reviewing materials submitted by Fuller subsequent to the Off-site Review, the comprehensive review team found that Fuller demonstrated serious engagement with issues raised in previous WSCUC reviews.

The June 2009 Commission letter highlighted three areas for continuing attention. Those areas were assessment and program review, diversity, and strategic planning. The same three areas were both reported on in the 2014 Interim Report and identified for continued attention in the Commission's response to the Interim Report.

As noted in the institutional report (p. 10), in the time since the Interim Report, Fuller's Educational Effectiveness Committee has been expanded and reconstituted to both better embed assessment within each degree program and provide centralized support to assessment practices. Further discussion about these efforts can be found below in component 5.

With regard to strategic planning, three issues were raised in the Commission's response to the 2014 Interim Report: (a) regional campus inclusion in strategic planning, (b) adherence to the 2014-19 strategic plan, and (c) monitoring the seminary's financial health.

Regional campus inclusion in strategic planning was addressed in the narrative of the institutional report in the context of regional campus closures and in the submission of Off-Campus Locations Review worksheets for Arizona and Texas, the two off-campus locations which will remain open. Fuller recognizes that the 2014-19 strategic plan ("The Task Before Us") was a strategic vision document rather than a strategic plan. Many seminary resources and much time have been, are, and will be devoted to strategic planning going forward. The importance of monitoring financial health is addressed in several places in the institutional report and is recognized by Fuller's leadership and board. Further discussion of strategic planning can be found in component 7.

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

Component 2 of the institutional report discusses how Fuller is in compliance with the WSCUC Standards. The team's finding, which is subject to Commission review, is that Fuller has provided sufficient evidence to demonstrate compliance with all four of the WSCUC Standards of Accreditation. The sections below describe the results of the team's review of each Standard. Final determination of compliance with the standards rests with the Commission.

### **Standard 1: Defining Institutional Purposes and Ensuring Educational Objectives**

As indicated in Section I of this report, Fuller has formally approved statements of purpose which are appropriate for a Christian graduate level institution. Fuller is engaged in a serious and significant effort to re-imagine the implementation of its mission—an effort occasioned by a “post-Christian” culture, financial challenges, enrollment (specifically, retention) challenges, and the apparent advantages of moving from in-person to largely online modalities as a way to reach more students and keep expenses under control. This effort certainly includes Fuller’s prospective relocation from Pasadena to Pomona and the reduction and consolidation of its various academic programs and initiatives. Fuller’s efforts in these matters will have to be monitored. (CFR 1.1)

[Program learning outcomes](#) have been formulated for all of Fuller’s programs (institutional report, p. 21) and are published on the institution’s website. The institution admits that available data about retention, graduation, and student learning have not been shared

consistently with the public or within the institution. A new website, completed in 2018, should allow for better public information. (CFR 1.2)

Fuller's [statement of faith](#) is broadly evangelical and in the Protestant tradition. All faculty, administrators, and trustees must subscribe to its provisions. [Fuller's community standards](#) are available on the website and all community members are asked to abide by them. Fuller's [academic freedom statement](#) states that faculty members are free to express in their writing, speaking, teaching, and activities their individual positions but that the unique task of the institution requires that the ultimate positions of faculty members not be at variance with the basic theological stance of the community as set forth in the Statement of Faith and other official statements derived from it and approved by vote of the faculty and board. (CFR 1.3)

As befits an institution with Fuller's international and multiethnic mission, Fuller is making a significant effort to respond 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. (CFR 1.4)

According to Fuller's 2018 review under WSCUC Standards, the institution does not experience interference in substantive decisions or educational functions by governmental, religious, corporate, or other external bodies that have a relationship to the institution. (CFR 1.5)

Fuller has published or has readily available policies on [student grievances and complaints](#), refunds, etc. It does not have a history of adverse findings against it with respect to violation of these policies. The institution clearly defines the credit hour and accurately identifies the type and meaning of the credit awarded in its transcripts. According to Fuller's 2018 review

under WSCUC Standards, two areas to monitor are best practices with respect to the retention of student complaint records and grading policies, which can differ by school and/or program.

(CFR 1.6)

One purpose of the consolidation and reorganization of degree programs is to streamline the time to degree by reducing the incentive for students to enter and leave degree programs as they wish. While Fuller says that programs can be completed in a timely fashion, according to Fuller's institutional report (p.25) the typical Fuller student is a part-time student with outside employment across all programs averaging 36 hours per week. The average time-to-degree is just over 6 years; a firm 10-year limit has recently been established. (CFR 1.6)

Fuller is annually audited by qualified independent auditors. Recent efforts to increase centralization of functions (budgeting, communications, marketing, events, data collection and dissemination) and to implement a more robust budgeting/financial reporting system will have to be monitored. (CFR 1.7)

As noted above, Fuller has approached the reaffirmation of accreditation process in a spirit of inquiry and a genuine desire for improvement. Its communications with WSCUC have been marked by openness and honesty and its responses to team requests for additional information have been timely and thorough. (CFR 1.8)

## **Standard 2: Achieving Educational Objectives through Core Functions**

Solely a graduate institution, Fuller is made up of three schools: the School of Theology (SOT), the School of Psychology (SOP), and the School of Intercultural Studies (SIS).

SOT offers six Master's degrees: Master of Divinity (MDiv), Master of Arts in Theology (MAT), MA in Theology and Ministry (MATM), Spanish Language MAT, Spanish Language MATM, and Spanish Language MDiv. SOT offers five advanced degree programs: Doctor of Ministry (DMin), Korean Language Doctor of Ministry, Spanish Language Doctor of Ministry, Doctor of Philosophy (PhD) in Theology, and a Master of Theology in Theology (ThM).

SOP offers a Master of Science in Marriage and Family Therapy (MSMFT), a Doctor of Psychology (PsyD) in Clinical Psychology, and a PhD in Clinical Psychology.

SIS offers an MA in Intercultural Studies, a Korean Language MA in Intercultural Studies, and an MA in Global Leadership. SIS offers six advanced degree programs: ThM in Intercultural Studies, PhD in Intercultural Studies, Korean Language ThM in Missiology, Korean Language Doctor of Ministry in Global Ministries, Doctor of Missiology, and a Korean Language Doctor of Missiology.

The institution has had specific programs to educate pastors for the African-American and Latinx church since 1973 and for the Korean church since 1979. In addition to WSCUC accreditation, appropriate programs are additionally accredited by the Association of Theological Schools (ATS) and the American Psychological Association (APA). (CFR 2.1, 2.2, 2.2b)

Having celebrated its 70<sup>th</sup> anniversary in 2017, the institution has a long accreditation history, and a highly qualified and well credentialed faculty with a documented commitment to scholarship and creative activity. Student learning outcomes and standards of performance are developed by faculty and reflected in course syllabi. Employment rates for Fuller graduates are high as are licensure rates for PhD and PsyD (Doctor of Philosophy and Doctor of Psychology)

graduates. Clinical work, internships and service-learning experiences are adequately and regularly assessed. (CFR 2.3, 2.4, 2.6, 2.8)

In its 2009 action letter, the Commission noted that the institution had “passed the tipping point” (p.12) and was at the beginning of creating “a culture of evidence and assessment.” While there has been progress in the development of relevant teaching and learning measures from that time to this, Fuller has made far less progress developing, collecting and evaluating valid and reliable data that corroborates student learning and provides the mechanisms for improving programs and better supporting student success. (CFR 2.5, 2.6, 2.7)

Fuller has suffered significant declines in its enrollments and a concomitant fiscal crisis which has impacted its ability to resource key functions appropriately.

### **Standard 3: Developing and Applying Resources and Organizational Structures to Ensure Quality and Sustainability**

Fuller completed the review of Standard 3 (Developing and Applying Resources and Organizational Structures to Ensure Quality and Sustainability) in a reflective way. Fuller is executing on a plan to sell its current campus, which will provide a cash infusion of slightly over \$200 million. These funds will be used to eliminate debt, help fund the development of a new smaller campus in Pomona and add significantly to the endowment. At the same time, Fuller is engaged in developing a plan to strengthen both its mission and financial viability. This plan is expected to be complete by May 2019. To date, the institution has identified \$3 million of annual cost savings and \$900,000 of increased annual revenue which will be realized between now and Fiscal Year 2021. (CFR 3.4, 3.5)

The team found the organizational structures currently in place to be effective. The institution has recently restructured its organizational reporting framework. The structures now in place appear to promote good communication channels and appropriately clarify accountability and responsibility for decision making.

The quality of the programs and student success is of paramount importance to Fuller and this was communicated to the team in a consistent and compelling manner by all constituents, from students to the board. (CFR 3.6, 3.7)

A key consideration in determining the quality and sustainability of the organizational structures is an understanding of the ethos with which Fuller was founded and remains true to today. Feedback from students and faculty spoke to the enduring quality and continuing relevance of Fuller programs. (CFR 3.7, 3.10)

Employee policies, practices and evaluations are in place. The institution is committed to faculty and staff development. The board is well aware of its fiduciary duties. (CFR 3.2, 3.3, 3.9)

#### **Standard 4: Creating an Organization Committed to Quality Assurance, Institutional Learning, and Improvement**

Fuller has reacted in significant ways to the current disruption in theological education. The institution has acted to consolidate and revise existing degree programs, streamline and eliminate some of its regional campuses, and develop online and hybrid courses to expand their market and better serve their students nationally and internationally. Because of declining enrollments and significant budget deficits extending over several years, Fuller has been forced to engage in some serious reflection, reorganization, and strategic planning to remain financially

viable. The team was impressed to hear how the whole campus community, from trustees, to faculty, to staff, to students, under the president's leadership, engaged in the very difficult conversations that were necessary to reach the conclusion that the sale of Fuller's most valuable asset, its thirteen acre Pasadena campus, will eventually be the solution to their financial crisis. The team observed through meeting with senior administrators that the institution has wrestled substantively with the changes taking place in theological education; engaged appropriate stakeholders in those conversations; examined data and evidence; realigned its functions, priorities and resources, and set the course for the future direction of Fuller. The institution's leadership appears to be committed to using the opportunity provided by their financial situation to make significant and consequential decisions based on data, evidence, and dialogue. "Never waste a good crisis" was the mantra that was expressed to the team during the campus visit. (CFR 4.5, 4.6, 4.7)

The team observed that Fuller has operationalized several quality assurance processes. The process of program review is ongoing at Fuller in multiple formats, with all but one (Marriage and Family Therapy) of its degree programs currently accredited by professional accrediting agencies. Fuller noted to the team during the campus visit that the WSCUC reaffirmation visit was their fourth such accreditation visit in the four month period from December 2018 to March 2019. The Association of Theological Schools and American Psychological Association are the two agencies that routinely monitor the educational effectiveness and quality of Fuller's degrees. Fuller is currently in good standing with each agency. For the Marriage and Family Therapy program, Fuller has designed an internal process

of program review, and licensure rates of these students serve as a primary source of direct evidence for measuring program effectiveness. (CFR 4.1)

Fuller has recently appointed a director of institutional research who works closely with the Educational Effectiveness Committee and the provost to review program assessment results, share and discuss data, and report findings back to deans and program chairs, who then share the information with faculty. The office of institutional research, however, has not yet formalized its functions and has not defined nor created a routine for campus reports, data collection, or periodic surveys. The position of director of institutional research appears to operate in a reactive mode as opposed to one that is regular and strategic.

Fuller does not currently have any mechanism for surveying students related to their satisfaction with student services or campus climate, and no survey data around the experiences of faculty and staff with campus climate appears to be collected. The lack of quality assurance processes in non-academic areas, and underdevelopment of the institutional research function have resulted in recommendations that accompany this report. (CFR 4.1, 4.2, 4.3, 4.4)

### C. Component 3: Degree programs: meaning, quality and integrity of degrees

According to the institutional report, the meaning of a Fuller degree is inherent in its “commitment to prepare men and women for the manifold ministries of Christ and his church. That is, whether preparing a future pastor, psychotherapist, missionary, nongovernmental aid worker, military chaplain, church administrator, lay leader, or more educated congregation member, Fuller Theological Seminary seeks to fulfill its mission in service to the church and the world.” Fuller’s long and comprehensive mission statement provides a clear statement of

purpose for the institution and its degree programs. The institutional report goes on to state that “Excellent academic preparation, professional competence, multid denominational breadth, vocational diversity, personal and spiritual maturity, social concern, ethnic and racial diversity, global and local perspectives, and interdisciplinary integration” are the “unifying threads” that undergird Fuller degrees. (CFR 1.1, 1.2)

During the Accreditation Visit, Fuller provided the team with curriculum maps and program learning outcomes (PLOs) for each of its degree programs. Upon examination, although not stated in the institutional narrative on this component, the team observed the alignment of the mission, vision, and values statements described above with PLOs. The team was satisfied that the meaning of Fuller degrees is clear, and students and faculty alike seemed to understand that meaning in conversations that took place during the visits to the Pasadena, Houston, and Phoenix campuses. The Fuller institutional report provides an example of how data from course evaluations administered at the end of each course in the Master of Divinity program show how students and faculty alike recognize the alignment between courses and degree program objectives. Signature assignments that are scored by faculty according to a rubric are further used to show how mastery of PLOs is achieved by students across the Master of Divinity program. While the institution’s essay on the meaning, quality, and integrity of Fuller’s degrees missed the mark somewhat in terms of their interpretation of the prompt, the team was satisfied that Fuller degrees are distinctive and aligned with the institutional mission and purpose. (CFR 1.2, 2.2, 2.3)

Consistently meeting professional accreditation standards of the Association of Theological Schools assists Fuller in defining the quality of all degrees in the School of

Intercultural Studies and in the School of Theology. Fuller's accreditation by the American Psychological Association affirms the quality of the PhD and PsyD in the School of Psychology. The achievement of professional licensure requirements in California and Arizona, and student pass rates in these states, help to demonstrate the quality of student preparation in the Marriage and Family Therapy program. Furthering its argument for the quality of its degrees, Fuller provided in its institutional report assessment data from signature assignments that shows consistency of student achievement across differing modalities of geophysical, hybrid, online, and FullerLive! delivery modes. Fuller was proud of this accomplishment throughout meetings with the team, and numerous individuals commented on Fuller's philosophical approach to creating a "relational educational experience" regardless of delivery mode. The team appreciated this commitment and the attention paid by Fuller to maintaining educational quality across modalities. (CFR 2.1, 2.6, 2.7)

Routine, internal, program reviews of all degree programs conducted at the midpoint between professional accreditation cycles (often at the 5-year mark during a 10-year cycle), offer Fuller the opportunity to assess program quality using data from "alumni/ae vocational placements, external supervisor ratings of students on an apprenticeship or field training, signature assignment evaluations, graduation and retention rates, licensure rates and clinical portfolios." The review of recently conducted program reviews and self-studies provided the team with the opportunity to observe that the institution employs numerous best practices in a comprehensive program review process. (CFR 2.6, 2.7)

While the institutional report did not provide narrative on the quality of the faculty, the team's review of Curriculum Vitae (CVs) from both fulltime and part-time faculty in Pasadena,

Houston, and Phoenix showed an impressive array of credentials for both groups. Fuller provided, upon request by the team, a narrative regarding the profile of its faculty. The team found the Fuller faculty to be of impressive quality and to possess credentials that are appropriate for the level of graduate degrees offered by the institution. (CFR 2.8, 3.2)

The team was assured by both faculty and administrators alike that faculty own the curriculum decision-making processes at Fuller. The team could find no evidence otherwise to indicate any heavy-handedness on the part of the administration when it came to shared-governance and faculty ownership of the curriculum. Faculty appeared to the team to take this responsibility seriously, and each department conducts regular faculty meetings, in person and via online platforms, to allow all faculty, regardless of location or modality, to participate in the review of curriculum, decisions about syllabi, and analysis of assessment data. (CFR 2.2, 2.4)

The integrity of Fuller degrees appears to have improved in recent years with the consolidation and closing of campuses, programs, and emphases that could no longer be supported. One example shared with the team was that five years ago, it was common for approximately fifty-percent of students to have some kind of course substitution or other adjustment of program requirements for their degrees at the time of completion. Now, according to interviews with student support services personnel during the Accreditation Visit, only about five-percent of students completing their degrees have course substitutions. While the consolidation of degrees at Fuller was done primarily for financial reasons, and while the estimates provided were informal, the team was encouraged to hear of the effect that the streamlining has had on the integrity of the degrees that Fuller offers. (CFR 1.6, 2.12)

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

Each of Fuller's three schools has its own set of learning outcomes posted on the Fuller website.

SOT graduates will achieve the following learning outcomes: demonstrate literacy in the core Christian tradition from a biblical, theological, and historical perspective; engage culture constructively and critically so as to challenge both church and society; engage in ministry at a beginning level of competence in various contexts; and make discernable progress in their spiritual journey and character formation.

Each program within SOT has its own learning outcomes posted on the Fuller website as well.

SOP graduates will achieve the following learning outcomes: demonstrate the ability to provide excellent preventative and/or transformational mental health services to church and community; apply the insights of Christian theology along with the knowledge and techniques of the social and behavioral sciences in their scholarly and clinical work; contribute to the development of knowledge as it relates to the interface of religious, spiritual, and psychological functioning; demonstrate an understanding of the concepts and attitudes necessary to serve effectively in diverse communities locally and globally; and serve underserved populations and integrate in their practice and personal lives the disciplines of compassion and charity.

Again, each program within SOP has its own learning outcomes posted on the Fuller website as well.

SIS graduates will achieve the following learning outcomes: participate in the mission of God and the ministries of the global church from an evangelical missiological perspective; demonstrate critical thinking and integration skills in order to foster individual and social transformation; demonstrate sensitivity to cultural and ethnic diversity for building relationships and for communicating the Gospel in context; have skills and knowledge and networks of relationships to pursue vocations that engage the mission of God globally; and value the importance of spiritual formation in both its personal and communal dimensions.

Finally, each program with SIS has its own learning outcomes posted on the Fuller website as well.

Admission requirements for Fuller programs differ by program. The admissions section of the Fuller website is easy to navigate and provides clear instructions. Admission requirements vary by program as do application deadlines. Information is provided in Spanish and Korean. Admission to all degree programs requires a bachelor's degree with one exception. In keeping with a provision allowed by the ATS, the institution does admit a small group of special students (currently 15% of Fuller enrollment) “whose gifts and calling have been verified by the church but who have not earned an accredited bachelor's or master's degree.” These non-baccalaureate students must demonstrate readiness and are admitted on probation. They must have significant pastoral experience and at least twelve years of work experience, at least three years of full-time vocational ministry or at least five years of significant part-time ministry. Enrollment is restricted

to the MDiv, MATM, or the MA in Global Leadership. (CFR 2.2b, 2.12) Learning outcomes are developed by the program faculty and the department chair. Course-level student learning outcomes are included in all course syllabi, and curriculum maps exist for all programs. Program learning outcomes are included on course syllabi and standards of student performance are published in the Student Handbook. (CFR 2.1, 2.2, 2.2b, 2.4) Direct and indirect evidence is collected for all PLOs, although there is little evidence of year-over-year comparisons. No evidence was available to demonstrate how student learning outcomes impacted program changes.

Student learning and achievement is assessed using the following approaches: use of rubrics on signature assignments, dissertations, original research that is published or presented, other written work and field training experiences. Depending on the degree, programs that are focused on academic preparation require either a capstone course final paper, final research project, thesis or dissertation.

The Master of Theology (MAT) program, which requires a reflective essay, has evidence that the 2017-18 pass rate on the essay was 96%. A 2017-2018 survey of PhD Theology students provides indirect evidence that 74% had made scholarly or research contributions, and of the students in the SIS PhD program, 64% had made scholarly or research contributions. For all students in Fuller PhD programs, between 11% and 16% had published peer-reviewed articles in one or more publications for the same period. However, there is no longitudinal data to demonstrate whether these percentages have increased, declined or remained the same. (CFR 2.7, 4.1)

Students in the mental health or pastoral fields are required to complete one or more supervised field training experiences supervised by a practicing professional and student performance is evaluated quarterly. A review of several sample student portfolios showed them to be comprehensive and professionally organized and presented. The portfolios contained evidence of the student performance evaluations. In addition, the portfolios documented the dates, time and number of hours the students participated in the field placement experience. The data show that Fuller students successfully complete placements. For apprenticeships in all four quarters of 2017-18, students in the Master of Arts in Theology and Ministry (MATM) demonstrated a 100% pass rate. In the MSMFT, when field training experiences extend over multiple quarters, student growth is typically reported by external supervisors. The institution has a long history with field experience placements and has developed rich placement relationships locally, regionally and globally.

In addition, Fuller operates a full-service community clinic that provides psychological counseling to clients of the Kaiser health service, the local community on a sliding payment scale and to the Fuller community. (CFR 2.6)

In many cases, the evidence collected and analyzed is restricted to a comparison of student performance on signature assignments to the students' self-reported perception of how well they believe they mastered the material. The comparison of signature assignment performance to student perception is the predominant approach to measuring educational effectiveness in SOT and SIS. The data collected by SOP, largely due to the assessment data requirements imposed by the APA, is more highly developed.

As an example, the team expressed interest in learning more about the effort to integrate the Korean Studies Center and Centro Latino more fully into the assessment process. The only evidence of assessment done by the Korean Studies Center were two perception surveys comparing seven Korean-speaking students' perceptions about PLO mastery in the DMiss to the perceptions of 62 English-speaking alumni. Another survey compared student-alumni perceptions about the signature assignment in the MA in Intercultural Studies. There were two student respondents and 33 alumni respondents. No data was presented on Centro Latino efforts at assessment. Fuller has more progress to be made in data disaggregation, there is currently no way to determine how well students in these two programs are learning.

Of the contingent faculty interviewed, virtually all articulated a well-developed understanding of academic assessment, its value to improving teaching and learning, and their role in the process. Divided into two categories—affiliate (who teach a minimum of two courses per year) and adjunct (who teach no more than two courses per year), they described the ways in which they interact around the improvement of teaching and learning.

Those (including contingent faculty) who teach online described the required course for online instructors, which was developed by the office of teaching and learning, as outstanding. In their work with the instructional designers, they were assisted in incorporating rubrics and signature assignments into their courses. They establish and lead discussion groups amongst themselves to discuss topics such as how they might improve teaching and learning. Since online is becoming a larger modality at Fuller, those who teach online recognize that they could be a rich source of assessment information and insights at the institution, particularly given the

institution's data which show no difference in mean student performance between classes online and classes that are geophysical or hybrid. (CFR 2.10)

#### E. Component 5: Student success: student learning, retention and graduation

Fuller has retention and graduation data for the period 2009-2014, 2015 and 2016 depending on the programs. For all programs in the SOP retention and graduation data is provided through 2017. The program review process, discussed in Component 4, includes the development and measure of PLOs for each graduate program and a variety of direct and indirect measures depending upon the program. (CFR 1.2, 2.7)

Student success at Fuller is largely defined by the licensure and employment rates of its graduates, and its record in this area is well documented. One measure of direct evidence of student success is the licensure rate of students who enter the mental health profession, a number that Fuller is required to report to the APA each October. In 2017, the licensure rate for Fuller PhD graduates was 87% and for PsyD graduates was 78%. Of the unlicensed PhD alumni/ae respondents all but five were in the process of pursuing postgraduate supervised licensure hours. Of the Fuller PsyD respondents, only one individual was not in the process of pursuing licensure.

Fuller also tracks marriage and family licensure rates in California and Arizona, as the MSMFT is offered in both states. The first-time pass rate for Fuller graduates of this program ranged from 89% on the California Clinical exam to 90% on the California Law and Ethics exam and the Arizona exam.

The Association of Theological Schools (ATS) also requires the institution to report annual placement data for students who had graduated two years previously. In the 2017-2018 report, Fuller reported on the employment status of 89% of all its 2016 graduates, and of that percentage, 92% were deemed by ATS to be positive placements. Additionally, Fuller surveyed 5,824 of its alumni who had graduated since the last visit. Of the 27% of alumni who responded, an overall employment rate of 88% was reported. (CFR. 2.6)

Fuller has only recently begun to disaggregate the data it collects and, as a result, little disaggregated data exist. Proud of its commitment to advocate for the full inclusion of women in ministry, and the programs established in the 1970s to educate pastors for the African-American, Latinx and Korean churches, Fuller believed itself to be a pioneer within evangelical Christianity in advocating for women and other racial and ethnic groups. However, the impetus for Fuller to take concerted steps toward diversity, inclusion and equity began in January 2016, with efforts by the Black Seminarian Council (BSC) and the Racial Justice Initiative Coalition (RJIC) to encourage Fuller to:

- Provide institutional transparency on operations of power and process of implementation
- Hire (and retain) more Black faculty, faculty administrators, administrative staff, and non-administrative staff
- Create clear policies, protocols, and trainings that address racial harassment and discrimination and enforce institutional commitments to diversity
- Incorporate Black thought into Fuller's core academic curriculum

- Implement a functional system for institutional culture learning accountability
- Increase culture learning and racial harassment training among faculty and senior administrators
- Increase the diversity of Fuller’s board of trustees
- Increase the number of Black students in doctoral programs and master’s level programs
- Restore associate dean position for Pannell Center as a tenure track position.

Fuller engaged an outside equity consulting group to conduct an inclusion, equity and diversity audit (IDEA). The group delivered their report in November 2018 and the first item in its summary of “Notable Challenges related to Institutional Strengths’ was that ‘retention and graduation data by school and degree program were not reported in disaggregated ways (e.g. race/ethnicity, gender, socio-economic class, etc.), ... particularly in light of student protests sharply critical of Fuller's ability to foster conditions for success.’” The report went on to recommend that Fuller should systematically track student retention and graduation data by school and degree programs, and it should be disaggregated to ensure success and equity across populations as tracking time to degree is an important first step.

In December 2018, the associate provost for faculty inclusion and equity, in consultation with the diversity council, ethnic centers, faculty senate and selected members of the board of trustees, senior administration, faculty, staff, and students, brought forth the document, “A Strategic Approach Toward Inclusive Excellence,” which provides the Fuller community with a pathway forward and includes tasks and measurable milestones.

Fuller has made some progress in disaggregating data. There is now a profile of race, ethnicity and gender by school that includes all programs, faculty and students. Beginning in 2017-18 data began to be collected on signature assignments from over 1800 students. This kind of overarching data collection is enabling Fuller to begin to build a data base that tracks student performance across degree programs. The institution provided evidence that when examined by degree programs, most effects of race become non-significant.

In addition, Fuller is beginning to collect data that can be used to drive decision-making. As an example, students expressed concern about the lack of diversity perspectives in required course readings. In response the fulltime and contingent faculty were to report on the presence of required readings in their course that were authored by persons of color. Seventy-seven faculty members reported having one or more readings authored by a person of color. In the student interviews, students reported while the concerns raised at the June 2018 protest “were not mitigated,” there were positive advances and “racial concerns are being addressed ...though it’s not occurring at 120 miles per hour.” One of the examples the students offered was the inclusion of authors of color in required readings.

The individual serving as the director of institutional research is a full-time faculty member in the School of Intercultural Studies who devotes half-time to institutional report matters and half-time to his faculty duties. The institutional research function is shared with the provost, who also serves as the ALO and the co-chair (along with the director of institutional research) of the Educational Effectiveness Committee. Fuller does not attend the annual California Association for Institutional Research Conference (CAIR). There is currently not a strategic approach to data collection, rather it is reactionary and collected on an as-needed basis.

There are not regular campus climate surveys though Fuller is beginning to collect data about the classroom climate.

There is detailed year-over-year retention and graduation data by school and degree program beginning in 2009. The data show enrollment within a program and is disaggregated by new students and returning students. It also shows the enrollment status of students, differentiating students who continued in their programs and those who successfully completed their programs. In addition, the retention data show students who neither took additional classes or did not graduate and therefore moved to inactive status. However, all data collection at Fuller is not centralized, there is no data depository, there is a lack of adequate staffing and there is no fulltime institutional researcher. (CFR 2.6, 2.10)

One of the common threads in the discussion with Fuller students was the loss of community on campus. Students with a longer tenure on the campus described a loss of co-curricular programs, saying that there were fewer and fewer of them and wondering if it was online students who experienced the best of Fuller. Many came to Fuller precisely to find community and were saddened to see it shrinking. The students offered that Fuller does not do student life surveys, and it is the Fuller student council that takes the lead on student issues in these areas. They offered that there is no vehicle to express what their needs are and how they might be met. The Quad, a web-based virtual student community, did not, in their opinion, eliminate the problems. There was no data contained in the institutional report on student life and student attitudes toward co-curricular programs. A flyer from the communications, marketing, and admissions department developed from a survey of 204 students who graduated in spring 2017 did include a list of what students liked and what they did not like, in order of

importance based on students' ranking. It is noteworthy that career/vocational counseling, housing and extracurricular/cultural activities were third and second respectively from the bottom of a list of 17 choices. (CFR 2.11)

Fuller program marketing materials include the number of units required, the length of the program, the locations where the programs are offered, the completion time in years and if completion time varies by location, it is noted. Printed materials also list the modalities in which the program is offered. The website is well designed and robust. All tuition information is easily accessed and cost per unit is included. Detailed information on admission requirements by program are included on the website. (CFR 2.12)

Students expressed high levels of satisfaction with the Fuller library and with the quality of the service they received there. Library staff are professional, courteous and most importantly knowledgeable. Students particularly appreciate the demand-driven approach the library has adopted toward fulfilling their requests for books which, simply put, means if the library doesn't have it, the staff order it for the student immediately. They also praised the progress that has been made in “cajoling” faculty to use e-books in courses – a move that immediately cuts students' education costs, and they praised the help they receive from the academic program office. The provost was singled out by students as the administrator most responsible for creating communication pathways. One student described her appointment to the provost position “as five steps forward!”

Students expressed deep frustration with the relationship between the housing department and the financial aid department as it relates to financial aid payments and the due dates for housing rents. In many cases, students are fined for delays in housing payments because of

delays in financial aid disbursements, and they are unable to get the two student service units to resolve the problem.

Student services include a writing center. Accommodations are made for students with disabilities. Financial aid counseling is provided by the financial aid office and career and placement counseling is offered by the office of Fuller careers. The School of Psychology maintains a fund to pay for psychotherapy sessions at Fuller Psychological and Family Services, which also provides psychotherapy sessions at a subsidized rate to students in SOT and SIS. SOP students cannot be seen by their own training clinic but only by providers in the community. (CFR 2.13)

Fuller will accept no more than 50% of all units from a previously awarded degree. The number of allowable transfer credits varies by program. However, all requests for the acceptance of transfer units into degrees in theology or missiology must be units from an institution accredited by the Association of Theological Schools or a regionally accredited theological school. Fuller also accepts transfer credits into degrees in psychology from institutions accredited by a recognized regional or international accrediting agency. (CFR 2.14)

#### F. Component 6: Quality Assurance and Improvement: Program Review; Assessment; Use of Data and Evidence

All degree programs are subject to program review. -Program reviews are conducted every five years, and new or substantially revised degree programs are reviewed three years after the introduction of the revised curriculum. The calendar of program reviews provided to the team indicated a regular schedule of program review into the future.

The Fuller program review model is very skeletal including evidence provided by the program office (a school level function) and the ALO office (an administrative function). Academic programs generate annual plans informed by comprehensive exam scores, practicum evaluations, summative project presentation assessments, student surveys or focus groups (not conducted by the ALO office) record of publications, employer assessments, credentialing data, responses to the previous year's action and program adjustments in the current year, among other items. The ALO's office collects and disseminates to the program the following indirect evidence: proximal data (student surveys), distal data (alumni surveys) and student satisfaction data (the student survey). Program reviews are based on these program specific data, program chair assessment, external assessment (if conducted) and faculty assessment and action plans. (CFR 2.4, 2.6, 2.7)

There was little evidence that program reviews have been used to improve teaching and learning across the institution. The institution's graduates do demonstrate high levels of performance on the Psychology and PsyD Clinical Psychology licensure exams, as do the students graduating from the Marriage and Family Therapy program. Fuller theology graduates have high job placement rates. The learning derived from the program review process appears to have remained at the school and department level.

A decade has passed since the 2009 Commission Action Letter commented that Fuller "had passed the tipping point" in creating a culture of assessment. Yet Fuller's progress toward evidence-based decision-making has been very slow. Though there is institutional support for assessment, it has only grown incrementally. The three schools are at differing developmental levels in terms of their use of assessment and achievement data to improve teaching and learning.

In component 6 of the institutional report Fuller disclosed that its efforts at creating institutional capacity and buy-in to a culture of assessment and program review between 2001 and 2017 were, in the main, unsuccessful. This is partly attributed to initial program review processes that were imposed, cumbersome and required the collection, analysis and dissemination of large amounts of data without staffing or systems to support such efforts. In addition, faculty were unable to discern a connection between such data sets and their “real job” of teaching. The downturn in the institution's enrollment and its slide into financial difficulty further distracted from efforts to create a serious culture of assessment. The decision to shift to introduce online programs as a new modality also distracted the institution from a focus on assessment.

Although there have been annual assessment meetings in the past, these were suspended over the past year as the institution prepared four self-studies (WSCUC, ATS and two for the APA) between May 2018 and March 2019. Preparation for these four reviews was provided by the Educational Effectiveness Committee, headed by the provost. It is not clear that an examination of institutional data is occurring outside of the Educational Effectiveness Committee, but this important group is working to centralize data collection and enhance dissemination efforts to allow faculty to concentrate on understanding the data and using it to improve programs. (CFR 2.4, 2.6, 2.7, 4.1)

The pressure of preparing those four self-studies in 2018-2019 also led the institution to implement Canvas as its data warehouse for signature assignments. Fuller purchased Qualtrics, a software tool that enables surveys of students and alumni, and installed Blue, another software

system, to collect course evaluation data. Interviews during the visit elicited positive comments about the use of software to collect and distribute data more effectively. (CFR 3.5)

Interviews with deans, fulltime faculty, and contingent faculty confirmed a growing acceptance that assessment improves teaching and learning and that data-driven programmatic decisions enhance departments and schools and better prepare students and confirmed the emergence of a more holistic view of institutional capacity. The team agrees with the assessment Fuller offers in component 6 of its institutional report, that “for the first time in nearly 20 years, degree program leaders are initiating conversation about what makes a good PLO and how they might better express the goals of their programs in measurable, clear ways.” (CFR 2.4, 4.1, 4.3)

G. Component 7: Sustainability: financial viability, preparing for the changing higher education environment

Fuller has not escaped the systemic disruption that has gripped theological educational institutions in the recent past resulting in overall decreases in enrollment and diminishing financial stability across many institutions. Fuller has responded to these challenges in a proactive and creative manner that, though the outcome is still uncertain given the many business risks involved, appears more likely to result in a sustainable future than continuing the status quo. (CFR 3.7)

In fiscal year (FY) 2015 and fiscal year 2016, Fuller incurred Generally Accepted Accounting Principles (GAAP) operating deficits of \$8.8 million and \$29.8 million. In fiscal year 2017, operating results were a positive \$15.5 million, while fiscal year 2018 saw a \$1 million deficit. Factors that contribute to this turnaround in GAAP financial results include

streamlining aspects of its expense infrastructure, implementing stronger financial controls over expenditures and refinancing and reducing a portion of its outstanding debt. Fuller has reduced its outstanding debt from \$59.4 million at June 30, 2016 to \$40.5 million at June 30, 2018. (CFR 3.4)

From a management reporting perspective, which differs from GAAP reporting by excluding investment income and depreciation and including capital expenditures and the endowment draw, the actual results compared to budget also reflect increased discipline over expenditures. Actual expenditures for fiscal year 2018 were \$1.5 million less than budgeted, resulting in an actual deficit of \$4.9 million versus a budgeted deficit of \$6.4 million. Between fiscal year 2015 and fiscal year 2018 Fuller reduced its operating expenses by almost \$6 million (9%).

In addition, an ad-hoc cross-functional group called the Future of Fuller was formed in 2018 with the mandate from the board of trustees to develop a comprehensive plan for Fuller to further strengthen both Fuller's mission and its financial viability and present it at the May 2019 board meeting. This group has approached its charge in a systematic manner, encouraging functional leaders to evaluate how to work smarter and more efficiently and thus eliminate redundant activities or consolidate teams performing similar activities to eliminate duplication and increase productivity. As a result of this work the group has identified a further \$3 million of cost reductions and \$900,000 of increased revenue both of which will be realized between now and fiscal year 2021.

While Fuller views the steps taken above as necessary to staunch the financial losses, they also consider them inadequate to fully compensate for the ongoing changes in the higher

education environment, specifically that of theological education. Over the past several years, Fuller has not been immune to the declining enrollment trends in theological education and the ongoing trend toward online versus traditional classroom-based programs. Fuller has responded by revamping its business model by moving aggressively into the online / hybrid arena while simultaneously planning to close five of its regional branch campuses. It had seven branch campuses and, assuming approval of its teach-out plans, by September 2019 will have two, one in Arizona and one in Texas. (CFR 3.4, 4.7)

In addition, Fuller's main campus is aging, and given Fuller's projected decline in enrollment, is expected to become increasingly underutilized and inefficient. Over the past two years Fuller explored the possibility of selling its campus and relocating. Last year it made the decision to sell the main campus and move the institution to Pomona. The current main campus is on 13 acres in downtown Pasadena and comprises 29 buildings with almost 300,000 square feet of office and academic space and 267 residential units. Proceeds from the sale are expected to fully fund the new campus, pay off Fuller's existing debt of approximately \$40 million and lead to a significant increase in the endowment, currently approximately \$152 million.

The process by which this decision was made was robust and the rationale for undertaking the sale of the existing campus and relocation to Pomona appears to be well thought through. The process began in 2017, with an evaluation of the Pasadena campus value. The evaluation was undertaken by a reputable real estate firm who estimated the campus to be worth approximately \$200 million. The team learned that there is currently a single buyer who is in the due diligence phase of determining whether to purchase the campus. If this transaction comes to fruition the proceeds will be slightly higher than the \$200 million noted above.

Subsequently, Fuller assembled several contiguous real estate parcels in Pomona that are close to public transportation and have lodging facilities on which to develop a 4–5 acre campus designed with today’s students in mind in order to provide a better student experience than is currently feasible in Pasadena. (CFR 3.5, 3.7)

The rapid pace with which Fuller makes decisions is relatively unusual in higher education and is to be commended as long as decisions are well thought through and appropriate constituencies are engaged. After discussing the decision-making process with several constituencies, the team concluded that these major decisions were well thought out and worked through in a collaborative manner with appropriate constituencies including the president’s council, the faculty senate, the board of trustees as well as through open dialogue with students, faculty and staff. These major decisions are broadly understood and thus enjoy a fairly high level of support.

Frequent changes in direction can lead to personnel burn-out. The team observed an unusually high degree of turnover amongst senior administrators and after discussions with key personnel concluded that Fuller has experienced personnel changes that were necessary in order to have individuals with the appropriate experience and skills leading the newly restructured organization. Fuller has restructured its organizational chart to allow for appropriate accountability and responsibility and to ensure key information is communicated to decision makers. (CFR 3.6, 3.7, 3.8, 3.9)

Beginning in 2016, Fuller has taken significant steps toward staunching its financial losses. It was in 2016, with the hiring of a new chief financial officer (CFO), the board of trustees realized the full extent of the financial dilemma that Fuller found itself in. One of the

issues that contributed to the board not fully appreciating the financial situation earlier was the CFO reporting relationship to the provost, rather than to the president and board. It appears that, based upon the evidence and how the board has subsequently responded to the situation in a proactive manner, financial information communicated to the board was unclear. At the same time, Fuller's audit reports also reflected the extent of the financial losses and could have alerted the board.

In addition to experiencing significant losses, Fuller was also out of compliance with two of its debt covenants and had negotiated forbearance agreements with its lender to allow it to be out of compliance for several fiscal quarters. Fuller successfully refinanced this debt in late 2016. Subsequently, the institution did a close examination of its records and found no malfeasance. The board now hears directly from the CFO which ought to alleviate further miscommunication. (CFR 3.8)

It is important that the board of trustees fully understand and hold leadership accountable for attaining the strategic goals the board sets. The team understands key goals to include attaining financial sustainability, fundraising, enrollment, diversity and inclusion, and student success.

The board has responded proactively and effectively to the financial dilemma Fuller was in, and the pace of deliberations and decision making is commendable. However, the board is large and somewhat unwieldy and doesn't appear to utilize the benefit of limited term limits. The team noted that five board members had missed six or more of nine board meetings over the last three years, and one member had not attended any board meetings during this time frame.

To be even more effective the adoption of best practices for governance and fiduciary responsibility would be helpful. This could be accomplished by providing board members with training and development opportunities to review their own roles along with governance structures based on best practices, and to ensure Fuller's compliance with the November 2017, WSCUC Governing Board Policy and Implementation Guide. (CFR 3.7, 3.9)

The staff cutbacks and ongoing budget cuts can lead to deterioration of faculty and staff morale. While morale is not extremely high, the team was pleased to observe that personnel viewed the ongoing changes as necessary for Fuller to continue and thrive. Institutional communication to staff and faculty has recently improved dramatically, demonstrating that Fuller does listen to its constituents and strives to respond appropriately.

The team was also interested to see how Fuller intended to successfully 1) sell its current campus while 2) developing and ultimately 3) moving to the new Pomona campus. In addition to requiring a high degree of focus, which would take time away from the academic enterprise, each of these activities is complex and requires a certain skill level not often found in an academic setting. The team was pleased to see that Fuller was working with a well-known and reputable real estate firm to sell the campus. After appropriate vetting, Fuller has also engaged Gafcon as its owner's representative to manage and execute a comprehensive suite of services related to the new campus design, zoning and entitlement process, construction management and coordination of the actual move. Gafcon has experience with institutions of higher education and thirty years of overall experience. (CFR 3.5, 3.7)

## H. Component 8: Institution-specific themes

Fuller elected not to provide narrative for this optional component.

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

The team is deeply grateful for the hospitality and availability of the Fuller community and impressed by the community's commitment to the institution and to its mission of Christian graduate-level education and preparation for Christian service.

Fuller is in the midst of a lengthy and difficult period of self-examination and change. Programs have been eliminated or consolidated, budgets have been cut, and some faculty and staff positions have been eliminated. The immediate future promises more of the same.

Fuller reports working with a potential buyer to acquire the Pasadena campus. A strategic planning process for the move to, and establishment of, a right-sized Pomona campus has begun. Members of the board interviewed by the team and the seminary's on-campus leadership seem fully invested in the process. A consulting firm was retained to assess the feasibility of a capital campaign and help the seminary set a fundraising goal for a five-year campaign.

Serious efforts have been made to secure faculty and staff buy-in to the re-imagining of the seminary and to build trust in Fuller's leadership and in the decision-making process.

## **SECTION III – FINDINGS, COMMENDATIONS, AND RECOMMENDATIONS FROM THE TEAM REVIEW**

### **Commendations:**

The team commends Fuller for:

1. Positively addressing its financial situation systemically and with discipline. While not complete, the steps the institution has taken so far and the financial plan it is developing, if fully executed, appears to be positioning Fuller for a healthier financial future.
2. Maintaining fidelity to mission while utilizing the strategic planning process to radically re-conceptualize its structures; consolidate and eliminate degree programs; streamline regional campuses; and expand educational delivery modalities to better serve students.
3. Making a very difficult decision to move from Pasadena to Pomona, a location that better exemplifies the diverse communities with which Fuller wishes to engage and that addresses serious infrastructure issues of sustainability, deferred maintenance, and accessibility.
4. The provost, who has brought an open and inclusive approach to communication while at the same time insisting on responsibility and accountability.
5. The teaching and learning center for promoting Fuller faculty development by introducing and orienting them to online delivery and encouraging a culture of assessment.

6. The David Allan Hubbard Library for promptly addressing student and faculty research needs using a demand-driven acquisitions model.

**Recommendations:**

The team recommends that Fuller:

1. Improve the effectiveness and efficiency of the board of trustees to include ongoing training and development and the adoption of governance structures based on best practices. (CFR 3.9)

2. Trustees hold leadership accountable for achieving key performance indicators related to: financial sustainability, fundraising, enrollment, diversity and inclusion, student success, and strategic planning goals. (CFR 3.9)

3. Implement the goals outlined in the Fuller document “Strategic Approach Toward Inclusive Excellence” in ways that evidence that this is a shared commitment among all members of the Fuller community. (CFR 1.4, 2.10)

4. Address student morale issues that arise from dissatisfaction with housing, financial aid, and co-curricular activities. (CFR 2.10, 2.11, 2.13)

5. Professionalize the functions of the office of institutional research to generate, disaggregate, analyze and disseminate data to inform decision-making, budgeting and resource allocation. (CFR 2.10, 4.2)

6. Ensure widespread understanding and implementation of assessment and program review processes by both fulltime and part-time faculty and the promotion of the consistent use of analyses of direct evidence of student learning across the three schools. (CFR 2.4, 2.6, 2.7, 2.10)

7. Use effective communication in an ongoing and transparent way to inform the campus community about the possible consequences of right-sizing and the relocation. (CFR 1.7, 3.7)

## APPENDICES

### A. Federal Compliance Forms

#### 1. Credit Hour Review

#### 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? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
	Where is the policy located? In the Student Handbook, on the website
	Comments:
Process(es)/ periodic review of credit hour	Does the institution have a procedure for periodic review of credit hour assignments to ensure that they are accurate and reliable (for example, through program review, new course approval process, periodic audits)? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
	Does the institution adhere to this procedure? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
	Comments:
Schedule of on-ground courses showing when they meet	Does this schedule show that on-ground courses meet for the prescribed number of hours? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
	Comments:
Sample syllabi or equivalent for online	How many syllabi were reviewed? Four
	What kind of courses (online or hybrid or both)? Both

and hybrid courses  <i>Please review at least 1 - 2 from each degree level.</i>	What degree level(s)? PhD
	What discipline(s)? Psychology
	Does this material show that students are doing the equivalent amount of work to the prescribed hours to warrant the credit awarded? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
	Comments:
Sample 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? Four
	What kinds of courses? Geophysical
	What degree level(s)? PsyD
	What discipline(s)? Clinical Psychology
	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:  Outstanding portfolios documenting amount of time spent in the clinical setting.
Sample program information (catalog, website, or other program materials)	How many programs were reviewed? Five
	What kinds of programs were reviewed? Ministry, Missiology, Intercultural Studies, Psychology
	What degree level(s)? Masters and PhD
	What discipline(s)? Theology, psychology, intercultural
	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: Patricia E. Potter

Date: March 14, 2019

2. Marketing and Recruitment Review

**MARKETING AND RECRUITMENT REVIEW FORM**

Material Reviewed	Questions and Comments: Please enter findings and recommendations in the comment section of this table as appropriate.
**Federal regulations	Does the institution follow federal regulations on recruiting students? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
	Comments:
Degree completion and cost	Does the institution provide information about the typical length of time to degree? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
	Does the institution provide information about the overall cost of the degree? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
	Comments:
Careers and employment	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
	Does the institution provide information about the employment of its graduates, as applicable? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
	Comments:

\*§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: Mike Cairns

Date: March 14, 2019

### 3. Student Complaints Review

#### STUDENT COMPLAINTS REVIEW FORM

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

<p><b>Material</b></p> <p><b>Reviewed</b></p>	<p><b>Questions/Comments (Please enter findings and recommendations in the comment section of this column as appropriate.)</b></p>
<p>Policy on student complaints</p>	<p>Does the institution have a policy or formal procedure for student complaints?  <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>If so, Is the policy or procedure easily accessible? Where?</p> <p>Comments:</p> <p>Fuller has Complaint Resolution Procedures that are easily accessible in the Fuller Seminary Student Handbook. Entering “handbook” in the Fuller website search function immediately renders “student handbook;” as the choice; clicking on that selection takes you to the handbook with bookmarks of the handbook sections, one of which is the complaint procedures.</p> <p>When you select the Complaint Resolution Procedures link in the handbook, links to three sets of procedures are listed and available:</p> <p>Academic Integrity</p> <p>Complaint Resolution Procedures: Marriage and Divorce*, Respect for People and Property, Sexual Standards, and Substance Abuse Community Standards</p> <p>Complaint Resolution Procedures: Sexual Harassment, Unlawful Discrimination, Unlawful Harassment, Sexual Misconduct, Retaliation</p> <p style="text-align: center;">This third set of procedures is grounded in the Policy Against Sexual Misconduct</p>

	<p><a href="https://studenthandbook.fuller.edu/student-handbook/complaint-resolution/">https://studenthandbook.fuller.edu/student-handbook/complaint-resolution/</a></p>
Process(es)/ procedure	<p>Does the institution have a procedure for addressing student complaints?  <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>If so, please describe briefly:</p> <p>See above. The procedures are very thorough, easy to follow and effectively organized.</p>
	<p>If so, does the institution adhere to this procedure? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO</p>
	<p>Comments:</p> <p>Interviews with the provost and an open session of students surfaced the same perspectives, i.e. that students are aware of the procedures and that the seminary follows them.</p>
Records	<p>Does the institution maintain records of student complaints? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>If so, where?</p> <p>A sealed copy of the Academic Integrity Committee’s finding is placed in the student’s confidential file in the Registrar’s Office.</p> <p>For the other two complaint procedures, the official complaint along with findings from the relevant investigation is on file with the appropriate “decision-maker.” The complaint is sent to the relevant authority depending on whether it involves: a student or faculty member (therefore, school dean); or, student organization (then, Executive Director (ED)</p>

	for Student Engagement and Success)
	<p>Does the institution have an effective way of tracking and monitoring student complaints over time? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>If so, please describe briefly:</p> <p>The Registrar, for academic complaints, and either the appropriate school dean or Executive Director of the Office of Student Concerns for all other complaints tracks complaint volume and trends over time.</p>
	<p>Comments:</p> <p>The Academic Integrity procedures includes an appeal process for students.</p> <p>The Complaint Resolution Procedures for Marriage, etc begins with the encouragement that those involved use “loving verbal confrontation” to attempt to resolve the conflict; if that is not effective, a complaint resolution officer receives an official complaint, i.e. a Community Standards Complaint Form. For students that is the Executive Director of the Office of Student Concerns.</p>

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\*§602-16(1)(1)(ix)

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

Review Completed By: Maureen A Maloney (because the team lost one of the five original team members by the time for preparation for the visit, and to help with the remaining 4 team members’ workload, the staff liaison conducted the review.)

Date: April 17, 2019

#### 4. Transfer Policy Review

### TRANSFER CREDIT POLICY REVIEW FORM

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? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
	Is the policy publically available? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO If so, where? Master's degree programs: <a href="https://www.fuller.edu/call-discernment/program-policies-and-guidelines/">https://www.fuller.edu/call-discernment/program-policies-and-guidelines/</a> Doctoral psychology programs: <a href="https://www.fuller.edu/academics/school-of-psychology/clinical-psychology-transfer-credits-faqs/">https://www.fuller.edu/academics/school-of-psychology/clinical-psychology-transfer-credits-faqs/</a> ThM or PhD programs: <a href="https://catalogs.fuller.edu/2018-2019/school-of-">https://catalogs.fuller.edu/2018-2019/school-of-</a>

	<p><a href="#">theology/doctor-of-philosophy-master-of-theology/</a></p> <p>PhD in Intercultural Studies: <a href="https://catalogs.fuller.edu/2017-2018/school-of-intercultural-studies/doctor-of-philosophy-master-of-theology/">https://catalogs.fuller.edu/2017-2018/school-of-intercultural-studies/doctor-of-philosophy-master-of-theology/</a></p> <p>Doctor of Missiology: <a href="https://catalogs.fuller.edu/2017-2018/school-of-intercultural-studies/doctor-of-missiology/">https://catalogs.fuller.edu/2017-2018/school-of-intercultural-studies/doctor-of-missiology/</a></p> <p>CMR <a href="https://sites.google.com/a/fuller.edu/thefsource/">https://sites.google.com/a/fuller.edu/thefsource/</a> select PhD, select Program Overview</p>
	<p>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?</p> <p><input checked="" type="checkbox"/> YES <input type="checkbox"/> NO</p>
	<p>Comments:</p>

\*§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: Joseph Slowensky

Date: March 12, 2019

## B. Off-Campus Locations

### **OFF-CAMPUS LOCATIONS REVIEW-TEAM REPORT APPENDIX**

Institution: Fuller Theological Seminary – Fuller Texas

Type of Visit: Reaffirmation of Accreditation

Name of reviewer/s: Joseph Slowensky

Date/s of review: February 25, 2019

#### 1. Site Name and Address

Fuller Texas, 10200 Richmond Ave. Suite 170, Houston, TX 77042

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

The Fuller Texas campus offers 3 certificate programs and 4 degree programs. The certificates offered are the Certificate in Christian Studies, the Certificate in Church Planting, and the Certificate in Islamic Studies. The degree programs offered are the Master of Divinity (MDiv), the Master of Arts in Theology (MAT), the Master of Arts in Theology and Ministry (MATM), and the Master of Arts in Intercultural Studies (MAICS). A fifth degree program, the Master of Arts in Christian Leadership (MACL) is currently in teach-out, with one student remaining.

The core faculty FTE at Fuller Texas is 3.5 (5 headcount), and their ranks are supplemented by contingent faculty as needed. As of day 10 in the fall 2018 quarter, enrollment at the campus is 28 (headcount).

In December 2005, the Texas Theological Foundation (a group of pastors and lay leaders from Houston and Austin) approached Fuller administrators to propose a Fuller site in Houston, TX. By fall of 2009, Fuller Texas was awarded degree-granting status, and in January 2012, Fuller Texas moved into its permanent home, a 60,000 sq. ft. building donated to the seminary by the Texas Theological Foundation. Over the next year, additional offices, classrooms, conference room space, a permanent library space, and student gathering spaces have been built out within the structure. The campus occupies 15,000 sq. ft. of space. The remaining space is rented out to other businesses. This rental income covers the operational costs of the building and provides scholarship money for Fuller Texas students.

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

Lines of Inquiry	Observations and Findings	Follow-up Required (identify the issues)
<i>For a recently approved site.</i> Has the institution followed up on the recommendations from the substantive change committee that approved this new	N/A	

site?		
<p><i>Fit with Mission.</i> How does the institution conceive of this and other off-campus sites relative to its mission, operations, and administrative structure? How is the site planned and operationalized? (CFR 1.2, 3.1, 3.5, 4.1)</p>	<p>The School of Theology understands its programs to demonstrate its “robust commitment to the church’s mission locally and globally.” Fuller has long been committed to the education of global leaders and, in various ways, to educating them in their own contexts. Over the years, this latter commitment has been embodied in its various regional campuses and then also in its online education. Fuller Texas embodies the mission of Fuller Seminary, captured in the motto “forming global leaders for kingdom vocations,” in a specific local context. The programs and courses available in Houston belong primarily within the School of Theology of Fuller Theological Seminary. The associate dean of Fuller Texas is a regular, tenure-track faculty member of the School of Theology, and reports directly to the dean of the School of Theology. In addition to the associate dean, there is a regional campus director, who oversees operations on the Houston site. As alluded to above, Fuller Texas was created to address a perceived need for evangelical theological education in the Houston community. In this diverse setting, the program is ideally situated to establish important connections with African American and Latino/a churches. At the same time, enrollment at Fuller Texas is not what the institution would like, so several creative solutions are being explored. Fuller Texas faculty have taught Pasadena students (either in intensive format or via <i>FullerLive!</i><sup>1</sup>) as part of their load. A planned hire (with search underway) for a Fuller Texas faculty person has an envisioned load that includes a combination of teaching on-site in Houston, teaching online to the broader Fuller community, and building networks with Houston-area churches.</p>	None.
<p><i>Connection to the Institution.</i> How visible and deep is the presence of the institution at the off-campus site? In what ways does the institution integrate off-campus students into the</p>	<p>The presence and ethos of Fuller is deeply integrated into the Fuller Texas campus. Fuller Texas is “branded” as Fuller in everything from signage to the look and feel of the spaces. A key way the students are integrated into the life and culture of the institution is by having a campus Fuller Seminary Council representative. This Fuller Texas representative is a full member of the student council and participates fully in council activities through video conferencing as well as periodic in-person visits to the main campus. All Fuller Texas degrees share all PLOs and measures of student achievement with the</p>	None. Fuller Texas appears to be very integrated with Pasadena campus.

<sup>1</sup> *FullerLive!* is a modality in which the professor delivers content live to students in two locations. For example, a professor might be lecturing in-person to students on the Pasadena campus while students at Fuller Arizona attend via live streaming. These lectures occur in specially equipped classrooms, where microphones, cameras, and large screens enable discussion for all participants.

<p>life and culture of the institution? (CFR 1.2, 2.10)</p>	<p>corresponding Pasadena-based degrees.</p>	
<p><i>Quality of the Learning Site.</i> How does the physical environment foster learning and faculty-student contact? What kind of oversight ensures that the off-campus site is well managed? (CFR 1.8, 2.1, 2.5, 3.1, 3.5)</p>	<p>The physical environment is designed to foster learning and encourage faculty-student contact. The Fuller Texas campus has a student lounge and multiple types of study spaces that encourage both private study as well as group interaction. The faculty are integrated into the main office space where students have ready access. To ensure that the site is well managed, the senior leadership of the Fuller Texas Campus are high level administrators in the institution. The campus has an associate dean and a director, both of whom are direct reports to Pasadena senior leadership.</p>	<p>None. The facility is state of the art and appropriate for its use.</p>
<p><i>Student Support Services.</i> What is the site's capacity for providing advising, counseling, library, computing services and other appropriate student services? Or how are these otherwise provided? What do data show about the effectiveness of these services? (CFR 2.11-2.13, 3.6, 3.7)</p>	<p>A student at Fuller Texas receives the same level of student services that a student at the main campus receives. In some cases this is done in person in Houston and in some cases this is technologically mediated from Pasadena. Fuller Texas has a local advisor who advises all Fuller Texas students as well as online students from other areas in the country. The local advisor is an integral part of the advising team who meets regularly with their colleagues at the main campus. Other student services such as the Registrar and student financial services are handled through the main campus. The Fuller Texas director works closely with other student service offices to ensure that student needs are met. In addition to the robust electronic resources of Fuller Theological Seminary (~1.8 million eBooks and hundreds of databases), Fuller Texas has a local library that contains ample study space, a computer for student use, and about 16,000 volumes. In addition students have access to reference librarians via email, video streaming, and phone conversations. There are also several online tutorials for all Fuller students. The director of Fuller Texas is also a MLIS credentialed librarian who provides in person support when needed.</p>	<p>None. The onsite advisor and director help to resolve issues that students may face on this campus.</p>
<p><i>Faculty.</i> Who teaches the courses, e.g., full-time, part-time, adjunct? In what ways does the institution ensure that off-campus</p>	<p>Courses are taught by a combination of full-time (4), part-time (1), and contingent faculty. In the 2017-18 academic year, 22 courses were offered in Houston. Of these, 8 were taught by regular faculty, and 14 were taught by adjuncts or affiliates. All regular faculty are hired through the regular seminary search process, and all adjuncts and affiliates are approved through the regular process by the appropriate departments or divisions in which they teach. By having</p>	<p>None. Faculty CVs show credentials that are appropriate for the level</p>

<p>faculty is involved in the academic oversight of the programs at this site? How do these faculty members participate in curriculum development and assessment of student learning? (CFR 2.4, 3.1-3.4, 4.6)</p>	<p>an associate dean at Fuller Texas, the institution ensures the local faculty are deeply involved in the academic oversight of the programs at the local site. Each local faculty member is involved at all levels of faculty governance.</p>	<p>of degree in which they teach.</p>
<p><i>Curriculum and Delivery.</i> Who designs the programs and courses at this site? How are they approved and evaluated? Are the programs and courses comparable in content, outcomes and quality to those on the main campus? (CFR 2.1-2.3, 4.6)</p>	<p>The programs and courses available in Houston belong primarily within the School of Theology of Fuller Theological Seminary. Courses are offered in such a way that students can earn their degrees through classes taught on the Houston campus, but Fuller Texas students are also able to take Fuller courses online. The curriculum for all degree and certificate programs is identical to curriculum offered on the main campus. It was developed by the faculties of the School of Theology and the School of Theology, with ultimate approval by the Joint Faculty of Fuller. Since the regular faculty in Houston are all members of the School of Theology Faculty, they participate in all discussions of curriculum and courses. Within SOT, courses are approved through a process that begins with the department and moves up to the division by means of the development and approval of an Expanded Course Description (ECD). The development of these ECDs are guided by a series of coaching documents and master templates, designed to insure that the Program Learning Outcomes and other requirements for the course are met. A similar process is used for courses from the School of Intercultural Studies, with the exception that that unit is not subdivided into divisions.</p>	<p>None.</p>
<p><i>Retention and Graduation.</i> What data on retention and graduation are collected on students enrolled at this off-campus site? What do these data show? What disparities are</p>	<p>Across all campuses, attrition and graduation data are examined in two-year overlapping windows in the following manner: For a given year, a student's outcome in the following two years is categorized as (a) graduated, (b) continuing enrollment, (c) neither graduated or enrolled in those two years (i.e., attrition). As the table below illustrates, retention is highest in the theology degree programs at Fuller Texas (2-year attrition ranging from 12%-19%), perhaps in part because all core Fuller Texas faculty are School of Theology Faculty. Attrition is highest in the Certificate of Christian Studies (attrition in the other two certificates reflects both very low and recent enrollment</p>	<p>None, Fuller appears to be taking appropriate steps to address areas of concern at this campus.</p>

evident? Are rates comparable to programs at the main campus? If any concerns exist, how are these being addressed? (CFR 2.6, 2.10)

in these programs). This pattern of higher attrition in certificate programs is mirrored in Pasadena data, likely reflecting the lower level of student commitment required for a certificate versus a full degree program. Nonetheless, these data are higher than the institution would like, and in response, the admission and retention functions of the seminary have recently been integrated for better management. The graduation data reflect the part-time nature of most students' enrollment, a situation that is more pronounced in Fuller Texas. In the 2018-19 academic year, the seminary has implemented a program whereby students who enroll in two courses at Fuller Texas are awarded a 50% scholarship. It is too soon to know the effects of this scholarship, but preliminary data should be available by the scheduled March site visit.

	Attrition rate		Graduation Rate	
	Houston	Pasadena	Houston	Pasadena
Certificate in Theology and the Arts	0%	32%	---	29%
Certificate in Christian Studies	48%	41%	24%	26%
Certificate in Recovery Ministry	0%	42%	---	33%
Master of Arts in Christian Leadership	13%	23%	31%	34%
Master of Arts in Intercultural Studies	29%	16%	11%	41%
Master of Arts in Theology	14%	14%	31%	49%
Master of Arts in Theology and Ministry	19%	16%	28%	32%
Master of Divinity	19%	10%	21%	39%

<p><i>Student Learning.</i> How does the institution assess student learning at off-campus sites? Is this process comparable to that used on the main campus? What are the results of student learning assessment? How do these compare with learning results from the main campus? (CFR 2.6, 4.6, 4.7)</p>	<p>Courses are evaluated in two ways: (1) indirectly by means of a course evaluation administered to students; and (2) through direct assessment of signature assignments for the Program Learning Outcomes which the course is designed to meet. Course evaluations for all courses are made available to the dean of the school in which the course is offered. The dean reviews the performance. In addition, course evaluations for courses taught by adjunct or affiliate faculty are made available to the division chairs, who review them, and pass them on to the department chairs when follow up might be appropriate or useful. Fuller Texas courses compare well to Pasadena-based courses in terms of both student satisfaction and student achievement.</p>	<p>None.</p>
<p><i>Quality Assurance Processes:</i> How are the institution's quality assurance processes designed or modified to cover off-campus sites? What evidence is provided that off-campus programs and courses are educationally effective? (CFR 4.4-4.8)</p>	<p>The quality assurance processes in use at the Fuller Arizona program are identical to those in use at the main campus. Signature assignment and course evaluation data are centrally collected using the same software packages (Explorance BLUE and Canvas, respectively) and the same timeframes as in Pasadena courses. As described above, decanal review of course evaluations occurs on a quarterly basis. Signature assignment data are reviewed by the Educational Effectiveness Committee (which includes both deans and also faculty from both schools) and distributed to all faculty on an annual basis.</p>	<p>Fuller has only recently begun to disaggregate data according to campus location.</p>

## OFF-CAMPUS LOCATIONS REVIEW-TEAM REPORT APPENDIX

Institution: Fuller Theological Seminary (Fuller Arizona)

Type of Visit: Reaffirmation of Accreditation

Name of reviewer/s: Joseph Slowensky

Date/s of review: January 23-24, 2019

A completed copy of this form should be appended to the team report for all visits in which off-campus sites were reviewed<sup>2</sup>. One form should be used for each site visited. Teams are not required to include a narrative about this matter in the team report but may include recommendations, as appropriate, in the Findings and Recommendations section of the team report.

1. Site Name and Address

Fuller Arizona, 1110 East Missouri Ave., Suite 530, Phoenix, Arizona 85014

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

Fuller Arizona (originally Fuller Southwest), an Additional Location of Fuller Theological Seminary, was founded in 1977. Presently, students are able to complete the Master of Divinity (MDiv), Master of Arts in Theology (MAT), Master of Arts in Theology and Ministry (MATM), Master of Arts in Intercultural Studies (MAICS), Master of Arts in Christian Leadership (MACL), Master of Science in Marriage and

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<sup>2</sup> See Protocol for Review of Off-Campus Sites to determine whether and how many sites will be visited.

Family Therapy (MSMFT), Certificate of Theology and the Arts, and Certificate of Christian Studies programs in Arizona. As of September 30, 2019, all programs except the MSMFT will be discontinued under a teach-out plan submitted to WSCUC in March 2018.

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

Lines of Inquiry	Observations and Findings	Follow-up Required (identify the issues)
<i>For a recently approved site.</i> Has the institution followed up on the recommendations from the substantive change committee that approved this new site?	N/A	
<i>Fit with Mission.</i> How does the institution conceive of this and other off-campus sites relative to its mission, operations, and administrative structure? How is the site planned and operationalized? (CFR 1.2, 3.1, 3.5, 4.1)	The MSMFT degree program was begun in 2012 because of a recognized lack of marriage and family therapy degree programs (only one other program exists in AZ) and the similar dearth of graduate mental health degree programs taught from an integrative perspective. Student achievement, retention, and graduation are annually reviewed in collaboration with the Pasadena MSMFT program. This degree program employs two full-time faculty (both holding the PhD in Marriage and Family and one serving as director the program) and one part-time faculty member (a practicing Marriage and Family Therapist) who serves as the director of Clinical Training. Two of these faculty persons are fully licensed Marriage and Family Therapists and the third is a licensed associate marriage and family therapist. These faculty persons attend and participate in monthly department, school, and seminary faculty meetings. In addition, 10 to 12 adjunct instructors and clinical supervisors are contracted each year to teach in their	None.

	<p>areas of expertise. Classroom technology at Fuller Arizona is of the same standard and type as at the main campus, with the same projection and playback capacities. IT functions are centralized, with all students on all campuses and online having access to the seminary's extensive electronic library, learning management system, and Google suite of applications. Instructional Designers assist faculty persons in the creation and successful implementation of technology within their courses.</p>	
<p><i>Connection to the Institution.</i> How visible and deep is the presence of the institution at the off-campus site? In what ways does the institution integrate off-campus students into the life and culture of the institution? (CFR 1.2, 2.10)</p>	<p>Professors from Pasadena regularly offer intensive and <i>FullerLive!</i><sup>3</sup> full courses as well as occasional lectures in the Arizona program. The MFT department chair and director of academic affairs make annual visits to meet and interact with Arizona students; students are invited to participate in online programming (e.g., Fuller Studios) and to attend continuing education events as well as intensive summer courses in Pasadena. The Arizona program shares all PLOs and measures of student achievement with the Pasadena program, and student outcome data are shared with all School of Psychology faculty in annual program reviews</p>	<p>None, the campus seems very much aligned with Pasadena.</p>
<p><i>Quality of the Learning Site.</i> How does the physical environment foster learning and faculty-student contact? What kind of oversight ensures that the off-campus site is well managed? (CFR 1.8, 2.1, 2.5, 3.1, 3.5)</p>	<p>Fuller Arizona is well located near central Phoenix in a garden office park that provides both office and classroom spaces. Community meals are scheduled at least twice a year in the courtyard area for all students and faculty. A student lounge is also available for student use during the week. The owner of the site is highly invested in maintaining facilities that meet program needs and has done occasional remodeling for us at no charge. The program maintains strong relationships with community training partners thus ensuring rich practicum experiences for all students.</p>	<p>The learning site is adequate, but Fuller is currently negotiating with landlord to downsize the space that it leases.</p>
<p><i>Student Support Services.</i> What is the site's capacity for providing advising, counseling, library,</p>	<p>The MSMFT students receive on-campus advising from the program director and the clinical training director. The department's director of academic affairs also provides student advising, including graduation</p>	<p>Students were unhappy with the lack of support (available via</p>

<sup>3</sup> *FullerLive!* is a modality in which the professor delivers content live to students in two locations. For example, a professor might be lecturing in-person to students on the Pasadena campus while students at Fuller Arizona attend via live streaming. These lectures occur in specially equipped classrooms, where microphones, cameras, and large screens enable discussion for all participants.

<p>computing services and other appropriate student services? Or how are these otherwise provided? What do data show about the effectiveness of these services? (CFR 2.11-2.13, 3.6, 3.7)</p>	<p>clearances, for all students in both Arizona and Pasadena. Substantial library resources are available online, and all students have access to a variety of cloud-based or distributed software (e.g., Zotero reference management software, Google suite, Mango language learning software, SPSS statistical software). Counseling services are provided by a network of local clinicians who provide substantially discounted rates to Fuller students.</p>	<p>email only) from the financial services office in Pasadena. There appears to be no mechanism for the institution to monitor student satisfaction with campus services.</p>
<p><i>Faculty.</i> Who teaches the courses, e.g., full-time, part-time, adjunct? In what ways does the institution ensure that off-campus faculty is involved in the academic oversight of the programs at this site? How do these faculty members participate in curriculum development and assessment of student learning? (CFR 2.4, 3.1-3.4, 4.6)</p>	<p>MSMFT courses are taught by two full-time and one half-time core faculty members. As noted above, the two full-time faculty persons both hold the PhD in Marriage and Family Therapy and the half-time director of clinical training as well as the full-time program director are fully licensed Marriage and Family Therapists. The third full-time faculty person holds an Associate Marriage and Family Therapy License and is accumulating hours for full licensure. In addition to these core faculty persons, 10-12 adjunct faculty members are carefully selected on an annual basis to teach in their respective areas of expertise and to provide clinical supervision. All these contingent faculty persons hold either the doctorate or the master's degree in their area of teaching. The AZ program director serves on the curriculum committee for the department. As noted above, assessment of the Fuller Arizona program is a distinct component within the larger department annual assessment plan.</p>	<p>None.</p>
<p><i>Curriculum and Delivery.</i> Who designs the programs and courses at this site? How are they approved and evaluated? Are the programs and courses comparable in content, outcomes and quality to those on the main campus? (CFR 2.1-2.3, 4.6)</p>	<p>Since its inception, the goal for the MSMFT in Arizona has been to mirror the program in Pasadena (allowing for minor modifications to meet licensure requirements in Arizona). To this end, current syllabi designed by Pasadena instructors, including required texts, serve as guidelines for course design in Arizona. Each quarter, all syllabi are submitted for departmental review. Course assessments completed by Arizona students at the end of each quarter are comparable to those completed by Pasadena students.</p>	<p>Some adjunct faculty were not happy with the dated textbooks that were being used in MFT program. These texts were selected by Pasadena faculty.</p>
<p><i>Retention and Graduation.</i> What data on retention and graduation</p>	<p>In the 2015, 2016, and 2017 Arizona cohorts, a total of 5 of 34 matriculated students (15%) have left the program for reasons other than graduation. Since the inception of</p>	<p>None.</p>

<p>are collected on students enrolled at this off-campus site? What do these data show? What disparities are evident? Are rates comparable to programs at the main campus? If any concerns exist, how are these being addressed? (CFR 2.6, 2.10)</p>	<p>the program in 2012, 11 of 96 (11%) have dropped out. This lifetime attrition is equivalent to that of the Pasadena program (11 of 72, 11%). Thus far, 45 students in four cohorts have graduated, and 40 students are currently active in the program.</p>	
<p><i>Student Learning.</i> How does the institution assess student learning at off-campus sites? Is this process comparable to that used on the main campus? What are the results of student learning assessment? How do these compare with learning results from the main campus? (CFR 2.6, 4.6, 4.7)</p>	<p>One measure of student learning is the licensure exam that is required of those alumni who apply for an Arizona license. Of those alumni who have taken this exam, 93% successfully passed it on their first effort. This percentage is comparable to the licensure exam passage rate for Pasadena students. A second key measure is external supervisor ratings of students completing field training practica. These ratings for both programs are reviewed separately and annually by all School of Psychology faculty, and both programs demonstrate extremely high ratings. These ratings are further borne out by the high rates of job offers extended to students by their practicum sites after graduation.</p>	<p>None.</p>
<p><i>Quality Assurance Processes:</i> How are the institution's quality assurance processes designed or modified to cover off-campus sites? What evidence is provided that off-campus programs and courses are educationally effective? (CFR 4.4-4.8)</p>	<p>The quality assurance processes in use at the Fuller Arizona program are identical to those in use at the main campus. As described above, an annual review process includes full faculty review of data on student performance in practicum settings, alumni/ae licensure rates, and attrition and graduation rates. This review also includes examination of admissions rates and of the breakdown of current student standing (i.e., percentage of students in good standing). Data are presented separately for the Fuller Arizona program and the Pasadena program, but the same metrics are collected and examined.</p>	<p>Disaggregation of student achievement data according to location was not being collected. Fuller recognizes the importance of doing this and appears to be taking steps in this direction.</p>

C. Distance Education

**Distance Education Review-Team Report Appendix**

Institution: Fuller Theological Seminary  
Type of Visit: Comprehensive review  
Name of reviewer/s: Joe Slowensky, Patricia Potter  
Date/s of review: January 23-24 (Phoenix)  
February 25 (Houston)  
March 11-14, 2019 (Pasadena)

1. Programs and courses reviewed: Master of Arts in Theology, Master of Divinity
2. Background Information (number of programs offered by distance education; degree levels; FTE enrollment in distance education courses/programs; history of offering distance education; percentage growth in distance education offerings and enrollment; platform, formats, and/or delivery method)

Within theological institutions, Fuller was an early pioneer in online education, beginning with our Master of Arts in Global Leadership degree, which has been offered in a distance education format since the early 2000s. A critical consideration for the institution has always been the impact of class size on student learning and academic achievement. Indeed, optimized class size is a variable that changes at developmental levels, in curriculum areas, and with learning objectives. In the Fuller context, additional variables including faculty engagement objectives, student formation, learning communities, and financial stewardship are also considered. Fuller's current model is focused/built on best practices for formation in online communities of learning. Specifically, the maximum online class size is set at 27 (without a teaching assistant) or 32 (with a teaching assistant) to optimally facilitate both (a) student conversations that reflect a range of different perspectives and experiences and (b) faculty-student engagement.

The following 20 Fuller programs are available up to 100% online: Certificate in Anglican Studies, Certificate in Asian American Contexts, Certificate In Church Planting, Certificate in Islamic Studies, Certificate in Recovery Ministry, Certificate in Theology and the

Arts, Certificate in Urban Youth Ministry, Certificate in Youth Ministry, Certificate of Christian Studies, Doctor of Ministry, Master of Arts in Global Leadership, Master of Arts in Intercultural Studies, Master of Arts in Theology, Spanish-language Master of Arts in Theology, Master of Arts in Theology and Ministry, Spanish-language Master of Arts in Theology and Ministry, Master of Divinity, Spanish-language Master of Divinity, Doctor of Missiology, and Korean Language Doctor of Missiology.

In fall 2017, there were 865 Fuller students comprising 370.77 FTE who were enrolled solely in distance education coursework. However, even students whose primary enrollment is at one of Fuller's geophysical campuses typically take some courses online. That is, in fall 2017, an additional 253 geo-physically based students took one or more courses online (58 FTE). By fall 2018, 1,304 students comprising 518 FTE were taking online coursework. These represent approximate increases of 8% head count and 9% FTE, and this pattern has been roughly consistent for the past 5 years.

Fuller uses Canvas as the Learning Management System to service all programs in all modalities. The institution selected Canvas as our institutional platform through a detailed investigative process led by the Office of Teaching and Learning, a provost-appointed faculty search committee, and numerous faculty "pilots" who tested and reviewed the platform over consecutive quarters. The main objectives and rationale for selecting Canvas were focused on finding a platform that demonstrated reliability, sustainable architecture and improvement processes, a clear and user-friendly interface, and 24/7 student support. Canvas has continued to surpass Fuller's expectations on each of these fronts. Canvas is a cloud-based service that has

regularly scheduled infrastructure improvements, updates, and security enhancements provided by their dedicated administration. Distance education courses are delivered almost exclusively asynchronously through Canvas, but the institution has begun to carefully experiment with the occasional use of synchronous online video streaming (using Bluejeans, Skype, or Google hangouts) within these primarily asynchronous online offerings.

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

The team met and interviewed students, faculty, instructional designers, advisors and administrators in Pasadena, Houston and Phoenix. The team reviewed assessment plans, faculty CVs, curriculum maps, and selected syllabi.

Observations and Findings

Lines of Inquiry (refer to relevant CFRs to assure comprehensive consideration)	Observations and Findings	Follow-up Required (identify the issues)
<p><i>Fit with Mission.</i> How does the institution conceive of distance learning relative to its mission, operations, and administrative structure? How are distance education offerings planned, funded, and</p>	<p>Fuller has intentionally designed its programs and curriculum to be offered in multiple modalities to support learners both locally and abroad. To this end, Fuller’s distance education programs’ missional focus, objectives, curriculum, planning, oversight, funding, and costs are operationalized not as separate programs but rather as extensions of our campus-based offerings. Respective operations and administrative structures support programs at all ranges (i.e. Advisors advise local and global students. / Teaching &amp; Learning staff supports both local and globally based faculty.) Over six years ago, the leadership of the seminary adopted the phrase “every student is an online student” in order to help the school reframe how we think about serving students at every distance. Indeed, this theme has become a central driving motivation for our services across the school. This</p>	<p>None.</p>

operationalized?	includes intentionality not only in academic resourcing (classes, technology, and library), but also in our student life and services.	
<p><i>Connection to the Institution.</i> How are distance education students integrated into the life and culture of the institution?</p>	<p>The Student Council consists of student representatives from the main campus, regional campuses, and online who connect with and serve the larger Fuller institution. These students work together to listen to, advocate for, and represent student needs and concerns with senior level administration. The council also supports student life activities on each campus to promote community and diversity among students in all locations.</p> <p>Students at all campuses and in any location are encouraged to participate in new student orientation sessions. Synchronous live online sessions, an asynchronous course through Canvas, and a live on-campus orientation with online participation are offered each quarter.</p> <p>Online student groups by geographic location are being piloted, which allows students to meet with other Fuller students in their geographic location. Two groups (in Atlanta and New York City) have started meeting over coffee or lunch. Funding for these group meetings are provided through the Student Engagement and Success office. Online and regional campus students are also invited to participate in any of the institution’s traditional on-site student groups via livestream/discussion forums.</p>	None.
<p><i>Quality of the DE Infrastructure.</i> Are the learning platform and academic infrastructure of the site conducive to learning and interaction between faculty and students and among students? Is the technology adequately supported? Are</p>	<p>The T&amp;L team proactively supports faculty in both pedagogy and educational technology while also supporting students and faculty with the Learning Management System (Canvas), video conferencing, and other educational technologies. Our LMS is externally hosted through Canvas (cloud based). Canvas provides scheduled maintenance, updates, upgrades, and improvements. Canvas is one of the highest rated LMSs with a strong reputation for reliability and innovation serving. The platform is hosted in Amazon Web Services for added security and reliability. Canvas also provides students and faculty 24/7/35 technical support via email, chat, and phone. Fuller contracts with BlueJeans for video conferencing needs.</p>	None.

<p>there back-ups?</p>		
<p><i>Student Support Services:</i> What is the institution’s capacity for providing advising, counseling, library, computing services, academic support and other services appropriate to distance modality? What do data show about the effectiveness of the services?</p>	<p>Substantial library resources (1.8M ebooks, 114 online databases, and 577K “Books by Mail”) are available to online students. In addition, the library has developed online research guides and training videos for all Fuller students. Further, all students have access to a variety of cloud-based or distributed software (e.g., Zotero reference management software, Google suite, Mango language learning software, SPSS statistical software).</p> <p>All Master's-level students, regardless of modality, enter the Fuller learning environment through online tutorials and online course materials. Advising carries this philosophy forward, communicating with students every quarter using a combination of email, video conferencing, telephone, social media, and targeted survey tools to provide excellent service to students regardless of geographic location or learning method.</p> <p>Student support services, including Access Services (for students with disabilities) and the Writing Center (writing and academic support for all students) are available via telephone, via online video chat, as well as other ways of connecting remotely. These student services are promoted on physical campuses, in online course shells, in syllabi, and made known at orientation (online and in person), through advising, through direct emails to students, and through other methods. This allows online students equal access to the supports they need in terms of necessary accommodations in place to remove barriers for students with disabilities, and writing and other academic supports for all students. In a student survey given this year (2018), 100% of surveyed students said that without Access Services they would be less able to access their courses. Of these, 20% said that it would impact their courses, but they could probably still graduate. 37% said it would impact their courses and they may not graduate. 43% said that without Access Services they would definitely not be able to complete their courses and would not graduate.</p> <p>In AY17-18, the number of online-only and regional campus students accessing Writing Center services and resources increased 142% over historical averages. This growth outpaced the 40% increase over historical averages of Pasadena campus students accessing the Writing Center. The ratio of Pasadena-campus to non-Pasadena students</p>	<p>The team heard several complaints about the responsiveness of financial aid office.</p>

	<p>served in the Writing Center has decreased 50% since 2014, from 1:6 to 1:4, while overall numbers of students visiting the Writing Center has increased. The Writing Center develops new online workshop context each quarter, which responds to new academic curriculum and emerging student needs. 120 students are currently enrolled in the workshop (housed in the Canvas LMS), 59 (49%) of whom are online-only students and 6 (5%) of whom are regional campus students. Approximately equal numbers of non-Pasadena students access Writing Center workshop materials as do Pasadena campus students.</p>	
<p><i>Faculty.</i> Who teaches the courses, e.g., full-time, part-time, adjunct? Do they teach only online courses? In what ways does the institution ensure that distance learning faculty are oriented, supported, and integrated appropriately into the academic life of the institution? How are faculty involved in curriculum development and assessment of student learning? How are faculty trained and supported to teach in this modality?</p>	<p>All courses are taught by Fuller faculty (full-time and part-time regular faculty, as well as contingent faculty who have been reviewed and approved by the appropriate department, division, and/or dean). The Academic Programs Office and the Office of Teaching &amp; Learning work cooperatively with Human Resources to hire and onboard all part-time and adjunct faculty. Faculty are hired to teach across each modality. Faculty scheduled to teach in online and hybrid modalities are contacted at least nine-months in advance for a 4-week online training course with T&amp;L. After successful completion of this course, they are partnered with an Instructional Designer who helps them plan, develop, implement, and review their online and hybrid courses. Each course shares identical objectives and a standardized Signature Assignment for program review.</p>	<p>Faculty CVs reviewed by the team demonstrated high quality and appropriate credentials for the levels of degrees offered. Faculty appear to receive adequate training and support to teach in all modalities.</p>
<p><i>Curriculum and Delivery.</i> Who designs the distance education</p>	<p>The Office of Teaching &amp; Learning (T&amp;L) supports the design, development, and review of the online and hybrid courses. These courses share identical learning objectives with their campus counterparts. Each course is built by the faculty of record to the high</p>	<p>Faculty reported high satisfaction with the office of teaching and</p>

<p>programs and courses? How are they approved and evaluated? Are the programs and courses comparable in content, outcomes and quality to on-ground offerings? (Submit credit hour report.)</p>	<p>standards required by each program and each course objective. The Signature Assignments are universally applied to each course modality. T&amp;L partners with individual faculty, faculty teams and divisional groups, and library staff in the development of each course. T&amp;L also reviews all course evaluations for online and hybrid courses to improve the overall quality and experience in every course offered. Additionally, T&amp;L regularly surveys students on their experience within courses, the LMS, and various educational technologies.</p>	<p>learning.</p>																																																						
<p><i>Retention and Graduation.</i> What data on retention and graduation are collected on students taking online courses and programs? What do these data show? What disparities are evident? Are rates comparable to on-ground programs and to other institutions' online offerings? If any concerns exist, how are these being addressed?</p>	<p>Across all campuses, attrition and graduation data are examined in two-year overlapping windows in the following manner: For all enrolled students in a given year, a student's outcome in the following two years is categorized as (a) graduated, (b) continuing enrollment, (c) neither graduated or enrolled in those two years (i.e., attrition). As the table below illustrates, attrition is highest certificate programs, both online and in Pasadena, likely reflecting the lower level of student commitment required for a certificate versus a full degree program. For programs offered both online and in Pasadena, attrition is somewhat higher for online students (31% online versus 23% Pasadena), but it is noteworthy that the two programs offered exclusively in distance education format, the MAGL and DMiss have markedly lower attrition rates (9% and 13%, respectively).</p> <table border="1" data-bbox="391 1209 1284 1514"> <thead> <tr> <th rowspan="2">Program</th> <th colspan="2">2-Year Attrition</th> <th colspan="2">2-Year Graduation</th> </tr> <tr> <th>Online</th> <th>Pasadena</th> <th>Online</th> <th>Pasadena</th> </tr> </thead> <tbody> <tr> <td>Certificate of Christian Studies</td> <td>38%</td> <td>41%</td> <td>17%</td> <td>26%</td> </tr> <tr> <td>Certificate of Islamic Studies</td> <td>---</td> <td>100%</td> <td>---</td> <td>0%</td> </tr> <tr> <td>Certificate of Church Planting</td> <td>50%</td> <td>43%</td> <td>0%</td> <td>29%</td> </tr> <tr> <td>Doctor of Missiology</td> <td>9%</td> <td>---</td> <td>23%</td> <td>---</td> </tr> <tr> <td>MA in Global Leadership</td> <td>13%</td> <td>---</td> <td>41%</td> <td>---</td> </tr> <tr> <td>MA in Intercultural Studies</td> <td>25%</td> <td>16%</td> <td>10%</td> <td>41%</td> </tr> <tr> <td>MA in Theology</td> <td>24%</td> <td>14%</td> <td>17%</td> <td>49%</td> </tr> <tr> <td>MA in Theology and Ministry</td> <td>25%</td> <td>16%</td> <td>10%</td> <td>32%</td> </tr> <tr> <td>Master of Divinity</td> <td>24%</td> <td>10%</td> <td>6%</td> <td>39%</td> </tr> </tbody> </table> <p>Two-year graduation rates reflect the part-time nature of most students' enrollment, a situation that is more pronounced in Fuller's online student body. Note also that neither the DMiss is designed to be a four-year program and the MDiv a three-year, full-time program.</p>	Program	2-Year Attrition		2-Year Graduation		Online	Pasadena	Online	Pasadena	Certificate of Christian Studies	38%	41%	17%	26%	Certificate of Islamic Studies	---	100%	---	0%	Certificate of Church Planting	50%	43%	0%	29%	Doctor of Missiology	9%	---	23%	---	MA in Global Leadership	13%	---	41%	---	MA in Intercultural Studies	25%	16%	10%	41%	MA in Theology	24%	14%	17%	49%	MA in Theology and Ministry	25%	16%	10%	32%	Master of Divinity	24%	10%	6%	39%	<p>Further disaggregation is needed by modality and campus location.</p>
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<p><i>Student Learning.</i> How does the institution assess student learning for online programs and courses? Is this process comparable to that used in on-ground courses? What are the results of student learning assessment? How do these compare with learning results of on-ground students, if applicable, or with other online offerings?</p>	<p>Fuller courses are evaluated in two ways, regardless of modality: (1) indirectly by means of a course evaluation administered to students; and (2) through direct assessment of signature assignments for the Program Learning Outcomes which the course is designed to meet. Course evaluations for all courses are made available to the Dean of the school in which the course is offered. The Dean reviews the performance. In addition, course evaluations for courses taught by adjunct or affiliate faculty are made available to the division chairs, who review them, and pass them on to the department chairs when follow up might be appropriate or useful. Online courses do not differ from geophysical courses in terms of either student satisfaction or student achievement.</p>	<p>Further disaggregation is needed by modality and campus location. Fuller appears to have only recently begun to do this.</p>
<p><i>Contracts with Vendors.</i> Are there any arrangements with outside vendors concerning the infrastructure, delivery, development, or instruction of courses? If so, do these comport with the policy on <i>Contracts with Unaccredited Organizations</i>?</p>	<p>Fuller has an approved arrangement with Young Life to offer contracted units for their staff persons enrolled in Fuller educational programs. All faculty teaching in this program undergo the same approval process--involving interview, vita review, and course evaluation review--as any other contingent faculty person teaching at Fuller. Further, signature assignment data are collected on specified courses, regardless of location, modality, or instructor.</p>	<p>None.</p>

<p><i>Quality Assurance Processes:</i> How are the institution's quality assurance processes designed or modified to cover distance education? What evidence is provided that distance education programs and courses are educationally effective?</p>	<p>Fuller has been a leading innovator in distance education for nearly two decades. As with every class and every modality, Fuller faculty and faculty leadership are diligent in both course design and review. Each course objective, learning outcome, and ECD is approved by each respective curricular faculty committee. The Signature Assignment protocols are a further evidence of these quality controls as each course uses standardized assessments across each modality providing a direct evidence for student progress in PLOs. As noted earlier in the report, campus and online courses have no significant difference in student performance.</p>	<p>None.</p>
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