

REPORT OF THE WASC VISITING TEAM

CAPACITY AND PREPARATORY REVIEW

to

John Paul the Great Catholic University

September 26-28, 2012

In Partial Fulfillment of the Requirements for

Initial Accreditation

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The visiting team evaluated the institution under the WASC Standards of Accreditation and prepared this report containing its collective evaluation for consideration and action by the institution and by the Accrediting Commission for Senior Colleges and Universities. 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 WASC website.

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SECTION I. OVERVIEW AND CONTEXT

Description of the Institution and Visit

John Paul the Great Catholic University (JPCU) was incorporated in 2004. The founders' vision was to build a niche Catholic university producing students capable of impacting the culture for Christ in the culturally influential fields of media, business, and theology. The curriculum is designed to foster future creators, innovators, leaders, and entrepreneurs whose work and lives will be guided by the spiritual, moral and social teachings of Jesus Christ.

JPCU offers a Bachelor of Science in Business and a Bachelor of Science in Communications Media with five areas of emphasis (producing, production, screenwriting, new evangelization, and animation and gaming). At the graduate level JPCU offers a Master of Business Administration (MBA) in Film Producing and a Master of Arts (MA) in Biblical Theology. Certificates in Biblical Theology are also available, primarily through an online program.

Located in San Diego, California, John Paul Catholic graduated its first undergraduate class in December 2009, and admitted the first students to its graduate programs in fall, 2009. JPCU's undergraduate curriculum is delivered year round, with an intended time-to-degree for first time entering students of three years. JPCU's undergraduate programs emphasize applied learning, and students are encouraged to find opportunities to combine paid employment and academic learning whenever possible. The media program curriculum emphasizes the various skills needed to take a film or web-based program from inception to completion, and students regularly receive feedback on their projects from a professional faculty who work in the media industries

in Southern California. Students in the undergraduate business degree participate in JPCU's "LaunchPad" effort (recently revised and renamed), where they take an entrepreneurial idea from inception to launch as a business. Often students from business and media work together on their junior/senior projects, and students in the MBA program occasionally collaborate with undergraduate projects. The MBA program is tightly focused on JPCU's core competencies in business and media, and is intended to impart knowledge of core business principles and the competence and foundational skills in media necessary to join or create a working studio. The MA in Biblical Theology has also defined a clear niche for its program, focusing on scriptural theology in order to train students interested in working in pastoral ministry and religious education as well as to prepare students to pursue further work in biblical and theological scholarship. The same curriculum is offered online as a certificate.

The campus' physical location, in a business park in San Diego, provides a sufficient floor plan for the university's current student population. The administration and classrooms occupy the entire second floor and much of the first floor of the building. Students are housed in a luxury apartment complex on the other side of a freeway. They can get to the campus via the regional bus system, but most indicated that they usually drive their own cars to campus or walk. JPCU is considering expansion to a new campus, if a viable site can be identified and the finances secured.

John Paul Catholic's accreditation history is brief. The university received notification of advancement to eligibility on May 24, 2007 for a period of three years. The university submitted its Letter of Intent for Candidacy Review on January 21, 2008, followed by a Capacity and Preparation visit in February 2009 and an Educational

Effectiveness visit in November 2010. In March 2011 JPCU was granted candidacy through February 2015. During the 2010 EER visit, the team realized JPCU had initiated the two graduate degrees without first obtaining WASC approval. JPCU subsequently submitted Substantive Change Proposals for both the on-campus and distance learning modalities of the MA in Biblical Theology in November 2011; after Commission review in March 2012 the on-campus modality was resubmitted in April 2012. The MBA in Film Producing Substantive Change Proposal was submitted in May 2012 and received interim approval on June 21, 2012. In August 2012 JPCU received approval to offer Master's degrees on-campus, bringing the MA in Biblical Theology and MBA into compliance with WASC guidelines. The online version of the MA in Biblical Theology is in the process of being submitted to WASC as a substantive change proposal which has not yet been approved.

The five-person team visited campus from September 26-28, 2012. The team received most relevant documents in advance of the campus visit, and JPCU was responsive to all requests for further information. The team room was comfortable and well equipped, and refreshments were provided. Students, faculty, administrators, and staff were all welcoming, gracious, and enthusiastic about the institution. The Compliance Audit conducted during the CPR visit found no missing documents.

The Institution's Capacity and Preparatory Report

Because JPCU is pursuing initial accreditation it did not submit a theme-based CPR Report. The report detailed the institution's responses to the recommendations of the EER report and the Commission Action letter, addressed each CFR individually and distinctly, and summarized its current goals and objectives in a reflective closing essay.

The report was clearly organized, well-written, and elegantly presented. The team determined that faculty, staff, and administration were widely consulted in the production of the report. The report's organization and assertions focused primarily on how JPCU has progressed in its efforts to meet the standards, leading to compliance oriented sensibility rather than searching questions about the institution. Evidence was often provided to support claims of the report, though not always. While the report produced a compelling case that JPCU had made substantial progress toward addressing previous issues, it was less evident that the self-review led to a greater understanding of its capacity to meet the significantly elevated expectations of the next Educational Effectiveness Review for Initial Accreditation.

Response to Previous Commission Issues

JPCU took seriously the recommendations from the most recent WASC Educational Effectiveness visit (2010) and provided evidence that indicated a concerted effort to bring the university into compliance with WASC Standards and Criteria for Review.

Recommendation Number 1: The team recommends that the business programs, graduate and undergraduate, clarify how their outcomes are tied to expectations for student success and identify comparable data from external sources, such as peer institutions. We recommend accelerating the undergraduate program review, including an external reviewer (CFR 1.2; 2.1; 2.3; 2.4).

For the business programs, both graduate and undergraduate, JPCU has clarified how their outcomes are tied to expectations for student success with curricular maps. The team did not see evidence the university has identified comparable data from

external sources, such as peer institutions, or that there has been an undergraduate program review that included an external reviewer. (See team report on Standard 2, Teaching and Learning section for further information.)

Recommendation Number 2: The team recommends that the institution ensure that new staff, besides being trained for their positions, are given additional opportunities to interact with peers in higher education through professional associations and conferences to enhance their performance and to help them understand their role in supporting institutional outcomes assessment (CFR 3.1;3.4).

To facilitate staff involvement with peers in higher education, they are encouraged to join various professional associations relating to their area of work. Funds are provided to pay membership fees. There are no guidelines within the staff handbook that require this interaction. The university has also generously supported staff attendance at WASC-sponsored activities such as the Academic Resource Conference. (Under Standard 3 in the Professional Development section, the team report cites a number of professional organizations in which staff members now hold membership.)

Recommendation Number 3: The team recommends greater knowledge of and sensitivity to, standard practice and definitions used in higher education when gathering and reporting data (CFR 2.10 4.5).

The team examined institutional policy and procedure handbooks and manuals and found JPCU has embraced standard practices and definitions used in higher education when gathering and reporting data. Through attendance at WASC training

sessions and by bringing in consultants, the university has moved forward in understanding and practice. Work to improve capacity in this area should continue.

Recommendation Number 4: The team recommends proactive efforts to reflect gender and ethnic diversity on the faculty and the board of trustees (CFR 1.5; 3.2).

JPCU has made some progress in this area, having hired one full-time and one visiting faculty and a full-time provost who are females. The board of trustees has added a female member, and the recently formed board of regents includes four women. Faculty and staff hiring and student recruitment practices demonstrate a conscious effort to be sensitive to gender and ethnic diversity.

Recommendation Number 5: The team recommends that the institution provide consistent information to all relevant constituents and develop effective communication systems across the university. The team noted confusion among constituents in several areas involving the strategic plan and the catalog content on the website. (CFR 1.7; 3.8).

Regular communication to members of the campus community takes place via email and weekly and monthly open meetings. The university website and social media are employed as tools to enhance distribution of information. The print and online versions of the catalog were reviewed for consistency and this issue has been resolved. The document that has been circulated as the university's strategic plan for 2016 could be viewed as an "executive summary" and references four critical goals. Concerns relative to the strategic plan are referenced elsewhere in the visiting team CPR Report (see Standard 4, Strategic Thinking and Planning).

Recommendation Number 6: The team recommends that the university clarify the roles of faculty, staff, administration and board and publish these roles in appropriate handbooks to be approved by the board of trustees. The faculty should embrace and codify its primary role in the area of curriculum (CFR 1.3; 3.8; 3.9, 3.11).

JPCU has stated that the faculty senate has total ownership of curriculum, though in practice final authority remains unclear. The faculty has increased its role in academic governance processes and procedures, and consequently, the role of the president in academic affairs has been reduced. JPCU has published staff and faculty handbooks to provide guidance to staff and faculty about processes and roles on campus. These handbooks have been submitted to the board of trustees but have not yet been formally approved. A recent shift in administrative structure is being integrated into the organizational culture and at the time of the visit, specific academic responsibilities had not yet been codified. The team report provides additional background under Standard 4, Organizational Structures and Decision-Making Processes.

Recommendation Number 7: The team recommends codification of policies and procedures (CFR 1.8; 3.3).

A review of existing manuals, handbooks, and the University Catalog indicates progress has been made in more clearly stating and documenting policies and procedures. A section on the university website contains key documents such as student, employee, and faculty handbooks and the current catalog. The procedure for developing and approving institutional policies remains unclear. Significant work remains in this area. (See team report, Standard 3, Organizational Structures.)

Recommendation Number 8: The team recommends that no new degree programs be proposed or established until the university is accredited (CFR 2.1; 3.1; 3.4; 4.3).

JPCU has neither proposed nor established any new degree programs and will not do so prior to accreditation.

SECTION II. EVALUATION OF INSTITUTIONAL CAPACITY UNDER THE STANDARDS

The visiting team's approach to the Capacity and Preparatory visit assigned a primary and secondary reviewer to each WASC Standard. Thorough review of the material provided in advance, and follow-up interviews and research on site, provided sufficient detail from which to make the following evaluations.

Standard 1: Defining Institutional Purposes and Ensuring Educational Objectives

Institutional Purposes

The mission of JPCU is "to impact our culture for Christ by forming creators and innovators, leaders and entrepreneurs at the intersections of communications media, business and theology, guided by the spiritual, moral and social teachings of Jesus Christ." This mission is prominently communicated in numerous publications and is consistently articulated by the campus community. Three core values define the university's campus culture:

- To put into action in our lives the teachings of Jesus Christ, being faithful to his word.
- To develop all students and staff spiritually, personally and intellectually.

- To put into practice within the university what we teach, by being innovative with our curriculum development, pioneering in our educational niche, and entrepreneurial in defining our future.

The core values have clearly influenced the development of educational objectives that are value-based and focused on building character, social consciousness, intellectual capacity, and practical application of knowledge and skills (CFR1.1).

The Candidacy EER stated, “While there is much work still to be done in creating a strong institutional culture of continual inquiry into educational effectiveness, JPCU’s faculty, administration and staff embrace the mission of the university and shape their student learning outcomes, admission standards, and expectations for student life to reflect the mission. The centrality of JPCU’s mission and the commitment of all personnel to the university’s mission is clearly a strength upon which JPCU can and will build.” Interviews with faculty members and administrators revealed the campus community has developed beyond being able to articulate the mission, to recognizing the importance of demonstrating the fulfillment of that mission through program and course outcomes. For example, the characteristics of students being “innovative” and “entrepreneurial” are identified as critical to the learning experience at JPCU and are referenced in the university’s by-laws, mission statement, program learning outcomes, and course objectives. The team explored achievement measures of these outcomes at the course, program, and institutional level and found they are integrated into lectures, projects, and co-curricular activities. Interviews reinforced this finding as students referenced numerous opportunities for practical experience such as being a part of starting a new business venture or film production (CFR1.2).

Public Disclosure, Transparency, and Integrity

Some student achievement results are publicly accessible under key documents on the university website in compliance with the Bureau for Private Postsecondary Education (BPPE) requirement that each institution provide a School Performance Fact Sheet to students prior to enrollment. The information contained in this document is insufficient to meet WASC recommended practices and must be expanded to include disaggregated retention and graduation data. While much of this data is available, it has yet to be compiled into a comprehensive document such as a "Fact Book" or a format that can serve multiple purposes. The university may want to explore alternative methods of providing ongoing student success data via the Internet. The JPCU website does provide required financial aid information and a net price calculator whereby students can compare cost of attendance with other schools (CFR 1.2).

In keeping with the tenets of the Catholic Church, academic freedom is respected at JPCU and appropriately noted in an Academic Freedom Statement that is also included in the faculty handbook. Affiliation with the Catholic Church provides identity, but there is no evidence of interference with the autonomy of the institution or its governance. Faculty members involved with the teaching of the Catholic faith require a mandatum from the Bishop of San Diego that documents the professor's commitment and responsibility to teach authentic Catholic doctrine and to refrain from putting forth as Catholic teaching anything contrary to the Church's magisterium. JPCU seeks to avoid causing controversy and confusion among its students in matters of faith and, in keeping with its mission, seeks to develop Catholic leaders and innovators who are poised to put

into action the teachings of Jesus Christ, and not to become agitators for change on matters of doctrine (CFR 1.4,1.6).

Explanations of academic programs and student services are found in the Student Handbook and the University Catalog. Previously noted (EER p. 16) confusion or conflicting information in the catalog has been resolved. The Candidacy CPR (p. 9) and EER (p. 18) both noted concerns over the premature initiation of a Master of Arts degree program in Biblical Theology and a Master of Business Administration in Film Producing. JPCU is now aware of WASC expectations and submitted the necessary substantive change applications for review which have since been approved. This experience has served to impress upon JPCU the importance of compliance with the expectation to keep the accrediting commission informed of all proposed program developments and to follow commission policies and procedures. The team found no further evidence to indicate problems in this area.

JPCU is cautioned to accurately communicate to enrolled and prospective students the status of the online certificate programs. To date these are not approved by WASC, although plans are underway to submit a substantive change proposal to offer the Master of Arts in Biblical Theology fully online. At the time of the visit JPCU's website claimed students could complete an MA fully online. However, even noting on the bottom of the page that the program was pending approval, advertising such a degree before completing the substantive change process may be misleading to students. This error was corrected during the visit. It also became evident during conversations with theology faculty members that students in the certificate program had been informed their online courses would be accepted for credit once the online modality is approved by

WASC. The dean indicated an understanding that since course content for the online certificate is the same as that for degree seeking students, this sort of credit would be justified. JPCU should review this matter with WASC staff and secure written documentation that this is the case.

Undergraduate students interviewed confirmed promotional recruitment materials were truthful in portraying the nature and setting of the university (CFR 1.7,1.8,1.9).

Standard 2: Achieving Educational Objectives through Core Functions

Teaching, Learning, and Assessment

Catholic ethical, social and moral values provide a guiding compass for all formation at John Paul the Great Catholic University. This is very clear in the mission and core institutional purpose statement, within Employee and Student Handbooks, the Strategic Plan, General Education Learning Outcomes, Program Learning Outcomes and in the Student Success Framework. In keeping with these values, faith-based activities and commitments are expected to be performed and completed by students and are monitored by the dean of students. Records of those meetings, interventions assigned, and documentation of progress, were reported to be maintained as part of the students' file. Quarterly monitoring of the students' GPA with expected level of achievement is also part of the Student Success Plan.

The engagement of qualified faculty in assisting students to achieve their educational goals is a major emphasis at JPCU. All full-time faculty members serve as academic mentors and eagerly support a host of student projects and ventures, working closely with students on the components of individual success. The visiting team evaluated faculty credentials and expertise relative to courses taught and inquired about

the degree of interaction with students in the respective major. Documents and interviews indicated compliance in the appropriateness of program content and instruction. A new syllabus template is being designed to add consistency to the expectations for student learning at all levels and to show alignment between institutional, program and student learning outcomes. Program directors indicated faculty involvement has become a priority in the design and implementation of ongoing academic formative and summative assessments of course outcomes. A process for faculty involvement in the use of student achievement data and defining how those outcomes are tied to expectations for student success is being led by the assessment committee (CFR 2.1,2.2,2.3,2.4).

Assessment schedules for all programs identify the year and term when respective outcomes will be assessed, but not always how they will be assessed or the type of assessment to be utilized. The general education assessment schedule lists outcomes, method of assessment to be employed, and expected performance levels. Evaluation of student work using rubrics that depict the expectations for student learning is in place in most cases. Implementation of a standardized format for publishing learning outcomes, curricular maps and assessment schedules across programs, standardized syllabi across all programs, as well as consistent gathering and reporting of student performance data has begun. Adjuncts have been invited to participate in these processes and are being trained through lunchtime meetings with the provost and program directors. In conversations with adjunct professors this training was appropriate, at least for the undergraduate programs. The team was unable to speak with any of the adjuncts for the Theology programs and thus cannot comment on their training or participation. This

process will add clarity and mirror the culture of higher education (CFR 1.2,2.1,2.3,2.4,2.6).

As evidence that faculty and other educators on campus are developing expertise in assessment of student learning JPCU has developed formal program review guidelines, published a review schedule, and ensured widespread understanding of the important role of program review in planning. The new process has not yet been tested and faculty senate representatives reported the work of the program review committee has not yet begun. The assessment committee is leading the efforts of the faculty in the assessment of both academic and co-curricular programs. No programs have completed a formal, systematic program review that includes peer reviewers, comprehensive analysis of the achievement of the program's learning objectives, and the production of plans for future action. The team determined JPCU has the capacity to perform program reviews, but will need to accelerate the schedule if it is to demonstrate effectiveness in this core area in time for the EER visit (CFR 2.7,2.8).

Support for Student Learning and Success

JPCU integrates faculty expertise, creativity, and scholarship into student learning, often within authentic learning experiences. The university has emphasized the importance of career preparation and entrepreneurship, and supports these commitments, employing both a director of career services and a director of business development. As often as possible, students are placed in internships and other experiential learning environments. Business students are taught by professional faculty to be creative and entrepreneurial, linked with a mentor and shepherded through the process of internship acquisition, and encouraged through work experience to turn theory into practice. Media

students are also taught by professionals in the field and participate in the actual work of various media productions. JPCU provided supporting evidence of numerous instances of student achievements in both business and media where students had participated in establishing a new business or creating a film production (CFR 2.4,2.5,2.8,2.9).

JPCU has hired key personnel for needed positions, produced institutional handbooks and policies, and clarified responsibilities of departments to improve university efficiency in gathering and analyzing data. Furthermore, the capacity for institutional research has been strengthened through intentional training of personnel and by adopting standard higher education practices and definitions when gathering and reporting data. The institution collects and analyzes student data by demographic category and areas of study, and tracks GPA achievement, student satisfaction and campus climate, as well as student success. Student success is measured by 1) a student self-evaluation assessment based on the four pillars of Christian formation (human, spiritual, intellectual and formation for mission) and the institutional scholarship requirements; 2) the Personal Plan for Success; 3) quarterly academic advising appointments; and 4) academic performance data based on GPA. Students submit their completed and signed self-evaluation forms, and have quarterly meetings with advisors where the Personal Plan for Success is reviewed. In addition, the financial aid review committee (dean, CFO, dean of students, and director of financial aid) ensures that all of the various commitments are met. The dean of students intervenes when commitments are not complete. When appropriate, parents are asked to be involved in the cases where improvement is expected. This model is well conceived for the mission and culture of JPCU, but it is also manifestly time-consuming and staff intensive. Current personnel and

processes will need to be closely monitored in order to maintain continuous improvement aligned with the mission and goals as student enrollment expands (CFR 2.10,2.12).

To enrich student growth and development JPCU provides co-curricular programs that include student government, acting club, and social functions planned and led by students such as coffee house, film competitions, dance club and hiking club. Interviews with students indicate a high degree of participation and satisfaction. It is unclear how the co-curricular programs are evaluated or if they are included in the university assessment plan (CFR 2.11).

The university has developed its website and created publications to assist in the advisement of prospective and current students. The academic calendar, catalogs, admission information, and student handbooks are available on the website. JPCU has expanded its library resources and information services to support student needs. Career development resources offer students professional assistance as they seek internships and anticipate graduation and employment. (CFR 2.12,2.13).

Transfer policies are under review to better facilitate the enrollment of transfer students in anticipation of developing articulation agreements with similar institutions. Student interviews confirmed that some were disappointed in the number of transfer credits they were told would be applied to their degree compared to the few that actually did. Interviews with faculty confirm they have reviewed the transfer policy and are in the process of revising it to more clearly communicate to students the expectations of JPCU programs (2.14).

Standard 3: Developing and Applying Resources and Organizational Structures To Ensure Sustainability

A relatively young institution, JPCU is evolving in its infrastructure as it determines those approaches best suited to its size and resources. The university is mindful of the essential elements of a mature university and is moving toward fulfillment of those expectations as it undergoes reorganizations necessary to accommodate growth and improve services.

Faculty and Administration

The university has hired a number of personnel to enhance its operations and academics since the EER team visit in November 2010 and has expanded its administrative staff to nineteen individuals. A full-time Chief Financial Officer (CFO) was hired in September 2009. The current CFO began in May 2011. There are currently seven full-time faculty members, five administrators who also have teaching responsibilities, seventeen adjunct professors, and three visiting professors (CFR 3.10).

The university places an emphasis on recruiting faculty with significant academic credentials and experience in higher education and follows a selection process described in the university's faculty handbook. JPCU pay and benefit packages are competitive with other institutions in Southern California. Hiring and retaining qualified mission-driven faculty is of primary importance to JPCU. The institution has been able to secure such individuals as was revealed by a review of faculty curriculum vitae. Finding faculty who maintain a commitment to JPCU's religious mission has produced challenges for growing the faculty's diversity (CFR 3.1,3.2,3.3).

In the interest of protecting its mission, JPCU made the strategic decision not to use the tenure system. To achieve the desired educational and spiritual student outcomes, the evaluation/retention of faculty is based on teaching performance, academic

development, and the advancement of the university's mission as detailed in the faculty handbook. Students evaluate faculty performance near or at the end of every course offered. The new review process for faculty describes the required materials used in the evaluation process and how it will take place. The faculty senate that had recently approved this policy reported uncertainty about how the policy would work, to whom documents were to be submitted, or how the peer review component would function. The policy is unclear on how the criteria will be used to evaluate faculty and in the preparation of their self-evaluation. Finally, the policy includes no clear appeal process. The faculty senate members speculated an appeal might go to the faculty senate but could not cite policy to that effect (CFR 3.2,3.3, 3.4).

While the university's hiring and evaluation practices for faculty are detailed in the faculty handbook, processes for the hiring and evaluation of staff positions are not as well documented.

Professional Development

As part of their professional development, staff have been encouraged to interact with their peers in higher education and some have joined associations relating to their area of work such as the California Association of Student Financial Aid Administrators (CASFAA), American Association of College Registrars and Admissions Officers (AACRAO), and the Pacific Association of Collegiate Registrars and Admissions Officers (PACRAO). JPCU's commitment to staff and faculty development is significant, but has not been matched by similar commitment to develop senior leadership, particularly those administrators whose previous professional experiences were formed in the private for-profit sector. Senior leaders and JPCU would benefit by

affiliation with appropriate higher education associations, such as the National Association of College and University Business Officers and the Council for the Advancement for Secondary Education, for the purpose of professional development and access to key resources beneficial in creating effective policies and procedures in the business and development divisions of the university (CFR 3.3,3.4).

JPCU encourages professional development activities and ongoing learning opportunities for full-time and adjunct faculty in order to refine and strengthen teaching abilities as well as to understand how students learn. Full-time faculty, adjunct faculty, and staff report they have participated in professional development opportunities offered by WASC and brown bag lunches with the provost. The brown bag lunch meetings are conducted to work with adjunct faculty and engage them in the academic processes of the university. (CFR 3.4)

Financial Stability and Infrastructure Support

JPCU continues to display increasing financial stability and has operated in the black since its founding. It has no debt. It has just completed the 2011-12 financial year with an increase in retained net assets. The university bylaws require an annual audited financial report be completed no later than 120 days after the end of the fiscal year of June 30. The economic downturn since late 2007 has been difficult for most institutions and JPCU is no exception. The university exercises careful resource planning to enhance its educational purposes and outcomes as reflected in the 2013-15 operating budget. In 2011-12 major investments were made in staff to assist in accreditation, regulatory compliance, and student life. In 2010-12 the university made major investments in building a soundstage for its film program and in information technology infrastructure

for the biblical theology program. These investments were made while maintaining a balanced budget. JPCU interprets fiscal responsibility to include careful and calculated growth policies, even if these policies demand the institution not grow as quickly as planned. These commitments may be in tension with the aggressive growth targets of the 2016 strategic plan (CFR 3.5).

In support of student learning JPCU's library has grown rapidly, primarily through donations and selected acquisitions, to over 27,000 volumes with 219 journals available online through the American Theological Library Association (ATLA) religion database with 382,800 articles. Another important resource that supplements the on-campus library is LOGOS Biblical Software, a graduate level database to facilitate effective academic research providing numerous primary and secondary resources including original language tools.

Due to the limited space, the physical accommodations for the library learning resources are less than ideal and security of the book collection is minimal. Students do have professional assistance available and easy access to the books and journals. JPCU is now using Koha, an open-source Integrated Library System (ILS), which has made the library catalog accessible online to all students. With the dynamic fields of Business and Media evolving rapidly, JPCU is currently assessing a plan for these fields which will focus on journals and trade publications as opposed to books. The visiting team found no long range plan for the learning resources needed to accommodate the significant growth projected over the next five years (CFR 3.6).

To support academic and administrative functions, JPCU uses the Blackbaud Student Information System, which provides student academic information to

administration and staff. In addition to Blackbaud, JPCU uses Moodle, an open source learning management system. Filming and editing equipment is critical to the Media program. JPCU is committed to offering students ready access to state-of-the-art media equipment that will prepare them for careers in the industry. JPCU performs a capacity planning exercise to determine access needs of the campus over time. There is no formal information technology plan in place to support the strategic plan, particularly the ambitious growth targets for online enrollment in Biblical Theology (CFR 3.7).

Organizational Structures and Decision-Making Processes

JPCU considers the school to be a rapidly growing university and the creation of organizational structures that facilitate effective, mission-based, decision making is of paramount importance. Since 2006 the university has created many organizational structures including the president's cabinet, the academic affairs shared governance council, and the faculty senate. The organization of academic affairs has evolved from a faculty organized into traditional departments all reporting to a provost, to a structure based on schools led by deans. The two schools headed by deans (reporting directly to the president) share governance with the provost in a body known as the Academic Affairs Shared Governance Council (AASGC). This structure may further evolve as the institution grows. The visiting team was informed that the deans and the provost will assess the effectiveness of this structure in the next three to five years, but this was not documented in minutes of any administrative meeting. The decision to create the new reporting structure was driven as much by hiring challenges as from thoughtful assessment of the institution's long term needs. Based on conversations with key personnel the visiting team concluded that the new dean structure was created to

accommodate the hiring of a highly qualified person to oversee assessment and accreditation rather than to solve carefully identified issues in educational leadership. The change occurred rapidly and without substantial advance planning. Currently, this arrangement is working satisfactorily and has contributed to the progress observed.

The roles of the new deans and the provost are not yet clearly defined and faculty members were unsure to whom they reported for some issues and to whom they should suggest different initiatives. The specific responsibilities of the deans in relation to the provost are in flux. While WASC does not require institutions to adopt any particular administrative structure, changing institutional organization in dramatic ways without a documented evidence based assessment raises concerns as to whether “structures and decision-making processes are clear and consistent with its purposes, and support effective decision-making” (CFR 3.8).

JPCU’s decision-making processes include some substantial gaps that complicate their efforts to prepare for the EER. They do not currently have an integrated system to build the yearly budget or plan for future budgets. In discussions with faculty it was stated that requests for major budget needs go directly to the CFO for evaluation, but it was not evident that this was part of any larger systematic process ensuring that funding for short-term and long-term academic needs are considered thoughtfully and responsibly. Currently there are no processes, such as a cost benefit analysis, to evaluate the financial implications of new course and program offerings, or to evaluate the relative costs of hiring adjuncts and full-time faculty. Where JPCU does have policies in place for planning, it is not always apparent that these policies prioritize sustaining effective

academic programs, nor that the various processes, policies, and initiatives of JPCU are coherently integrated to support productive planning (CFR 3.8).

Governance

The practice of shared governance at JPCU “presumes that faculty members are best qualified to chart the university's educational course, while administrators are most competent to direct its finances and organization. These domains, in practice, are overlapping and interdependent. To function successfully together, faculty and administrators depend upon a high degree of dialog, collaboration, trust, mutual respect, and collegiality.” (JPCU website) This claim proved to be accurately reflected in discussions with members of the campus community. To ensure appropriate responsibility and accountability in critical functions, full-time, qualified, and experienced key personnel positions have been added since the EER in virtually all administrative areas of the university including a provost, chief finance officer, vice president for strategic partnerships, dean of students, director of career services, and manager of student life activities. Faculty members had been assisting with some of these responsibilities, and these additions allow professors to focus more fully on teaching. A new academic structure has been created providing for two schools with a dean for each one: The School of Business and Media, and the School of Theology. The redistribution of roles and responsibilities among the new positions and the reporting relationships involved were not well-defined in practice at the time of the visit (CFR 1.3,3.8).

As documented in the bylaws, the JPCU Board of Trustees is the governing body that conducts the activities and affairs of the university. All corporate powers are

exercised by or under their direction. The board of trustees' role is defined in the university by-laws, and individual trustees are made aware of their fiduciary authority through ongoing board development. The team determined that board committees need to be restructured to reflect the recently revised WASC Policy on Independent Governing Boards. Interviews with board members reflected a good understanding of the board's role and a high degree of engagement and desire to provide appropriate leadership. The board recognizes the need to move the university to a more comprehensive approach to strategic planning and has appointed a committee for this purpose. It will be important to ensure that the appropriate stakeholders are invested in the process. In keeping with WASC expectations, each board member should sign an annual Conflict of Interest statement to affirm or reveal any actual or potential conflicts that exist. (CFR 1.8; 3.9, 4.1)

The president is accountable to the board and the bylaws prescribe that the president be evaluated annually by the board for matters of compensation, only. The board has developed a policy that entails periodic review of the president's performance. It is not a highly structured formal review process and minutes of the discussion at the board of trustees meeting confirm this.

At the October 17, 2011 meeting of the board of trustees, a JPCU Board of Regents was created to focus on non-fiduciary yet critical roles of fundraising and community relationships. This is an example of how board governance practices are continuing to evolve at JPCU. The board of trustees is eager to support the university and demonstrated extensive knowledge of the mission, history, curriculum, and

operations of the JPCU. Board members will benefit from additional training on the responsibilities of governance in a higher education environment (CFR 3.9).

The JPCU Faculty Senate is the all-school, policy-proposing, representative body of the university's faculty. All full-time faculty members are part of the faculty senate. Its mission is to ensure that faculty have oversight and remain the driving force of the university's academic programs and policies. They are actively involved in program assessment and program improvements based on evidence. The faculty is involved in program review and assessment of learning outcomes and co-curricular activities. They participate in creating relevant academic policies on such issues as plagiarism and minimum writing competencies. They participate in the hiring procedure of new full-time and adjunct faculty. The responsibilities and duties of the Senate are less clear in practice than on paper. Members of the visiting team encountered differing and occasionally contradictory descriptions of the mechanisms by which proposals come to the Senate, the processes by which policies are reviewed, and the division of responsibilities between faculty committees and administrators. Some of the faculty senate committees had been formed recently so the team was not able to assess their functioning or to determine whether the charges of committees were faculty-generated or created by administration. While JPCU is creating appropriate faculty governance structures in which faculty exercise effective academic leadership, institutionalizing the practice of faculty leadership has been a challenge and remains an area of needed improvement (CFR 3.11).

Standard 4: Creating an Organization Committed to Learning and Improvement

Ensuring efficiency and quality requires well defined policies and procedures as well as careful planning for the future. The campus culture at JPCU is one in which

faculty and staff consistently affirm their commitment to excellence. The visiting team observed this spirit reflected in promotional materials, facilities, and personal interactions between students and faculty (CFR 4.6).

Strategic Thinking and Planning

Since the last WASC visit JPCU has redesigned its strategic planning processes and revised the strategic plan. The institution's previous plan, produced in 2005, described JPCU's aspirations and hopes but was not based on hard operational data or a clear sense of JPCU's location in the landscape of higher education. In response to comments in the 2010 EER report and to changing economic circumstances, the board of trustees, president, faculty, and senior leadership inaugurated a new approach to strategic planning. This broadly inclusive process generated a new strategic plan intended to guide the institution through 2016. This new plan represents an improvement over the 2005 version, as it identifies institutional goals and references data and evidence to support these aspirations in the context of regional peers as a standard for benchmarking (CFR 4.1, 4.2, 4.3).

While the new strategic plan represents progress, the visiting team noted that JPCU's planning function is under-developed, the strategic goals under-defined, and the evidence used under-specified. The current plan still lacks performance indicators, specific action items, and specific strategies to achieve the desired goals. The plan is a broad vision statement combined with selected short term tactics, rather than a coherent agenda linking long-term goals to specific actions assessable by key performance indicators. JPCU's strategic plan should include measurable objectives with timelines and responsibility assigned.

The JPCU strategic plan projects growth in the student population from 205 students in 2012 to 500 students in 2016, an increase of 150% in just three years. Within these projections, on-campus graduate students are expected to increase from 26 in 2012 to 108 in 2016, growth of more than 300%. Projected increases in the graduate program will fill classes to capacity. Specifically, the MA in Biblical Theology onsite program would increase from very small class sizes of 9 first year students to a full class size of 39 students and 3 second year students to 24 students. The MBA in Film Producing program would increase from 10 to 25 first year students and 4 to 20 second year students. The incoming undergraduate freshman class size would increase by 10 students each year for the next four years. Growth to 500 students by 2016 includes a projection of 140 online MA in Biblical Theology students, but this will be delayed pending approval of the substantive change.

The strategic plan does not indicate what steps are necessary to achieve such dramatic and rapid growth, what challenges will need to be met to sustain the institutional mission and student success in the face of such growth, or how JPCU will know if it is meeting benchmarks in pursuit of this goal. The strategic plan also projects growth in faculty to accommodate growth in the student body, but similarly lacks details in how this will be managed. How will JPCU manage the gap between the enrollment of new students and the hiring of new faculty? Will the faculty be hired whether the students matriculate or not? Is the pool of academically qualified faculty who share a commitment to JPCU's distinctive mission available in the region sufficient to meet this need? Is there sufficient market demand to achieve the enrollment goals? A strategic plan that aligns

academic programs, personnel, support services, technology, and fiscal resources needs to provide much greater specificity (CFR 2.1, 2.2, 4.1,4.2,4.3).

Members of the campus community were familiar with the 2016 Strategic Plan but the plan's priorities were not widely understood nor was there evidence of a clear pathway by which they will be used to guide decision-making and to measure progress. In the initial meeting with the Cabinet some senior leaders expressed confusion when asked how they expected to meet the growth targets of the strategic plan, in one case even suggesting the numbers the team was using had been superseded by more recent planning by the board of trustees (this was not the case as the board's planning figures matched those in the published strategic plan). Only the director of admissions was able to articulate yearly targets and discuss coherently a multi-year plan to reach these goals. It was clear to the visiting team that the cabinet approaches growth and planning in a tactical, year-to-year fashion and is not currently engaged in the type of long-term planning characteristic of established higher education institutions. The visiting team encountered similar confusion about strategic objectives in conversations with faculty and staff when discussing enrollment goals. The program directors had considered some options to accommodate growth including standardizing more of the curriculum and expanding the teaching grid to maximize usage of space, but none had been asked to prepare systematically to accommodate the rapid growth suggested by the strategic plan. The faculty senate perceived its role in strategic planning as collecting evidence and providing input to the board, not as active participants in substantive decision-making. Apart from the admissions department, no units of the university were relying on appropriately defined data to inform their planning. The team noted that the current part-

time institutional research professional was not an active participant in strategic planning nor was there evidence data generated had been used in development of the strategic plan.

The strategic plan did not include a standard SWOT analysis or assessment of the higher education environment. Such background is particularly important given the plan's timeframe and ambitious goals. A primary factor in not having a more comprehensive strategic plan was the amount of time and uncertainty over the past two years relative to a university relocation opportunity. A prime site north of Los Angeles looked very promising, but could not be finalized. The potential relocation of the JPCU campus looms as a major consideration as it plans for the future and a decision in this regard is a fundamental component of the development of a sound strategic plan. While the current plan is a marked improvement over the previous version, it continues to reflect JPCU's emphasis on short term tactics and broad visions. JPCU needs to connect action plans and long term goals to appropriate metrics in ways that provide clear and assessable pathways toward achieving the vision (CFR 4.1, 4.2, 4.3, 4.4).

The creation of a strategic planning subcommittee of the board is a good initial step in this direction, particularly since the representatives from that subcommittee demonstrated a strong grasp of long-term planning. It is important that this committee of the board guide and support strategic planning, but not displace the administration, faculty, and staff in the planning process (4.1,4.2,4.3,3.8).

Commitment to Learning and Improvement

JPCU has made concerted efforts to improve processes for quality assurance, including implementing program review, a program approval process, and a faculty

review process. The program review guidelines are consistent with best practices in higher education and seem to situate the institution well to better incorporate academic planning into budget and strategic planning. The new program approval process evinces a concern for data, evidence, and thoughtful evaluation of the implications of new programs. Implementation of the new faculty review process has been delayed, but does focus on core aspects of faculty quality relevant to the JPCU mission. It is less clear from the documents and the self-study that JPCU has structures in place to ensure the findings of these processes are used to improve institutional functioning. The products of JPCU's planning processes available to the team did not always reflect appropriately defined and analyzed quantitative and qualitative data, nor does the institution regularly use comparative data from external sources (4.3,4.4,4.5).

Since the previous visit, JPCU has made demonstrable progress in engaging regular inquiry into teaching and learning. The program review process is well planned and robust. The regular evaluation of student progress by faculty advisors, required by the Personal Plans for Success, indicate an individualized concern for student progress. The assessment of co-curricular involvement that takes place as part of the Personal Plans for Success is commendable and the description of how this process is used to maintain student progress toward graduation was impressive. JPCU performs quarterly analysis of each student's grade point average to identify under-performing students and intervene in a timely fashion. Furthermore, evidence is being collected to document which strategies are most successful. A recently completed report with statistical backup on student progress revealed this newly implemented program is effective. While it has collected much data about individual students, JPCU needs to integrate its various assessments and

evaluation processes to better establish ongoing inquiry into teaching and learning (4.5,4.6,4.7).

JPCU has not yet performed a review of the effectiveness of its research function. The data collected to support assessment are reliable but it is less evident the existing institutional research efforts can provide adequate support for strategic planning, institutional review, financial evaluations, or decision-making. JPCU indicates it is confident that the hiring of a new provost and an institutional research professional will help foster a culture of evidence, an area in which demonstrated success will be essential at the time of the Educational Effectiveness Review (4.3,4.5,4.6,4.7)

As JPCU expands planning and assessment capacity, stakeholders beyond the immediate faculty, administrators and students are being engaged. The institution plans to develop alumni surveys and some programs consult regularly with alumni, employers, and local practitioners. JPCU must use the results of this engagement to evaluate the effectiveness of its educational programs in systematic ways (4.8)

JPCU's vigorous efforts to address the concerns of the EER review and meet the expectations of WASC focused heavily on hiring new administrators and staff. JPCU needed to expand its internal expertise and deepen its understanding of the culture of higher education, but it may take some time for these new hires to transform the university. Organizational development should emerge from a mission-based assessment of institutional strengths and weaknesses and not simply from tactical reactions to short term accreditation concerns. It is important that JPCU continue to nurture a commitment to creating a higher education organization rather than simply reacting to WASC

recommendations, and begin to weave together its own mission and the work to meet WASC standards.

Student Success

It is expected that all JPCU students complete and submit a Personal Plan for Success addressing 1) specific application of the four pillars of Christian formation, human, spiritual, intellectual and formation for mission, and 2) academic performance data, based on GPA. Quarterly advising appointments review performance and progress on these success factors. (CFR 2.2; 2.3; 2.4)

In the May 2012 assessment, JPCU found that of 91 students, only two students did not complete their Personal Plan for Success and those students did not return. Students are expected to maintain a 2.7 GPA. Approximately 70% of students satisfied the expected amount of weekly Agape meetings, and almost 80% of students satisfied the expected amount of weekly prayer (CFR 2.5, 2.6, 2.10).

According to the tables provided, the freshman cohort graduation rates for the three years from 2006 to 2008 were between 50% and 56%, with a three-year average graduation rate of 53%. Male and female percentages were 50% and 57%, respectively, and the average graduation rate for Hispanic students was slightly lower at 43%, compared to Non-Hispanic students at 59%. The transfer cohort graduation rate in the same years ranged between 40% and 80%, with a three-year average graduation rate of 64%. Broken down by degree, the average graduation rate for Business is 47% and Media is 57%. JPCU has not benchmarked to other schools or identified the specific factors that contribute to these success rates and will need to make this a topic for further evaluation (CFR 2.10).

Analysis of the data from the institutional research department, academic advisor meetings, and student life interventions informed a recent change in university admission standards. In an effort to improve retention and success, JPCU employs a rubric to assess the candidates' spiritual and community engagement and commitment to mission. This assessment also predicts leadership qualities for the student body. The GPA standard for admission was also revised. The admissions committee, after careful study of student success rates, determined that pursuing an admissions strategy that limits borderline students best optimizes student success and retention for the institution.

An instrument to track student success in spiritual and community engagement is completed during the admissions process using a rubric called "Commitment to Mission" (CFR 2.10). This tool is monitored throughout the students' educational experience and serves to provide data relevant to personal growth and achievement.

SECTION III. FINDINGS AND RECOMMENDATIONS

Commendations:

1. The team commends the university's management in its stewardship of fiscal resources. This has been demonstrated by JPCU's process of monitoring its bottom line and commitment to posting positive operating results (CFR 3.5).
2. The team commends JPCU for the consistent use of institutional mission and values to inform and guide practice (CFR 1.1,1.2).
3. The team commends the Board of Trustees for its engaged leadership in setting expectations for JPCU, as evidenced by the creation of a strategic planning subcommittee to guide faculty, staff, and administration as they begin meaningful, evidence-based, long-term planning (CFR 1.3,3.9).
4. The team commends the authentic learning that JPCU fosters for its students by providing multiple opportunities to employ academic skills in practical settings that impact the broader community (CFR 2.4,2.5,2.9).
5. The team commends JPCU for the innovative approach of using a Personalized Student Success Plan to foster interaction between faculty and students and to track individual growth/progress using the four pillars of Catholic formation (CFR 2.9,2.10,2.11,2.13).
6. The team commends JPCU for beginning to develop meaningful linkages between courses within programs and mapping course-level learning outcomes to program and institutional learning outcomes (CFR 2.2,2.3,2.4).
7. The team commends JPCU for developing professional training opportunities for full-time faculty, part-time faculty, and staff in order to develop expertise

in assessment of student learning and foster inclusive collaboration in the academic processes of the university (CFR 2.4,3.4,3.6).

Recommendations:

1. The team recommends that the Board of Trustees develop their understanding of board duties in a higher education environment and pursue a “best practices” structure of the board (CFR 1.3,1.9,3.8,3.9).
2. The team recommends that JPCU more rapidly implement a formal, systematic program review process that includes external reviewers, involving analysis of student achievement, program learning outcomes and institutional learning outcomes, as well as plans for improvement (CFR 2.7,4.4,4.8).
3. The team recommends that JPCU engage in regular strategic planning involving multiple stakeholders, including faculty, staff and students. The plan should articulate measurable outcomes linked to key indicators and include a timeline for success (CFR 4.1, 4.2, 4.3,4.5).
4. The team recommends that JPCU align academic, personnel, fiscal, physical, and technological needs with the objectives defined by the strategic plan, developing quality assurance processes at each level of institutional functioning (CFR 4.2,4.3,4.4,4.5).
5. The team recommends that JPCU clarify the roles of faculty, staff, and administration, including reporting relationships, areas of joint and sole authority, and responsibility for budget, curriculum, and personnel (CFR 3.8,3.11,4.6,4.7).

6. The team recommends further codification of policies and procedures (CFR 1.8; 3.3).
7. The team recommends affiliation with appropriate higher education associations in the areas of board governance, university business practices, and institutional advancement, for the purpose of professional development and access to key resources beneficial in creating effective policies and procedures (CFR 1.3,1.8,3.4,3.8).

SECTION IV. PREPARATION FOR THE EDUCATIONAL EFFECTIVENESS REVIEW

At the time of the CPR visit JPCU had not begun work for the Educational Effectiveness Review. JPCU has been focused on proposals to the WASC Substantive Change Committee, which were recently approved, and has not had the resources to devote to beginning the EER. In some cases work for the CPR had only recently been completed, particularly the creation or approval of handbooks, guidelines, and policies. While the requirements of the CPR were ultimately met, it was evident the institution was taxed to its maximum capacity to meet these expectations on deadline. The recent hiring of a new provost with experience in assessment, accreditation, and program review should alleviate some of the pressure JPCU experienced in striving to meet WASC's standards, and having someone with this experience in place over the next two years should help JPCU better manage the expectations of the EER self-study.

As JPCU proceeds it will face a number of significant challenges. If the student body grows at the projected pace, then JPCU will be managing rapid expansion while working to demonstrate educational effectiveness. Some of the ongoing challenges in JPCU's organizational culture may render that growth problematic, particularly the absence of clear planning processes, the lack of clarity about institutional roles and responsibilities, the need to institutionalize many new core policies, and the issue of campus expansion or relocation. If JPCU also accelerates its program review calendar (as recommended), continues to develop its application for distance learning (as planned), engages in meaningful and evidence-based strategic planning, and deals with the challenges of growth, the EER poses a significant challenge in the proposed timeframe. JPCU has a commendably committed and hard working staff and faculty and successful

completion of the EER will require careful planning and thoughtful distribution of responsibility.

A number of issues need to be addressed for the EER. For example, JPCU needs to demonstrate a culture of higher education has taken deep root at the institution, and this culture informs their core commitments. Part of educational effectiveness involves demonstrating a strategically planned vision of a stable, long-term future and the capacity to sustain that vision over time. JPCU will need to nurture this sense of educational longevity and permanence that characterizes mature universities.

JPCU will be required to produce evidence of its effectiveness at the time of the EER, including findings and results of assessment of student and organizational learning. JPCU has made efforts to use evidence in order to improve student and organizational learning, but through the first three reviews these efforts have been episodic and reactive. In order to succeed at the EER for initial accreditation, JPCU will need to have internalized the value of organizational learning, demonstrated consistent use of robust evidence in decision-making, and institutionalized processes and structures to ensure findings are used.

APPENDICES

CREDIT HOUR POLICIES AND PROCEDURES

Name of Institution: John Paul the Great Catholic University

Date of Visit: 9/26-9/28, 2012

Type of Visit: Initial Accreditation CPR

Material Reviewed	Questions/Comments (Please enter findings and recommendations in the comment section of this column as appropriate.)	Verified Yes/No
Policy on credit hour	Does this policy adhere to WASC policy and federal regulations?	Yes
	Comments:	
Process(es)/ periodic review	Does the institution have a procedure for periodic review of credit hour assignments to ensure that they are accurate and reliable (for example, through program review, new course approval process, periodic audits)?	Yes
	Does the institution adhere to this procedure?	
	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?	Yes
	Comments:	
Sample syllabi or equivalent for online and hybrid courses	What kind of courses (online or hybrid or both)? How many syllabi were reviewed? What degree level(s)? What discipline(s)?	None Offered
	Does this material show that students are doing the equivalent amount of work to the prescribed hours to warrant the credit awarded?	
	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)	What kinds of courses? Field work, independent study How many syllabi were reviewed? 2 What degree level(s)? undergraduate What discipline(s)? business and humanities	
	Does this material show that students are doing the equivalent amount of work to the prescribed hours to warrant the credit awarded?	Yes
	Comments: The Project Execution I course is a course that is designed to emphasize the key steps in planning and executing a project. It describes key learning outcomes but does not describe the number of learning hours required for the completion of the project, nor does it describe any "class-time" requirements. The Art Humanities describes the contents of each course. However, it did not describe the number of hours the class meets. It was assumed that the course met 230 minutes as with the field production course.	

COMPLIANCE AUDIT CHECKLIST

Name of Institution: John Paul the Great Catholic University

Date of Visit: 9/26-9/28, 2012

Type of Visit: Candidacy CPR

 Candidacy EER

 X Initial Accreditation CPR

 Initial Accreditation EER

CFR	Documents Required	I.A.	
		CPR	EER
Standard 1			
1.1	Mission statement	X	
1.2	Educational objectives at the institutional and program levels	X	
1.2.1	Public statement on student achievement (retention, graduation, student learning	X	
1.3	Organization chart (X 3.8, 3.9, 3.10)	X	
1.4	Academic freedom policy	X	
1.5	Diversity policies and procedures; Procedures for Special Accommodations	X	
1.6	-	-	-
1.7	Catalog (online ____, hard copy ____) with complete program descriptions, graduation requirements, grading policies (X 2.10.1)	X	
1.7.2	Student complaint and grievance policies	X	
1.7.2.1	Policy for grade appeals	X	
1.7.2.2	Records of student complaints	X	
1.7.3	Faculty grievance policies	X	
1.7.3.1	Record of faculty grievances	X	
1.7.4	Staff grievance policies	X	
1.7.4.1	Record of staff grievances and complaints	X	
1.7.5	Employee handbook	X	
1.7.6.1	Up-to-date student transcripts with key that explains credit hours, grades, levels, etc.	X	
1.7.6.2	Admissions records that match stated requirements; complete files	X	
1.7.6.3	Policies and procedures to protect the integrity of grades	X	
1.7.6.4	Tuition and fee schedule	X	
1.7.6.5	Policies on tuition refunds	X	
1.7.6.6	Policy on credit hour/award of credit Processes for review of assignment of credit Review of syllabi/equivalent for all kinds of courses	X	
1.8	Regular independent audits of finances (X 3.5)	X	
1.9	WASC-related policies to ensure sub change policies	X	

CFR	Documents Required	I.A.	
		CPR	EER
1.7-1.9	Documents relating to investigations of the institution by any governmental entity and an update on the status of such investigation A list of pending legal actions by or against the institution, including a full explanation of the nature of the actions, parties involved, and status of the litigation	X	
Standard 2			
2.1	List of degree programs, showing curriculum and units for each (X 1.7)	X	
2.2	Complete set of course syllabi for all courses offered	X	
2.2.1	(For associate and bachelor's degrees) statement of general education requirements (X 1.7)	X	
2.3	SLOs for every program	X	
2.4	-	-	-
2.5	-	-	-
2.6	-	-	-
2.7	Program review process with clear criteria, which include assessment of program retention/graduation and achievement of learning outcomes	X	
2.7.1	Regular schedule of program review (including for non-academic units)	X	
2.8	Policies re faculty scholarship and creative activity	X	
2.9	-	-	-
2.10	Data on student demographics	X	
2.10.1	Data on retention and graduation, disaggregated by demographic categories and programs	X	
2.10.2	Collection and analysis of grades at the course or program level, as appropriate	X	
2.10.3	Policies on student evaluation of faculty	X	
2.10.4	Forms for evaluation of faculty by students	X	
2.11	List of student services and co-curricular activities	X	
2.11.1	Policies on financial aid	X	
2.12	Academic calendar (X 1.7 catalog)	X	
2.13	Recruitment and advertising material for the last year	X	
2.13.1	Registration procedures	X	
2.14	Registration forms	X	
Standard 3			
3.1	Policies on staff development	X	
3.2	List of faculty with classifications, e.g., core, full-time, part-time, adjunct, tenure track, by program	X	
3.3	Faculty hiring policies	X	
3.3.1	Faculty evaluation policies and procedures (X 2.10)	X	
3.3.2	Faculty Handbook if available	X	
3.4	Faculty development policies	X	
3.4.1	Faculty orientation policies and procedures	X	

CFR	Documents Required	I.A.	
		CPR	EER
3.4.2	Policies on rights and responsibilities of non-full-time faculty	X	
3.4.3	Statements concerning faculty role in assessment of student learning	X	
3.5	Audited financial statements (X 1.8)	X	
3.5.1	Appropriate financial records	X	
3.5.2	Appropriate policies and procedures for handling of financial aid (X 2.11)	X	
3.5.3	Campus maps	X	
3.6	Inventory of technology resources for students and faculty	X	
3.6.1	If online or hybrid, information on delivery method	X	
3.6.2	Library data/holdings, size	X	
3.7	Inventory of technology resources and services for staff	X	
3.8	Organization chart (X 1.3 and 3.1)	X	
3.9	Board list	X	
3.9.1	Board member bios	X	
3.9.2	List of Board committees	X	
3.9.2.1	Minutes of Board meetings for last two years	X	
3.9.2.2	Governing board bylaws and operations manual	X	
3.10	CEO bio	X	
3.10.1	CFO bio	X	
3.10.2	Other top administrators' bios (e.g., cabinet, VPs, Provost)	X	
3.10.3	Policy and procedure for the evaluation of president/CEO	X	
3.11	Faculty governing body charges, bylaws and authority	X	
3.11.1	Faculty organization chart (if applicable)	X	
3.11.2	Minutes of last year's faculty meetings	X	
Standard 4			
4.1	Strategic plan	X	
4.1.1	Operations plan	X	
4.1.2	Academic plan	X	
4.2	Description of planning process	X	
4.2.1	Process for review of implementation of strategic plan	X	
4.3	-	-	-
4.4	New program approval process	X	
4.4.1	Program review process (X 2.7)	X	
4.5	Description of IR function and staffing	X	
4.6	Process for review and analysis of key data, such as retention, graduation (X1.2)	X	
4.7	-	-	-
4.8	-	-	-

Comments:

Related to Substantive Change			
		I.A.	
		CPR	EER
1	Locations of all off-campus sites and programs offered at such sites (more than 50% of program)	n/a	
1a	Number of students enrolled at such sites	n/a	
1b	Date of first offerings	n/a	
2	Names of all programs for which 50% of the program is offered through distance education	n/a	
2a	Number of students enrolled in each	n/a	
2b	Date each was first offered	n/a	
3	Names of all hybrid programs	n/a	
3a	Number of students enrolled in each	n/a	
3b	Date each was first offered	n/a	
Accuracy and Availability of Records			
		I.A.	
		CPR	EER
	Policies and procedures for students, faculty and staff are stated consistently in all media	X	
	Policies, procedures, and information are readily available to relevant constituents	X	
	Records are accurate and up to date	X	