

REPORT OF THE WSCUC TEAM
For Reaffirmation of Accreditation

To Logos Evangelical Seminary
October 24 – 26, 2017

Team Roster

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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 Institution and Accreditation History

Logos Evangelical Seminary (Logos) is a graduate level Chinese Christian seminary established by the Evangelical Formosan Church General Assembly in 1989 to develop ministerial and scholarly leaders to serve and advance its global mission. Located in El Monte, CA, Logos serves students primarily in the Chinese language in the US, China, Taiwan, and Asia and has developed an online educational program that has capacity for global reach. Logos received initial accreditation from WSCUC in 2012 and is also accredited by the Association of Theological Schools since 1999. The school offers six degrees: Th.M degree (Master of Theology), MAFM degree (Family Ministry Program), Master of Divinity degree, MACS degree (Master of Arts in Christian Studies), DMin degree (Doctor of Ministry), and PhD (Doctor of Philosophy in Theological Studies with a current concentration in Biblical Studies). The review of accreditation for this last degree, granted in 2014, has been added to this Onsite Review visit. Since submitting the self-study, the school has received approval to offer a MAICS (Master of Arts in Intercultural Studies). At present, the school is applying to add a BACS (Bachelor of Arts in Christian Studies).

In the visit in 6/2010, the Commission requested increased attention to strategic planning and evidence that strategic planning activities were regularly incorporated into administrative planning for the school. The school demonstrates admirable progress in strategic planning and has adopted a five-phase process for initiating, vetting, and tracking new initiatives. Logos provided evidence of well-developed planning including a plan and a process for tracking assignments, assigning time lines, and evaluating progress. It should be noted that their planning

process is not traditional in that it does set forth large or overarching strategic initiatives and directions but rather is a well-developed list of projects that the planning team considers the highest priorities to be accomplished.

In 11/2014 the Commission approved the first PhD program and recommended that the school insure that its faculty salary levels were appropriate, that the school attend to developing a doctoral culture with clarity about research expectations, and find ways to encourage faculty members to pursue research. The school has provided evidence that it has attended to these recommendations. The school studied the salary levels for various ranks across the matrix of ATS schools and has elevated salaries to approximate standard levels (slightly below the median for ATS faculty ranks across 270 schools) and set in place goals to raise salary annually by three to six percentage points in the future. The school provided a summary of each faculty member's research productivity over the past several years and has hired adjunct faculty with extensive research and publication records to help create an environment that is intended to further stimulate faculty research and scholarship productivity. The school has encouraged its faculty to participate in professional organizations within their own scholarly discipline areas.

Another recommendation in 6/2010 was to continue to extend student learning outcomes and academic assessment throughout the academic programs of the institution. Logos has progressed over the intervening years in further development of its assessment activities and systems. Two program reviews were conducted during summer 2017 and available for review.

B. Description of Team's Review Process

At the close of the Offsite Review, the team delivered a set of commendations and lines of inquiry, as well as identifying further documents and data that the team felt were missing from the initial self-study documents and appendices. The latter were delivered on schedule by the

school prior to the Onsite Review. The recommendations led to the identification of selected Logos personnel and officials to be interviewed by the team during its visit.

A confidential email account was set up and monitored by the Vice Chair and Chair of the visiting team. It was clearly articulated to the community that communications would be held in confidence; one student utilized this mechanism to communicate with the team about some issues related to online learning and technical problems. No substantive issues were raised through the confidential email account but several observations by this student were looped back into conversations with administrators and staff members during the visit.

The school has developed a satellite or distance online program in Chicago that functions in a building provided by a member of the Logos board. A member of the visiting team conducted a review of the Chicago campus between the Offsite and Onsite Review and wrote a full report on the program on the Chicago site that was shared with other members of the visiting team and which is found in the appendix.

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

The Logos report was comprehensive and covered all areas expected to be described and assessed for a reaccreditation review. In all respects, the report revealed a school that has been intent upon responding to previous accreditation recommendations and that is intent upon developing a culture of assessment, though not yet fully aligned with the collection and assessment of quantitative and evidence-based evidence expected in a WSCUC accredited school (see Recommendations). This will be addressed in other sections of the report.

Both from the self-study and the visit, it was clear that almost everyone with a significant institutional role has been involved in the effort to create a more excellent institution and to contribute to planning (strategic planning committee meets quarterly and has close tracking of

projects, assignments, and timeline) and the implementation of that planning. Requests for additional material were handled promptly.

SECTION II – EVALUATION OF INSTITUTIONAL ESSAYS

Component 1: Response to previous Commission actions

Addressing recommendations from previous accreditation reviews, faculty salaries have been raised to match salary standards of the Association of Theological Schools, presumably in regions with a cost-of-living equivalent to Southern California. The school also has invited recognized scholars to the El Monte campus to expose faculty to experts in their academic discipline areas and to further the interest of Logos faculty in publishing and scholarly contributions. The school has developed a sabbatical policy that creates opportunities every six semesters as opposed to every six years while also exercising greater accountability in faculty research projects and outcomes. The fact that the school has multiple faculty teaching in the same field makes this periodic loss of individuals from the teaching cadre easier to accommodate and plan for without impacting student learning. (CFR 2.8, 3.1, 3.3)

The school has made substantial investment in IT infrastructure over the past few years to create a learning platform that supports the needs of faculty and students on the campus and which also supports the school's ambition to develop more synchronous and asynchronous learning opportunities. Tutorials are offered to faculty as needed to prepare and deliver online courses. The technology upgrade has also been incorporated in the library which has 60,000 volumes and over 200 data base subscriptions. Faculty indicated an interest in and commitment to developing online courses but reported that it has been time consuming and daunting in the first stages of developing courses.

Component 2: Compliance: Review under WSCUC Standards and compliance with federal requirements; Inventory of Educational Effectiveness Indicators

Standard 1

The school states its mission and goals in all of its public access portals such as the website, admission materials, and handbooks. (CFR 1.1, 1.2) Logos clearly states its core values including the primacy of scripture and strong evangelical confession. Faculty and students are expected to adhere to doctrines enunciated in the Faith Statement of Evangelical Formosan Church. There are clear guidelines as to behavioral expectations in personal conduct, violations of which can be grounds for dismissal. (CFR 1.3, 2.2a, 2.3) These strictures and expectations are contextually normative and the school is forthright about these norms. The school reports that its theological position is in fact a “big tent” with room for theological differences within wider Evangelical Christianity. Examples of people holding variant but still acceptable differences include differing views of the charismatic movement, ordination of women, etc. The school reports almost no problematic conduct by students, staff, and faculty in its self-study regarding the espousal of unacceptable theological positions and there were in the school's review materials no references to the need for intervention or punitive actions, although the school has mechanisms in place for dealing with violations of behavioral rules and academic standards. The meeting with faculty affirmed that this has been their experience as well.

Because this is a school that functions under a religious and doctrinal format, there are a number of academic standards that are contextualized or find nuanced expression within the functioning of the school. In regard to academic freedom for example, under the school's response to Standard 1, the school writes: "As long as faculty members remain with the constitutional and confessional framework of the seminary, they are free to teach, to carry on research, and to publish, subject to adequate performance of academic duties as agreed upon with

the administration." (CFR 1.3) Members of the faculty acknowledge these conditions and prescriptions when they affiliate with Logos and students also acknowledge that their freedom of inquiry, expression, and critical thinking must operate within doctrinal boundaries. The by-laws require that members of the faculty annually sign the Church's Statement of Faith. Faculty currently report that this is acceptable and is not felt as a constraint of their freedom. They are committed to the church and to the theology that supports the work of LES. (CFR 3.2, 3.10)

The self-study carried this explanation of student freedom of academic inquiry: "The students are not allowed to openly or privately criticize and disapprove of a church tradition, except in an academic exercise with appropriate faculty supervision in which students can respectfully state and defend their own theological positions either in a classroom setting or on term papers."

The library collection (approximately 60,000 volumes of which 20,000 are in English) includes theological and biblical books from outside the boundaries of the Christian evangelical world to enable students and faculty to access theological materials that represent divergent perspectives and interpretive positions. The director of the library explained that occasionally students discover a book representing liberal or progressive Christianity and then expect the volume to be removed by library staff. The director defends this broadening of the collection as important for students and faculty to encounter research, arguments, and perspectives deemed heterodox and which are necessary to the processes of critical thinking, comparison, and analysis.

Another case where the doctrinal context is pertinent is in the establishment of the board of trustees which is composed solely of members of the church body that formed the school or of members who willingly ascribe to the doctrinal polity that undergirds the seminary. This school's

context measures the meaning of an "independent board" differently because members must be affiliated with the sponsoring body that defines the belief system required of officials or a church tradition that is considered within the evangelical family.

The board is increasing its diversity in other ways through the election of female and younger board members. The board meets regularly, has direct access to students and faculty, and seems to know and understand the school well, as well as being fully invested in the development of the strategic direction of the school.

Standard 2

Teaching and Learning

LES programs have been developed to meet both WSCUC and ATS standards. Each degree program follows standard nomenclature and is sufficiently focused to offer clear differentiation between programs. Fifteen full-time faculty members have earned doctorates and are active in their respective disciplines. Published material, hard copy and electronic, clearly defines entry-level requirements and the levels of achievement expected for graduation. A review of the degree programs reveals clear goals for the programs that align with the stated mission of the seminary. (CFR 2.1, 2.2, 2.3)

Faculty have worked hard to identify student learning objectives for all degree programs. A review of assessment data has been built into the annual faculty retreat held each summer. In conversations regarding assessment and program review, it was noted that it has been challenging to move from a culture of conversation to a culture of documentation. Minutes tend to record results rather than process making it somewhat difficult to link recommendations to assessment of data. Program review reports are very basic but include external reviews. LES would be well-advised to use the external review feedback already received to help hone their

data collection processes and focus their learning objections. There is little disaggregation of data in ways that might help LES assess differences within the student population. It is clear to the team that progress has been made and that the culture of conversation is producing changes to the curriculum where appropriate. Going forward, LES will want to continue to identify and document direct and indirect indicators of student learning to support evidence-based decision making and strategic planning and refine rubrics so that they are quantifiable and less dependent on subjective impression (CFR 2.5, 2.6, 2.7).

Scholarship and Creative Activity

To nurture a robust culture of scholarship that supports both masters and doctoral level programs, LES has developed expectations for faculty to attend professional meetings such as AAR-SBL, and identified expectations for research and publishing. A new sabbatical policy offers more frequent sabbaticals but ties eligibility to progress in research and publication goals. PhD students are encouraged to attend professional meetings alongside of faculty members. LES has also created a schedule of colloquia that meet throughout the academic year. These offer current faculty as well as visiting scholars opportunities to test ideas and present their research. Review processes and expectations for faculty are clearly delineated in the faculty handbook. Changes in rank are processed through a Faculty Personnel Committee which makes recommendations to the Board of Directors. (CFR 2.8, 2.9)

Student Learning and Success

LES has high expectation for student engagement in community life. A one-week orientation program for new students is designed to incorporate new students into the LES community. Attendance at chapel and participation in small group activities are expected for residential students. These faculty-led student groups offer opportunities for mentoring, service, celebration,

and reflection. A student council and dorm council offer opportunities for service and leadership development. A host family program offered through a church partnership helps with cross-cultural adjustment for students from outside North America. An annual all-school retreat is held at a nearby resort/retreat center. The recent remodeling of the campus and library provides attractive space for both formal and informal gathering. (CFR 2.10, 2.11)

LES has developed a program outcome rubric for each degree program. The rubric has been designed to assist faculty and students in the advising process. A mid-program review has been established for all degree students. (CFR 2.12)

LES completed the Review under WSCUC Standards and meets federal requirements for credit hour, marketing and recruitment, policies for student complaints. Transfer policies are clearly delineated in published materials and on the website. (CFR 2.14)

Standard Three

Financial Resources

Logos Evangelical Seminary has operated without an operational deficit for the last five years indicating the institution is able to live within its means while able to accomplish its educational mission. The financial audit reports show increasing unrestricted net assets without long-term debt. The team commends Logos for its financial discipline to operate successfully within its budget guidelines. (CFR 3.4)

The LES Foundation is a separately incorporated and governed entity whose sole purpose is to support the seminary through endowment distributions earned on investments. On the Statement of Financial Position there are no restricted endowments, although the staff states there are some donor gifts restricted for certain purposes. The sources of the endowment assets is primarily gift donations and accumulated gains from operations and investments. Payout from

the endowment is dependent on the income and realized gains from investments which provides a range of 8%-11% of total seminary revenue.

Budgeting and operations are conservatively managed to generate consistent operating surpluses. The budget process starts with a review of actual expenditure financial reports as a base upon which budget managers can request changes to future budgets. Revenue is projected using a forecast of enrollment, auxiliary income and endowment distributions. Monitoring financial performance during the fiscal year is done by the accounting department who will bring anything of concern to the administration's attention.

The Association of Theological Schools (ATS) has given LES guidelines that revenue should be generated 1/3 from each operating income, foundation support and fundraising. The institution states that its foundation support is around 9% in 2016 but operations and fundraising provided sufficient revenue to make up the difference. In 2014 and 2015 audits, fundraising makes up over 60% of revenue including plant gifts. A higher percentage of gift revenue comes from few donors. When questioned about the reliability and sustainability of these sources, the institution was aware of the risk and has taken steps to expand the reach to new donors. The President understands the importance of his role in fundraising and has been deeply involved with these efforts domestically and abroad.

While it is admirable that the institution has operated without an operating deficit for many years, it has relied significantly on fundraising to support its operations. The reliance on this uncertain revenue stream could make it vulnerable to reduced revenues should significant donors' contributions be reduced for whatever reason. The team recommends Logos develop other sources of revenue or ways to strengthened enrollment to achieve a more sustainable long-term financial model.

Fundraising efforts are supported by the Advancement Department which consists of 6 people whose functions are mainly as support, publication, event planning and web development.

Enrollment

Enrollment has shown steady upward increases over the past few years as new programs have been added. The MDiv and MACS are the largest programs enrolling more than 60% of all students. The Advancement Department is also responsible to provide marketing support for student recruitment. Most students hear about LES via word of mouth from alumni, pastors and students. The team asked about the institution's concerns with the current Federal administration's immigration policies, especially China from which a high percentage of students are recruited. The institution was aware of this risk, but comfortable that sufficient student enrollment could still be recruited domestically or from other countries.

Facilities

The main academic, faculty office and library buildings completed renovations in early 2017 funded entirely by donations. The building is equipped with state of the art classroom technology including audio video systems, data sharing collaboration rooms. The team toured the classroom facilities and were impressed with the renovation and technology. The team commends the institution on the creation of an updated, beautifully designed and functional campus replete with modern technology and attractive spaces for students, faculty, and administration to pursue learning and leadership development. (CFR 3.5)

Phase II of the building construction includes renovating an existing building to be occupied by the Advancement and Finance departments, new chapel and the President's office is scheduled to start in early 2018 with a major donor already committed to fund this project. In addition to the main building, LES owns two residential complexes: a 50-unit apartment building

and four individual house complex. These residential units are adequate for the needs of the seminary at present.

Library

Library resources on campus consist of approximately 60,000 volumes and 200 periodical subscriptions. In addition, the institution is part of other library associations giving it access to far more materials. Through an agreement with Fuller Theological Seminary, students are allowed access to their extensive library, especially important for PhD students. The well-designed library, located in one of the recently renovated buildings, is accessible to students, faculty and staff 12 hours daily during most of the week and limited hours on Saturday. The Library staff provided significant input into the impressive design of the building (CFR 3.5).

Technology

In the renovated buildings, significant technology was designed to provide tools to enhance teaching and learning (CFR 3.5). In addition, a new student information and learning management system was implemented that will provide technology tools for the student records, curriculum and enrollment. Other administrative processes for human resources are outsourced or utilize off the shelf products that are adequate for their current needs.

Logos has recognized the importance of using technology in instruction by investing in classroom, communications and other tools to assist instructors become more efficient. Training their faculty to use these tools has been an important part of maximizing the capabilities of these new technologies.

Faculty and Staff

Logos has 15 full time faculty members, all with PhD's, which is sufficient to teach the number of students currently enrolled. Many adjunct faculty are also utilized. Most all faculty

have been involved in creating and participating in online courses (CFR 3.1). While some were initially skeptical, they recognize the importance of this curriculum modality in the future. The institution provided them with tools and training to assist in these efforts resulting in acceptance of the direction LES has taken.

Staff levels are adequate but small. Some level of cross training especially in the Advancement office, has taken place to ensure consistent operations, however, the small number of staff could make them vulnerable to unexpected changes. Many staff wear multiple hats but are competent in their respective functions. Written policies exist for all employees (CFR 3.2, 3.3).

Leadership and governance

The team met with the President's Council as a group and each individually in various sessions. The leadership team has a common understanding of the institution's purpose, mission, and commitment for the future. (CFR 3.6, 3.7, 3.8)

The team also met with some members of the Board of Directors. Several on the Board were either associated with LES at one time as a student, employee or other long term affiliation and participate in the governance of the institution. Members of the Board of Directors also share in the vision of Logos and are involved in promoting the institution and fundraising (CFR 3.9).

Standard Four

Quality Assurance Processes

Logos Evangelical Seminary has taken steps to improve its process to assure quality of the educational steps by responding to the earlier recommendations to take the culture of oral and conversational assessment and decision making into the more objective data-driven assessment

culture. The team noted that an assessment coordinator is in place to help collect data and process it in such a way that four-year cycle of program reviews can be more adequately informed and decisions made for improvement and curricular and other changes on the basis of the assessment results. It was the team's assessment that LES is in the middle stage of developing a robust assessment program. Conversation with faculty suggested that they are somewhat able to describe the assessment cycle and how assessment data could be helpful in discernment of the program review processes. Program directors could be more attentive to program development and assessment processes so that decision-making is informed by data. This will aid in closing the assessment loop, especially pertaining to the specific academic goals as well as financial needs of their program. (CFR 4.1)

The team recommends that Logos Evangelical Seminary continue to develop what is now a middle-stage assessment plan into a more robust and sustainable program review process that assesses courses, programs, and delivery modes, using appropriately disaggregated data. Such disaggregated data could especially help to determine if more emphasis needs to be given to their online students, their Chicago based extensions campus, their foreign students coming from mainland China or their home-based American-Chinese speaking students (CFR 2.7, 4.3, 4.).

The institutional report notes in its concluding pages that “[d]ata collecting and decision making, and the connection between the two, are the most fundamental elements in quality control and institutional improvement. This cannot just be a work on paper during accreditation reviews. It has to be a way of institutional life”. As far as the progress in program review and learning outcome assessment, Logos Evangelical Seminary is self-aware that this process is “still fairly raw and needs continued refinement.” Conversations with faculty and program directors indicated a similar consensus. This awareness is a step in the right direction as the entire

academic team recognizes that the assessment is already yielding some results. For example, the concept of global and cross-cultural perspective of ministry identified as an area to strengthen grew out of the recent program review in MDiv degree. Other changes have also been made as a result of data-informed dialogue among the faculty in their annual faculty retreat. (CFR 4.3)

The institution recognizes that there is need to change from an informal and largely oral culture to a more data-driven and formal culture. However, this process is not easy and quick. It appears that many decisions continue to be made on the basis of informal discussions and in small mutually supportive and deeply mission-driven culture where most of the participants and stake-holders have close connection and easy direct access to each other. On one hand, such warm collegial relationships across the institution with a common understanding and commitment to the mission and values is to be commended. It is clear that faculty and staff embrace a common mission and vision for institutional success. However, many decisions are still made through informal discussions, often without documentation. Data collection is still not an institutional habit and therefore, as reflected in the self-study by LES, the institution needs to “continue to work on the development of program review” and will “establish a more evidenced-based structure for institutional decision-making.”

While the practice of documentation is not consistent across the institution, there is evidence that faculty are reflecting on course and program data. For example, a capstone course has been developed and implemented into the MDiv program out of a previously expressed need for more consistent outcome assessment data collection. A review of partial samples of three such capstone assignments found self-reporting student evaluations about the program, though other elements of the capstone course and evaluations were not available as they were written in the Mandarin language. The assessment efforts developed for the one program need to be

similarly applied or replicated in an appropriate fashion for the other master and doctoral programs. Furthermore, while certain courses have been also identified in the program mapping that will have elements of assessment collected, it was not clear how such outcome assessment was being done in those identified courses. Significant effort has been taken to develop detailed “Program Assessment Maps” and the next step of doing the hard work of evaluating the data that is obviously being collected by the institution’s Assessment Coordinator in the Academic Administration will be used for improvement, and incorporated into institutional planning processes and applied to the design and improvement of curricula, enhancing pedagogy, and further yielding greater assessment tools and constructive methodologies. (CFR 4.4. and 4.5)

The team was impressed with the speed of changes, including the academic changes such as development, training, and the faculty support, that online education is being given at LES in the constantly fast-changing higher education. The team therefore commends Logos Evangelical Seminary for the rapid advancement of online learning platforms at both the El Monte and Chicago campuses and development of online learning as a support to Logos degree programs and service to students who would not otherwise have these resources available to advance their education and service to the church. (CFR 4.6 and 4.7). The team further recommends the continued attention to the changing environment of theological education especially in the context of the Chinese church both here and abroad so that appropriate adaptations can be made to support the mission and sustainability of the school. (CFR 4.6, 4.7) This is even more necessary as more than half of the recent admissions have been from the mainland China and the careful assessment of the potential immigration policies and other economic and political factors need to be weighed in order to keep the sustainability of the influx of the immigrant student population and maintain the growth of the student body. Other factors and trends of theological

higher education would be well considered and anticipated so that academic offerings remain sustainable and strong. (CRF 4.7).

As always, final determination of compliance with the Standards rests with the Commission.

Component 3: Degree Programs: Meaning, quality and integrity of the degrees

The published materials for LES clearly define appropriate goals for each degree program. These flow from the mission of the seminary which aims to prepare people for various ministerial roles as well as a new generation of Chinese scholars for teaching and leadership. Learning objectives have been developed to insure programs meet graduate-level expectations. Expectations are clearly communicated to students. For example, a Ph.D. handbook orients new students to the program but also lays out curriculum, expected outcomes, academic policies, and the student progress evaluation cycle.

As noted elsewhere, LES has an assessment plan in place. Capstone projects and student portfolios help measure achievement of student learning outcomes. Benchmarks are set and are being monitored. Curriculum maps have been created which reflect how programs are structured. Co-curricular programs are designed to enhance not only student life but personal, spiritual and intellectual formation. Programs are being reviewed on a regular cycle and include external review. The annual faculty retreat minutes suggest that these processes are being taken seriously and that care is being given to ensure the quality of the programs. (CFR 1.2, 2.2-4, 2.6, 2.7, 4.3)

LES also measures the success of its programs through placement of graduates, which remains high.

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

As indicated throughout this report, LES has worked hard to develop appropriate program goals and student learning outcomes at the program and course levels. Working with Bloom's taxonomy, faculty have sought to craft SLOs that move to higher order critical thinking skills as appropriate for an institution offering graduate-level degrees. A review of syllabi demonstrate progress in this area, while recent program reviews show the development of curriculum maps and basic rubrics.

The PhD program is aimed at preparing students for teaching ministries in theological institutions and for research and academic writing. It is distinguished by a focus on scholarship rather than congregational ministry. As noted in conversation with the Director of the Library, the need for biblical and theological resources in Chinese languages is especially high. The DMin, by contrast, offers advanced studies for ministerial development. Likewise, the masters-level degree programs are oriented primarily to ministerial and teaching leadership in the church.

In their efforts to refine their assessment processes, program outcome rubrics have been designed for each program. Mid-program reviews are scheduled to be held with a group adviser for all MDiv, MACS, and MAFM students while program directors will conduct mid-program reviews with PhD, DMin and ThM students. The systematic use of program outcome rubrics will offer additional comparative data as LES continues to refine their assessment process.

At present, faculty members are responsible to collect assignments, rubrics, and other data, and submit to the staff person responsible to manage the data. Annual assessment work has been incorporated into the faculty retreat held each summer. LES has also established an ambitious four-year cycle of program review in which faculty assess SLO data, retention and graduation data and placement. A program review handbook guides the review. (CFR 2.3, 2.4).

Component 5: Student Success: Student learning, retention, and graduation

LES tracks retention, graduation and placement rates for all its students. From 2013 to 2016, 70% of graduates were placed within one year of graduating. LES is slightly higher than ATS averages for placement of MDiv graduates in congregational ministry (74%). The assessment of SLOs by program show that 82% of MDiv students and 83% of MACS are meeting or exceeding expectations. While 93% of DMin students are meeting expectations, only 55% of ThM students are meeting expectations. Retention and graduation rates for ThM students are also lower than other programs. (CFR 2.10)

LES has extended their assessment efforts to co-curricular activities through student surveys, conversations with small group leaders, and the development of rubrics to evaluate personal and spiritual growth. An annual president's talk regarding finances, academic issues, and student life incorporates an open question/answer time. While mostly informal in terms of data collection, these conversations have led to changes in student services. For example, a question raised last year prompted the offering of vocal training for English language students. It is clear that LES understands the value of data and is working to be more systematic in their collection and assessment processes. (CFR 2.11, 2.12, 2.13)

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

It is the judgment of the visiting team (see recommendations) that the school is in the middle-stage of developing its assessment system. The school shows clear progress from earlier accreditation visits but still needs to advance and refine its data collection and assessment. There continue to be problematic elements in their over-all assessment plan. Some rubrics remain too subjective or impressionistic in nature. For example, a faculty member or administrator makes a judgment on whether a student "has grown closer to God." The student responds to this issue through written self-reflection. If there is a spouse, he or she is also questioned as to whether the

student has shown evidence of spiritual growth or maturation in the student's daily life. Since the spouse's testimony could potentially affect the standing of the student and his or her later vocational future, it places the spouse in an awkward situation. LES may want to consider broadening the conversation. For example, some seminaries tackle this sort of evaluation through a mid-degree review that draws together the insights of student, faculty advisor, second faculty member, an official from the student's field education church, an official from home or supporting congregation, student peer, etc. While these sorts of mid-degree assessments still rely on subjective judgments, the review (approximating a 360 review) includes professionals and knowledgeable insiders who have experienced the student in multiple contexts and who gather to pool their consideration of a student's academic, spiritual, and vocational progress.

Component 7: Sustainability: Financial viability, preparing for the changing higher education environment

The team spoke with the CEO, CAO and CFO about the changing landscape in higher education. They were keenly aware that the increasing use of technology in the teaching and administrative arenas was important for Logos to invest more resources. One of the tangible results is the online courses and degree program that have already been developed.

They were also aware of the aging population of major donors and they have begun reaching out to younger members of the church to tell their message.

In terms of theological education, they see a great need for Chinese pastors within the U.S. and overseas. It is their vision to be a leader in educating these pastors into the future. With the increasing capabilities of online courses and degree programs, students will be recruited from a wider range of places domestically and internationally.

As noted earlier, the institution has operated without an operating deficit for many years. Ongoing reliance on donor gifts from both the U.S. and abroad is an uncertain revenue stream

and could make the institution vulnerable if circumstances changed. The team recommends Logos develop other sources of revenue or ways to strengthen enrollment to achieve a more sustainable long-term financial model.

Component 8: Optional essay on institutional specific themes

The LES institution report identified development of distance education initiatives in their optional essay. LES realized the future growth in its enrollment would include a vibrant online curriculum and decided to aggressively develop an online education program to reach those who cannot attend the main or external campus. Targeting primarily the students who seek the courses offered but who are unable to change their lives to attend in person, the institution believes there is sufficient demand to justify the costs of developing and operating the online program. Investment in technology improvements has rapidly increased over the past recent years as the online curriculum was being developed. Courses are both pre-recorded and some live broadcast synchronously for real time interaction by students and faculty. One team member observed this synchronous class in the Chicago campus and it worked as planned. Currently the only fully online degree program is the MACS degree. The institution stated it will move cautiously to develop more courses or complete online degree programs.

Component 9: Reflection and plans for improvement

Logos is quickly developing its capacity to offer education and degrees online from both its El Monte and Chicago campuses. Students from multiple states already access their online programs and it is the school's intention to make many of their degrees totally available through online delivery. Success in this way will also open up their outreach to mainland China and Taiwan as well as other parts of Asia. They are investing also in building relationships with churches and church leaders recognizing that fruits from these efforts may not be gathered until

much further down the line. In their planning, having excellent and well-trained faculty is a key to attracting both students and philanthropy.

Logos is a school with ambitions to grow and to include other degrees such as the MSW and MFT that would embrace other professional fields and the life and social sciences. These are fields that the school considers to be related to its focus on ministry, chaplaincy, and the building up of communities. Logos sees the possibility of becoming a major educational center for the Chinese immigrant community through the proliferation of sought-after degrees and online graduate education. They recognize that one billion people will enter the middle class in China and India in the next 15 years and that these will be people with an avid interest in furthering their education and affiliating with resources in the Western world. Logos is establishing a campus that is modern and technologically advanced and capable of supporting many of the developments that they foresee as essential next steps.

The school has made significant advances since its previous WSCUC visit and is carefully pursuing steps that will insure that it has academic resources, a teaching faculty, and the technological means to both attract new students on multiple platforms and expand its missional field and outreach.

SECTION III – OTHER TOPICS (such as Substantive Change)

N/A

SECTION IV – FINDINGS, COMMENDATIONS, AND RECOMMENDATIONS

Commendations The team commends the institution for the following accomplishments and practices:

1. Creation of an updated, beautifully designed and functional campus replete with modern technology and attractive spaces for students, faculty, and administration to pursue learning and leadership development.

2. Warm collegial relationships across the institution with a common understanding and commitment to the mission and values of LES.
3. Rapid advancement of online learning platforms at both the El Monte and Chicago campuses and development of online learning as a support to Logos degree programs and service to students who would not otherwise have these resources available to advance their education and service to the church.
4. Development of a robust effort to accomplish strategic planning and project management in ways that stimulate forward thinking, create a sense of common purpose, and advance the institution.
5. A strong financial record and willingness to live within budget guidelines without debt.
6. Development of a comprehensive advancement program and success in procuring major gifts from donors.
7. Further development of the Logos Training Institute helping to prepare lay leaders for responsible leadership positions in the church and which serves as a bridge to enrollment in Logos degree programs.

Recommendations The team offers the following recommendations for the further strengthening and excellence of the school:

1. Continue to develop what is now a middle-stage assessment plan into a robust and sustainable program review process that assesses courses, programs, and delivery modes, using appropriately disaggregated data. (CFR 2.7, 4.3, 4.4)

2. Continue to identify and document direct and indirect indicators of student learning to support evidence-based decision making and strategic planning. Refine rubrics so that they are quantifiable and less dependent on subjective impression. (CFR 2.3, 2.4, 2.6, 2.7)
3. As new degree programs and initiatives are added, continue to monitor faculty composition, size, and teaching load to insure faculty resources match institutional need. (CFR 3.1, 3.3)
4. While Logos' fund-raising is admirable, the institution needs to consider the development of other sources of revenue or ways to strengthen enrollment to achieve a more long-term sustainable financial model. (CFR 3.4)
5. Continued attention to the changing environment of theological education especially in the context of the Chinese church both here and abroad so that appropriate adaptations can be made to support the mission and sustainability of the school. (CFR 4.6, 4.7)

APPENDICES

The report includes the following appendices:

- A. Federal Compliance Forms
 - 1. Credit Hour and Program Length Review
 - 2. Marketing and Recruitment Review
 - 3. Student Complaints Review
 - 4. Transfer Credit Review
- B. Off-Campus Locations Review, as appropriate
- C. Distance Education Review, as appropriate

1 - CREDIT HOUR AND PROGRAM LENGTH REVIEW FORM

Material Reviewed	Questions/Comments (Please enter findings and recommendations in the Comments sections as appropriate.)
Policy on credit hour	Is this policy easily accessible? XX <input type="checkbox"/> YES
	If so, where is the policy located? Included in faculty instruction guidelines, distributed for every semester.
	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)? XX <input type="checkbox"/> NO
	If so, does the institution adhere to this procedure? <input type="checkbox"/> YES <input type="checkbox"/> NO
	Comments: Institution may want to schedule a systemic audit of syllabi. Currently discussed in faculty meetings with program directors responsible for review.
Schedule of on-ground courses showing when they meet	Does this schedule show that on-ground courses meet for the prescribed number of hours? XXX <input type="checkbox"/> YES <input type="checkbox"/> NO
	Comments:
Sample syllabi or equivalent for online and hybrid courses <i>Please review at least 1 - 2 from each degree level.</i>	How many syllabi were reviewed? 4
	What kind of courses (online or hybrid or both)? Face-2-face, online
	What degree level(s)? <input type="checkbox"/> AA/AS <input type="checkbox"/> BA/BS XX <input type="checkbox"/> MA <input type="checkbox"/> Doctoral
	What discipline(s)? biblical studies, pastoral counseling
	Does this material show that students are doing the equivalent amount of work to the prescribed hours to warrant the credit awarded? XX <input type="checkbox"/> YES
	Comments:
Sample syllabi or equivalent for other kinds of courses that do not meet for the prescribed hours (e.g.,	How many syllabi were reviewed?
	What kinds of courses?
	What degree level(s)? <input type="checkbox"/> AA/AS <input type="checkbox"/> BA/BS <input type="checkbox"/> MA <input type="checkbox"/> Doctoral
	What discipline(s)?

internships, labs, clinical, independent study, accelerated) <i>Please review at least 1 - 2 from each degree level.</i>	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: Field education and practicum are 0-unit requirements.
Sample program information (catalog, website, or other program materials)	How many programs were reviewed? 4
	What kinds of programs were reviewed? Ph.D., MDiv, MAFM, MTS
	What degree level(s)? <input type="checkbox"/> AA/AS <input type="checkbox"/> BA/BS <input checked="" type="checkbox"/> MA <input checked="" type="checkbox"/> Doctoral
	What discipline(s)? practical theology, theology, family ministry, doctoral
	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: Valerie Rempel
Date: 10/26/17

2 - MARKETING AND RECRUITMENT REVIEW FORM

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

Material Reviewed	Questions and Comments: Please enter findings and recommendations in the comment section of this table as appropriate.
**Federal regulations	Does the institution follow federal regulations on recruiting students? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
	Comments: No incentive compensation offered.
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: Complete information published in the school catalog and on the institutional website.
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: Institution tracks employment of graduates.

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*§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: Harry Fong
Date: 10/26/17

3 - STUDENT COMPLAINTS REVIEW FORM

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

Material Reviewed	Questions/Comments (Please enter findings and recommendations in the comment section of this column as appropriate.)
Policy on student complaints	Does the institution have a policy or formal procedure for student complaints? XX <input type="checkbox"/> YES
	If so, is the policy or procedure easily accessible? Is so, where? Policy published in school catalog, student handbook, and on institutional website.
	Comments:
Process(es)/ procedure	Does the institution have a procedure for addressing student complaints? XX <input type="checkbox"/> YES If so, please describe briefly: students submit written statement to dean of students who works to address situation. Unresolved issues move to Student Conduct Committee. If unresolved, then to Executive Committee.
	If so, does the institution adhere to this procedure? XX <input type="checkbox"/> YES
	Comments:
Records	Does the institution maintain records of student complaints? XX <input type="checkbox"/> YES If so, where? Student Development Office
	Does the institution have an effective way of tracking and monitoring student complaints over time? XX <input type="checkbox"/> YES If so, please describe briefly: Student Development office records would provide record if/when complaints received.
	Comments: School notes that no serious complaints have been received.

*§602-16(1)(1)(ix)

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

Review Completed By: Valerie Rempel

Date: 10/26/17

4 – TRANSFER CREDIT POLICY REVIEW FORM

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

Material Reviewed	Questions/Comments (Please enter findings and recommendations in the comment section of this column as appropriate.)
Transfer Credit Policy(s)	Does the institution have a policy or formal procedure for receiving transfer credit? XX <input type="checkbox"/> YES
	If so, is the policy publicly available? XX <input type="checkbox"/> YES If so, where? School catalog
	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? XX <input type="checkbox"/> YES
	Comments: Academic advisory service provides information re transfer requirements.

*§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: Valerie Rempel

Date: 10/26/17

OFF-CAMPUS LOCATIONS REVIEW-TEAM REPORT APPENDIX

Institution: Logos Evangelical Seminary – Chicago Campus
Type of Visit:
Name of reviewer/s: Zdravko Plantak
Date/s of review: October 4, 2017

A completed copy of this form should be appended to the team report for all visits in which off-campus sites were reviewed¹. 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
Logos Evangelical Seminary Chicago Campus
631 State Route 83,
Bensonville,
IL 60106
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 main full degree offered at this site is M.A. in Christian Studies. However, it seems that they have also started to offer courses towards M.Div. and towards their doctoral programs with a hope and desire that they will do more of those degrees at the Chicago campus in the near future.

Faculty: Dr. Douglas Vavrosky, Chicago Campus Director/Assistant Professor, Dr. Ekron Chen, ALO/Academic Dean and other full time faculty of El Monte, CA campus.

Enrollment: Spring 2017: 23 [Spring 2016: 23; 2015: 22; 2014: 25; 2014: 25; 2013: 22]

Graduates: 2017: 4 [2016: 5; 2015: 3; 2014: 6; 2013:9]

History: Established in 2009 as an extension of Logos Evangelical Seminary, El Monte, CA with the purpose of equipping Mandarin Chinese speaking men and women for full-time and part-time ministries in Chinese churches in the Midwest. Classes are taught in intensive format (4 days over a weekend, twice a semester) at the Chicago site. Students come from the greater Chicago area and from as far away as Milwaukee, WI, Cincinnati, OH and Indianapolis, IN. An advisory board of three pastors and three lay professionals, support Logos in its theological mission. Mr. Patrick Chen serves as member on the Logos Evangelical Seminary Board of Directors, and Chairman of the Chicago Advisory Board.

Updates:

Facilities: Chicago campus has relocated to the current location on June, 2012. The facilities in new location have provided a better learning environment for students. It includes a big classroom (which can also be functioned as Chapel), library, reception area, 3 offices for faculty and staff, prayer room, smaller classrooms, production room, and storage room. The new library has much more space for library collection for up to 10,000 volumes (as opposed to the old space for library that could hold maximum of 4,000 volumes). They added synchronous teaching system at the beginning of 2016 with a great opportunity to teach classes in real time on the main campus in El Monte, CA and have the entire class group at

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

the Chicago campus participate, and be fully engaged. This has been tested and works well for a year.

Personnel updates: Dr. Douglas Vavrosky has assumed the role of Coordinator of Academic Affairs on August 1st, 2015. From January 1, 2017 Dr. Douglas Vavrosky has been promoted to Director of Chicago Campus and has been promoted from Assistant Professor of Mission to Associate Professor. Mrs. Freda Lin, who was a part time administrative assistant of Chicago campus since 2009, became full time staff on January 2016 and has assumed more administrative responsibilities as well as advising and helping with application processes.

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

Beside the regular Logos Evangelical Seminary Self-Study, I have also received the "Chicago Campus Updates 2012-2017 with specific information about admissions, enrollment and graduation rates as well as ministry placements of their graduates and facilities and personnel updates.

The day was well organized with the opportunity to speak to all the Academic Dean, the Director of the Chicago site, the administrative staff, two alumni, three students and some volunteer staff members for IT and Library services.

Institution Officials:

Dr. Ekron Chen, ALO/Academic Dean, El Monte, CA Campus (oversees all academic matters for both campuses) Dr. Douglas Vavrosky, Chicago Campus Director/Associate Professor (full time)
Mrs. Freda Lin, Administrative Assistant (full time)

Chair of Advisory Board and Main Lay Sponsor of the LES – Chicago Campus:

Mr. Patrick Chen (Chair of Advisory Board)

Alumni:

Kevin Chang (Alumnus) – pastor

Students:

Showin Yang (Student) – retired engineer
Dong Jiang (Student) – Christian book store manager
Hannah Ho (Student) – Chicago Chinese Christian Missions coworker

Lines of Inquiry	Observations and Findings	Follow-up Required (identify the issues)
<p><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?</p>		
<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? (CFRs 1.2, 3.1, 3.5, 4.1)</p>	<p>The institution seems to have a close relationship with the mission for this campus and keeps operations and instructional portions very closely linked to the main campus and its regular instructors. The operations and administrative structure is tied to the CEO and the CAO of the LA Campus and decisions are made jointly between the Director of the Chicago Campus and the CEO (operational and mission driven) and the CAO (related to all academic issues and decisions).</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? (CFRs 1.2, 2.10)</p>	<p>CA faculty teach and administer the Chicago extension campus as their larger strategic mission to equip 32 Mandarin speaking Chinese and Taiwanese churches in greater Chicago area and many others beyond that number in the surrounding states. The El Monte CA faculty come regularly to teach intensive four day classes to Chicago campus but are extending their teaching opportunities since 2016 with a well-equipped synchronous teaching system that is proving popular and is also giving more opportunities for the variety of courses to be offered not only as intensives but also throughout the entire semester.</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? (CFRs 1.8, 2.1, 2.5, 3.1, 3.5)</p>	<p>The new space is excellent and stimulating place for the so far small group of students (25-30) enrolled at any one time at this site. It has one large classroom well equipped for in-class and on-line as well as synchronous learning environment. It has also another smaller classroom for seminar-type classes, a prayer room, a large dining area and kitchen, lounge, offices as well as good size library.</p> <p>The administrative assistant is very helpful to the students in advising and also connecting to the main campus if and when necessary. Student have close relationship to the faculty and staff at both Chicago campus and El Monte, CA campus.</p>	<p>The current facility seems to be adequate and well prepared for variety of class and other student services. It is, however, a privately owned building and is therefore at the will of the donors to continue offerings. Should there be a long term solution to secure the longevity and sustainability of the educational programs?</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? (CFRs 2.11-2.13, 3.6, 3.7)</p>	<p>Students report excellent advising and, when needed, problem solving, library opportunities both in their own growing library and computer terminals as well as the easy access to some of the excellent theological libraries that nearby universities in Chicago open to them (Wheaton and Trinity have been mentioned for research and have been used by many students). They also praised the IT support by local staff, and by home campus staff via phone and email.</p>	

<p><i>Faculty.</i> Who teaches the courses, e.g., full-time, part-time, adjunct? In what ways does the institution ensure that off-campus faculty is involved in the academic oversight of the programs at this site? How do these faculty members participate in curriculum development and assessment of student learning? (CFRs 2.4, 3.1-3.4, 4.6)</p>	<p>Most courses are taught by the full-time faculty members of Logos. The local Director of the Chicago and associate professor teaches 8 courses and many other professors come for intensives as well as teach course in simultaneous smart classroom. This component helps further mixing of their students from two campuses and additional students who may be located elsewhere. This is a helpful feature that allows many full-time professionals in their second career choice to continue their theological graduate education while continuing to work.</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 at this site are exactly the same as those at the main campus. The link is clear and the professors are the same. This is even more so now with the new smart classroom created so that often additional courses could be delivered in synchronistic ways and with the groups of students being joined for interaction, discussion and stimulation of learning at the same time.</p>	<p>There was no clear evidence of the evaluation of the courses or program? This may be done at the La Monte, CA site.</p>
<p><i>Retention and Graduation.</i> What data on retention and graduation are collected on students enrolled at this off-campus site? What do these data show? What disparities are evident? Are rates comparable to programs at the main campus? If any concerns exist, how are these being addressed? (CFRs 2.6, 2.10)</p>	<p>The one full program that they deliver is identical to that of LES, CA. Other courses in the potential delivery at Chicago are also identical to the main campus, and almost all are delivered by the same faculty.</p> <p>The following data was provided about: Enrollment: Spring 2017: 23 [Spring 2016: 23; 2015: 22; 2014: 25; 2014: 25; 2013: 22]</p> <p>Admissions:</p> <p>Graduates: 2017: 4 [2016: 5; 2015: 3; 2014: 6; 2013:9].</p>	<p>It may be advisable to declare clearly if they start offering other master or doctoral programs at the off-campus location so there is clarity in reviewing different programs in the future.</p> <p>Raw data was good to receive. However, it would be helpful to see the institutions reflections on what this data mean to them.</p>
<p><i>Student Learning.</i> How does the institution assess student learning at off-campus sites? Is this process comparable to that used on the main campus? What are the results of student learning assessment? How do these compare with learning results from the main campus? (CFRs 2.6, 4.6, 4.7)</p>	<p>The processes are the same as that of the home campus and are probably collapsed into the one and same assessment. No data was provided to see the results of students learning outcomes or assessment in general.</p>	<p>Suggesting to disaggregate data so that appropriate conclusions could be reached regarding the effectiveness of Chicago campus student learning.</p>
<p><i>Quality Assurance Processes:</i> How are the institution's quality assurance processes designed or modified to cover off-campus sites? What evidence is provided that off-campus programs and courses are educationally effective? (CFRs 4.4-4.8)</p>	<p>It seems that there is no separate program review process but that it is one and the same done on the main campus.</p>	<p>If the program review is the same and or done for the entire LES, it may be helpful to separate data in order to make the comparative analysis to see what works better on each campus.</p>