

REPORT OF THE WASC COMPREHENSIVE VISIT TEAM

**To Patten University
March 20-22, 2013**

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The 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 Institution and Visit

Founded in 1944 as the Oakland Bible Institute, the college became Patten University in 2002 and was affiliated with the Christian Evangelical Churches of America. As a non-profit, faith-based educational institution, it stressed the values of social justice, leadership, and service.

The institution was granted reaffirmation of accreditation in 1999 and began its reaffirmation process in 2005. It underwent the Capacity and Preparatory Review in 2006 and the Educational Effectiveness Review in 2008. The issues that arose during the Educational Effectiveness visit—strategic planning, enrollment management, financial management, and sustainability—led to a Special Visit in fall 2010.

In February 2011 the Western Association of Schools and Colleges (WASC) Commission accepted the Special Visit report and placed the University on probation with accreditation to continue during the probation period. The Commission also requested an Interim Report in fall 2011 and scheduled a Special Visit in fall 2012.

The Commission accepted the Interim Report and requested another Interim Report to be submitted March 2012.

In May 2012 a Substantive Change Site Visit was conducted to evaluate the change in Control/Ownership of Patten University due to the extent to which this change would transform the institution from a not-for-profit faith-based to a for-profit secular institution.

The Structural Change Panel of the Commission acted in June 2012 to approve the proposed change of ownership/control of Patten University (Patten) to UniversityNow, Inc. (UNow). The Special Visit scheduled for fall 2012 was changed to a Comprehensive Review scheduled for spring 2013. Additionally, in February 2013 the Substantive Change Committee acted to “Not Accept” the proposal for the Associate of Arts degree in General Studies (online).

In this context, the Team Visit for this Comprehensive Review focused on the Self-Study Report and the evidence provided by Patten in order to be removed from probation status as the University moves through institutional change in ownership, purpose, and modes of academic delivery.

The Team arrived on March 19, 2013 for consultation and planning and from March 20-22 conducted onsite reviews of institutional documents, held interviews with key personnel and Board members at both Patten University and UNow offices, reviewed the UNow learning platform for the online programs, and led discussions with groups of faculty, students, and staff to further its findings.

The Institution's Self-Study Report: Quality of the Report and Evidence

The Team reviewed the Self-Study Report and the supporting documents prior to the visit and during the team conference call developed a number of questions and lines of inquiry to extend the review further. The Self-Study Report provided the foundation for the campus visit, but the onsite interviews and discussions provided the necessary information to answer questions and shape the findings.

Additional documents requested by the Team and provided by the University included the 2012 financial audit, the signed sales agreement between Patten University and UNow, market research data to enlighten the enrollment projections, faculty CVs, the course schedule for 2012-13, an updated organizational chart, and the available evidence of institutional learning since the Self-Study Report was prepared.

The Team found that the Self-Study Report addressed the issues and concerns raised by the Commission and its request for a Comprehensive Visit. However, much of the Report focused on processes and actions that had been taken to address structural and policy concerns. Due to the significant transitions that are occurring in purpose and ownership at Patten University, minimal opportunity for educational effectiveness evidence, outcomes, and results were able to be included in the Self-Study Report or supporting documents.

Description of the Team Review Process

During the email communications prior to the team conference call, team members divided the responsibilities for the writing and inquiry that would be conducted. The breadth of professional experiences of the Team enabled the members to explore questions, prepare lines of inquiry, and draft preliminary documents to guide the visit.

The Team had the opportunity to more precisely plan its inquiry in a preliminary meeting on March 19, 2013 before the onsite visit began. This time enabled the Team to efficiently use the time for interviews and discussions to extend their understanding and confirm or correct preliminary findings.

The Team had adequate time to discuss various findings and to shape the conclusions, commendations, recommendations, and confidential recommendations of the Team Report. The site visit provided the opportunity to further understand the personal and organizational commitments to the University's mission in a more coherent whole that extended beyond the initial findings presented in the report and supporting documents.

The team chair presented the four commendations and four recommendations to the current and former presidents prior to presenting those statements to an assembled group of university faculty, staff, administration, students, and representatives of UNow on Patten University's campus.

SECTION II – TEAM ANALYSIS UNDER THE STANDARDS

Standard 1: Defining Institutional Purposes and Ensuring Educational Objectives

Institutional Purposes

Patten University (Patten) has a stated mission developed from the institution’s commitment to make college education affordable for qualified students. With the change of purpose from a not-for-profit, faith-based to a for-profit, secular institution under Patten University’s parent company, UniversityNow, Inc. (UNow), the mission statement is to “provide high-quality, accessible, and affordable undergraduate and graduate education that integrates leadership and service to inspire students to engage in community and global transformation (Self-Study Report, p. 2). This mission grows out of both the historic commitment of Patten’s faith-based focus on social justice and the UNow’s focus on access and affordability.

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This stated purpose is further expressed in Patten’s three major initiatives of a robust campus-based program, new online programs, and a cost strategy to make college affordable and eliminate the likelihood of student loan debt.

In the Self-Study Report, Patten outlined the revision of its institutional learning outcomes in order to integrate the general education and degree program outcomes into seven institutional learning outcomes. From this work the Team found that the system of assessment of learning outcomes in the emerging online programs, developed with UNow, provides the structure for a quality assessment and program review model that can contribute to continuing improvement. The data and institutional research potential, designed into the online assessment model, has the capacity to yield frequent and ongoing course and program assessment results useful in continued learning and improvement of the curriculum.

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The Team also found that the on ground assessment and program review model has been developed and data is beginning to be collected for use in assessing student learning outcomes.

However, with the change of purpose and ownership of Patten, the assessment of these learning outcomes has yet to be fully accomplished across the University. Demonstrated learning and improvement from the assessment and program review processes, while underway, has not yet been widely demonstrated.

Further, the changing purpose of the University and the proposed change in student enrollment to include much larger online portion has also not allowed evidence of student success or persistence toward graduation within Patten’s new model. These factors have limited the capacity for data to be used as a reliable and reflective source of the current educational activity of the institution.

A system of academic program review has been established and is designed to be a comprehensive evaluation of degree programs (Exhibit 29). This newly adopted process has provided the structure for review but has yet to have full implementation across the traditional portion of the University or to yet be applied to the developing sector of online programs. The structure for institutional

decision making, based on this review process model, has not yet been able to produce evidence of the institution demonstrating its learning nature.

The Commission expressed concern in its January 13, 2012 action letter regarding insufficient financial resources for assessment and program review. The Team found that the financial investment and expertise brought to Patten by UNow has provided both the capacity and the delivery of systems for assessment and program review at a strong level. As part of the service agreement between Patten and UNow, content and design expertise have been provided by UNow to create these new system designs and to implement an institutional research consultation with faculty on the use of data.

Patten University has been marked by considerable leadership change over the past few years. The leadership that was in place prior to the sale of the University gave way to transitional, presidential leadership. The concern expressed in the January 13, 2012 Commission Action Letter regarding new and restructured institutional leadership has been addressed by Patten. A new CEO was appointed in October 2012 and a new vice president for academic affairs has been appointed within the past year. The Team found that the CFO responsibilities continue to be shared between the UNow CFO and a recently employed finance and administrative officer.

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The Commission Action Letter also expressed concern that there should be a clear articulation of decision-making structures, and the role of the Board, administration, and faculty be identified in the decision-making process. The Team found that the revised and adopted Patten University Bylaws (Exhibit 65) specify the responsibilities of the Board and the roles delegated to the President and institutional leadership. While the documents and plans are in place, the challenge of learning how to use and operate under these new structures is still a work in progress for the University.

Integrity

The numerous leadership and procedural transitions illustrate the significant context of change brought about by the new ownership and purpose of Patten. Beyond new senior leadership several other changes have occurred in the academics, student services, external relations, institutional research, distance learning, and support services at University. Currently, many of the new Patten staff also must relate directly or in a dual responsibility line to the new corporate structure and parent ownership of UNow. The full implementation and establishment of the many new processes and leadership influences, brought about by the institutional ownership change, are still in progress.

Patten has indicated in the Self-Study Report (p. 9) its commitment to integrity and an overarching commitment to academic freedom. The Report indicates a commitment to the AAUP 1940 *Statement on the Principles of Academic Freedom*. At the time of the visit, the University's statement of academic freedom (Exhibit 5) reflected the descriptions and commitments of the predecessor institution; however, during the site visit, Patten noted that the statement was revised to remove the "Christian purpose and commitments."

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The University indicates a commitment to diversity in its Self-Study Report and makes commitments to implement initiatives to increase diversity across its faculty, staff, student populations, and the Board. For fall 2012, the student population's diversity was representative of Patten's external community of which it is a part of: Asian: 33%, Black or African American: 27%, Hispanics/Latino: 22%, Two or more races: 4%, White: 10%, Other/Unknown: 4%. The ratio for female to male students was approximately 2:1, and the majority of Patten's students are in the age range of 20-24 years (44%) or 25-49 years (41%). The Team found that the capacity to measure and assess student success in disaggregated analyses appear to be in place in the new institutional research structures, however there has not been sufficient time to yield results toward these stated commitments. Additionally, specific strategies or evidences of success in meeting diversity priorities for faculty and staff are not yet clear

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The Commission Action Letter of June 21, 2012 indicated that the relationship between UNow and Patten University address the *Policy on Related Entities*. The Team found that the University's mission statement and the purpose of UNow, "to provide affordable, accessible, and high quality educational opportunities to all qualified students," appear to be in compatible alignment as this new venture begins. The Services Agreement (Exhibit 114) that corporate parent, UNow, has with the subsidiary, Patten University, is specific in identifying the services and responsibilities that will be provided in this corporate relationship.

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What is yet to be fully demonstrated is the functioning relationship between the University's Board of Trustees and its role with and responsibility to the corporate parent, UNow, Inc. The Services Agreement and the Patten University Bylaws both state the independence of the Patten Board of Trustees to govern the University. However, since the new Board of Trustees has recently been selected and has had just two quarterly meetings as of the Comprehensive Visit, the full functioning relationship remains under development. The new Patten University Bylaws specify the responsibilities of the Board for the mission, oversight, and direction of the University. The leadership efforts by the Board will be important for Patten if its educational mission is to be fulfilled by the accomplishment of the four Strategic Goals.

The transitions that have been and are underway at Patten have not yet established a tested record of the University representing itself in public arenas. While several communications are underway, Patten is in the early stages of describing and representing the new university.

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The University's intention to focus upon online degrees and to change the nature of the campus-based program from faith-based to secular is yet to be fully established and this transition has created the need for continued and enhance communication to faculty, staff, students, and stakeholders of Patten.

The Team did find evidence of ongoing informational meetings with current faculty and staff and learned of changes in proposed plans and designs as a result of faculty input. However, the significant amount of change underway has not yet enabled all of the information and communication of the changes to be fully expressed to all of the internal and external publics of the University.

In the January 13, 2012 Commission Action Letter, several items were identified that Patten has since taken steps and responded to those items. The Team was presented documents prior to and during the Visit regarding the actions taken. The Team also conducted interviews to further explore the progress and status of the work toward these issues.

The item regarding a 5-year plan for financial sustainability and growth tied to a realistic and comprehensive Strategic Plan was indicated as complete by Patten University's Self-Study Report. Upon further review the Team found that the 5-year Strategic Plan (updated 3-19-13), provides the framework and specific goals to direct the University toward financial sustainability, if the related Enrollment Plan is achieved. The enrollment goals, while aggressive in the context of Patten's history, align with the strategies being put in place for the new online programs under development. The exceptionally low price point of \$1,316 per semester, the targeted employer-based recruitment strategies that are emerging, and the robust learning management system already designed provide a reasonable opportunity to achieve the enrollment plan. With the achievement of the enrollment goals over the next few years, the four goals in the Strategic Plan have the capacity to be achieved.

The Commission's concern regarding a 5-year budget and spending plan tied to the Strategic Plan is marked as completed in the Self-Study Report. The Team reviewed the Enrollment and Faculty Hiring Plan (Exhibit 121) that projects the campus-based and the online enrollment growth with the subsequent faculty need. While the projections of enrollment are helpful to consider potential income, the Team discovered in its interviews that operational costs necessary to create a budget and spending plan have not yet been fully identified. While the goal to have this data in hand by June 30, 2013, the construction of the Patten budget and the necessary accompanying financial reports do not now exist. Although the institution has made progress is developing appropriate reporting systems (e.g., cloud-based accounting and financial planning), the use of those systems is in the early stages. The Team acknowledges that financial resources provided to Patten University, by UNow, are essential to Patten's successful transition. However, the need for the University's Board and administration to effectively govern and lead the institution requires this goal to be accomplished as soon as possible in order to establish an effective system of transparent and effective internal financial controls.

The Commission's request for a 5-year plan for diversifying revenue to ensure alternative sources of funding has been identified as completed in the Self-Study Report. The Team reviewed the Enrollment Plan and interviewed the UNow CFO and found that the diversification plan for revenue includes a 250% growth in the campus-based enrollment over the next five years and an online enrollment projection of 5,000 students during the same time period. While the primary enrollment growth is projected to be in the new online programs, the Enrollment Plan represents a two part strategy for primary revenue and represents a departure from the past strategy.

It will be incumbent upon Patten to continue to develop the services and data reporting strategies to implement an effective enrollment management process that leads to greater retention and completion rates. The learning management system being provided by UNow appears to have the appropriate data generating structures to assist staff in this process. As the University learns from its data student support strategies and systems will need to be developed and implemented.

The Team found that the Commission’s concern that new institutional leadership for the University had been addressed with the hiring of a new president. Additionally, a new vice president for academic affairs has been hired and the CFO role is currently being provided by the UNow CFO through a shared role of responsibilities. A new finance position has been filled at the University, but a transition to a full-time university CFO has not yet occurred.

Finally, with the significant transitions underway, there is only an emerging track record for the “new” Patten to demonstrate how it will operate and if its practices will be sound, responsive, and based with integrity. The stated policies in place and under development give the framework for future success, yet it will be necessary for both university leadership and the Board of Trustees to actively and carefully implement and evaluate the goals and strategies established for Patten’s transition to a sustainable institution.

Patten University’s Self-Study Report (p. 11) states that the University is fully committed to responding to the issues that are identified by WASC. Throughout the Report and with supporting materials, Patten has taken action to respond, or set the structure to respond, to the concerns identified by the Commission in its Action Letters. Pages 58-63 of the Self-Study Report summarize the actions Patten indicates it has taken to respond to each concern. The actions generally indicate that a policy or structure has been established. However, the transition is, in most cases, not yet sufficiently accomplished in order to demonstrate the results of the proposed actions.

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Standard 2: Achieving Educational Objectives through Core Functions

Teaching and Learning

Patten University's (Patten) current academic programs are appropriate in content, standards and level, and include sufficient qualified faculty. Patten offers one Associate of Arts degree in General Studies; seven Bachelor of Arts degrees in Leadership, Liberal Studies, Organizational Management (two concentrations), Psychology (two concentrations), Biblical Studies, Pastoral Studies, and Music & Worship Leadership; one Master of Arts degree in Education (three specializations); and two California Teaching Credential programs. As of fall 2012, all programs were taught by 13 ranked and 21 adjunct faculty (Exhibit 44). Of the 13 full-time ranked faculty listed, 8 hold doctoral and 5 hold master's degrees. Of the 21 adjunct part-time faculty listed, 10 hold doctoral, 7 hold master's, and 4 hold bachelor's degrees. CFR 2.1

In the classroom, the student to faculty ratio is approximately 8:1. With the conversion from a faith-based institution to a secular one, it will be important for Patten to determine if there is a need or strong enough demand, for the courses/programs offered and if these offerings are likely to substantially increase Patten's student enrollment. As the overall enrollment growth occurs, Patten will need to demonstrate that these course/program offerings are the appropriate ones to facilitate graduation and allow students to meet their degree requirements in a timely manner. As the online component of enrollment increases, Patten will need to ensure that all faculty teaching online courses/programs have sufficient expertise in not only their content area (currently, some Patten faculty teach in programs outside of their expertise area) but in the online environment as well.

The General Catalog 2012-2014 (Exhibit 7) describes requirements for the degree conferring programs, the core curriculum and emphases, as well as the course requirements and electives for each degree program. Standards of satisfactory academic progress are articulated. Conditions for academic probation are described, as well as its consequences and the process for its removal. Conditions for termination due to probation are described. Requirements and processes for admission, transfer, and readmission are described. Policies for cancellation and full and partial withdrawal, are described and in place. The General Catalog indicates stable standardized processes in all areas of admissions, level of achievement, and graduation. CFR 2.2

The Institutional Learning Outcomes are comprehensive and address a breadth and depth that is representative of a baccalaureate level education. A Statement of General Education (Exhibit 27) was provided that noted graduates of Patten University will be able to: CFR 2.2a

1. Demonstrate a balanced and growing breadth and depth of knowledge;
2. Think critically, ethically, analytically, and creatively;
3. Use proficient and appropriate written, oral and technology-based communication skills;
4. Achieve quantitative, informational and computer literacy;
5. Recognize and understand intercultural and global perspectives;
6. Show competence in the content and methods of their major field of study; and
7. Exercise social consciousness reflective of Judeo-Christian values by engaging in transformative activities in the community.

As the Learning Outcomes Maps and the General Education Degree Qualifications Profile Alignment Map (Exhibits 83 and 93) illustrate, all institutional (GE) learning outcomes have been mapped to the general education courses and signature assignments for assessment purposes have been included. Additionally, expected mastery levels within each course have been identified on the curriculum maps (Introduce, Develop, and Proficient) for its students. The General Education program is scheduled to undergo its program review during AY 2013-14.

Graduate programs are consistent with the purpose of the institution. The course learning outcomes (CLOs) are included in the graduate course syllabi, and specific to the education syllabi, the CLOs are mapped to the California Commission on Teacher Credentialing's "teaching performance expectations" (TPEs) (Exhibit 26). In spring 2011, a peer review was conducted on the MA in Education program that resulted in 1) a Handbook being developed for its students to assist with APA expectations for Master's Theses and other Major Research Papers, and 2) the creation of a course, EDU 498 Projects in Writing, to assist with the increasing number of international graduate students enrolling in the master's program (Exhibit 87).

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Patten has made significant progress in developing comprehensive assessment plans and all programs have a detailed structure in place for alignment of curriculum (course and program learning outcomes). Course syllabi provide a clear description of what projects/assignments are the loci for assessment (e.g., sample assignment descriptions and grading rubrics used in courses to demonstrate mastery of the information being delivered in the course). Three effective examples of how Patten faculty use the new four-step assessment processes are presented in the Self-Study Report (pp. 16-17): mapping of course, program, and institutional learning outcomes; commitment to full implementation of ongoing assessment in general education; and evidence-based degree program decisions. However, as the assessment model is relatively new to Patten, authentic direct assessment will take time to demonstrate evidence of learning. The initial momentum was made evident to the Team; however, it will need to be sustained in order for the University to demonstrate a comprehensive assessment of student learning culture.

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As the Self-Study Report notes, all ranked faculty within the Division of Arts & Sciences are now involved in the cycle of ongoing assessment. During the visit, it was clear from faculty that they are not only appreciative to the level of assessment expertise available to them now, but many are excited to have data available to them in order to make informed decisions for their programs. On ground Patten University faculty are dedicated and committed to their students' educational successes and this is evidenced by the fall semester course success rates of their students over a 5-year period (2008:90%, 2009:92%, 2010:91%, 2011:91%, 2012:89%).

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Although course syllabi list course objectives and outcomes, some students indicate that they are not always aware of these outcomes and how courses address them through their content, activities, and assessments. As Patten seeks to increase its student enrollment, it will be important to make those outcomes explicit to students by tying them closely to coursework. Patten may want to use its alumni surveys to determine if its graduates found employment in their chosen fields and how well the University prepared them for their endeavors.

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2.5

As stated in the Faculty Handbook (Exhibit 51), the ongoing assessment process is individualized, involving the interaction of the student, each instructor, co-curricular leadership, the student's advisor and the faculty. Course syllabi include course learning outcomes. Patten is working towards evidence gathering, and the University is ensuring alignment between the outcomes, student artifacts and performance; use of appropriate rubrics and establishing levels of expected achievement; the use of a variety of direct embedded assessment tools and longitudinal assessment practices. Ongoing assessment summaries were evidenced (Exhibit 92) for Biblical Studies, General Education, and Psychology. Additional steps will include using evidence gathered from direct and indirect assessment sources to establish student achievement of learning outcomes, using evidence to diagnose areas of program strength, and planning for program improvement.

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The University acknowledges that for numerous reasons, the program review process had its shortcomings (e.g., lack of consistency in program review, reliance on anecdotal points of reference). However, based on recommendations made by external reviewers, the process has been strengthened. Patten is to be commended for developing a comprehensive Second Cycle Academic Review Process which is significantly more data-driven. For all degree programs, guidelines are provided in addition to the detailed Academic Program Review Second Cycle Handbook (Exhibit 29), that both standardize the program review process. A review of the Handbook indicates that the process will generate data sets and information on an array of important areas (e.g., student achievement, retention and graduation rates, student learning based on program learning outcomes, quality of faculty and faculty assessment, student and alumni satisfaction, and recommendations for improvement). All academic program reviews have been scheduled and are to rotate on a 6-year cycle (Exhibit 30).

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The Second Cycle of program reviews began in 2012-13 led by the Program Review Leadership Team. Two programs, Pastoral and Liberal Studies, are yielding valuable data regarding student satisfaction and the need to make strong links within the lower-division courses. While the past program review process is an "artifact" of Patten's history, the University has taken significant first steps in improving its academic program review structure and processes with the support from Institutional Research and the collaboration with and advocacy from the Academic Affairs Council.

Scholarship and Creative Activity

Although Patten's financial resources have been limited, faculty scholarship and creative activity appear to be valued and supported. Scholarship and creative activity have been included as criteria within the program reviews, and professional development workshops are offered at the beginning of each academic year for all faculty. Ranked faculty receive an annual allocation to be used towards their professional development, and adjunct faculty receive a stipend to attend on campus professional development opportunities (Exhibit 48). Both the Faculty Welfare Committee and Faculty Senate appear to have input into the policies regarding faculty scholarship (Exhibit 31). It was clear to the Team that Patten's faculty highly value teaching and service to and for their students and campus community. While a survey was conducted for those faculty piloting online courses on UNow Platform in summer 2012 (Exhibit 123), how the new online faculty will be incorporated into the university culture that values teaching and service will need to be developed further.

CFRs
2.8, 2.9

Support for Student Learning

Up until recently, Patten was deficient in collecting and using internal and external data for planning and decision making purposes. Outcomes-linked assessment and other relevant information were limited. Responding to the Commission's concerns, in March 2012, the Office of Institutional Research (IR) was established and an associate vice president for institutional research was hired. The IR functions have been enhanced to include data collection, dissemination, and analyses to various campus stakeholders. New assessment tracking processes and management systems are in place for assessment and program review.

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The University noted in its Self-Study Report that between 2007 and 2011, the graduation rate declined from 50 to 17% (p. 24). The commitment on behalf of Patten to generate accurate data regarding graduation and retention rates was made evident to the Team through the ongoing refinement of reporting measures that account for multiple variables. While analyzing the data, the IR office noted that graduation rates included only a fraction of actual degree-seeking students at Patten. As a result, the IR office expanded the graduation analysis to include matriculated students who transferred in to the university by cohort (2002:47%, 2003:58%, 2004:55%, 2005:46%, 2006:47%). Additional examination of the data indicated that the more credits a student group transferred in with, the higher the graduation rate for that group (30-59 transfer credits: 56%, 60+ transfer credits: 88%). Finally, on-campus retention rates, while declining (76% to 59% over a 5-year period from fall 2007 to fall 2011) appear to have stabilized, and the University is planning to identify the best interventions to address this issue (revised/updated Exhibit 107).

Patten University has broadly defined "co-curricular" programs as the non-academic programs offered to students that have a "learning" component. As of summer 2012, a co-curricular assessment was completed on student government through both direct and indirect methods. Strengths and weaknesses were found (empower students; lack of funding, more publicity) that led to strategies for improvement in fall 2012 (Exhibit 113). At the end of spring 2013, a follow-up focus group is planned in order to evaluate the new improvements. The co-curricular student needs are conveyed to instructors and administration through informal channels. The student body president provides a channel for communicating student needs as one voice. As the University is in the beginning phases of its academic assessment processes, once institutionalized, translating those processes to the co-curricular side of the student experience is encouraged by the Team.

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Patten University is committed to providing student support services through numerous offices: registrar, advising, international education, financial aid/scholarships, bursar, student government, library, and the learning center. New students attend a new student orientation, and the Noel Levitz Student Satisfaction Report indicated that students are satisfied with advising and computer access (Exhibit 86). As plans for Patten's growth move forward, several of these offices have already started to plan for how to integrate the online students within the student support services through electronic versus print communications.

CFRs
2.12, 2.13

Additionally, with the University's decision to withdraw from the federal Title IV funding program, "legacy students" who were enrolled at Patten during the transition, have been provided with institutional scholarships and grants to fill the economic gap left by the lack of federal and state

financial aid. For spring 2013, UNow Housing awards (11) totaled \$46,750; UNow Living Grants (38) totaled \$49,400; and UNow Tuition/Fee waivers (165) totaled \$460,872. Through the vehicle of Patten's student support services, in fall 2013, UNow is planning to award the same number of scholarships and grants to the University's "legacy students" and is employing a creative and meaningful way to reduce the out-of-pocket expenses the students would have otherwise incurred because of the institution's decision to withdraw from Title IV funding programs.

The General Catalog 2012-14 provides relevant information for transfer students. To be eligible for full admission into undergraduate programs, transfer students must meet the following qualifications:

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2.14

- A minimum grade point average (GPA) of 2.0 or better in academic subjects from all previously attended colleges and universities
- Students must be eligible for reinstatement to the college or university last attended.

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

Faculty and Staff

As is typical for many small institutions, administrative staff members are tasked with a wide range of responsibilities. Therefore, job assignments that typically require full-time attention at larger institutions are not able to have the equal amount of attention given to them at smaller institutions such as Patten University. Especially during this transition of ownership, Patten is relying heavily on the oversight and assistance of UNow, while at the same time is looking to its new president to advance Patten's educational objectives.

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During fall 2012, many significant leadership roles were newly appointed such as the president (Exhibit 66) and the Board of Trustees (which includes three UNow employees and eight public members) (Exhibit 61). While there are a sufficient number of personnel in key administrative staff positions, and their experience and educational backgrounds are appropriate for the college to maintain operations and support its mission, at the time of the Site Visit, the CFO remained a part-time position. As Patten has plans to significantly grow its enrollment, the CFO position may need to be made full-time in order implement and carryout many of the changes impacting the financial goals and continued growth of the University.

Currently there appears to be an appropriate on ground ratio of students to faculty at 14:1 (in class 8:1). As of fall 2012, all programs were taught by 13 ranked and 21 adjunct faculty (Exhibit 44), although since UNow's acquisition of Patten, one faculty member has elected to not remain on. While there is at least one full-time ranked faculty member in each of the baccalaureate degree programs, some current faculty do not hold degrees in the fields they are instructing in. Of the 13 full-time ranked faculty listed for fall 2012, 8 hold doctoral and 5 hold master's degrees. Of the 21 adjunct part-time faculty listed, 10 hold doctoral, 7 hold master's, and 4 hold bachelor's degrees. The on ground faculty are supported by a dean and associate dean at the college level, and a vice president of academic affairs who also services and the interim director of the leadership degree program.

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The Management, Business Administration and Liberal Studies programs have all been identified as areas of growth, which will require the hiring additional full- and part-time faculty and program directors/chairs with relevant qualifications to oversee these programs. The Enrollment and Faculty Hiring Plan (Exhibit 121) includes projections for an increase in ranked faculty from 13 (2012-13) to 35 (2016-17) – incumbent upon increased student enrollment. In addition, as the online component of Patten grows, hiring sufficient, qualified, and diverse faculty will be essential for a quality student learning experience.

Ranked and adjunct faculty members are appointed from among applicants who have the best qualifications in the following two areas: academic qualifications and teaching experience. The outdated Faculty Handbook was revised and now includes a comprehensive array of policies and procedures (Exhibit 47). Faculty input was made through the Faculty Welfare Committee in the revision. Additionally, as part of UNow's acquisition, Patten faculty have seen an increase in

CFR
3.3

compensation to bring salaries at or near the median level of their peers (Exhibit 120). Faculty evaluation policies and procedures are outline in the Faculty Handbook and are detailed according to rank and status. Patten’s Board of Trustees establishes the general terms and conditions of employment of all faculty.

Ranked faculty receive an annual allocation to be used towards their professional development, and adjunct faculty receive a stipend to attend on campus professional development opportunities (Exhibit 48). Monthly workshops are conducted; with ranked faculty required to attend and adjunct faculty expected to attend. In meetings with the staff, there were neither positive nor negative statements regarding staff development. For the University as a whole, moving towards an increasing number of online courses will require not only training faculty to deliver online courses but also faculty who can retrofit and/or redesign existing face-to-face courses into an online format, in addition to be sufficiently qualified in their field of study.

CFR
3.4

Fiscal, Physical, and Information Resources

Patten’s most recent audited financial statements for the fiscal years ended August 31, 2010 and 2011, reflect an ongoing concern that the five-year financial plan does not demonstrate financial stability until 2016—assuming significant enrollment increases in the newly emerging online degree programs. Patten has developed both Strategic and Enrollment Plans that assume the enrollment growth in order for the plans to be realized (Exhibits 73 and 121), however, sufficient time has not elapsed to allow the University to track their progress against the plans and make necessary adjustments as warranted.

CFR
3.5

Additionally, Patten is still developing the accounting processes to reflect the UNow shared services costs as part of the University’s separate financial statements. Improvements to internal controls are needed in order to effectively monitor and maintain oversight of financial resources to meet the academic goals of the University.

New technology has been provided to students for accessing online library research, and all stakeholders at Patten have access to the digital library. The primary databases in the library are ProQuest®, providing seamless access to and navigation of scholarship in multiple fields. In addition, the library contains a broad selection of digital books through ebrary®, a leading provider of e-books and research technology to academic, corporate, government, and public libraries worldwide. Both platforms also include tools to create personal bookshelves, notes and highlights, and formatted citations. On site interviews with the library staff indicated a deep commitment to serving and equipping Patten’s on ground students with the necessary information literacy skills needed in this digital age. Incorporating the online students into this culture will need to become part of the enrollment growth process.

CFR
3.6

As evidenced in Goal 4 of the Strategic Plan, Patten is poised and committed to improving the IT infrastructure as also identified in the 2013-14 Technology Plan. The Technology Plan is a collaborative effort between UNow and Patten and is meant to guide the ongoing development of the campus’ technology in support of its students, faculty, and mission. An assessment of the current technology landscape revealed three broad categories to work from: infrastructure, instructional

CFR
3.7

technology, and information systems. Ongoing student satisfaction related to technological services and support is reflected in the Noel-Levitz surveys (Exhibit 86). An off-campus visit to the UNow offices for some of the Team members allowed for the demonstration of the online platform to be used in the online courses and programs as part of the enrollment growth plans for Patten. The technology employed in the platform was modern and user friendly. Ensuring the technology support staff for training and professional development of Patten’s students, staff, and faculty, will be important.

Organizational Structures and Decision-Making Processes

As noted throughout the Self-Study Report and the Team’s Report, significant transitions have occurred in purpose and ownership at Patten University. Key leadership positions have been filled and a permanent management team has been established. Under the oversight of the Board of Trustees, the organizational structure of Patten University allows for consistent decision-making processes to occur in support of the academic mission. The revised/update organizational chart provided to the Team onsite, displays reporting lines from the president to the Board or Trustees; from the management team to the president; and from the staff to the management team that are appropriate for institutions of higher education.

CFR
3.8

During fall 2012, the new Board of Trustees (Exhibit 61) was selected. All members have strong educational backgrounds and experiences—a key to Patten’s success. The Board has governing bylaws in place that detail their oversight and fiduciary responsibilities. The bylaws also detail the Board’s role “to appoint, continue and remove, in accordance with established search processes, the chief administrators of the University, including the President of the University, the chief financial officer and the chief academic officer” (Exhibit 65).

CFR
3.9

As displayed on the Shared Services Agreement Flowchart (Exhibit 115), the Board’s oversight extends to the following areas: oversees the University, approves the University’s budgets, is comprised of 7-11 members with rotating 3 year terms, and meets quarterly. Additionally, the Board’s independent controls (through Patten’s management team) include oversight in:

- Budget
- Mission
- Tuition
- Programs
- Organizational Structure
- Officer Appointment/Removal
- Terms of Employment
- Accreditation Compliance
- Educational Outcomes
- Strategic Plans

In October 2012, a new full-time president was appointed to Patten University by the previous Board of Trustees. The current Board of Trustees reaffirmed the president's appointment in January 2013. While there are a sufficient number of personnel in key administrative staff positions, and their experience and educational backgrounds are appropriate for the college to maintain operations and support its mission, at the time of the Site Visit, a concern for the Team was that the CFO remained a part-time position. Given the financial growth needs of Patten, timely monitoring and reporting are critical to the institution's sustainability and long-term success. Although, the parent company, UNow, is sharing in some of administrative duties, a qualified, full-time CFO may be warranted in order implement and carryout many of the changes that will impact Patten's financial goals as it significantly grows its enrollment.

CFR
3.10

In 2009, the Faculty and Faculty Senate Constitution and Bylaws were approved by the former Board of Trustees (Exhibit 70). The majority of the current faculty senate is comprised of full-time faculty; membership also extends to the university librarian, an adjunct faculty member, and the associate dean. Two formal roles include faculty appointments to the Faculty Welfare Committee and the Academic Affairs Council—both venues for interacting and bringing forward to administration faculty concerns and voice. However, as Patten is a relatively small institution, communication between faculty governance and administration can be characterized as informal; as the institution matures and grows, developing more formalized processes that are characteristic of institutions of higher education may be appropriate—to include the faculty who will be teaching primarily online.

CFR
3.11

Standard 4: Creating an Organization Committed to Learning and Improvement

Strategic Thinking and Planning

As Patten University's Self-Study notes, the Commission has expressed serious concerns about the University's planning processes. In response to the Commission's concerns, and as a result of the acquisition by UNow, Patten has made significant progress in establishing the structures and processes needed to allow for the institution's capacity to yield effective evidence of improvement. After input from campus stakeholders, the newly appointed Board of Trustees (fall 2012) has approved a 5-year Strategic Plan with four main goals (Exhibit 73). All objectives within the four main goals are monitored and revised as needed and their status is either indicated as complete, on schedule to meet objective, somewhat behind on meeting objective, or significantly behind on meeting objective. Additionally, on site, the Team was provided with a comprehensive 2013-14 Technology Plan and an updated 2013-14 Marketing & Enrollment Strategy: Operational Plan.

CFR
4.1

As stated in one of the meetings on site, Patten University is "essentially starting over again." In a short amount of time and with the financial and support services from UNow, Patten has made significant progress in the development and result of the above three plans (Strategic, Technology, Academic, and Enrollment). All three plans are aligned toward meeting the mission and core commitments of Patten. As with any learning organization, broad collaborative and consultative processes often take longer periods of time to achieve than more focused and targeted ones. While the commitment to faculty and students is addressed in the Strategic Plan (goals 2 and 3), as Patten moves forward and revises or makes adjustments to its three plans, allowing for more time in the planning process to include meaningful contributions from the faculty, staff, and students will evidence another key characteristic of an institution of higher learning.

CFR
4.2

Patten has made significant progress in developing comprehensive assessment plans and all programs have a detailed structure in place for alignment of curriculum (course and program learning outcomes). However, as the assessment model is relatively new to Patten, authentic direct assessment will take time to demonstrate evidence of learning. Additional steps will include using evidence gathered from direct and indirect assessment sources to establish student achievement of learning outcomes, using evidence to diagnose areas of program strength, and planning for program improvement.

CFR
4.3

Patten has also developing a comprehensive Second Cycle Academic Review Process which is significantly more data-driven (Exhibit 79). All academic program reviews have been schedule and are to rotate on a 6-year cycle, and the University has taken significant first steps in improving its academic program review structure and processes with the support from Institutional Research and UNow.

Planning and growth for Patten will rely heavily in its online student enrollment targets. If met, five years from now Patten could have upwards of 5,000 online students in order to "break even" in its financial plan (Appendix A, 2013-14 Marketing and Enrollment Strategy: Operational Plan). Accordingly, it is recommended, that Patten monitor its recruitment strategy (i.e., targeted employer-based recruitment) and also not lose sight of the increased faculty and student support

personnel that will be needed to serve the additional students. As the enrollment strategy also focuses on an increase in international students paying full tuition, special attention should be paid towards meeting such targets.

Commitment to Learning and Improvement

Responding to the Commission’s concerns, in March 2012, the Office of Institutional Research (IR) was established and an associate vice president for institutional research was hired. The IR functions have been enhanced to include data collection, dissemination, and analyses to various campus stakeholders. New tracking processes and management systems are in place for assessment and program review that allow for the use of results to revise and improve curricular and program revisions.

CFR
4.4

With the support from UNow, Patten has made a commitment to its institutional research by developing its capacity to responding to the University’s needs (Exhibit 80). Academic programs are regularly receiving student data to better inform the faculty when making decisions or monitoring progress. Patten is taking positive steps towards using consistent definitions for such categories such as attrition, retention, graduates, and placement, and continuing the practices already in place that keep faculty informed at the program and course levels is encouraged.

CFR
4.5

Patten appears to be demonstrating its commitment to continuous improvement through its Board, management team, and faculty leadership. While faculty are involved in the effectiveness of student learning, it appears to be in the early stages for full inclusion and meaningful contributions. As the institution grows over the next five years, ensuring processes so that new faculty who teach online are able to take responsibility for evaluating the effectiveness of the teaching and learning process and use the results for improvement will be important. Current and new faculty should also be encouraged to determine appropriate pedagogies and assessment methods for their course(s) and translate that influence over to the overall planning process.

CFR
4.6

Additionally, with the increased student enrollment growth planned, it will be important for Patten to monitor and assess student support services that will be in high demand (e.g., admissions, advising). Closing the loop on co-curricular assessment will be important not only to Patten’s support services, but to the success of the student inside and outside of the classroom as well.

It is evident to the Team that the Board, management team, and faculty have a deep commitment to the current and future Patten students and ensuring their successes both during and after their academic experience. As the new Patten develops and continues to move forward as a learning organization, enhancing the input and influence of its academic advisory groups will assist Patten in becoming an effective institution of higher education.

CFRs
4.7, 4.8

Finally, with the significant transitions underway, there is only an emerging track record for the “new” Patten to demonstrate how it will operate and if its practices will be sound, responsive, and based with integrity. The policies in place and under development give the framework for future success, yet it will be necessary for both university leadership and the Board of Trustees to actively and carefully implement and evaluate the goals and strategies established for Patten’s transition to a sustainable institution.

SECTION III – FINDINGS AND RECOMMENDATIONS

Commendations

1. The team recognizes and appreciates the commitment and efforts of the faculty, staff, students, and administration during this challenging transition period. Significant among these efforts is the continued development of the whole student.
2. The team commends Patten University and UNow for embracing a shared mission and purpose of affordable higher education. The team acknowledges the significant resources and personnel assembled in order to support this mission.
3. The team acknowledges that Patten University has taken important first steps toward clear and measurable outcomes at the course, program, and institutional levels.
4. Patten University, with the support of UNow, is to be commended for their efforts in establishing the necessary institutional research infrastructure. As the institution moves forward in its academic and strategic planning, relying on institutional data will be invaluable to its success.

Recommendations

1. While Patten University has demonstrated important first steps toward assessment and program review, full implementation across all academic programs will be central to its success as a learning organization.
2. In order to ensure ongoing financial sustainability, it is imperative that the institution establish timely financial reporting procedures and a system of internal controls.
3. As the enrollment plan is attained, the team recommends that online and on campus academic programs demonstrate appropriate content standards and will be staffed by sufficient numbers of qualified faculty for the type and level of curriculum offered.
4. As the University develops, the team recommends that the Board of Trustees fulfill its governance and fiduciary responsibilities as outlined in the Bylaws by ensuring that the Strategic Plan's four goals are being met.

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APPENDICES

Appendix A: Compliance Audit Checklist

Appendix B: Credit Hour Review

Appendix C: Distance Education Summary

Appendix D: Off Campus Summary

Appendix E: Student Complaints Review

Compliance Audit Checklist

Instruction to team:

Please attach this form to the team report. Missing documents should be noted in the recommendations section of the team report.

Name of Institution: Patten University

Date of Visit: March 20-22, 2013

CFR	Documents Required	
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 __x__) 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
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	-	-

CFR	Documents Required	
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	Policy on Transfer of Credit	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
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	
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

CFR	Documents Required	
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:

3.5.1 – Appropriate financial records: At the time of the site visit, while some preliminary budget forecasting was presented, a more detailed and formalized budget with supporting financial statements were unavailable.

Below table not applicable at time of site visit.

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



CREDIT HOUR REVIEW - TEAM REPORT APPENDIX

Institution: Patten University
 Type of Visit: Comprehensive
 Date: March 20-22, 2013

A completed copy of this form should be appended to the team report for all CPR, EER and Initial Accreditation Visits. 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.

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?	yes
	Comments: <i>Review of syllabi each semester; Collection of assignment examples</i>	
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: <i>Fall 2012 and Spring 2013 class schedules reviewed.</i>	
Sample syllabi or equivalent for online and hybrid courses	What kind of courses (online or hybrid or both)? <i>Online</i> How many syllabi were reviewed? <i>Six (6)</i> What degree level(s)? <i>Undergraduate</i> What discipline(s)? <i>Biology, Communication, English, History, Mathematics, and Statistics.</i>	yes
	Does this material show that students are doing the equivalent amount of work to the prescribed hours to warrant the credit awarded?	yes
	Comments: <i>Course completion time (equivalent of prescribed hours) noted on each syllabi</i>	
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? <i>Laboratory</i> How many syllabi were reviewed? <i>Two (2)</i> What degree level(s)? <i>Undergraduate</i> What discipline(s)? <i>Anatomy and Physics</i>	yes
	Does this material show that students are doing the equivalent amount of work to the prescribed hours to warrant the credit awarded?	yes
	Comments: <i>3 unit lecture linked with 1 unit laboratory for total of a 4-unit course.</i>	

Team Report Appendix
DISTANCE EDUCATION

Institution: Patten University
Kind of Visit: Comprehensive
Date: March 20-22, 2013

A completed copy of this form should be appended to the team report for all comprehensive visits to institutions that offer distance education programs¹ and for other visits as applicable. 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. (If the institution offers only online courses, the team may use this form for reference but need not submit it as the team report is expected to cover distance education in depth in the body of the report.)

1. Programs and Courses Reviewed (please list)

- B.A. in Leadership

2. Background Information (number of programs offered by distance education; degree levels; FTE enrollment in distance education courses/programs; history of offering distance education; growth in distance education offerings and enrollment; platform, formats, and/or delivery method)

One program, the B.A. in Leadership is approved by WASC to be offered online with 11 students enrolled. Three additional programs, A.A. in General Studies, B.A. in Management, and the M.B.A., are in the substantive change review process with WASC. Some courses in the A.A. program are being taken online but are not being offered as a full program as yet. The Self-Study Report indicated that 42 on ground students are taking online courses that are offered as a convenience to their schedule. The growth plans for the online programs are to enroll 5,000 online students in order to reach a break-even point of costs vs. revenue.

An agreement with New Charter University (NCU), an additional entity of University Now (UNow), has been established to offer courses in a collaborative arrangement. Basically, NCU will offer courses approved by Patten University faculty and the credits will transfer into the Patten University programs. Patten will provide the majority of the courses/credits and award the degree. NCU has approximately 1,000 online students and personnel working for NCU and UNow have experience in online education including working for Western Governors University.

The platform for delivery is provided by UNow and while new, it is in its third iteration having been used and tested by Patten University faculty who teach online. Each course is developed by a team of personnel including subject matter expert(s), faculty, instructional designers, and technical support staff. Courses are standardized in format and content is approved by faculty. Patten University faculty members who have taught using the platform attested that it is working very well for them.

A demonstration of the platform was given and it is robust, concentrates on ease of use by students, engages the use of faculty expertise and advisor support, and is capable of collecting much data about students which has begun. Data will be used to improve the

¹ See Protocol for Review of Distance Education to determine whether programs are subject to this process. In general only programs that are more than 50% online require review and reporting.

course content and delivery; track student progress; measure attainment of student learning outcomes; and assess the effectiveness of the course.

Conclusions:

While new, the capacity of Patten University in partnership with NCU and UNow is there to deliver quality online programs to serve the student population.

Recommendations:

It is recommended that that follow up is needed to ensure students are served properly, the partnership between Patten University, UNow and NCU is performing as planned, specific issues in the chart below are addressed, and related WASC standards and CFRs are met.

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

The material examined was the demonstration of the online platform by UNow personnel and interviews with the following people:

Patten University:

- Tana Monaco, VP Academic Affairs and Interim Dean of Distance Learning
- Oleg Bepalov, AVP Institutional Research (distance education SLO assessment and program review)
- Karen Ensor, Graduate School Associate Dean (plans for expanding distance education at the graduate degree level)
- Distance learning faculty members
- Lead administrators/deans of departments (distance education programs/courses)

UNow personnel:

- Eugene Wade, CEO
- Karen Baldeschwieler, VP Academic Affairs
- Instructional development team members

Observations and Findings

Lines of Inquiry	Observations and Findings	Follow-up Required (identify the issues)
<p><i>Fit with Mission.</i> How does the institution conceive of distance learning relative to its mission, operations, and administrative structure? How are distance education offerings planned, funded, and operationalized? (CFRs 1.2, 3.1, 3.5, 3.8, 4.1)</p>	<p>Distance learning is relatively new to the institution. Mission, operations and administrative structure are in place or being built.</p> <p>A budget with funding has been established and plans for operationalized are in place.</p> <p>The 5-year Strategic Plan looks to enroll 5,000 distance learning students.</p>	<p>Based on the plans and the small experience the institution has, the issues to followed up on include:</p> <ul style="list-style-type: none"> • Adherence to mission • Long term sustainability of distance education • Operationalization of the distance learning programs as it rolls out and enrollment grows including scaling of faculty and support personnel
<p><i>Connection to the Institution.</i> How are distance education students integrated into the life and culture of the institution? (CFRs 1.2, 2.10)</p>	<p>Forty-two (42) on ground students have engaged in online courses only a few online courses and 11 students are fully online in the B.A. in Leadership program.</p> <p>The on ground students are fully engaged in the life and culture of the campus, but it is too early to tell how this will be done for fully online students.</p>	<p>Based on the newness of the online programs and few students involved, issues to be followed up are:</p> <ul style="list-style-type: none"> • Integration of online students in to the life and culture of the Institution • Outcomes that can be measured to determine the extent students become effectively engaged • Co-curricular programs that further engage students with the institution
<p><i>Quality of the DE Infrastructure.</i> Are the learning platform and academic infrastructure of the site conducive to learning and interaction between faculty and students and among students? Is the technology adequately supported? Are there back-ups? (CFRs 2.1, 2.5, 3.7)</p>	<p>A new platform from University Now is in its third iteration and faculty members using it have attested to its ease of use, engagement and interaction with students, and overall effectiveness with which they are very satisfied.</p> <p>It has a very good student monitoring system including student progress and dashboard information to allow advisors and instructors to find when a student is behind in work and intervene to assist in success and it allows a degree of self-paced work for students but the course has to be completed during the term a student is enrolled.</p> <p>Technical and instructional support is included and functioning very well. Back-up is included in the design including data collection capabilities.</p>	<p>Issues for follow up are:</p> <ul style="list-style-type: none"> • Long term benefits of the platform to faculty using it and student learning • Effectiveness of technical support as it evolves over time

<p><i>Student Support Services. CPR: What is the institution’s capacity for providing advising, counseling, library, computing services, academic support and other services appropriate to distance modality? EER: What do data show about the effectiveness of the services? (CFRs 2.11-2.13, 3.6, 3.7)</i></p>	<p>Discussions with personnel and the demonstration of the online platform showed that the platform and personnel are set up to provide advising, counseling, library services, technical support for the platform and student issues, and allows faculty teaching online courses to concentrate primarily on course content and effectiveness and serve students in a direct manner.</p> <p>While these services are in place and are functioning, it is too early to determine their overall effectiveness.</p> <p>Library resources consist of E books and electronic databases to support the programs offered.</p> <p>Librarian support is limited to one librarian working a daytime shift (PDT).</p> <p>Turnaround time for student requests is one hour during the day and by the next day for requests coming in overnight.</p> <p>Co-curricular activities have not been established for online services.</p>	<p>Issues for follow up are:</p> <ul style="list-style-type: none"> • Longer term measurement of the effectiveness of each support service including data measurement and improvements made, student satisfaction, and faculty satisfaction • Scalability of library resources and librarian services to students • The development of co-curricular activities facilitated by the platform
<p><i>Faculty. Who teaches the courses, e.g., full-time, part-time, adjunct? Do they teach only online courses? In what ways does the institution ensure that distance learning faculty are oriented, supported, and integrated appropriately into the academic life of the institution? How are faculty involved in curriculum development and assessment of student learning? How are faculty trained and supported to teach in this modality? (CFRs 2.4, 3.1-3.4, 4.6)</i></p>	<p>Current faculty members on ground have credentials appropriate to teach the small number of distance learning courses.</p> <p>A hiring plan is in place as distance learning programs grow, but doesn’t outline the number of full and part time faculty to be hired based on a formula for student/faculty ratio.</p> <p>Two full time online faculty members have been hired to begin providing courses through an agreement with the U.S. Department of Health and Human Services.</p> <p>Training in distance learning methodologies is being used and faculty related it prepares them well for teaching online.</p> <p>On ground faculty are involved in curriculum development and assessment.</p>	<p>Issues for follow up are:</p> <ul style="list-style-type: none"> • Scaling of the number online faculty who teach the online courses • The FT/PT make-up of faculty teaching online courses • The make-up of faculty—will current on ground faculty teach online? • Orientation, support, and integration of online faculty into the academic life of the institution • Monitor the role of faculty members who teach only online in curriculum development and assessment of student learning and program improvement

<p><i>Curriculum and Delivery.</i> Who designs the distance education programs and courses? How are they approved and evaluated? Are the programs and courses comparable in content, outcomes and quality to on-ground offerings? (CFRs 2.1-2.3, 4.6) (Submit credit hour report.)</p>	<p>Online courses and syllabi are developed by a team consisting of UNow instructional developers, subject matter experts, technical support staff and Patten University faculty.</p> <p>Programs and courses are approved appropriately by the respective Patten University academic faculty including the online courses.</p> <p>Online courses are identical in student learning outcomes to on ground courses with differences in delivery related to the modality.</p> <p>Measures are in place and some data is available to review comparability of online and on ground courses.</p> <p>The articulation between New Charter University and Patten University shows that New Charter University will teach some courses that have been approved by Patten University faculty to transfer into the programs.</p>	<p>Issues for follow up are:</p> <ul style="list-style-type: none"> • Monitor data between online and on ground courses including adjustments made based on the findings • Monitor how Patten University continues to ensure that courses taught by New Charter University are comparable to its courses in terms of content, outcomes, and quality • Monitor how online credit hour/work requirements of students equate with on ground credit hour work requirements • Determine over time how the five elements of employing effective practices in online learning being implemented and measured (p. 14 of Self-Study Report)
<p><i>Retention and Graduation.</i> What data on retention and graduation are collected on students taking online courses and programs? What do these data show? What disparities are evident? Are rates comparable to on-ground programs and to other institutions online offerings? If any concerns exist, how are these being addressed? (CFRs 2.6, 2.10)</p>	<p>Since there are no online graduates as yet, no data on retention and graduation are available.</p> <p>Plans exist and measures are provided to both monitor student progress and intervene to keep students on track and to retain them that is facilitated by the online platform.</p> <p>Faculty and advisors are fully engaged in that process.</p>	<p>Issues for follow up are:</p> <ul style="list-style-type: none"> • Measures of retention of online students • Effect of interventions on retention and graduation rates • Comparability of retention and graduation rates to on ground students
<p><i>Student Learning. CPR:</i> How does the institution assess student learning for online programs and courses? Is this process comparable to that used in on-ground courses?</p>	<p>New policies and procedures are in place and functioning to provide assurance that supervision, academic rigor, assessment of student learning, and academic program review are at the same level as the main on ground campus.</p>	<p>Issues for follow up are:</p> <ul style="list-style-type: none"> • Policies and procedures for assessing student learning are in place and functioning <p style="text-align: right;"><i>cont'd</i></p>

<p><i>EER: What are the results of student learning assessment? How do these compare with learning results of on-ground students, if applicable, or with other online offerings? (CFRs 2.6, 4.6, 4.7)</i></p>	<p>With the small number of students currently taking online courses, little data is available for overall assessment of student learning.</p>	<ul style="list-style-type: none"> • Comparability of student learning between online and on ground programs • Results of assessment and improvements made when indicated
<p><i>Contracts with Vendors. Are there any arrangements with outside vendors concerning the infrastructure, delivery, development, or instruction of courses? If so, do these comport with the policy on Contracts with Unaccredited Organizations?</i></p>	<p>The infrastructure is provided through the parent company, University Now, and New Charter University</p>	
<p><i>Quality Assurance Processes: CPR: How are the institution's quality assurance processes designed or modified to cover distance education? EER: What evidence is provided that distance education programs and courses are educationally effective? (CFRs 4.4-4.8)</i></p>	<p>The quality assurance measures have been developed and are built into the online platform.</p> <p>They are supported by policies and procedures as well as involvement of faculty and support staff.</p> <p>With the small number of students in the online courses, it is too early to determine educational effectiveness.</p>	<p>Issues for follow up are:</p> <ul style="list-style-type: none"> • Assessment results of the effectiveness of policies and procedures for online programs • Student learning outcomes assessment and program effectiveness

TEAM REPORT APPENDIX: OFF-CAMPUS SITE SUMMARY

Institution: Patten University
Type of Visit: Comprehensive
Name of reviewer/s: Jim Watkins
Date/s of review: March 20-22, 2013

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

Prison University Project at San Quentin
P.O. Box 492
San Quentin, CA 94964

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 regional center or off-campus site by WASC)

Previously the University had four off-campus sites and three have been closed with the one remaining at San Quentin Prison with one program, the A.A. in General Studies. A Prison University Project Director is also the Patten University person responsible for the program. Two additional Patten University staff members make up the core workers that oversee the site.

The program mission is to provide university level coursework leading to the A.A. in General Studies for inmates of San Quentin Prison. Historically it was formed as a missionary program to serve the inmate population. Prison University Project is a non-profit organization that through donations from organizations and individuals pays all of the costs of the program. Except for the project director and two staff members, all other personnel are volunteers including faculty and teaching assistants. Faculty and teaching assistants have the same qualifications required as on campus personnel.

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

The review was conducted to determine the nature of the offerings, Patten University's control and governance of the program, on-site administration capacity, nature of the faculty assigned to the program, and student support services in light of the WASC action letter contents regarding off-campus sites.

The person interviewed was:
Jody Lewen, Ph.D., Executive Director
Prison University Project
Patten University Site Administrator

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

Observations and Findings

Lines of Inquiry	Observations and Findings	Follow-up Required (identify the issues)
<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 current off-campus site fits within the mission of the University both historically as a faith-based institution and in its new structure to offer programs marginalized populations in its community.</p>	<p>None</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>Historically, this is a service to incarcerated people with the goal to provide an education to benefit them both inside and outside the prison.</p> <p>Integration into the life and culture of Patten University is difficult given the circumstances. However, value has been demonstrated by the work of graduates both inside the prison who teach other prisoners basic education skills and outside the prison for those who are released and have gone on to work in community based organizations that target youth offenders and crime and violence prevention.</p>	<p>None</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 physical environment consists of classrooms and a prison library.</p> <p>Internet service is not permitted.</p> <p>Other resources not available are provided by program staff.</p> <p>When research information and documents that are not available on site are needed by a student for a project, teaching assistants use external libraries and the Internet to print copies of articles and/or purchase books.</p>	<p>None</p>
<p><i>Student Support Services.</i> CPR: What is the site's capacity for providing advising, counseling, library, computing services and other appropriate student services? Or how are these otherwise provided? EER: What do data show about the effectiveness of these services? (CFRs 2.11-2.13, 3.6, 3.7)</p>	<p>Three program staff provide support services including advising, counseling, and related activities.</p> <p>Computers for student work are provided by the prison.</p> <p>Staff and volunteers collaborate to provide guidance to students by contacting them and working with them to resolve problems in attendance to assist them to complete</p>	<p>Follow up issues are:</p> <ul style="list-style-type: none"> • Data collection to determine the effectiveness of services on a formal basis does not occur. To meet WASC standards, this should be

	<p>courses and the program.</p> <p>No data is kept on a formal basis regarding effectiveness of the services.</p> <p>Faculty and staff meet periodically to compare experiences and make adjustments to those services.</p>	<p>initiated.</p> <ul style="list-style-type: none"> When data is available, the effectiveness should be analyzed and improvements made and documented when appropriate.
<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 are 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>The faculty and teaching assistants onsite are part-time volunteers who meet the same qualifications as campus personnel.</p> <p>Directed by Patten staff, recent assessment has been initiated that involves the faculty and teaching assistants in program oversight of their respective fields of study in conjunction with on campus faculty and in the conducting assessments and making improvements to onsite programs.</p> <p>In addition, onsite faculty set the curriculum providing 20 classes in General Education that are the same as those taught on campus (as listed in the catalog).</p> <p>Faculty members design their own syllabi that are approved by the on campus program faculty.</p>	<p>Follow up issue is:</p> <ul style="list-style-type: none"> Monitor onsite faculty involvement in curriculum oversight and development activities.
<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) [Also submit credit hour report.]</p>	<p>The only program at the off-site location is the A.A. in General Studies—designed and approved by the respective academic program faculty at the main campus.</p> <p>The program and courses are identical to those on the main campus including the 61 semester credit hours required for graduation.</p> <p>A credit hour policy is included as Exhibit 21 in the Self-Study Report.</p>	<p>None</p>
<p><i>Retention and Graduation.</i> What data on retention and graduation are collected on students enrolled at this off-campus site? What do these data show? What disparities are evident? Are rates comparable to programs at the main</p>	<p>Most data collected is anecdotal. Capturing retention data is a challenge as the student attrition rate includes the transfer of inmates to another prison, pardoning, sentencing, or solitary confinement.</p>	<p>Follow-up issues are:</p> <ul style="list-style-type: none"> Monitor the collection of data about retention and graduation

<p>campus? If any concerns exist, how are these being addressed? (CFRs 2.6, 2.10)</p>	<p>For those who leave the academic program but remain at the prison, an informal verbal survey is done to assess why. A follow-up is conducted by the staff to assist the student in returning to the program.</p> <p>On a limited basis, the staff has been able to establish a 'do not transfer' list for inmates who are in the program.</p> <p>No comparative data between main campus and off-site location retention and graduation rates was available. However, funding agencies require grant reports that describe the number of students and number of graduates.</p>	<p>rate in a more formal manner</p> <ul style="list-style-type: none"> • Taking in consideration the differences in student population, monitor comparable retention and graduation rate data between the site and the main campus
<p><i>Student Learning. CPR:</i> How does the institution assess student learning at off-campus sites? Is this process comparable to that used on the main campus? <i>EER:</i> 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>Program assessment has just started to include the impact of the program on the students. This process is similar to that on campus.</p> <p>Each semester, off-site location faculty meet to review student progress to improve the courses. Included are discussions about what students need in order to achieve and be successful in their course sequencing. No documentation is available regarding those discussions.</p>	<p>Follow-up issues are:</p> <ul style="list-style-type: none"> • Monitor program assessment • Monitor adjustments made during program review faculty meetings
<p><i>Quality Assurance Processes: CPR:</i> How are the institution's quality assurance processes designed or modified to cover off-campus sites? <i>EER:</i> What evidence is provided that off-campus programs and courses are educationally effective? (CFRs 4.4-4.8)</p>	<p>Quality assurance processes other than those listed in above categories were not available. However, anecdotal data and faculty discussions on improvement are ongoing at the site. Grant reports to funding agencies contain evidence of student success.</p> <p>In addition, students are tracked after graduation and within the prison some have become basic academic skills teachers. Outside of the prison, others who have been released work or are involved in community programs that target youth offenders and the prevention of crime and violence.</p>	<p>Follow-up issues are:</p> <ul style="list-style-type: none"> • Provide documentation of the quality assurance processes of the off-site location and results of the program to demonstrate its educational effectiveness



STUDENT COMPLAINTS REVIEW: TEAM REPORT APPENDIX

Institution: Patten University

Date: March 22, 2013

A completed copy of this form should be appended to the team report. 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.

Material Reviewed	Questions/Comments (Please enter findings and recommendations in the comment section of this column as appropriate.)	Verified Yes/No
Policy on student complaints	Does the institution have a formal policy on student complaints?	yes
	Comments: <i>Student complaint and grievance policy is part of Student Handbook.</i>	
Process(es)/ procedure	Does the institution have a procedure for addressing student complaints?	yes
	Does the institution adhere to this procedure?	yes
	Comments: <i>Issues related to Academics: Office of the Academic Vice President</i> <i>Issues related to Student Services: Dean of Students Office</i> <i>Issues related to Student Accounts: Finance and Administration Office</i> <i>Issues related to Financial Aid: Finance and Administration Office</i>	
Records	Does the institution maintain records of student complaints?	yes
	Comments: <i>One student grievance on file reviewed.</i>	