REPORT OF THE WSCUC TEAM
For Reaffirmation of Accreditation

Hope International University

March 9-11, 2016

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SECTION I – OVERVIEW AND CONTEXT

A. Description of Institution and Reaccreditation Process

Hope International University was established in Los Angeles, CA in 1928 as Pacific Bible Seminary. Two years later the school moved to a larger facility in the city of Long Beach. Renamed Pacific Christian College in 1962, the institution was accredited by the Accrediting Association of Bible Colleges in 1963 and by the WASC Senior College and University Commission (WSCUC) in 1969. The campus was relocated to an eleven-acre site in Fullerton in 1973. As the college grew through the expansion of graduate and adult learner programs, the name Hope International University (HIU) was adopted in 1997. In addition to WSCUC regional accreditation, HIU holds programmatic accreditation with both the Association for Biblical Higher Education and the Commission for the Accreditation of Marriage and Family Therapy Education.

HIU is affiliated with a non-denominational fellowship of 6,000 churches in the United States known as Christian Churches and Churches of Christ. "The mission of the university is to empower students through Christian higher education to serve the church and impact the world for Christ." To that end, the university specializes in fields offering significant potential for Christian influence on society (e.g., business, education, social sciences, and ministry). HIU stresses practical scholarship, servant leadership, spiritual formation, and community service.

Each college offers traditional onsite undergraduate programs for both residential and commuter students, as well as online undergraduate programs for non-traditional learners. All colleges except the College of Arts and Sciences also offer graduate programs in both onsite and online modalities. HIU's main campus is located at 2500 E. Nutwood Avenue in Fullerton, CA. Graduate and online program facilities

are located five miles south at 2400 E. Katella Ave.in Anaheim, CA. HIU maintains recruitment offices in Elk Grove, CA and at the University Center in Everett, WA; however, no courses are taught onsite at these locations.

Over the past fifteen years the university has made a significant investment in distance learning and now has more than 250 online courses. HIU has been approved to offer online programs in 43 states. All traditional undergraduate courses also have online course companions through eCollege. The university offers eleven fully online degree programs at the associate, bachelor, and master's levels.

HIU has five colleges: 1) Arts and Sciences, 2) Business and Management, 3) Education, 4) Pacific Christian College of Ministry and Biblical Studies, and 5) Psychology and Counseling. In addition to traditional residential programs offered on the main campus, there are strictly online programs, and a hybrid model that has courses offered in both modes. Annually, HIU has an unduplicated headcount of approximately 1,500 students, divided equally between the three delivery modes.

HIU's Recent Accreditation History. Hope International University was first accredited by the WASC Senior College and University Commission (WSCUC) in 1969 and became a member of the Council for Christian Colleges and Universities in 1993. The most recent full site visit was the Educational Effectiveness Review in 2008, when the Commission removed the formal Notice of Concern.

The last WSCUC accreditation site visit was a Special Visit to HIU in 2014 to address issues of financial sustainability, planning, and governance. As a result, one of the Commission actions was to remove the warning sanction. In the fall of 2015 a WSCUC Offsite Review was conducted in the WSCUC office in preparation for the March site visit.

Distance Education and Off-campus Locations. An evaluation of HIU's distance education was conducted through a review of sample online course syllabi in addition to interviews with the Vice-President for Academic Affairs, College Deans, Learning Technology Director, faculty, and students. There are over 250 online courses and over 30 programs at the associate, bachelor, and master's levels. The following programs were reviewed as part of the reaffirmation site visit: College of Arts and Sciences (2015), College of Business and Management (2014), and College of Education (2013). The acquisition of Nebraska Christian College was recently approved by WSCUC Structural Change Committee and the full Commission. For a more complete review of HIU's distance education, see appendix B.

B. Description of Team's Review Process

The WSCUC site team first reviewed the HIU Institutional Report and appendices, then worked together via conference calls and email to organize for the Offsite Review at the WSCUC office-on November 9-10, 2015, and to organize for the March 9-11, 2016, on site visit at HIU. In addition to submitting lines of inquiry to HIU, the team also requested a number of additional documents to review, which HIU uploaded into WSCUC's Box.com account for the team. Requests were also made for the schedule of onsite meetings and interviews at the March site visit. Finally, the assistant chair monitored the confidential email account and reported the results to the chair and team.

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

Hope International University's Offsite Review Institutional Report was well organized and clearly written. Adequate and appropriate evidence was given to support HIU's report and later in response to the Team's request.

Institutional Involvement in the Review and Report Preparation. The reaccreditation report plan was introduced to the campus community in the spring of 2014 with the Deans Council, President's Cabinet, University Assessment Committee, and student success team assuming specific responsibilities for evaluating the health of the university in light of the Standards and CFRs. This process engaged faculty, staff, administration, and trustees during regularly scheduled meetings at which reports, surveys, and outcomes data were reviewed. The Institutional Report ultimately was prepared by a team of nine individuals.

All members of the report team, the president's cabinet, and the full board of trustees reviewed the completed document. Faculty and staff were invited to participate in the feedback process as well. Final edits were completed in August 2015.

Finally, HIU responded to the Team's lines of inquiry with an Executive Summary for each one. These summaries not only addressed the team's lines of inquiry, but they also gave up-to-date information as well.

WSCUC Substantive Change. After much careful research, analysis, and planning, HIU submitted to WSCUC a Substantive Change proposal to acquire Nebraska Christian College (NCC). In February 2016 the WSCUC Substantive Change Committee approved HIU's proposed acquisition of NCC.

SECTION II – EVALUATION OF INSTITUTIONAL ESSAYS
Component 1: Response to Previous Commission Actions

The WSCUC Commission made three recommendations to HIU after the 2014 Special Visit regarding 1) planning, 2) financial sustainability, and 3) governance. Following are brief explanations about how HIU met the 2014 Commission recommendations.

Recommendation One: Continue Attention to Graduation and Retention Efforts. "The goal of a 50% 6-year graduation rate for its traditional undergraduate students is worthy of both continued support for current initiatives and exploration of additional activities. In addition, the institution should continue and enhance the retention and graduation efforts for online undergraduate and graduate students" (WSCUC Commission Action Letter, July 7, 2014). (CFRs 2.10, 2.12, 2.13, 4.1-4.5)

HIU has responded to this recommendation with various initiatives that have resulted in the most recent six-year graduation rate of 46%. The university is now turning its attention to also improving its four-year graduation rate that is currently at approximately 40%. HIU has also worked to increase the retention rate for its athletes, and this year it is at 84%, which is well above the institutional average. In 2015-2016 HIU is directing resources to online and graduate student retention.

Recommendation Two: Create an Investment Committee of the Board of Trustees. "This committee of the Board should oversee all funds invested by and on behalf of the institution" (WSCUC Commission Action Letter, July 7, 2014). (CFR 3.7, 3.9)

An Investment Committee has been appointed by the board chair and the university's investment policy has been revised and reviewed for compliance with state and federal regulations. In addition, a new investment firm has been selected after HIU interviewed three firms. The goal for the new firm is to manage a large portion of the endowment funds with the transferred assets in 2015.

Recommendation Three: Governance. "As acknowledged by institutional leadership, a next step in the continuing development of the Board should be to improve the gender and ethnic diversity of its membership" (WSCUC Commission Action Letter, July 7, 2014). (CFR 3.9 Guideline)

To meet this recommendation, the university has added another member to the Board of Trustees who is African-American; further, the board Governance Committee is now intentionally seeking additional qualified women to serve as Trustees.

Component 2: Compliance with the Standards and Federal Requirements; Inventory of Educational Effectiveness Indicators

The team reviewed each of the Standards, as presented in the Exhibit "Review under WSCUC Standards and Compliance with Federal Requirements". The team's finding, which is subject to Commission review, is that the institution has provided sufficient evidence to demonstrate compliance with the Standards.

The team reviewed and completed the following Federal Compliance Forms:

1. Credit Hour and Program Length Review Form

   - The policy on Credit Hours was accessible, clear and in full compliance with federal standards.

   - Confirmation of compliance is affirmed both in "new course" approval and during the program review process.

   - There are schedules available online for each academic term publishing course numbers, times and days of meetings, and instructor name.

   - Sample syllabi were reviewed representing graduate and undergraduate courses, online and on-campus courses. The course syllabi were from Education, Business, College of Arts and Sciences, and Ministry and Biblical Studies.

- Within the reviewed syllabi, tables were presented showing the amount of work and time required to warrant the credit hours awarded for the courses.

- Three colleges' programs were reviewed: Education, Business, Arts and Sciences. These reviews encompassed both undergraduate and graduate programs. The programs are all appropriate in length and requirements.

2. Marketing and Recruitment Review Checklist highlights:

- The university follows the federal requirements (the Higher Education Act [HEA]) in marketing and recruitment of students.

- Information is provided as to the typical length of time for completion of a degree (in the various disciplines) as well as the detailed costs of each.

- Information is available online and in the career services office regarding potential jobs for which graduates could be qualified. Correspondingly, information is also available as to the success and career paths enjoyed by select alumni.

3. Student Complaints Checklist highlights:

- The university has a clear policy and formal procedures in place for handling student complaints. The policy is published in a hard copy "Student Handbook." The full policy and procedure information is also available online as part of the Graduate Handbook and Online Student Handbook.

- As student complaints are received, the office of Student Affairs handles each, according to the published policies and procedures.

- Records of student complaints are kept in the offices associated with the subject of the complaints. Complaints are reviewed annually.

4. Transfer Credit Policy Checklist highlights:

- The university does have a policy and formal procedure for reviewing and receiving transfer credits. The policy is publicly accessible in the Academic Catalog, the university Policies Notebook, and the Transfer Guides (all in hard copy and online).

- The policy does include a statement of the transfer criteria.

- The Registrar's office completes an evaluation for each transfer student, including minimum grades for eligibility, residency requirements and degree completion rules at the university.

(CFRs 1.3, 2.1, 2.2, 2.7, 2.10, 2.12, 2.14, 4.4)

How the University Defines, Measures, and Reviews SLOs. The university completed the Inventory of Educational Effectiveness Indicators (IEEI), (HIU Offsite Review Institutional Report, appendix II.1) review in an analytical and effective way, providing details of:

- The process

- Who interpreted the evidence

- Application of the findings

- How the findings were used to close the continuous improvement loop, and when.

The IEEI was completed for all 28 of the university programs and for general education's Leadership and Ethics Core (LEC). The program reviews used for this inventory were in the midst of the five-year cycle. (CFRs 2.2a, 2.2b, 2.7, 4.1, 4.3, 4.4, 4.7)

Distance Education: A review was completed on HIU's distance education courses and programs using WSCUC's "Distance Education Review-Team Report Appendix" form. Most of the requirements were met (See appendix B). However, the institution has not demonstrated sufficient evidence of compliance concerning the need to disaggregate data to compare online students, courses, and programs with their on-ground counterparts regarding areas such as retention and graduation rates, student learning, and quality assurance issues in the online courses and programs to ensure online students success as compared to on-ground students. This issue is addressed in the team's recommendation four (page 24), which is subject to Commission review. (CFRs 1.2, 2.10, 4.1, 4.2, 4.3)

HIU's Reflections Synthesis on Standard Two. The following improvement highlights show HIU's current challenges in their effort to improve and grow (See HIU Offsite Review Institutional Report, appendix II.2, Review Under WSCUC Standards and Compliance with Federal Requirements).

- Internships – tracking and support (CFR 2.11)

- Data disaggregation – making research initiatives useful for strategic planning (CFRs 4.1, 4.2, 4.3, 4.7)

- Increasing student satisfaction (CFRs 1.1, 2.10, 2.11, 2.13, 2.14)

- Issues related to Quantitative Reasoning SLOs (CFRs 2.3, 2.7)

- Strengthening of the Leadership and Ethics Core (CFR 2.5)

Component 3: Degree Programs: Meaning, Quality and Integrity of the Degrees

Hope International University's programs are defined according to the potential impact each will have upon the students' efforts on behalf of the Church and Christ. The meaning, quality, and integrity of each HIU degree arise first from and is measured against this mission statement. Two key questions guide program development: 1) will this initiative support HIU's mission, and 2) will this initiative provide opportunities for students to be successful professionally while impacting their communities for Christ?

In addition, the meaning of a degree from Hope International University is outlined in the matrix of institutional objectives, program learning objectives, and the student learning outcomes specific to and published in each course syllabus. A degree from HIU means that students have learned what the university, the respective college, and course instructors intended for them to learn. At HIU the meaning, quality, and integrity are briefly outlined as follows: 1) meaning is defined in program learning objectives (PLOs); 2) quality is defined in PLO rubrics; and 3) integrity is ensured by HIU's assessment system. (CFRs 1.2, 2.2, 2.3, 4.3, 4.5)

There are processes in place to provide the direct and indirect assessment of learning objectives. Included are two direct assessments of pre-designated assignments with program-based rubrics. The data are aggregated and analyzed and are then shared with the colleges. Indirect assessment includes students' anonymous course evaluations; the results are shared with the faculty and dean responsible for each course. When themes regarding faculty or teaching methods emerge, they are also discussed at the annual assessment summit. (CFRs 3.10, 4.2, 4.3, 4.5)

Further, every semester each faculty member is asked to complete one summative course evaluation summary reflection, which is a two- to three-page analysis of those scores and comments that also includes plans on how to address any

identified issues. This process is especially revealing when, for example, the average grade in a course was 92% but students self-evaluated their mastery of the course material as only in the 'developing' range (score of two on a five-point scale). While the reflective analysis of the course evaluation process is not part of a performance evaluation for faculty, it does provide an opportunity for faculty growth. (CFR 4.3)

Alumni surveys are deployed to find out what a degree means for HIU graduates. A table was provided in the Institutional Report (p. 13) that shows 78% of the 2015 alumni respondents agreed or strongly agreed that "HIU prepared me for my career." This was the lowest item on the table, and "Your educational experiences at HIU," was marked 92% as either good or excellent, which was the highest item on the table. There were two additional questions. However, the number of respondents (N) was not provided; thus, it is not clear what number of responding alumni the percentages represent.

Program review is yet another way that HIU endeavors to ensure the meaning, integrity, and quality of its degrees. The program review process is on a five-year cycle This process ensures that the program is guided by and follows closely the university's mission. In addition, it ensures that courses are taught effectively and provides students with the necessary tools to succeed while at HIU and after graduation as well.

HIU's program reviews are on schedule, thorough, and provide useful information upon which to build. Program goals with planned completion dates are created and documented as a result of the self-study by deans and faculty members. During University Assessment Committee meetings, College representatives update the committee as to changes made per the annual assessment report. These changes are monitored throughout the year by the committee and are documented in the minutes of those meetings. (CFRs 2.2a, 2.2b, 2.3, 2.4, 3.1, 4.3, 4.4)

The number of programs offered at HIU are growing (See example in Hope International Offsite Review Institutional Report, page 9) and at the same time, enrollment is dropping (See HIU Offsite Review Institutional Report, appendix I.3, Trends Presentation). HIU is analyzing the situation and working to address the problems as they identify them. (CFR 3.4)

Component 4: Educational Quality: Student Learning, Core Competencies, and Standards of Performance at Graduation

Learning objectives are stated and correspond with most core competencies and student assessment rubrics in both graduate and undergraduate programs. (See Institutional Report, appendix VI.2 [spring 2014 only], pages 25-27). Upper- and lower-division courses' core competencies are tracked at appropriate levels of achievement and are reflected in well-structured rubrics. Faculty and administration are diligent in tracking and coaching students who are in need of additional help in achieving core competencies at the various levels in the curriculum. (CFRs 4.1, 4.4)

Student performance on "Four Core Competencies" for 2014–2015 showed the highest competency was 4.38 for oral communication and the lowest was 3.62 for information literacy. Quantitative reasoning will be added next year according to WSCUC's recommended schedule. (CFRs 1.2, 2.2a, 2.4, 4.1)

The "Assessment Summit" was created and instituted for faculty development, information sharing, for training, and as a tool to build rigor and quality in all academic programs. It was started in the summer of 2012 (HIU Offsite Review Institutional Report, pages 24-27). (CFRs 2.3, 2.4, 4.4)

Graduate programs' core competencies are not as thoroughly discussed as those within the undergraduate programs. These advanced core competencies need to set the

graduate programs apart from similar learning objectives in undergraduate core competencies. (CFR 2.2b)

Retention and graduation rates are below expected rates in recent reviews and in the 2012-2017 Strategic Plan (HIU Strategic Plan 2012-17, page 28). (CFRs 1.2, 2.7)

Component 5: Student Success: Student Learning, Retention, and Graduation

HIU established a student success team in the summer of 2011 with representatives from student financial services, enrollment management, academics, student affairs, and institutional research. This became particularly important as the diversity of the student population increased. The following year, it adopted the statement, "Student success is our top priority." The student success team has developed and implemented a wide range of programs, resources, and support services directed at ensuring and improving its achievement of HIU's goal to help "students thrive academically, socially, and spiritually" and to "fulfill their potential as competent stewards, professionals, and servant leaders after graduation." Changes in the student population demographics proved challenging. The focus on student success is also evident in tutoring services, academic coaching, financial aid counseling, student and faculty evaluations, student and alumni surveys, among other services and documents. There is also a deep commitment to spiritual formation and servant leadership. (CFRs 2.3, 2.4, 2.6, 2.10, 2.11, 2.13, 4.3)

The University conducts student and alumni surveys pertaining to student success. While the feedback is generally positive, alumni gave the lowest marks to "spiritual experiences at HIU," "identification with HIU" and "social experiences at HIU" (2015 Alumni Survey Results). These figures fall short of the University's own definition of student success, which emphasizes social and spiritual thriving. As noted

in the explanation appended to the survey, this is likely a consequence of 46% of respondents taking 50% or more of their classes online. The student success team is taking this feedback seriously and is working to improve engagement in these key areas in concrete ways. For example, live streaming and archiving of chapel services and campus presentations, and assigning student service projects in local communities. (CFRs 2.5, 2.9, 2.11, 4.1, 4.4)

Perhaps relatedly, the senior student survey results provided (NSSE 2013) show "Being an informed and active citizen" ranking toward the bottom (56%). In contrast, "Developing or clarifying a personal code of values and ethics" ranks high (80%). This may also be impacted by the high volume of online classes and the concomitant difficulties of fostering social commitment. Attention should be given to better aligning personal development and civic involvement, especially because of the institution's commitment to servant leadership. (CFR 2.11)

HIU is clearly committed to improving student success. It has a number of policies, programs, and systems in place to support and enhance student success, and actively gathers and interprets information for evidence-based improvement. However, more needs to be done through institutional research to disaggregate and analyze data in ways that can help HIU monitor student success more effectively. For example, comparing online to on-campus courses will help HIU to better ensure that their online students have an equivalent experience as their on-campus peers. (CFRs 2.10, 4.3)

Component 6: Quality Assurance and Improvement: Program Review, Assessment, Use of Data and Evidence

A. Program Review Results. Several best practices for academic program review are in place to ensure that the results inform its decision-making processes and inform

instruction. HIU utilizes external reviewers as part of its program review process, and there is a five-year schedule for reviewing academic programs. In addition, department chairs discuss necessary pedagogical changes over the course of a year. (CFR 4.5)

HIU uses the results of program reviews to inform its decision to improve instruction. For example, the College of Business and Management 2014 Program developed and used matrices effectively to evaluate alignment of programmatic objectives with the institutional mission and core values and aligned course objectives with program objectives (e.g., servant leadership). (CFRs 4.1, 4.4)

Through student focus groups conducted by the Dean and one faculty member they gained insights concerning the extent to which the students believed they had developed spiritually as a result of their educational experience at HIU and how they felt prepared for their careers. Students demonstrated this growth and awareness in a compelling poster presentation regarding servant leadership during the site visit. However, it was apparent to the team that online students do not have the same opportunities as their on-campus peers in this area.

The program review process effectively applies IPEDS data to compare HIU's programs to those of peer institutions. There is thoughtful reflection on the following: 1) the utility of the direct assessment rubrics; 2) need for additional faculty training in the assessment process; and 3) program review reports information disseminated to stakeholders. (CFR 2.7, 4.1)

Assessment Results. HIU provides ample evidence through its program review reports that it is meaningfully and directly assessing student learning in its programs, including with rubrics to directly assess programmatic learning outcomes. Four of the five WSCUC core competencies are evident in program learning objectives of HIU's five

colleges. WSCUC's fifth core competency, quantitative reasoning, will be added next year according to WSCUC's recommended adoption schedule as mentioned previously.

Processes are in place to ensure accountability for timely assessment that includes each college at HIU producing an annual assessment report. This report is presented at the Annual Assessment Summit. It is thorough and includes not only assessment data for PLOs, but also for other student success indicators such as scores from faculty evaluations, alumni assessment, and so on. Where gaps are identified, either actions taken or planned are noted. (CFRs 2.1, 2.3, 2.4, 4.3)

In addition, the University Assessment Committee approves changes to guidelines for annual assessment reporting and has input into the format of the university annual assessment report. Student progress is gauged by performance of established assignments that are graded but also assess achievement of program objectives. (CFR 4.3)

To indirectly assess course level learning, a high level of insight is gleaned from the faculty course assessments that are gathered by each faculty member every semester. To make the course evaluations more valuable, each semester every faculty member must reflect on one course's evaluation summary. These reflections frequently lead to course adjustments in specific areas as needed. (CFRs 4.1, 4.3)

Program assessment reports for the past three consecutive years show an increasing ratio of adjunct faculty to full time, for example, a 6:1 ratio in Liberal Studies Teacher Preparation Traditional Undergraduate Program. In the College of Ministry and Biblical Studies, there are 89 adjuncts to 12 full-time faculty. (CFR 4.1)

As an institution, HIU has considerable maturity in delivering its distance education programs with 18 years of experience in online teaching and learning. HIU continues to invest substantially in technology and employs systems such as the

eCollege platform as its Learning Management System (LMS) to support learning and teaching. (CFR 3.5)

Comparisons of educational effectiveness for distance education programs as compared to campus-based programs at HIU were absent from the annual assessment reports reviewed, so the efficacy of the online programs was not clear. The team recommends that HIU monitor online student success by comparing online to on-ground courses and programs to ensure better informed decision making. (CFRs 4.1 4.3, 4.4)

Data-Informed Decisions. Institutional data on enrollment applications and headcounts are used as key performance indicators in the Strategic Plan 2012-2017: Priorities and Initiatives Progress. Several financial indicators are used for forecasting, budgeting, and planning. However, the Strategic Plan 2012-2017 does not identify ways in which academic indicators will be used to drive budgeting and planning. Additionally, while HIU provided a snapshot of alumni survey results in its Institutional Report, clear examples were not provided explaining how alumni data are being incorporated into planning and decision-making processes. (CFR 4.2)

The Assessment Plan for Student Learning Outcomes outlines mechanisms to assess program learning outcomes and objectives. Learning objectives for Student Affairs have been identified and are clearly defined. Further, assessment results are shared at the annual Assessment Summit. (CFRs 2.4, 4.3, 4.5)

As a component of the program review self-study for each program, HIU uses a matrix—the program objective evaluation matrix (POEM)—to ensure that program objectives are aligned to the university's mission and core values in every course across the length of the program. HIU considers these matrices to be critical for their curriculum and assessment. (CFRs 2.1, 2.6, 4.6)

A system is in place for the program review process that includes documentation supporting institutional learning outcomes, program learning outcomes, and course learning outcomes. The program review process is comprehensive and supposedly engages all faculty members (within the subject program) in the review process. Program review reports are used to inform decision-making and to longitudinally track success in student achievement as designed through programs' learning objectives. (HIU Institutional Report, pages 27-29, and Inventory of Educational Effectiveness Indicators, appendix II.1). (CFR 2.7)

Component 7: Sustainability: Financial Viability, Preparing for the Changing Higher Education Environment

The purpose of the HIU strategic plan is to provide goals and strategies that lead to investments in initiatives that align with HIU's mission and contribute to the sustainability of the institution. Careful execution of the strategic plan, budgeting, cash management, and financial controls have resulted in positive cash flow and budget surpluses for the past four fiscal years. The university has not drawn on its bank line of credit during this time. HIU reports its success in meeting financial ratio targets in a dashboard format that is prepared quarterly and reviewed semiannually by the trustee finance committee. (CFRs 3.4, 4.5, 4.6)

The tuition discount rate at HIU has improved over the past four years from a high of 54% in fiscal 2009-10 to 39% in fiscal 2013-14. The discount rate in 2014-15 finished on budget at 41%. The tuition discount rate is projected to remain at 41% through 2016-17. University bad debts have been reduced over the past five years from $467,842 to $55,000 in 2014-15. (CFRs 3.4, 3.7, 4.7)

Hope International University has been able to invest in program improvement and development including $196,000 for major revisions to online graduate courses and $365,000 to support new program development in business, education, ministry, psychology, student life and athletics. HIU has also invested $700,000 to $1.4 million in each of the past three years to support new technology. Thirty-two additional faculty and staff have been hired since 2010. The university opened a new online and graduate campus in Anaheim in 2013. The new facility includes 45 offices, conference rooms, student lounges and 6 classrooms. (CFRs 2.8, 3.5, 4.7)

In spite of these investments in program improvement, the team learned in meetings with faculty and staff that HIU salaries remain low and less than competitive in the Southern California market. The team also learned that matching contributions to the retirement plan were suspended some years ago and have not yet been reinstated. (CFRs 3.1, 3.2)

Over the past three years, HIU has invested in several new programs in response to market demands and in an ongoing effort to meet their future enrollment objectives. New concentrations in accounting, marketing and sports management have been added in the College of Business and Management. In the College of Education concentrations in elementary education, secondary education, gifted and talented education, music education, and personalized learning have been added. To support these and other additions, HIU has added five full-time faculty positions. On the marketing side, HIU invested more than $250,000 to develop a new interactive web site. (CFR 3.4, 4.7)

In 2013 Hope International University launched a capital campaign, Ignite Hope. The goal is to raise $5 million for facility infrastructure, $6.5 million for scholarships, and $3.5 million for program development and program growth. As of March, 2016,

$7.8 million in commitments had been received toward the $15 million campaign goal. (CFR 3.4)

Looking to the future, HIU has identified five challenges it must monitor: 1) a saturated student recruitment market in Southern California, 2) competition for online programs, 3) tuition dependency and affordability, 4) expectations of campus facilities and technology, and 5) changing demographics. As HIU continues to track the impact of these challenges, it has explored and accepted an opportunity to partner with Nebraska Christian College near Omaha. The HIU trustees have determined that a merger/acquisition would provide an opportunity for the university to expand its service area and utilize excess capacity of both undergraduate and graduate online programs. This substantive change proposal was approved by WSCUC in February of 2016 and HIU has moved forward with the acquisition of this 125-student institution. The trustees will document and monitor the success of this acquisition to determine if future acquisitions of similar institutions would be beneficial to HIU. (CFRs 1.8, 3.6, 3.7, 4.2)

Guided by a mission to develop leaders for the church, HIU will continue to explore merger/acquisitions in order to preserve some of the 23 small colleges and universities that serve the 6,000 independent Christian Churches and Churches of Christ across the country. HIU is concerned that without strategic partnerships, some of these schools will not survive. By aligning with these schools, HIU can fulfill its mission to provide leadership to the churches and expand its own strength by increasing its critical mass and expand the geographical regions it will serve. (CFRs 4.2, 4.3, 4.6)

Component 8: Optional essay on institutional specific themes

Not applicable.

Component 9: Reflection and Plans for Improvement

Hope International University's plans for improvement as noted in their Offsite

Review Institutional Report include commitments to (pages 36-37):

- Refer to KPIs (Key Performance Indicators) including "benchmarks"

- Regularly review and update budgets

- Compare themselves to peer schools in regards to retention and graduation

  rates

- Monitor progress toward goals

- Propose increased efforts to assemble more detail from peer schools in order

  to maintain a longitudinal study to drive programmatic changes

- Develop a two-year plan for further building institutional research

- Start the next five-year Strategic Plan earlier than originally planned to

  address:

    o   Financial stability challenges

    o   Change in the competitive environment (decreasing enrollment and

        increasing costs)

- Search for ways to be innovative by sharing programs, possible mergers and

  acquisitions, branch campuses, consortiums and partnerships

- Expand institutional vision to support fulfillment of the university's mission

HIU has been responsive to competition and economic threats with constructive

strategic planning and budgeting practices.

SECTION III – OTHER TOPICS (Substantive Change)

Substantive Change. In February 2016 the WSCUC Substantive Change Committee approved HIU's acquisition of the Nebraska Christian College (NCC). The team was impressed by the careful, thorough strategies the institution implemented to make sure NCC would be a good fit with HIU. There will be many benefits of this acquisition for both institutions and communities. To continue HIU's thoughtful approach, they will be closely monitoring many data points to be sure that they will be able to deal with any unexpected outcomes. (CFRs 3.6, 4.6, 4.7)

SECTION IV – FINDINGS, COMMENDATIONS, AND RECOMMENDATIONS

Commendations

The Team commends HIU for its:

1. Commitment to the mission across the university at all levels including students, faculty, staff, administrators, and Board of Trustees.

2. Careful and purposeful steps in selecting and acquiring Nebraska Christian College and keeping the institution's mission in focus. The acquisition creates financial opportunity and potential for growth and expansion.

3. Commitment to growing diversity of the student body, recognizing changing demographics, and the need for individualized attention to student success.

4. Deep commitment to fostering and providing opportunities for servant leadership.

5. Mature culture of assessment which includes closing the loop that is embedded at multiple levels of the institution.

Recommendations

The Team recommends HIU to:

1. Monitor, measure, and modify online courses to ensure consistency of rigor, and include co-curricular activities that will provide an equivalent learning experience with on-ground courses and programs. (CFRs 2.1, 2.3-2.5, 4.4)

2. Make investments devoted to increasing faculty and staff compensation, including restoring matching contributions to the employee retirement plan. (CFRs 1.7, 3.2)

3. Allocate resources and administrative support to alleviate overload of faculty and staff, and encourage research and scholarship. (CFRs 2.8, 3.2, 3.4)

4. Continue to build institutional research capacity to monitor student success by using more extensive disaggregation and by comparing online to on-ground courses and programs to ensure data-informed decision making. (CFRs 1.2, 4.1, 4.2, 4.3)

APPENDICES
The report includes the following appendices:
- A. Federal Compliance Forms
  1. Credit Hour Review
  2. Marketing and Recruitment Review
  3. Student Complaint Review
  4. Transfer Policy Review
- B. Distance Education

FEDERAL COMPLIANCE FORMS

OVERVIEW
There are four forms that WSCUC uses to address institutional compliance with some of the federal regulations affecting institutions and accrediting agencies:

      1 – Credit Hour and Program Length Review Form
      2 – Marketing and Recruitment Review Form
      3 – Student Complaints Form
      4 – Transfer Credit Policy Form

During the visit, teams complete these four forms and add them as an appendix to the Team Report. Teams are not required to include a narrative about any of these matters in the team report but may include recommendations, as appropriate, in the Findings, Commendations, and Recommendations section of the team report.

1 - CREDIT HOUR AND PROGRAM LENGTH REVIEW FORM
Under federal regulations, WSCUC is required to demonstrate that it monitors the institution's credit hour policy and processes as well as the lengths of its programs.

Credit Hour - §602.24(f)
The accrediting agency, as part of its review of an institution for renewal of accreditation, must conduct an effective review and evaluation of the reliability and accuracy of the institution's assignment of credit hours.

(1) The accrediting agency meets this requirement if-
      (i) It reviews the institution's-
            (A) Policies and procedures for determining the credit hours, as defined in 34 CFR 600.2, that the institution awards for courses and programs; and
            (B) The application of the institution's policies and procedures to its programs and coursework; and
      (ii) Makes a reasonable determination of whether the institution's assignment of credit hours conforms to commonly accepted practice in higher education.

(2) In reviewing and evaluating an institution's policies and procedures for determining credit hour assignments, an accrediting agency may use sampling or other methods in the evaluation.

Credit hour is defined by the Department of Education as follows:
A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than—

(1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or

(2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

See also WASC Senior College and University Commission's Credit Hour Policy.

Program Length - §602.16(a)(1)(viii)
Program length may be seen as one of several measures of quality and as a proxy measure for scope of the objectives of degrees or credentials offered. Traditionally offered degree programs are generally approximately 120 semester credit hours for a bachelor's degree, and 30 semester credit hours for a master's degree; there is greater variation at the doctoral level depending on the type of program. For programs offered in non-traditional formats, for which program length is not a relevant and/or reliable quality measure, reviewers should ensure that available information clearly defines desired program outcomes and graduation requirements, that institutions are ensuring that program outcomes are achieved, and that there is a reasonable correlation between the scope of these outcomes and requirements and those typically found in traditionally offered degrees or programs tied to program length.

1 - CREDIT HOUR AND PROGRAM LENGTH REVIEW FORM

Material Reviewed	Questions/Comments (Please enter findings and recommendations in the Comments sections as appropriate.)
Policy on credit hour	Is this policy easily accessible? ☒ YES ☐ NO
	If so, where is the policy located? Academic notebook
	Comments:
Process(es)/ periodic review of credit hour	Does the institution have a procedure for periodic review of credit hour assignments to ensure that they are accurate and reliable (for example, through program review, new course approval process, periodic audits)? ☒ YES ☐ NO
	If so, does the institution adhere to this procedure? ☒ YES ☐ NO
	Comments: Both new course approval and program reviews allow faculty to assess the accuracy of the credit hour equation.
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 ☐ NO
	Comments: Online resources
Sample syllabi or equivalent for online and hybrid courses *Please review at least 1 - 2 from each degree level.*	How many syllabi were reviewed? 7
	What kind of courses (online or hybrid or both)? Online
	What degree level(s)? ☐ AA/AS ☒ BA/BS ☒ MA ☐ Doctoral
	What discipline(s)? Education, Business, and Religion
	Does this material show that students are doing the equivalent amount of work to the prescribed hours to warrant the credit awarded? ☒ YES ☐ NO
	Comments: Grad – 3, OUG – 4; TUG – 8
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) *Please review at least 1 - 2 from each degree level.*	How many syllabi were reviewed?
	What kinds of courses?
	What degree level(s)? ☐ AA/AS ☐ BA/BS ☐ MA ☐ Doctoral
	What discipline(s)?
	Does this material show that students are doing the equivalent amount of work to the prescribed hours to warrant the credit awarded? ☐ YES ☐ NO
	Comments:
Sample program information (catalog, website, or other program materials)	How many programs were reviewed? 3
	What kinds of programs were reviewed?
	What degree level(s)? ☐ AA/AS ☒ BA/BS ☒ MA ☐ Doctoral
	What discipline(s)? Education, Business, and CAS
	Does this material show that the programs offered at the institution are of a generally acceptable length? ☒ YES ☐ NO
	Comments: Program reviews

Review Completed By: Carol Coman
Date: March 10, 2016

2 - MARKETING AND RECRUITMENT REVIEW FORM

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

Material Reviewed	Questions and Comments: Please enter findings and recommendations in the comment section of this table as appropriate.
**Federal regulations	Does the institution follow federal regulations on recruiting students? ☒ YES ☐ NO
	Comments: HIU website
Degree completion and cost	Does the institution provide information about the typical length of time to degree? ☒ YES ☐ NO
	Does the institution provide information about the overall cost of the degree? ☒ YES ☐ NO
	Comments: HIU website
Careers and employment	Does the institution provide information about the kinds of jobs for which its graduates are qualified, as applicable? ☒ YES ☐ NO
	Does the institution provide information about the employment of its graduates, as applicable? ☒ YES ☐ NO
	Comments:

*§602.16(a)(1)(vii)

**Section 487 (a)(20) of the Higher Education Act (HEA) prohibits Title IV eligible institutions from providing incentive compensation to employees or third party entities for their success in securing student enrollments. Incentive compensation includes commissions, bonus payments, merit salary adjustments, and promotion decisions based solely on success in enrolling students. These regulations do not apply to the recruitment of international students residing in foreign countries who are not eligible to receive Federal financial aid.

Review Completed By: Carol Coman
Date: March 10, 2016

3 - STUDENT COMPLAINTS REVIEW FORM

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

Material Reviewed	Questions/Comments (Please enter findings and recommendations in the comment section of this column as appropriate.)
Policy on student complaints	Does the institution have a policy or formal procedure for student complaints? ☒ YES ☐ NO
	If so, is the policy or procedure easily accessible? Is so, where? Yes, it is easily accessible in the Student Handbook, Graduate and Online Student Handbook
	Comments:
Process(es)/ procedure	Does the institution have a procedure for addressing student complaints? ☒ YES ☐ NO If so, please describe briefly:
	If so, does the institution adhere to this procedure? ☒ YES ☐ NO
	Comments:
Records	Does the institution maintain records of student complaints? ☒ YES ☐ NO If so, where?
	Does the institution have an effective way of tracking and monitoring student complaints over time? ☒ YES ☐ NO If so, please describe briefly:
	Comments:

*§602-16(1)(1)(ix)
See also WASC Senior College and University Commission's Complaints and Third Party Comment Policy.

Review Completed By: Carol Coman
Date: March 10, 2016

4 – TRANSFER CREDIT POLICY REVIEW FORM

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

Material Reviewed	Questions/Comments (Please enter findings and recommendations in the comment section of this column as appropriate.)
Transfer Credit Policy(s)	Does the institution have a policy or formal procedure for receiving transfer credit? ☒ YES ☐ NO
	If so, is the policy publically available? ☒ YES ☐ NO If so, where? Academic Catalog and Transfer Guides on the website
	Does the policy(s) include a statement of the criteria established by the institution regarding the transfer of credit earned at another institution of higher education? ☒ YES ☐ NO
	Comments:

*§602.24(e): Transfer of credit policies. The accrediting agency must confirm, as part of its review for renewal of accreditation, that the institution has transfer of credit policies that--

   (1) Are publicly disclosed in accordance with 668.43(a)(11); and

   (2) Include a statement of the criteria established by the institution regarding the transfer of credit earned at another institution of higher education.

See also WASC Senior College and University Commission's Transfer of Credit Policy.

Review Completed By: Carol Coman
Date: March 10, 2016

Distance Education Review-Team Report Appendix

Institution: Hope International University
Type of Visit: Reaffirmation
Name of reviewer/s: Marilyn Eggers, Carol Coman, David Turbow
Date/s of review: March 9-11, 2016

A completed copy of this form should be appended to the team report for all comprehensive visits to institutions that offer distance education programs[1] and for other visits as applicable. Teams can use the institutional report to begin their investigation, then, use the visit to confirm claims and further surface possible concerns. Teams are not required to include a narrative about this 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)

    Online Programs in Three Collages
    Associate of Arts
    BS Business Administration
    MBA
    MS in Management
    BA Liberal Studies
    Prelim. Multiple Subject Credential
    Prelim. Single Subject Credential
    Prelim. Admin. Services Credential
    MA in Educational Administration
    MA in Educational Administration with PAS Credential
    MA of Education

    Courses
    ENG1110 - OUG Fall 2015: Written Communication
    BUS3411 - OUG Fall 2015: Business Ethics
    CHM5203 - Dynamics of Servant Leadership
    BIB1226 - OUG Fall 2015: History and Literature of the Early Christians
    PSY6190A - Fall 2015: Marriage and Family Therapy Assessment
    HDV3130 - OUG Fall 2015: A Foundation for Ethics
    PSY4430 - OUG Fall 2015: Risk and Resiliency
    MGT6104 - Strategic Marketing Management
    BIB5003 - History and Literature of the Early Christians
    PSY5010Q - Counseling Theories
    PSY6125 - Multicultural Perspectives in Counseling
    EDU 5360 - Methods of Integrated Curriculum and Instruction in Elementary Schools
    THE5103 - Theological Survey: Christian Beliefs & Practices

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[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.

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

    HIU began over 15 years ago before most institutions were even aware of distance education. It has over 30 online programs with a total of 726 students for 2014-2015.
    Online Enrollment
    - 2012-2013 – 827
    - 2013-2014 – 776
    - 2014-2015 - 726

    The declining enrollment is attributed to strong competition in a similar niche: faith-based institutions in southern California. However, HIU is authorized to accept distance education students in 43 states, but marketing costs have prevented them thus far from doing the needed marketing in those states. Presently, they are doing "click advertising" on the web in five states.

    HIU is currently using eCollege from Pearson as their LMS; however, Pearson let them know a few months ago that they will be closing eCollege at the end of December 2016. HIU is in the selection process now for a new LMS and will be transitioned and fully functional in the new LMS before January, 2017.

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

    VP for Academic Affairs
    College Deans (distance education is housed in the colleges)
    Director of Learning Technologies (this department works with the colleges to build and maintain the courses, support students with technology, etc.)
    Online FT and PT faculty
    Online students

Observations and Findings

Lines of Inquiry (refer to relevant CFRs to assure comprehensive consideration)	Observations and Findings	Follow-up Required (identify the issues)
Fit with Mission. 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?	HIU's mission drives its interest in distance education throughout the culture of the institution. It permeates throughout the majority of online programs and courses and there are current efforts to bring the remaining courses and programs up to their standard.	
Connection to the Institution. How are distance education students integrated into the life and culture of the institution?	HIU has worked hard to give their online students a true equivalent learning experience as the on-ground students. Not only have they done a good job with this overall, but they are working hard to make the online learning experience even richer and are exploring more	

Lines of Inquiry (refer to relevant CFRs to assure comprehensive consideration)	Observations and Findings	Follow-up Required (identify the issues)
	ways to offer online students co-curricular servant leadership growth experiences.	
Quality of the DE Infrastructure. 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?	HIU faculty and students report how much the online discussions mean to them. Pearson's eCollege has been their LMS for many years but they recently informed HIU that they will be discontinuing it the end of December. Thus, HIU is in the search process to find a new LMS and will make their decision soon. They must move all of their courses over to the new LMS by January and be fully functional. HIU's IS and Department of Learning Technologies gives expected support on all levels.	
Student Support Services: What is the institution's capacity for providing advising, counseling, library, computing services, academic support and other services appropriate to distance modality? What do data show about the effectiveness of the services?	All online students have to take an initial Student Success course for the HIU orientation, and each student is assigned an Academic Coach (advisor, supporter) who keeps in touch with the student and helps them to keep in the course. Librarians are also part of the support loop and have a link posted in each course for quick help.	
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?	FT, PT, and adjunct instructors teach online. Many faculty teach in on-ground courses and programs as well and often they teach the same course face-to-face as online. The colleges train and mentor online faculty for developing distance education courses and how to teach them, while the Department of Learning Technology help faculty in setting up the courses and maintaining the updates. They also help with all	

Lines of Inquiry (refer to relevant CFRs to assure comprehensive consideration)	Observations and Findings	Follow-up Required (identify the issues)
	technology issues and support for the courses. Online faculty including adjuncts are invited to all of the colleges' faculty meetings and are also involved in course curriculum development and assessment.	
Curriculum and Delivery. 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? (Submit credit hour report.)	Department chairs and key program faculty design distance education courses, and the chairs approve them. Deans also give a level of oversight. Part of the assessment at HIU is course evaluation for both on-ground and online that gives students the opportunity to give feedback. Faculty are required to do a summative reflection on one course's evaluations per semester, and these reflections often lead to making instructional strategy changes. Chairs and faculty assure that the online courses are comparable in content, outcomes, and quality to the on-ground courses.	
Retention and Graduation. 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?	HIU has worked to improve its retention and graduation rates for all students and collects appropriate data.	HIU's next step is to disaggregate the retention and graduate data in order to compare the online rates to the on-ground rates, analyze them, and close any gaps by making appropriate changes.
Student Learning. How does the institution assess student learning for online programs and courses? Is this process comparable to that used in on-ground courses? What are the results of student learning assessment? How do these compare with learning results of on-ground students, if applicable, or with other online offerings?	HIU has a mature assessment process and collects and analyzes appropriate data. Many measures are in place to ensure the equivalent learning experience in online courses and programs as compared to their on-ground counterparts.	HIU's next step is to disaggregate the student learning data in order to compare the online results to the on-ground results, analyze them, and close any gaps by making needed changes.

Lines of Inquiry (refer to relevant CFRs to assure comprehensive consideration)	Observations and Findings	Follow-up Required (identify the issues)
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?*	HIU designs, develops, and teaches its own courses.	
Quality Assurance Processes: How are the institution's quality assurance processes designed or modified to cover distance education? What evidence is provided that distance education programs and courses are educationally effective?	HIU collects all the expected data and monitors quality assurance as a whole to ensure the quality of the institution's educational effectiveness.	HIU's next step is to disaggregate the data in order to monitor and respond to any quality assurance issues in the online courses and programs' effectiveness as compared to the on-ground counterparts.

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