Capacity and Preparatory Review

Submitted to
Western Association of Schools and Colleges
Accrediting Commission for Senior Colleges and Universities
For Reaffirmation of Accreditation
December 7, 2009
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1. Introduction

1.1 Executive Summary
University of the Pacific (Pacific) is pursuing a strategic planning approach to its self review. Over the last decade and a half, Pacific has embraced a mission and strategic plan based approach to management and program development. The University’s Board of Regents initiated the development of the current plan at a retreat in January 2005. Using an exhaustive process that included a series of all-University retreats and many consultations with all constituents of the University community, Pacific developed its current plan Pacific Rising, which the Board of Regents adopted in April 2007. Pacific Rising comprises a number of layers. The plan is built on three components: a set of core values, meaning the identifying principles and practices of the institution, essential foundations such as financial stability, without which the University cannot pursue its mission; aspirations, which enable Pacific to articulate a vision for its future. Reflection upon these values, foundations, and aspirations led the University to declare six strategic Commitments that guide planning and decision making. The six Commitments are described with greater specificity in twenty Strategic Directions. The twenty Strategic Directions then guide the development of a Strategic Action Plan. The Strategic Action Plan specifies the institution’s proximate goals and the specific actions to be taken in pursuing the Strategic Directions. The Strategic Action Plan also fixes responsibility and accountability for achieving those goals in specific offices and officers of the University, and sets specific performance indicators and benchmarks for evaluating progress on the items of the Strategic Action Plan. Program review in the University’s various divisions is linked to strategic planning through various governance structures, most prominently the University’s Institutional Priorities Committee.

For 2007-2010, the university’s leadership emphasized seven of the Strategic Directions to receive priority attention for 2007-2010:

**Strategic Direction 3:** Strengthen current and develop new academic programs of distinction through investment in existing programs, national stature for the first-professional schools and new academic hallmarks.

**Strategic Direction 5:** Pursue University-wide marks of distinction, specifically in leadership development, experiential learning, international programs and student achievement.

**Strategic Direction 9:** Make experiential learning a hallmark by achieving 100% student participation, increasing international experiential learning, advancing undergraduate research, strengthening the residential learning community and increasing study abroad.

**Strategic Direction 10:** Create distinctive citizen-leader development programs through service learning and volunteerism, a framework for leadership development based on emotional-social intelligence (ESI), lifelong learning and lasting relationships with the University.

**Strategic Direction 15:** Invest in marketing initiatives that build partnerships and elevate institutional visibility by building marketing capacities, expanding relationships with media outlets and achieving greater national visibility.

**Strategic Direction 16:** Strengthen enrollment to improve student quality, selection and geographic diversity by implementing a broader selection processes, improving freshman selectivity, maintaining access, ensuring enrollment stability in the first-professional schools, and modestly increasing undergraduate and graduate enrollment.

**Strategic Direction 19:** Build financial capacity through fund raising, investment and budget management, and appropriate tuition-setting with specific focus on conducting an aggressive fund raising campaign, increasing alumni giving, improving accountability to donors, achieving a bond rating of 1A and setting appropriate tuition.
In proposing a strategic planning approach to it self-review, Pacific decided to focus its inquiry on these seven strategic directions in order to assess its capacities for successfully pursuing them. Specifically, the university proposed to pursue one line of inquiry examining areas in which it aims to uncommon and high quality programs:

- Experiential Learning
- Leadership Development
- Innovation
- Inter-Cultural Competence and International Programs; and
- Graduate Programs, Professional Education, Institutes and Centers.

A second line of inquiry was to explore Pacific’s capacity in areas critical to its operational sustainability:

- Visibility and Marketing
- Enrollment Management; and
- Financial Management.

While the matter of institutional learning objectives and outcomes was not indicated directly by priority Strategic Directions, Pacific proposed a further line of inquiry to develop a set of institutional learning objectives and outcomes and to clarify the capacities needed to implement such objectives and outcomes. As a result of that inquiry the Academic Council adopted a set of institutional learning objectives and outcomes in November 2009.

Three inquiry teams carried out these studies and submitted reports describing the university’s capacities and accomplishments in pursuing the relevant Strategic Directions. The teams’ reports suggested areas for the university’s continued attention and action. Pacific has also completed required analysis of student success and reviewed its compliance with the Four Standards and the Criteria for Review. These components appear at the at the conclusion of the report. The three inquiries led to the following thirteen recommendations under eight topics. Both the relevant WASC Criteria for Review (CFR) and aspects of Pacific’s Strategic Action Plan are referenced in this summary:

**Distinctiveness** (CFR 1.2, 4.1, 4.2): The inquiries of the capacity review conclude that areas of undergraduate experiential learning (research, community-based and service learning) do not have adequate structures, processes, and resources to support the level of distinctiveness to which Pacific aspires. Furthermore, Pacific still lacks the necessary engagement from students and faculty on the broad scale in education, research, teaching and other global connections to achieve its aspirations to globalize and expand intercultural capacities.

1. Pacific will increase support for distinctiveness in experiential learning and further refine goals and outcomes (see Actions in SAP Strategic Directions 3 and 5).

2. Specific solutions will be developed to resolve issues that appear to inhibit global engagement; these may include policy creation, process development, faculty workload and staff support, and leadership and coordination (see Actions in SAP Strategic Directions 11 and 13).

**Assessment** (CFR 1.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.11, 4.3, 4.4, 4.6): Although progress on learning assessment has been made in specific units, Pacific has not yet developed sufficient capacity across the institution for broad documentation of program improvement through assessment in every school.

3. Pacific will ensure that the assessment of student learning is occurring in each academic program and the co-curriculum in a documented process that links to program planning and improvement.

4. Special attention will be devoted to assessing forms of experiential learning and linking this assessment to institutional student learning objectives and outcomes.

5. The university will implement institutional learning objectives and outcomes, endorsed through shared governance, and continue to develop its assessment capacity through enhancing structures, processes, and resources (see SAP Actions 3.2, 4.3 and 7.5).

**Planning and Budgeting** (CFR 3.5, 4.1, 4.2, 4.3): Pacific has employed an approach to budgeting that fully addressed its capacity issues over the past 15 years. As the institution has strengthened, it has retained some planning and budgeting processes that do not fully address innovation and future development.

6. Pacific will explore alternative models for budgeting that are more comprehensive and more fully integrate with annual and strategic planning processes (see SAP Action 1.6).
7. Pacific has begun to employ innovation tools to further collaboration across programs; these tools now require structural adjustments. Greater incentives for productivity and new program development will be sought (see SAP Strategic Directions 1 and 2).

**Fundraising and Advancement** (CFR 1.8, 3.1, 3.4, 3.5): While advancement capacities have improved in recent years, they are not currently sufficient for the next capital campaign as well as continued overall improvement.

8. Improved planning, leadership, staffing, and technical infrastructure will be developed to position Pacific for a successful campaign and lasting endurance in its ongoing advancement efforts (see SAP Actions 15.2, 19.1 through 19.5).

**Visibility** (CFR 1.7, 3.1, 3.6): Pacific’s visibility in local, regional, national, and global markets is not equal to its quality as an institution.

9. The university will significantly enhance its capacities in marketing. A refreshed approach that includes better research and planning, a more balanced centralized/decentralized model, and increased resources is necessary to align Pacific’s visibility with its quality (see the 6 Actions in SAP Strategic Direction 15).

**Technology** (CFR 3.6, 3.7, 4.1, 4.2, 4.3): Capacities to support progress in information technology, both for critical business functions and academic applications, are strained in resources, structure, and processes.

10. The institution will undertake a full review of the planning model for information technology and develop an IT planning system that includes an IT plan, a funding model, and an assessment framework (see SAP Actions 18.2, 18.3, and 18.4). The immediate goal is a better integration of strategic and IT planning processes and greater leverage for IT funding.

**Student Success** (CFR 2.3, 2.6, 2.7, 2.10, 2.14): Pacific has not yet met its goals for student success in terms of student persistence or graduation rates.

11. The university will strengthen existing efforts to improve freshmen persistence and graduation and set new student success goals and actions for undergraduate transfer students, graduate students, and first professional students (see SAP Action 16.7).

**Sustaining Priorities** (CFR 3.3, 3.4, 4.2): Pacific has unusual variety in programs for an institution of its size and pursues an ambitious array of innovative, collaborative, and creative initiatives. Limited resources require exceptional efforts to remain competitive; success in developing and leveraging capacity for programs and initiatives is impressive, but the university will face human and financial resource limitations if it pursues excellence in all of these areas.

12. Pacific will focus its efforts in relation to its mission and priorities in order to optimize the investment of resources across the three campuses.

13. Pacific will examine expectations for faculty, staff, and administrative roles—ways it can systematically identify opportunities to leverage synergies among people and programs; modified reward structures; modified support and resources; and specific evaluation instruments—all to ensure that expectations and incentives align with university values and priorities.
Based upon its Capacity and Preparatory self review, University of the Pacific has amended its Strategic Action Plan either to add items specifically based on the self-review recommendations or to clarify how existing Strategic Action Plan items relate to self-review recommendations. Based on its self assessment under the Four Standards and the Criteria for Review, University of the Pacific believes it shows strong alignment with the standards. The university is confident that it is prepared to demonstrate the educational effectiveness of its programs at the time of its scheduled Educational Effectiveness Review.

1.2 Institutional Context
University of the Pacific was established in 1851 by pioneer Methodist ministers as the first chartered institution of higher learning in California. Pacific has a history of firsts: it provided the West Coast with its first medical school; it was the first independent co-educational campus in California, the first school west of the Mississippi with a conservatory of music, the first to form bilingual bicultural cluster colleges, and the first to offer a “Four Year Guarantee.” While the list could go on, these are prime examples of the pioneering spirit that is part of the institutional culture.

Today, an independent institution of 6,401 students on three campuses in Northern California, Pacific has witnessed growth and considerable institutional strengthening since the last accreditation self-review in 2000. The size of the student body has increased by 739 since fall 2000, with most of that growth occurring on the Stockton campus. Numerous academic awards for individuals and programs and improved national rankings for selected programs and the university as a whole provide evidence of the enhanced quality of Pacific’s faculty and student body. An outstanding mark of Pacific’s academic quality was the decision of Phi Beta Kappa in 2006 to establish a chapter at Pacific. In conjunction with the increased quality over this period, both the student body and faculty have become more diverse. The percent of minority and international students increased from 43% to 54% over the nine-year period. Minority and international faculty increased from 13% to 26%, with the percentage of female faculty rising from 33% to 42%. These are some indicators of the success of Pacific’s commitment to “inclusive excellence.”

Progress during this time can be attributed to allegiance to the core values of Pacific’s mission “to provide a superior, student-centered learning experience” and a sharpening aspiration to be among the nation’s best universities. Pacific, which features an outstanding college of liberal arts and sciences as well as highly regarded professional programs in eight schools, aims to earn a national reputation for linking liberal arts and professional education at both undergraduate and graduate levels through distinctive, innovative curricular and co-curricular programs of exceptional quality and reliable sustainability. Pacific also aspires to be a leader in the creative use of experiential learning, international education, and leadership development.

Strategic commitments to distinctiveness, collaboration, joint program planning, and interdisciplinary approaches have guided all recent programmatic development. Pacific has developed integrated programs such as a joint PhD between Pharmacy and Chemistry, a PharmD/MBA, and a multi-disciplinary Environmental Sciences program. In addition, Pacific’s revamped multi-disciplinary Pacific Seminar general education series, which includes thematically linked first-year and fourth-year core courses, has become a national model. Providing students a global perspective and developing international and global ties have been critical institutional goals. To enhance student-centered learning experiences outside the classroom, the university has developed opportunities for every student to participate in experiential learning and research activities, supported faculty oversight of such experiences, and encouraged higher levels of community engagement. Participation in experiential learning courses increased from 368 students in 2001-2002 to 1,868 students in 2007-2008. In addition, many other students participate in non-course-tied internships and other service and community activities during their college years.

Pacific’s financial stability has greatly improved during the last decade and a half. The university has enjoyed 12 straight years of surpluses. The endowment changed from $131 million in FY01 to $221 million in FY07, before the decline in the overall economy during the last two fiscal years brought the endowment down to $181 million in October 2009. The endowment per student had similar changes over time. The recently completed comprehensive campaign raised over $330 million. This strong financial stability has permitted investment in faculty and staff salaries; $200 million in renovation and construction of new academic buildings, residence halls, and other facilities; and enhanced support for faculty research in academic units. Faculty productivity has risen as well, evinced in part by an increase in external funding for research, scholarship, and public service from $7.9 million in FY01 to $47.3 million in FY09.

In 2005, the Board of Regents challenged university leadership to engage in a strategic planning process to advance the university and to use program review to enhance academic quality and administrative functions and services. The planning process, which included numerous forums, workshops, and brainstorming and planning sessions, involved every university
community stakeholder group. The planning process resulted in four areas of focus and accomplishment: (1) a new strategic plan, *Pacific Rising*, adopted by the Board in April 2007; (2) a renewed emphasis on learning assessment, a key theme of the self-review for WASC in 2000; (3) a revision and strengthening of the program review process; and (4) the development of innovation capacities across the university.

Along with the mission statement, at the heart of the *Pacific Rising* strategic plan are a series of Core Values, Foundations, and Aspirations. These core elements inform six strategic Commitments. The six Commitment statements are executed through 20 Strategic Directions that define the university’s planning priorities. The Strategic Directions are pursued through actions presented in the university’s Strategic Action Plan. Given the timing of the university’s reaffirmation review, Pacific has elected to use the two-stage WASC capacity and effectiveness reviews to evaluate the implementation of *Pacific Rising*.

### 1.3 Distinctiveness Based on Values

Pacific’s capacity for distinctiveness is firmly grounded in its self-conscious dedication to clearly articulated core values. In the words of *Pacific Rising*, these core values “are behind everything we do and cannot be compromised. They are stated to be inclusive of the entire university community from undergraduate to graduate and professional students, from staff to faculty, from alumni to friends.” These values led every member of the Pacific faculty but one to relocate to California’s Central Valley when the university moved from San Jose to Stockton in the 1924. These values drove dedicated faculty and staff to maintain high standards of academic quality and student service during years when WASC found the university’s financial management, planning, and governance wanting. These values brought alumnus Robert T. Monaghan to return to the service of the university, assuming the chair of the Board of Regents and leading the board to make the critical decisions that have enabled Pacific’s renaissance during the last 15 years. These are the values the university’s twenty-fourth president affirmed when she began her tenure in 2009. Pacific’s core values are these:

**Passion for teaching and learning** - We share enthusiasm for discovery; our active pursuit of scholarship, creative expression, and new perspectives enlivens learning. Meaningful and measurable learning remains preeminent to teaching. This passion extends from Pacific’s nationally recognized Pacific Seminar core general education series, which connects the first-year and senior year experiences, through every aspect of Pacific’s academic programs.

**Learner focus** - Our environment is inspired by the needs of the learner as we create rigorous experiences that respond to individuals’ strengths and interests. We ensure that students are at the center of our work. Everything we do focuses on developing students’ full potential. High impact teaching and learning practices are in evidence at every turn, focusing curricular and co-curricular efforts on learners. Pacific has built an unusually close partnership between Academic Affairs and Student Life.

**Relationship-based learning** - We foster meaningful relationships through close interaction among learners and teachers to create powerful learning. It is no accident that the volume of the university’s history published to celebrate Pacific’s 2001 sesquicentennial was *The Professor Who Changed My Life: A Sesquicentennial Celebration of Educational Interaction at University of the Pacific*. Charles Clerc, professor emeritus in English, authored this tribute in 2001.

**Whole person education** - We are concerned with all aspects of growth and development. We seek the integration of curricular, co-curricular and post-curricular activities, and take pride in our accomplishments. The commitment to whole-person learning shines through in the vitality of the Pacific’s distinctive programs from the First-Year Experience to the Dugoni School of Dentistry’s humanistic model of education.
Responsible leadership - We develop leaders who effect positive change. Through diverse learning experiences, we cultivate the knowledge and skills to become ethical leaders in career and community and to understand the economic, social, and environmental impacts of our efforts. In the words of Clare Ingolia, the 2009 Student Commencement speaker, who called on her fellow graduates to carry the Pacific mission into their careers and communities, Pacific’s graduates are challenged to “[b]e the people that we have been waiting for. Respond to the core of Pacific’s mission. Responsible leadership. It’s there highlighted in the orange letters – responsible leadership. This is what this university has prepared us for.”

Community engagement - We have a deep consciousness of the world around us, and as a part of a multitude of communities, join together with them to serve and to learn. These partnerships create a synergy that raises the achievements of both the communities and the university. The Washington Monthly rankings of colleges and universities, which gives greater weight to the institution’s effectiveness in promoting service to community and country than more publicized rankings, notes, for example, Pacific’s high percentage of federal work-study funds spent on service. Pacific has been named to the President’s Higher Education Community Service Honor Roll in every year since the honor roll began in 2006.

The strength of the university’s commitment to these core values enables the institution to aspire to further values, which are both consistent with its core values and its history of pioneering responses to the challenges of the times:

- A broader culture of innovation, exploration and creativity.
- Multidisciplinary and collaborative learning.
- A well-supported teacher/scholar community.
- More fully integrated liberal and professional learning.
- An increasingly service-centered approach.
- Sustainability pursued through learning, practice, and collaboration with local communities.
- An enhanced and more diverse set of experiential learning opportunities.
- Learning as a lifelong process.
- Diversity to transform and enliven our community, curricula, programs, and policies.
- The preparation of leaders who understand, affirm and utilize their global orientation to fulfill our obligation to intercultural understanding in our interdependent world.

University of the Pacific can claim a number of achievements in pursuit of these aspirational values. For example, the Pacific Fund, the university’s new approach to annual giving, generates about $275,000 a year to support faculty and student research and creativity. The Donald and Karen DeRosa University Center is Pacific’s first LEED certified building, a tangible indication of the university’s growing commitment to sustainability. New Registrar’s systems like ROAR (Roam Online Articulation Reports) provide transfer applicants easily accessible information about how their courses will meet Pacific’s degree requirements. However, these values are aspirational. They remain targets, and to a large extent, these aspirational values have informed Pacific’s priorities as the institution follows its strategic plan. Much of what follows is based on Pacific’s inquiry into the state of its capacities to achieve these aspirations.

1.4 Accreditation History
University of the Pacific has been a regionally accredited institution since 1949, when the Western Association of Schools and Colleges first established formal criteria for accreditation. Pacific’s recent accreditation history provides a useful summary of the progress and growth of the institution. Following a ten-year reaccreditation visit in October 1991, the Commission noted serious problems at Pacific, specifically an extremely vulnerable financial position, a lack of systematic planning, and a breakdown in shared governance. The Commission deferred the reaffirmation of Pacific’s accreditation and placed the institution on Warning status. After an October 1994 visit, the WASC Commission reaffirmed Pacific’s accreditation and removed the Warning status. Following a 1996 presidential progress report, the Commission canceled a planned special visit and scheduled a comprehensive visit for 1998. That visit was later rescheduled for 2000.
The Team Report in 2000 examined areas in which the 1991 Team had made important recommendations and the Commission had raised serious concerns. These areas included institutional integrity, planning, governance and administration, review of academic programs, support for faculty work, information technology, faculty development, and educational effectiveness. In addition, the Evaluation Team made a series of recommendations regarding teaching and learning and the assessment of student learning, which the Commission Action Letter effectively endorsed.

**1.5 Response to WASC's 2000 Recommendations**

WASC's 2000 Action Letter made several recommendations to the university. The Commission made or implied recommendations to Pacific in four areas: staff diversity, library and information technology, faculty development, and educational effectiveness. In addition, the Evaluation Team made a series of recommendations regarding teaching and learning and the assessment of student learning, which the Commission Action Letter effectively endorsed.

**Staff Diversity.** The Commission's 2000 Action Letter suggests that "the University may need to make greater efforts to increase the diversity of its staff." Pacific Rising's commitment to preparing the whole student for responsible leadership explicitly includes the pursuit of increased faculty and staff diversity. Staff diversity now exceeds faculty diversity. Thirty-five percent of university staff are people of color, compared to 22 percent of faculty. A draft of diversity guidelines for staff hiring is under review and will likely be adopted by the time of the CPR visit. A series of diversity town hall meetings and retreats resulted in the 2009 adoption of a Statement of Diversity and Inclusion. A University Diversity Committee now serves to support the university's aspiration to pursue diversity to transform and enliven the Pacific community.

One of the diversity committee's subcommittees is specifically charged to promote the recruitment and retention of a diverse faculty and staff. The university created a full-time chief diversity officer in 2008 with the appointment of the Assistant Provost for Diversity, who works closely with the Student Life Division's Assistant Vice President for Diversity and Community Engagement. In 2008, the Sacramento campus also created a diversity office.

**Library Services.** The Commission's 2000 Action Letter says, "The University needs to consider the budgetary implications of the [Information and Technology Plan] in order for the library to continue to meet the University's demands for its services." Two phases of expansion and renovation to the main library building were completed between 2003 and 2007. Base budget allocations for the Library were increased in FY 2006 and one-time allocations to support acquisitions have been made on several occasions. A program review of the Library was completed in 2009 leading the Institutional Priorities Committee to adopt recommendations to develop a multi-year funding plan for the Library's materials budget and to pursue the completion of the Library's planned facilities renovation.

**Information Technology Resources.** As the 2000 Action Letter states, "[S]o too, should evaluations be made of the impact of expanded services on the resources of the Office of Information Services and Resources and the Center for Teaching, Learning, and Technology. As faculty use of these resources increases, assessment of program effectiveness and resource demands will be essential." Pacific has devoted considerable attention to information technology planning and budgeting. Three attempts to devise university committees to oversee information technology produced results that were uneven at best. In response, the university contracted with an outside panel of experts to visit Pacific in 2006 and make recommendations regarding information technology planning and budgeting. In general, the panel found that Pacific's IT infrastructure, budgets and staff, and IT integration in instruction met benchmarks for comparable institutions. The principal critique of the panel addressed the limited transparency of IT budget and planning processes and a project-based IT planning process that emphasized discrete investments over ongoing operating costs. The panel recommended a new strategic framework for IT that would better align IT planning and budgeting with the university's systemic needs. An Information Strategy and Policy Committee was established in Fall 2006 with the following charges: (a) to recommend to the Cabinet institutional academic and administrative priorities involving the collection; (b) to ensure the safeguarding and appropriate use of institutional information as guided by the university's mission and priorities; (c) to recommend to the Cabinet institutional initiatives, including the required outcomes and resources, (d) to utilize information to advance the above institutional priorities; and (e) to recommend for adoption institutional policies on information, including information security policies and information technology policies, to the Cabinet and Academic Council. During the 2009-2010 academic year, the Information Strategy and Policy Committee is developing a new strategic plan for information technology with a goal under the Strategic Action Plan to develop a plan that can be implemented by the FY12 budget cycle.

**Teaching and Learning from the Students' Perspective.** The Commission recommended that "the University
continue to encourage faculty to explore the links between teaching and learning from the student’s perspective. To make this link suggests that the University consider establishing guidelines for relating faculty development to the assessment of student learning.” The university established a Center for Teaching Excellence (since renamed the Faculty Center for Teaching and Learning) in 2005. An assistant provost for faculty development, a new full-time position, directs the Center, which provides various resources to encourage and support faculty pedagogical development. The Center for Teaching and Learning maintains facilities in the main library building including a faculty resource library and a heavily used Teaching Learning Laboratory classroom. Faculty evaluation criteria have been clarified to give credit in the evaluation of teaching to pedagogical development, including course-level assessment. Evaluation criteria for scholarship have been revised to clarify that the university values work in the scholarship of teaching and learning.

Next Steps for Pacific’s Assessment Program. Pacific’s 1999 WASC self-study identified a series of “next steps” needed for the development of student learning assessment programs across the university. To these steps, the Evaluation Team added a number of recommendations for the maturation of assessment programs. The Commission’s 2000 Action Letter says, “Now, the University must turn its attention to the next steps it has established for its assessment program. The Commission notes that the team made a number of suggestions regarding assessment and encourages the University to consider them in the context of its own planning.” Progress in pursuing these plans and recommendations has been mixed. Practically all the professional schools are well-advanced in learning assessment, driven in part by professional accreditation requirements. Departments in the College have proceeded more unevenly: some departments have learning assessment programs that could be considered developed to highly developed, while other departments’ programs are at initial stages. Until 2007, central administrative responsibility for assessment of student learning in the academic division was assigned to an assistant provost who carried an exceptionally broad portfolio of responsibilities. As a result, learning assessment did not receive the attention or central administrative support that might have been the case with an administrator dedicated to assessment in place. In July 2007 a university assessment specialist was appointed in the academic division. In 2009, that position was elevated to a director level, and a national search was undertaken to hire a director with an appointment anticipated by the time of the CPR visit. This position will provide greater capacity to support faculty efforts in assessment with a focus on the institutional, programmatic, and course levels. Capacity for assessment varies across the units. The Division of Student Life has a well-articulated set of student learning objectives and has pursued a comprehensive and effective assessment plan, focusing in 2006-07 and 2007-08 on objectives related to leadership and diversity and in 2008-09 and 2009-10 on the alignment with Pacific Rising. However, some units have only recently begun to pursue well-developed learning assessment plans and build support for them. For example, in 2009 the Eberhardt School of Business and the College identified faculty members to provide leadership and support on assessment efforts. Given increased American Bar Association interest in student learning assessment, the Law School has established elements of an emerging learning assessment program.

The university has developed a number of capacities to support assessment of student learning. The university has provided support for training. For example, in
Fall 2009 the university sent a team of faculty to WASC’s Level I Assessment Retreat. Pacific Plan, an online reporting facility, provides a template for programs to articulate their program-level learning assessment plans. Pacific Plan will be used to link assessment results to program review and planning. An undergraduate assessment plan implemented in 2001 and supported by the institutional research office provides longitudinal data on the student educational experience through the Cooperative Institutional Research Program, The Freshmen Survey, Your First College Year survey, College Senior Survey, and other survey instruments. The Office of Institutional Research also provides information support for Student Life assessment. The Division of Student Life provides assessment training for all personnel and has established a climate that embraces the role of assessment to improve student learning.

On the other hand, inquiries conducted for this review show that many faculty members view program-level and potential institutional-level assessment work as uncompensated in terms of salary or workload adjustments and unrecognized in personnel decisions. Members of the faculty express this view even though the University Faculty Handbook has been revised to clarify the role of assessment work at the course level in the evaluation of teaching and the place of the Scholarship of Teaching and Learning in faculty research work. Student involvement in assessment activities is strong in some units, departments and programs, and practically nonexistent in others.

A series of developments provide evidence of progress in building Pacific’s capacity for the assessment of student learning. These developments include the recent appointments of a dean in the College and an interim dean in the School of Business who are committed to effective assessment, the development of university learning objectives and outcomes, and the possible establishment of a faculty committee with assessment responsibility provide evidence of progress in building Pacific’s capacity for the assessment of student learning. In sum, the following specific capacity building efforts are underway:

- All academic programs are updating their Learning Assessment Plans.
- Student Life programs have well-developed student learning assessment efforts that the division continues to develop.
- Pacific Plan has been developed as a technical solution allowing units and programs to present their learning assessment plans in a consistent format and facilitating linkages between program level learning assessment, annual and cyclical program review, and planning.
- Redefinition of the assessment director position and appointment of unit-level assessment officers.
- Assessment training programs at the unit and institutional level, for example, a team of 7 College faculty attended the WASC Assessment Level I workshop in September 2009 and now form the core of a growing group of peer leaders.
- The shared governance system is considering a proposal for a faculty committee with assessment responsibility.
- New Program Planning (review) guidelines tied to assessment of student learning.
- Mapping of curricula to newly adopted university-wide learning objectives and outcomes.

1.6 Development of the Institutional Proposal
Pacific began developing its Institutional Proposal in January 2007 with the formation of a Proposal Steering Committee. The committee included the provost, the vice president for student life, the executive assistant to the president, the assistant provost for planning, innovation, and institutional assessment, the director of institutional research, and three faculty members. Because Pacific had recently begun the implementation of the Pacific Rising strategic plan, the Proposal Steering Committee proposed to the broader university community to follow the WASC Strategic Planning Model and focus the self-review on the seven Strategic Directions to which the university had decided to give highest priority in the early years of the plan. Although Pacific Rising does not specifically envision the adoption of university-wide learning objectives and outcomes, the Steering Committee concluded that adopting such learning objectives and outcomes would spur the university’s progress in providing a distinctive, student-centered, whole-student educational experience.

After a period of community review and comment, which included in-depth consultations with Pacific’s faculty, staff, and students, along with key governance bodies, including the Institutional Priorities Committee and the Academic Council, the Steering Committee concluded its draft in January 2008. The President and the University Cabinet approved the institutional proposal in February 2008. Following panel review, WASC approved Pacific’s institutional proposal in April 2008. The Steering Committee outlined a self-review process in which three teams would examine three distinct areas of the university’s capacities and educational effectiveness. One area deals with aspects of the university’s commitment to a distinctive, student-centered, whole-student educational experience.
educational experience: experiential learning, leadership development, international and intercultural learning, innovation, and professional studies, graduate programs, centers, and institutes. A second area concerns operational capacities that are critical to the university’s commitment to improve its ability to engage in strategic partnerships and to support a high quality educational experience through including market and communications, enrollment services, and financial capacity. The third area concerns institutional learning objectives and outcomes and the establishment of a structure and process for evaluating student learning according to these objectives and outcomes. The first team comprised faculty members, staff, and administrators drawn from each of the university’s academic units, and from the Division of Student Life. The chair of the Department of Earth and Environmental Sciences and the dean of students co-chaired the team. The second team was led by the senior associate dean of the College and included a range of administrators, staff, and faculty. The third team was co-chaired by the College’s assistant dean/general education director and a professor of ethics and psychology from the Dental School and included faculty members from each academic unit and student life professionals.

The chair of the Political Science Department chairs the overall self-review process, including the preparation of this report, with support from the assistant provost for planning, innovation and institutional assessment. The director of institutional research chairs a Data Support Team. These three with the team chairs constitute a Core Steering Committee, which meets regularly to coordinate information, effectiveness measures, and progress in meeting essay deadlines.

A University Steering Committee has been formed to provide oversight for the self-review process and to provide formal university endorsement of the two self-review reports. This committee is broadly representative, including faculty, staff, administrators, students, and alumni. All divisions of the university, including Athletics, are represented, as are the three campuses.

The Core Steering Committee distributed a draft of this report to the university community in early October 2009. The self-review chair held a series of five community forums that included all three campuses, and made numerous reports to key governance groups including the Academic Council, ASUOP Senate, Institutional Priorities Committee, the Council of Deans, and the President’s Cabinet. One key governance group, Staff Advisory Council (SAC), elected to have the staff members on the University WASC Steering Committee report to the SAC. A dedicated email address was established so that community members could comment on the draft.

1.7 Leveraging Accreditation for Institutional Improvement
Pacific’s principal goal for the overall accreditation process is institutional improvement that leads to enhanced student learning. Pacific Rising provides a structural framework for the overall review and links the two self-reviews the Capacity & Preparatory Review (CPR) and the Educational Effectiveness Review (EER). By using the WASC Strategic Planning Model, the university seeks to identify a limited number of critical issues related to the strategic directions given priority during the early implementation of Pacific Rising. Inquiry related to these topics will intentionally bridge the two reviews to create an integrated process. The self-review will align the topics to demonstrate improvement of educational effectiveness and provide evidence for student learning results.

The university’s goal is to enhance outcomes and sharpen institutional practices in each strategic priority area over the course of engagement in self-review. It is expected that the entire process will serve the institution by helping to align planning and budgeting systems (at the more tactical and operational level) with these strategic priorities (at the more strategic level). The implementation of a redesigned program review process, with both annual and periodic self-study and reporting components, is being integrated concurrently into the planning process with the self-review. The capacities for the new program review process are now being established. Its effectiveness will be evaluated as one of the EER inquiries and refinements made through 2012. The university has built strong data and assessment systems, but seeks to create more direct and continual connections from learning assessment to improvement of teaching and learning.
Pacific is committed to distinctive quality programs that are both uncommon and sustainable. In particular, Pacific aspires to feature distinctive programs that leverage innovation and collaboration in the context of traditional institutional strengths. The university maintains that developing sustainable, uncommon, and high quality programs will draw talented students to the university, refine the university’s public profile, and enhance its visibility in order to better achieve its mission.

Through its planning process, Pacific has identified a number of areas of current distinction that can be strengthened and emerging areas of distinction that can be developed. These include the following: experiential learning for all students; leadership development; innovation, especially initiatives based on interdisciplinary approaches; intercultural competence and specialized international programs; and professional programs, graduate programs, institutes, and centers. An inquiry team was charged to explore questions regarding the university’s capacity for distinctiveness: What structures, resources, and processes exist to support programs that are high in quality, uncommon, and sustainable? How adequate are these structures, resources, and processes? What gaps exist between the university’s capacities and its strategic commitment to distinctiveness, and how might these gaps be narrowed? How is the development of these initiatives at the institutional level linked to similar development and implementation at unit program levels? What additional capacities and links in planning and implementation are yet to be built?

The chair of the Earth and Environmental Science Department and the Dean of Students co-chaired the essay team. The team, which included faculty, staff, and administrators drawn from the academic units of the university and the Division of Student Life, divided into five working groups, each focusing on an area of institutional distinctiveness. Each working group explored programs related to its charge.

2.1 Experiential Learning
Pacific is committed to distinctive programs recognized for their quality, uncommonness and sustainability (Pacific Rising Commitment 2). The university is also committed to preparing the whole student, especially for responsible professional and civic leadership in a global context (Pacific Rising Commitment 4). These commitments are pursued in the following Strategic Directions:

**Strategic Direction 5:** Pursue University-Wide marks of distinction, specifically, in leadership development, experiential learning, international programs, and student achievement.

**Strategic Direction 9:** Make experiential learning a hallmark by achieving 100% student participation, increasing international experiential learning, advancing undergraduate research, strengthening the residential learning community, and increasing study abroad.

In includes goals or actions that would provide faculty and student life leadership for experiential learning, ensure structured experiential learning for all students, advance undergraduate research, and increase international opportunities for experiential learning. Pacific understands experiential learning as comprising a range of opportunities for students to pursue learning outside the classroom, especially in applied settings. At Pacific this would include internships, cooperative education, student teaching, field experiences, clinical rotations, undergraduate research, and education abroad programs, as well as other opportunities.

The university’s diverse programs require flexibility in the definition of experiential learning within the context of a shared commitment to present sustained and structured educational opportunities to learn in relevant settings.

Pacific promises all students the opportunity to participate in structured experiential learning and aspires to universal student participation in experiential learning. The university makes available an abundant number of experiential learning opportunities. The University General Catalog lists at least 134 courses with experiential learning designations covering the various forms mentioned above. In 2008, slightly more than 80% of graduating seniors participated in at least one experiential learning opportunity while at Pacific. Student participation as measured by student enrollment in experiential learning has increased significantly from fewer than 400 students in the 2000-2001 academic year to almost 1900 students in the 2007-2008 academic year. In fall 2009, the Office of the Provost completed an assessment report on experiential learning that recommended actions for 2010 to achieve 100% participation by 2015.

The university has developed a network of structures, resources, and processes to support experiential learning at Pacific. The three first-professional schools have comprehensive, robust, and effective experiential learning programs. At the university level, an Experiential Learning Opportunity Committee (ELOC), established in 1999, provides oversight and
Student participation in undergraduate research is burgeoning. This is demonstrated by evidence such as steadily increasing participation in the university’s annual Pacific Undergraduate Research and Creativity Conference, the number of students presenting their work at national and regional conferences, and the number of students enrolled in undergraduate research courses. Indeed, the Strategic Action Plan anticipates doubled participation and that undergraduate research will become a hallmark of Pacific. To date, leadership for undergraduate research efforts like the Pacific Undergraduate Research and Creativity Conference has relied largely on faculty volunteers. Participation in undergraduate research has been most firmly established in the STEM fields. To grow undergraduate research participation to the levels the Strategic Action Plan intends will require higher levels of participation by students in non-STEM fields. Funding for undergraduate research has come from a combination of department, unit, and central budgets. The source of central budget resources to support undergraduate research has been variable, with budget in successive years coming from the College, then the Office of Research and Graduate Studies, and most recently from the Pacific Fund. The continued development of undergraduate research at Pacific may now require more formal leadership and regular financial support.

While Pacific’s strategic commitment to prepare the whole student for responsible professional and civic leadership in a global context points toward a prominent role for community-based and service learning, the university’s capacity to support those modes of experiential learning is limited. Unlike internships and undergraduate research, standards and procedures for integrating community-based and service learning with academic programs are not well developed. The re-establishment of a part-time director position for community-based and service learning once supported by an Irvine Foundation grant has been proposed for 2010.

Assessment of student learning in the experiential learning setting is another matter requiring attention. Professional programs generally have assessment built into their specific experiential programs, and progress has been made at assessing the impact of education abroad. However, Pacific has not yet developed a systematic process for evaluating the impact of undergraduate research. Across the broad range of internships and cooperative education opportunities, there is little consistency in assessment and evaluation. Pacific will identify a process to measure the impact of experiential learning on student success and placement after graduation.

Providing access to appropriate experiential learning opportunities is another looming issue. For example, at current staffing levels some large programs like biological science could not provide quality undergraduate research experiences for all their students. The new Pacific Legal Scholars program is proposed for 2010. Providing access to appropriate experiential learning opportunities is another looming issue. For example, at current staffing levels some large programs like biological science could not provide quality undergraduate research opportunities for all their students. The new Pacific Legal Scholars program is expected to generate demand for internship placements that will likely exceed the capacity of that program’s director to develop and manage. Other staff support for experiential learning, e.g. a position in the Jacoby Center to support internship programs, has been maintained with soft money and may be vulnerable. In view of increasing student utilization and the proliferation of program requirements for students to participate in experiential learning, it may be necessary to increase staff support, especially for internships.
Finally, Pacific will consider the impact of participation in experiential learning on faculty workload and professional development. While faculty supervision of internships, undergraduate research, etc. is often compensated as part of standard workloads or by stipend or banked release time, this is not always the case. Faculty participation in experiential learning is time-consuming, and anecdotal evidence at least suggests that faculty members may see participation in experiential learning as an impediment in meeting expectations for tenure and promotion. The university recently modified institution-level expectations for tenure and promotion to encourage faculty participation in experiential learning. Units and programs will also examine tenure and promotion standards and processes to ensure that they are well aligned with Pacific’s goal to be distinctive in its experiential learning programs.

Pacific has an outstanding opportunity for high quality and innovative experiential learning programs. The university’s long commitment to experiential education, the growing popularity of its experiential learning programs, and a community consensus that experiential learning is and ought to be a distinctive Pacific attribute are testimony to this opportunity. Strategic enhancements of capacity for experiential learning will lead to progress in this direction and improvement in student learning.

2.2 Leadership Development

Pacific is committed to distinctive programs recognized for their quality, uncommonness and sustainability (Pacific Rising Commitment 2). The university is also committed to preparing the whole student, especially for responsible professional and civic leadership in a global context (Pacific Rising Commitment 4). These commitments are pursued in the following Strategic Directions:

**Strategic Direction 5:** Pursue University-wide marks of distinction, specifically in leadership development, experiential learning, international programs, and student achievement.

**Strategic Direction 10:** Create distinctive citizen-leader development programs through service learning and volunteerism, a framework for leadership development based on social and emotional competence, lifelong learning, and lasting relationships with the University.

*The Strategic Action Plan* includes goals or actions that would develop a comprehensive leadership model based on Social Emotional Competence, achieve national recognition for citizen leadership programs, and build a framework for leadership based on Social Emotional Competence.
At the heart of its mission, Pacific has long seen the education of persons prepared for lives as responsible leaders in their careers and communities. The concept of the citizen-leader, pioneered in the College, has been adopted as a university standard. The preparation of professional and disciplinary leaders has also been an explicit goal in many of the university’s professional programs, notably its first professional programs of dentistry, law, and pharmacy. In recent years, the university has identified concepts of social and emotional competence as its distinctive approach to whole person development for leadership. Pacific’s capacity for leadership development begins with widespread support across the student body, administrators and staff, and faculty. At least two-thirds of each of these groups recently identified leadership development as central to Pacific’s mission, and most see leadership development as a source of distinction for the university. The university also has the advantage of a unified understanding of what might otherwise be an ill-defined or variously defined concept. Following a year-long process that involved broad consultation and discussion across the university community, in the spring of 2009, the institution adopted a definition of responsible leadership to inform its program development: “Responsible leadership at Pacific is an ethical act of influencing others toward effecting positive change through the accomplishment of a common goal.”

Pacific has developed many vehicles to provide the capacity for leadership development, two that arose from the university’s recent innovation process. The First Year Experience Initiative and the Social and Emotional Competence Initiative both lay groundwork for leadership development in programs for first-year students, including the Pacific Seminar general education series. The university launched the Social and Emotional Competence Initiative in 2007 to develop a theoretical and academic framework for teaching, research, and training in leadership development, generally lacking in academe. Student advisor positions have been redesigned and student advising programs have been modified to promote leadership learning. The spectrum of student life programs have been integrated into Pacific’s leadership development efforts through new training programs aimed at resident assistants, student advisors, student ambassadors, student government and student organization officers, and others. Curricular opportunities for intentional development of leadership, e.g., dean’s seminars in the undergraduate professional schools were introduced over five years ago. In November 2009, the university adopted a set of institutional learning objectives that include “Leadership and Collaboration.” Adoption of that proposed objective will lead to an increase in curricular offerings intentionally focusing on leadership development. Innovation Initiative funding for the First Year Experience and the Social and Emotional Competence Initiative have provided base budget support for leadership development programs. Other support has been made possible through reallocations, especially within the Division of Student Life. A Center for Social Emotional Competence has been established with a full-time director appointed, and an advisory board including some of the best known national scholars in the field. Searches for new faculty experts in social and emotional competence are planned in several units, and the Provost has funded faculty research support. Pending funding, a director of leadership will be appointed in the Division of Student Life. Instruments and measures to assess student leadership learning have been piloted.

One of Pacific’s capacity challenges in leadership development will be to develop its planned ePortfolio approach to assessment of general education learning objectives, including leadership and collaboration. While the university has identified ePortfolio as the desired tool for archiving artifacts of student work for assessment, many questions remain about how ePortfolio will be implemented, including where administrative responsibility housed and how the details of implementation will be defined. These challenges are typical of any initiative in the early stage of development and also reflect common tensions about the role of the curriculum and the co-curriculum in leadership development.

2.3 Innovation

Pacific is committed to innovation and creativity across the university (Pacific Rising Commitment 1). This commitment is pursued in the following Strategic Directions:

**Strategic Direction 1:** Expand innovation in academic programs through an ongoing innovation process, support to pedagogy and research and new education, and service delivery models.

**Strategic Direction 2:** Enhance University administrative programs and services through innovation and creativity by targeting fundraising, increasing incentives, and improving services and programs.

The Strategic Action Plan includes goals or actions that would maintain an ongoing innovation planning process, define innovation, and communicate that definition to the university community. Among the innovation goals and actions, those that target academic and administrative programs include the following: the implementation of new education and service delivery models; the creation of an “innovation space” for faculty and staff; the increase of incentives and rewards for faculty and staff to innovate; the clarification of processes for administration innovation initiatives; the development of alternative tuition
and revenue models for incubating non-traditional programs, and the provision of training for excellence in innovation. Fundraising efforts to support innovation initiatives will be targeted. Less effective or low-demand services and programs will be revised or phased out through program review.

Innovation is a key element of Pacific’s heritage as the first chartered institution of higher education in California, and the university proudly points to its many pioneering achievements. Pacific Rising states simply that for Pacific “innovation is tradition” and puts forward an aspiration to broaden a “culture of innovation, exploration, and creativity.” Innovation is the first strategic commitment set down in Pacific Rising, which calls for ongoing innovation processes in academic programs as well as administrative programs and services. In pursuit of this commitment, the university has established a variety of processes to promote innovation and creativity. A $1.5 million fund was established to support the development of collaborative and innovative academic programs, which Pacific calls Innovation Initiatives. With now more than $3.2 million expended, the Innovation Initiative fund will be depleted by the end of the FY10 fiscal year. Proposals for Innovation Initiatives funding were made to the university’s Institutional Priorities Committee. Proposed initiatives were required to align themselves with the university’s mission, increase institutional distinctiveness, and involve more than one academic discipline. Five initiatives are operational, five are in a pilot phase, five are in a continued planning phase, and five have been discontinued. Several of these programs, for example, First Year Experience, Social and Emotional Competences, Inter-American Program, Global Center for Social Entrepreneurship, and the Pacific Legal Scholars Program are sufficiently mature to be supported by base budget allocations. In 2008, an Innovation Initiative was approved to establish the Innovation Grant Fund – a $50,000 annual fund to make one-time grants to staff, students, or faculty for proposals to improve student learning, service, or organizational performance. Grants are awarded annually in a competitive process. Innovation now appears as a performance indicator in annual staff reviews. In 2009, The Society for College and University Planning (SCUP) awarded Pacific the first Excellence in Institutional Innovation and Integration Award in part based on SCUP’s high regard for these processes to promote innovation.

While the commitment to innovation continues, funding for the original Innovation Initiatives process ends at the end of FY10; the university has examined the record of the Innovation Initiatives process to see what lessons may be learned and improvements made in any follow-on process. The inquiry undertaken for Pacific’s CPR self-review examined the record of Innovation Initiatives and drew attention to factors related to the success of proposals. Among these factors are the following: the extent to which academic structures support or inhibit interdisciplinary proposals, the perception that some approved proposals benefited from favorable assumptions about funding, a cumbersome academic approval process especially for proposals involving more than one academic unit, and variable faculty expectations about administrative support for their participation in innovative programs. The emergence of these concerns led the provost to undertake further review of the Innovation Initiatives. His October 2009 report added several observations. The first was that the Innovation Initiative process has brought forth proposals for many and varied projects. As an institution that operates with heavy workloads and tight budgets, Pacific may find that developing more focused criteria for selecting initiatives to support, in short doing fewer new things as well as possible, will provide a better basis for sustaining innovation. The provost’s report further observes that the capacity for programs to sustain themselves by generating revenue and the capacity to demonstrate programs’ impact on students and student learning should be more prominent criteria in selecting proposals to support. The provost’s report concludes with a summary of lessons learned about innovation processes.

- Intentional collaborative processes are effective in developing innovative academic proposals.
- The stage model used for proposal and program development was useful and can be customized for future innovation processes.
- Pacific should be willing to take risks in innovation but should be clearer in setting appropriately rigorous performance expectations.

Pacific is considering the WASC inquiry team’s report and the provost’s report as the institution plans new funding for innovation beyond FY10.
2.4 Intercultural Competence and International Programs

Pacific is committed to distinctive programs recognized for their quality, uncommonness and sustainability (Pacific Rising Commitment 2). The university is also committed to preparing the whole student, especially for responsible professional and civic leadership in a global context (Pacific Rising Commitment 4). These commitments are pursued in the following Strategic Directions:

**Strategic Direction 5:** Pursue University-wide marks of distinction, specifically in leadership development, experiential learning, international programs, and student achievement.

**Strategic Direction 11:** Cultivate diversity, intercultural competence and global responsibility by ensuring student competencies, making diversity an integral part of curricula and student life, creating a more diverse student body, maintaining the “Diversity Hiring Plan for Faculty,” increasing faculty and staff ethnic diversity, and increasing training.

*The Strategic Action Plan* includes goals or actions that would ensure intercultural competence for all students through interactions among diverse peoples and cultures, and improved curricular and co-curricular programs. Other goals or actions would provide more extensive international experiences for students, and create a more nationally and internationally diverse student body.

Pacific has a long-standing and growing commitment to global education and the development of intercultural competence for students, faculty and staff. Pacific Rising describes a global orientation and intercultural understanding as essential dimensions of responsible leadership. The university has significant capacity to promote global education and intercultural competence, but limited participation and questions of campus climate present challenges to the university’s capacity to realize its strategic goals of cultivating intercultural competence and global responsibility.

The university significantly enhanced its capacity in this area with the 2007 creation of the position of associate provost for international initiatives. The associate provost provides university-wide leadership and coordination of the international programs developed by various units and departments, along with promoting innovative approaches to global education. Current priority activities for the associate provost include increasing international student enrollment, especially from East Asia and Latin America, developing degree programs with majors or concentrations in International Development and Social Entrepreneurship, continuing to implement the Inter-American Certificate Program across the university, increasing student international study through a new faculty preparation program, expanding cross-cultural training across the university through the Pacific Institute for Cross-Cultural Training, and launching the Global Program for Professional Development through the Dental School, starting in China.

Leadership from the associate provost has contributed to the success of Innovation Initiatives like the Global Center for Social Entrepreneurship, the Inter-American Program, and the Undergraduate International Law Concentration. The Global Center for Social Entrepreneurship is an example of the potential in these initiatives. Since its inception in 2006, the Global Center has introduced a student organization, the Council of University Social Entrepreneurs, that has engaged students from every undergraduate unit in considering and addressing the complexity of current global and domestic social issues. In 2009 the Global Center Ambassador Corps supported a dozen Pacific students to pursue international internships involving social entrepreneurship. These additions to capacity provide Pacific the opportunity to expand upon and seek synergies among many existing strong international and global programs. For example, Pacific McGeorge Law School has long offered outstanding programs in international law, a field in which it was recently ranked 17th in the nation, based in part on its long-standing summer program in Salzburg, Austria and its innovative and widely-used 15-book series on global issues in domestic law. The Dugoni School of Dentistry offers a program in International Dental Studies that annually brings some two dozen students from around the world to study at Pacific. A comprehensive list of international initiatives is linked to this report.
The Office of International Programs and Services (IPS) administers education abroad programs for Pacific students, promotes international opportunities for faculty, recruits international students and provides a range of support services for international students who attend Pacific. The office director also chairs the faculty IPS Advisory Committee, which provides guidance about the university’s education abroad programs. The director has a mandate to increase student participation in education abroad, which has grown on average 12% annually over the last five years. The office operates with a set annual budget, which it uses among other purposes to pay program fees for Pacific students participating in education abroad. To constantly increase participation while staying within budget limits, the director must carefully increase the availability and utilization of direct exchange programs with non-US institutions and limit Pacific’s utilization of high-cost programs, which are often in popular sites. A more flexible budget approach, perhaps based on targets for annual increased participation, might provide the office better capacity to meet institutional expectations for increasing participation in education abroad. Another constraint may be the lack of a foreign language requirement across all undergraduate programs. Because direct exchange programs typically require adequate language skills, only students in programs with language requirements are likely to have access to them. Faculty participation in international activities remains modest measured against Pacific’s strategic commitments and aspirations. The office took responsibility for international student recruitment, essentially generating applications, in 2006.

Applications from international students increased by more than 60% for the period 2007-2008 compared to 2004-2006. As a result international enrollments have increased proportionately. However, admissions yield rates for international students have remained static. Further gains will depend on greater attention from overall university enrollment services. In a fall 2009 reorganization, the IPS who had previously reported to the President’s office was moved to the academic division with a direct reporting relationship to the provost. As enrollment services also reports directly to the provost, this reorganization should enable improved collaboration on the recruitment and enrollment of international students.

While all academic units and many departments across the university have developed significant programs in global education, the School of International Studies, established in 1987, has provided the impetus for a good deal of Pacific’s capacity for global education and intercultural competence. In particular, the School of International Studies has been the academic home of the university’s pioneering cross-cultural training programs. The School has long offered cross-cultural training courses for students participating in education abroad programs, including a distinctive re-entry course available for students returning from their experiences abroad, the first such course in the United States. Responding to a U.S. Department of Education request, the School developed an online cross-cultural training program called “What's Up with Culture?” that has been used extensively around the world by students preparing for education abroad. In 2004, the university established the Pacific Institute for Cross Cultural Training (PICCT) within the School of International Studies to achieve a long-term goal of inter-cultural competence for all Pacific students, staff and faculty. PICCT draws on the resources of the Intercultural Communications Institute (the School’s partner in its M.A. in Intercultural Relations program) to conduct needs assessments, offer train-the-trainer instruction, support faculty and staff development, and create specialized training designs. The School has begun to offer customized cross-cultural training courses for faculty, staff, and students in a wide variety of programs, including the Global Program for Professional Development and the Global Center Ambassadors. As demands for PICCT’s services grows across the university, the university will resource PICCT to meet demand on the program.

Intercultural competence is also promoted by specific curriculum programs offered in the Ethnic Studies and Gender Studies programs, integrated in professional program preparation, and supported by the work of the assistant provost for diversity. Pacific’s faculty approved an undergraduate diversity requirement was approved by the faculty in fall 2009 and will be implemented beginning in fall 2010. All bachelor’s degree candidates will take a designated diversity course. All courses designated for the diversity requirement will treat aspects of difference in both U.S. and comparative contexts.

Assessment of learning outcomes related to global education and cross cultural competence is well developed in the School of International Studies through the use of the Intercultural Development Inventory, but is in early stages of development in other units and programs. “Intercultural and Global Perspectives” and “Sustainability” are two of the institutional student learning objectives adopted by the faculty in November 2009. Adoption of these student learning objectives and outcomes will provide impetus for expanded development of assessment of global learning and cross-cultural competence.

Student Life personnel have prioritized their own targeted skill development in intercultural competence through professional development in the form of administrations of the Intercultural Development Inventory (a standard assessment instrument for cross-cultural competence), participation in the summer
Intercultural Institute offered by the Intercultural Communications Institute, and multiple formal division-wide opportunities for engagement in intercultural dialogue. Student Life also contributes to global education outcomes through the sponsoring and facilitation of international alternative spring break trips that include preparation and return seminars that are purposefully designed for the development of intercultural competence.

While this examination of capacity has emphasized intercultural competence as a key component of global education, Pacific recognizes that the development of intercultural competence in the global context is unavoidably and critically intertwined with the development of intercultural development in domestic contexts. Currently, Pacific facilitates opportunities for broader development of intercultural competence through: (1) formal curriculum, including the recently approved diversity course requirement and the pilot of an elective intercultural competence course; (2) a range of co-curricular learning options; (3) a number of integrative learning opportunities, including Inter-American and interfaith/social justice themed residential learning communities; and (4) the collaborative work of the university wide diversity committee. Assessment of outcomes is in the early stages of development and is most immediately visible in the Student Life assessment program and the Inclusive Excellence scorecard. More robust assessment opportunities may become available with further development of the ePortfolio and the build out of a structure to assess student mastery of Pacific’s newly adopted university wide learning outcomes.

Overall, Pacific has made impressive progress in developing its capacity for student learning in intercultural competence and international programs. Much in this area stands out as effectively serving student learning. The university will continue to focus attention on engaging more students, faculty and staff in global learning, teaching, scholarship and creative activity, and service.

2.5 Graduate and Professional Programs, Institutes, and Centers

Pacific is committed to distinctive programs recognized for their quality, uncommonness and sustainability (Pacific Rising Commitment 2). The university is also committed to collaborative, interdisciplinary programs that integrate liberal arts and professional education (Pacific Rising Commitment 3). These commitments are pursued in the following Strategic Directions:

Strategic Direction 3: Strengthen current and develop new academic programs of distinction through investment in existing programs, national stature for the first-professional schools and new academic hallmarks.

Strategic Direction 8: Leverage collaboration for innovative learning experiences by expanding three-campus programs, establishing highly customizable graduate/professional programs and supporting collaborative scholarship, research and creative activity.
The Strategic Action Plan includes goals or actions that would assure distinctive national stature for the schools (Dental, Law, and Pharmacy) offering first-professional degrees, form new academic programs as hallmarks of distinction, expand three-campus learning experiences for graduate and professional students, and establish customized graduate/professional programs across the northern California region.

Pacific sometimes refers to itself as “the most comprehensive of comprehensives.” For a relatively small enrollment, University of the Pacific maintains a large number of programs. In addition to the three first-professional programs, Pacific offers some 30 graduate degree programs or concentrations on the Stockton campus and five additional graduate programs in San Francisco and Sacramento. The university is committed to maintaining national stature for its first-professional programs and using highly customized graduate and professional programs to leverage collaboration for innovative learning experiences. The university maintains 21 centers and institutes, which serve as platforms for faculty and students to engage in collaborative research, learning, and community engagement. Graduate Studies is led by an associate provost for research, collaborative programs, who is also dean of the graduate school. The associate provost is responsible for the administration of graduate programs on the Stockton campus, including admissions, student records, degree audits, and final checkout of graduate degree requirements. Other support is provided by the units or programs offering specific degrees. The Law School, Dental School, and the School of Pharmacy and Health Sciences administer their first-professional and graduate degree programs. A faculty committee on graduate studies is charged with ensuring the quality of graduate education on the Stockton campus. The schools of law and dentistry maintain their own faculty governance structures in conjunction with the Graduate Studies Committee. Pacific’s long range enrollment plan shows relative stability or planned reduction in its professional programs and modest to significant growth in graduate programs. The university is interested in expanding its graduate degree offerings in Sacramento and San Francisco. The Strategic Action Plan anticipates establishing graduate programs in Sacramento and San Francisco by 2012 as Pacific strives to realize its potential as a university with a three-city campus.

Pacific’s preeminent strategic goal in this area is to maintain the national stature of its first-professional programs. Dentistry and Pharmacy are clearly programs of national stature. The Dental School is widely recognized for its humanistic approach to dental education, its dedication to clinical excellence, and its unique accelerated 3-year program. A challenge for the school is to maintain a large enough faculty to sustain its distinctive approach to dental education. The Doctor of Pharmacy program faces similar challenges in maintaining sufficient faculty resources to sustain its distinctive program based on an accelerated calendar of progress to degree and a strong commitment to experiential learning. The Law School maintains several distinctive centers of excellence in international law, business and development, public law and policy, and advocacy and dispute resolution. The school has been challenged recently to maintain its ranking in the upper-tier of law schools nationally, especially in the face of changes in the calculation of U.S. News and World Report Rankings. The Law School in collaboration with the provost is considering changes to its financial plan that will allow it to adjust the size of its student body in order to maintain its desired national position. Professional programs base their budgets on differential tuition models compared with the rest of the university, which has generally afforded those programs flexibility in planning and program development. However, the Law School may face a capacity challenge in adjusting the size of its student body to improve student credentials and national rankings.

The university encourages the formation of organized research and public service units when such formal designation addresses university priorities, enhances the university’s ability to fulfill its mission, and permits a more effective allocation of university resources. In 2001, the university adopted a policy on the Establishment and Review of Centers, Institutes and Clinics. Among the university’s distinctive centers and institutes, based on the university’s core and aspirational values, are the Jacoby Center for Public Service and Civic Leadership, the John Muir Center, the Brubeck Institute, and the Global Center for Social Entrepreneurship (discussed above). Through a variety of programs, but especially internships and research, the Jacoby Center seeks to develop an innovative mode of learning in the social sciences where student participation in the community is integrated with classroom discussion and study. The John Muir Center aims to promote the use of John Muir’s papers, which are housed in the library’s Holt-Atherton Special Collections and environmental studies generally. Both the Jacoby Center and the John Muir Center have undergone program review during the last five years as required by the policy on the Establishment and Review of Centers, Institutes, and Clinics. The mission of the Brubeck Institute, established in 2000, is to build on the legacy of Dave Brubeck (Class of 1942). Along with his lifelong dedication to music, creativity, and education, Brubeck committed himself to the advancement of important social issues such as civil rights, environmental quality, international understanding, and social justice. The Brubeck Institute pursues its mission through five core programs:
• The Brubeck Archive made up of material donated by Dave and Iola Brubeck;
• The Brubeck Festival, an annual artistic and academic celebration of Brubeck’s work and influence;
• The Brubeck Outreach program, which aims to encourage the performance, study, and understanding of jazz;
• The Brubeck Fellowship program, which selects five recent high school graduates who then constitute the Brubeck Institute Jazz Quintet. Downbeat Magazine in 2007 and 2009 named the Quintet the best college jazz ensemble in the country; and
• The Brubeck Summer Jazz Colony, which provides intensive study in jazz performance for a select group of high school students.

The mission of Pacific’s Global Center for Social Entrepreneurship is to actively engage the university in all aspects of the field of social entrepreneurship: combined academic and practical curriculum, enterprising internships and apprenticeships, applied research, local and global community outreach, and career opportunity development. Each of these programs is supported by an engaged advisory board of leaders in their respective fields.

Review of the Jacoby Center’s operations highlights several capacity challenges, notably endowment development and faculty participation. The Center’s endowment, $265,000 in fiscal year 2009, has not met original expectations of $3 million. While a strong core of faculty members, especially from Political Science, Sociology, and Communications, have enabled the Jacoby Center to implement several distinctive programs, hopes for participation by a wider, more interdisciplinary range of faculty have not been realized. Strong leadership and active board support have enabled the Global Center to establish a number of strong programs as noted above, but the challenge, as it is for other programs that do not generate tuition revenue, is to produce sufficient revenue through grants, contracts, and services to support its operations. The Brubeck Institute has not yet met its $10 million endowment goal. While the Brubeck Institute and its programs are clearly distinctive and enhance the reputation of the university, Brubeck programs would be enhanced if they were better integrated with its parent unit, the Conservatory of Music.

Pacific maintains first-professional programs that generally meet the institution’s strategic goals. Individual graduate programs like the Ph.D. in Pharmaceutical and Chemical Sciences indicate that the capacity to develop innovative and customizable approaches to graduate programs is available. The university has begun developing its capacity to offer graduate programs that take advantage of its three-city campus. Improvements in planning and budgeting for information technology will facilitate the development of such programs. Enhancements to student housing opportunities in Sacramento and San Francisco will also be examined. Models exist for centers and institutes that align with Pacific’s strategic commitments and directions. Examination of these models highlights challenges for such programs (resource development, faculty engagement) and point out key factors enabling success (quality leadership, engaged advisory boards).
Developing its capacities in visibility, enrollment, and financial stability will be essential for Pacific as it pursues the strategic commitments of Pacific Rising. Strategically expanding and improving partnerships among its alumni and among local, regional, national, and international communities requires Pacific to market itself broadly so that potential partners and prospective students will be able to identify and value the institution’s strength and distinctiveness. Continued institutional strengthening depends on the university’s ability to attract and retain a modestly but steadily growing group of highly qualified undergraduate students with diverse backgrounds and interests, and more rapidly growing graduate programs on all three campuses. Without the fundamental capacity for financial stability evidenced in effective fundraising, alumni support, financial and fiscal management, and appropriate tuition-setting policies, all capacities of the university would be in jeopardy.

The senior associate dean of the College chaired a team that examined Pacific’s capacities in these three areas. The team, which included administrators, staff, and faculty from all divisions and campuses of the university, organized itself into three working groups, one focusing on visibility, another on enrollment, and the third on financial stability. For each of the areas, the team asked three questions: What resources, structures, and processes has Pacific developed? How is the university addressing or how should the university address any gap between these capacities and strategic institutional commitments and directions? How are capacities at the institutional level aligned and coordinated with capacities at unit or program levels? Based on their inquiries the essay team presented a set of observations for the university in regard to each of the three areas.

3.1 Visibility
Pacific is committed to strategically expanding and improving partnerships among its alumni and and in local, regional, national, and global communities (Pacific Rising Commitment 5). This commitment is pursued in the following Strategic Direction:

Strategic Direction 15: Invest in marketing initiatives that build partnerships and in local, regional, national, and elevate institutional visibility by building marketing capacities, expanding relationships with media outlets and achieving greater national stability.

The Strategic Action Plan includes goals or actions that would optimize the organizational structure of central marketing staff and functional relationships of unit-level marketing staff, expand relationships with media outlets, establish and maintain a dynamic web and print environment, implement market research and planning to ensure marketing investments are effective and efficient, and coordinate marketing staff and resources deployed at unit and program levels on all campuses and ensure maximum impact of core messaging.

Given the university’s aspirations to improve alumni support, build a range of strategic partnerships, strengthen enrollment, and achieve greater national and global visibility, Pacific must have adequate marketing capacity. Achieving these aspirations will depend in some part on presenting a resonant brand identity, clearly and effectively communicating that identity to desired audiences based on the strengths and distinctiveness of Pacific, and adapting communication strategies to developments within the university and its environment.

For decades, Pacific has had a rudimentary, decentralized approach to marketing and communications. The university’s Office of Marketing and University Communications is led by an associate vice president who oversees a staff of nine FTE. The associate vice president reports to the university president. The office primarily supports marketing initiatives and priorities set by the President’s Office and the President’s Cabinet. In addition, the Dugoni School of Dentistry and Pacific McGeorge Law School both maintain robust marketing offices. The Thomas J. Long School of Pharmacy and Health Sciences and the Eberhardt School of Business employ smaller marketing staffs. The other academic units have hired independent contractors for specific projects like web content development. The Athletics Department has a small marketing operation that is primarily focused on promoting local game attendance. In October 2009 the university created a Division of External Relations, which is responsible for alumni, community, and governmental relations.

The central Marketing and University Communications office operates on an annual operating budget of $505,000 (FY 2009). In FY 2009, Marketing and University Communications also received one-time appropriations of varying amounts. The base budget for the Marketing and Communications office represents roughly 0.19% of the university’s annual operations budget ($271 million). The office supports the President and the Cabinet by pursuing university-wide marketing initiatives and priorities. These include press releases and other media relations activities, advertisements, university publications, maintenance of the top-level pages of the university website, and management of the university’s presence in social networking sites such
as Facebook, Twitter, and YouTube. Individual units and programs develop and maintain their web content and social networking sites. The Marketing and University Communications office provides the units and programs training on the use of the university’s Content Management System and principal social networking sites. Pacific lacks the resources to engage in ongoing market research effort. Occasional and useful studies of particular audiences have been undertaken, but Pacific does not employ a regular method to evaluate the effectiveness of the university’s marketing efforts.

While the marketing operations on the San Francisco and Sacramento campuses do not report to the associate vice president, the three offices have made efforts to develop collaborative practices among the three offices as well as with other marketing efforts around the university. The heads of the three campus offices participate in biweekly conference calls and recently held a retreat to identify strategic needs and projects. As the university moves progressively to integrate programs across the three cities, even closer coordination of marketing operations, including advancement and external affairs, including athletics, will be desirable.

Perhaps most importantly, the university will address the overall resources available for its marketing and communications operations. At present, the university has not devoted sufficient resources in operating budget or staff to carry out an effective marketing strategy. Comparable institutions often devote at least 0.5% of their operating budgets to marketing (compared to 0.19%) at Pacific. It is also common to have central marketing staffs that are at least twice what Pacific maintains.

3.2 Enrollment
Pacific is committed to resource growth and management to support ongoing improvements in the quality of education and services (Pacific Rising Commitment 6). This commitment is pursued in the following Strategic Direction:

Strategic Direction 16: Strengthen enrollment to improve student quality, selection, and geographic diversity.

The Strategic Action Plan includes goals or actions that would implement a broader undergraduate student selection process, improve freshmen selectivity, maintain access for economically disadvantaged students, ensure stable enrollments and high selectivity in first-professional schools and appropriately grow enrollments in undergraduate and graduate programs, increase the geographic diversity of the student body and balance cultural diversity of the student body.

It would be difficult to overstate the importance of University of the Pacific’s capacity for enrollment management. The 2000 WASC Visiting Team observed that the university is highly dependent upon tuition revenue for its financial viability. While careful financial management has put Pacific in a significantly stronger position than in previous eras, tuition revenue amounts to 85% of operating budgets. Failing to meet enrollment projections seriously affects the university, both immediately and in the long term. An unexpectedly low undergraduate admissions yield in fall 2007 caused a revenue shortfall of approximately $1.8 million in FY08. Furthermore, Pacific’s success in meeting its long-term enrollment goals of modestly increasing undergraduate enrollments and significantly increasing graduate enrollments will be a critical factor in the university’s capacity to meet its overall strategic objectives. With the exception of the disappointing fall 2007 yield, Pacific’s recent performance in admissions has been strong. Selectivity and yield in graduate and professional programs remain stable as do aptitude measures. Since 2006, new freshmen indicators improved: applications rose from 4976 in 2006 to 14,970 in 2009, selectivity of the entering freshmen class improved from 69.2% in fall 2006 to 41.5% in fall 2009, and SAT scores of entering freshmen rose from 1165 in fall 2006 to 1189 in fall 2009. Freshmen enrollments in Fall 2009 were 894, a record high that contributed to overall record enrollments for the university.

Maintaining progress in admissions is an important aspect of the university’s strategic commitment to resource growth and management to support ongoing improvements in the quality of education and service. Pacific needs a robust capacity for enrollment management to attain its other enrollment-related strategic goals: balanced enrollment with modest growth, continuing improvement in the quality of its students, improved student diversity in terms of ethnic and cultural diversity, and diversity in the academic interests and geographical origins of its students. This last point is salient. In recent years 82% to 88% of Pacific’s newly registered students have come from California. On the face of it, having so many of its students hail from a single state is problematic for a university that aspires to national and global stature. It also contributes to Pacific being very sensitive, and often vulnerable, to decisions made by the State of California generally and the University of California specifically, whose institutions are in direct competition for many applicants at Pacific. As many as 80% of Pacific’s first-time freshman applicants also apply to one or more University of California campuses. Any shift in University of California admissions policy substantially affects Pacific’s new undergraduate enrollment. To gain more control over its enrollment and, by implication, its budget, the university seeks greater geographic diversity among its students. Finally,
the university seeks greater diversity in the academic interests of its students. Programs in music, education, social sciences, humanities, and some STEM fields are relatively under enrolled, while the popularity of Pacific’s pre-health professions programs places strains on the departments like Biological Sciences and Chemistry that chiefly support them.

Pacific’s capacity for enrollment management is generally adequate to pursue the university’s strategic goals in enrollment management. An associate provost for undergraduate enrollment is responsible for the management, operation, marketing, and budget of the Office of Enrollment, which includes offices of admissions, financial aid, and registrar, each headed by a director. Over fifty FTE employees work in the Office of Enrollment, including admissions, financial aid, and registrar staff. An associate provost for research, collaborative programs, who is also dean of the graduate school, oversees admissions to graduate programs. The central enrollment office provides operational support for graduate admissions. The Doctor of Pharmacy admissions program is directly coordinated by the Office of Enrollment, with input and collaboration from representatives from the T. J. Long School of Pharmacy and Health Sciences. The Law School and the School of Dentistry maintain their own admissions operations. The director of international programs and services works to promote the enrollment of international students. The university’s enrollment efforts are complemented by work done at the unit and program level. For example, with the support of the Office of the Provost, the College has initiated an admissions yield project to enhance the quantity and quality of contacts between faculty and students with prospective students throughout the admissions cycle. Two university groups robustly support enrollment processes and connect the university’s top leadership to its enrollment functions. The Enrollment Management Team is an analytic and advisory group of key personnel related to enrollment management, including admissions, financial aid, registrar, institutional research, graduate studies, international programs, student life, and key academic division leaders. The team meets weekly during the academic year to discuss issues pertinent to enrollment planning and to advise the associate provost for enrollment. Since 2002, the President’s Extended Cabinet for Enrollment Management has been convened and chaired by the President of the University. Monthly meetings of this group serve to inform the President about enrollment management issues and to discuss the university’s approach to those issues. Participants include the President and the Cabinet and top level personnel responsible for budget management, housing, international programs, graduate programs, institutional research, planning, admissions, and financial aid.

The university has recently made two notable new investments in undergraduate enrollment capacity. Most significantly, the university contracted with Royall & Company to carry out a direct marketing campaign designed to increase the applicant pool and market awareness of Pacific. The principal reasons for this initiative were to improve the diversity, especially geographic diversity, of the inquiry and applicant pools, and to compensate for the institution’s visibility challenges. The immediate returns on this investment have been impressive. Freshman applications rose from 5,450 in 2008 to 14,970 in 2009, a change of +175%. As of November 18, 2009, freshman applications for fall 2010 were running substantially ahead of the record numbers for fall 2009. Second, in addition to a regional representative in southern California, an admissions field office has been established in Seattle, WA as an initial step in pursuing the goal of geographical diversity. The university will sustain and strategically extend its efforts to increase national and international enrollment in order to ensure the fruitfulness of if initial investments in geographical diversity and balanced enrollments.

The Office of Graduate Studies, under the associate provost for research, collaborative programs/dean of graduate students (a full-time position only since 2007), has made operational improvements in the recruitment of new graduate students. New marketing materials have been developed and a targeting mail approach has been adopted to contact prospective students. In general, graduate school operations have employed more aggressive approaches to contacting prospective students, including participation at major recruitment fairs. These efforts have achieved significant early success. Graduate program applications increased from 567 for fall 2007 admissions to 829 for fall 2009; net confirmations increased from 200 to 261 over the same period. Because long-term enrollment projects assume continued significant growth in graduate program enrollments, Pacific will give continued attention to its capacities in graduate admissions.

On the assumption that the recent dramatic increase in applications, especially for undergraduate programs, will be at least sustained, Pacific will improve its capacity to review admissions and financial aid materials and provide timely and accurate information to applicants and to administrators, faculty, and staff in the units and programs who work on enrollment efforts. Pacific’s recent strong admissions performance indicates that its core capacities in enrollment management are sound. Some enhancements will be needed for effective management of the expected continued large volume of inquiries and applications and to pursue Pacific’s various diversity related goals and its goal to increase enrollment in graduate programs.
3.3 Financial Stability

Pacific is committed to resource growth and management to support ongoing improvements in the quality of education and services (Pacific Rising Commitment 6). This commitment is pursued in the following Strategic Directions:

Strategic Direction 19: Build financial capacity through fundraising investment and budget management and appropriate tuition-setting with specific focus on conducting an aggressive fundraising campaign, increasing alumni giving, improving accountability to donors, achieving a bond rating of 1A, and setting appropriate tuition.

The Strategic Action Plan includes goals or actions that include an aggressive Pacific Fund campaign, increases to endowment, especially for distinctive programs and related faculty positions, sound management of endowment funds, improvements in alumni giving, achievement of a 1A bond rating, effective budget management, appropriate tuition and tuition discount levels, and capacity in advancement to deliver expected outcomes.

Pacific has established an impressive capacity for financial stability, as summarized by President Eibeck in her November 5, 2009 report to the university community. The university has achieved budget surpluses over a number of years, even though Pacific has limited tuition increases to moderate levels. In FY 2002, Pacific’s tuitions and fees were similar to the average of comparable California private universities. By FY 2009, Pacific’s rate was on average $3,215 less than comparable California private comprehensive universities. Budget policy for a decade has provided for an operating reserve of one percent. A successful capital campaign concluded in 2007 with gifts and pledges of $330 million. The university’s endowment changed from $131 million in FY01 to $221 million in FY07, before systemic reverses in financial markets caused it to decline for the last two fiscal years which brought the endowment down to $181 million as of October 1, 2009. The university’s Moody’s rating has improved several times over the years and was recently affirmed as A2/stable outlook, based on overall financial strength including solid debt ratios. Income from grants and contracts has increased from $8,641,357 in fiscal year 2004 to $47,278,693 in fiscal year 2009. A new integrated approach to annual giving has raised $1 million in each of its first two years, providing funding for faculty and student scholarship and creative activity. A recent California Educational Facilities Authority staff summary concludes that the university’s “balance sheet appears to be strong, with significant financial resources.”

Net revenue from tuition is one area of concern in the university’s financial outlook. Students entered in fall 2009 with greater financial need than in previous years. Ninety percent of new freshmen received institutional aid, compared with 86 percent in fall 2008. As a result, institutional financial aid is projected to increase by $3 million in FY10 compared to FY09. Increases in financial need are most dramatic among students from northern California and the Central Valley. Constraints on net tuition revenue coupled with decreased revenue from endowments and short-term investments have led the institution to take an overall conservative approach to budget development. This development suggests that Pacific will find it desirable to contain its tuition discount rate to increase net tuition revenue. This, in turn, emphasizes the importance for Pacific of attracting a more geographically diverse student population, including a greater number of international students. The university’s essential capacities for financial stability are sound. Despite the economic downturn that commenced in 2008, the university has to date continued to advance without budget cuts, hiring freezes, furloughs, or other adaptations that are common nationally. Plans are in place to address the financing of programs seriously affected by the loss of endowment earnings and to compensate for expected decreases in Cal Grant funding. However, the university will do well to examine its budget and planning model and judge whether alternative models might serve it better at this point in the institution’s development. Recent management of budget processes has created constraints on the ability of various programs to pursue their missions in effective and creative ways. Recent years have seen significant reduction in discretionary funds at the program and unit level to resource university-wide initiatives. Individual units sometimes experience the incremental mission-based approach taken by the Institutional Priorities Committee (IPC) as limiting their ability to meet their wide range of needs. In light of such concerns, the university, on the recommendation of the IPC (Pacific’s highest advisory body on budget and planning) is now engaged in a review of budget and planning models to identify a model appropriate for the next stages of Pacific’s pursuit of its strategic goals.

While Team Two’s inquiry did not originally focus on the question of financing information technology, it soon became apparent that the team could not adequately address the institution’s financial stability without considering this ongoing challenge. One dimension of this challenge is the search for the most effective balance between central and unit-based responsibility for funding information technology. Another is to ensure that information technology
planning processes adequately reflect the needs of academic and administrative users. Finally, there is the question of whether the university can sustain an overall satisfactory level of information technology funding under the current IT budget model. For example, although a new classroom technology initiative was funded and implemented, for several years the university has been unable to advance two other priority initiatives, advanced reporting and digital imaging. The oversight of information management by the Institutional Strategy and Policy Committee, reformulated in 2007, is beginning to improve information strategy, but much more work remains to be done.

As the university approaches an ambitious capital campaign, the institution has begun to address its overall capacity in the area of advancement to ensure that Pacific is well positioned not just for a successful campaign but also for lasting institutional endurance. In October 2009, the university created a new administrative division of external relations. The former vice president for university advancement was appointed to head the new division. With this administrative reorganization, intercollegiate athletics, alumni, community relations, government relations, and events became part of the new division. The former Division of University Advancement has been renamed the Division of Development. A national search is under way to identify and appoint a vice president to lead the development division with an appointment possible by the time of the CPR visit. When appointed, the new vice president for development will play a leading role in planning the next campaign and in assessing Pacific’s capacities in development. Highlighted aspects of capacity will include, among others, the recruitment, training, retention, and organization of advancement staff, especially gift officers and operations staff. The university will continue work underway to improve communications, coordination, and collaboration among development and alumni offices on the three campuses in the use of operations staff. Additional staff may be needed to ensure proper standards are maintained in recording and receipting gifts, and applying risk mitigation controls to cash handling. The university will also seek to coordinate more effectively the communications aspects of the development and external affairs divisions with the university’s overall marketing and communications efforts.
4.1 Adoption of University-Wide Student Learning Objectives and Outcomes

Pacific is committed to distinctive programs recognized for their quality, uncommonness and sustainability (Pacific Rising Commitment 2). The University is also committed to collaborative, interdisciplinary programs that integrate liberal arts and professional education (Pacific Rising Commitment 3). These commitments are pursued in the following Strategic Directions:

**Strategic Direction 3:** Strengthen current and develop new academic programs of distinction through investment in existing programs, national stature for the first-professional programs and new academic hallmarks.

**Strategic Direction 7:** Strengthen the liberal arts and sciences core through General Education, improved student writing and better integration of liberal arts and sciences with professional education.

The Strategic Action Plan includes goals or actions that employ innovative and best practice student learning assessment techniques to improve program quality, attaining a nationally recognized model for General Education, and better integrating liberal arts and sciences with professional education.

Despite a culture of strong consensus around a set of core educational values and aspirations, Pacific had never adopted a set of university-wide learning objectives or outcomes. Developing university-wide learning objectives has been an opportunity for Pacific to clarify and strengthen current educational goals and to suggest innovative approaches to attaining goals like the integration of liberal arts and professional education. This effort also has created the potential for an integrated assessment system where institutional objectives link to program objectives that in turn link to course objectives. Pacific believes it will realize several benefits from establishing a common set of learning objectives and outcomes:

- Creating a broader understanding for students, faculty and staff of the essential learning goals at Pacific;
- Creating a more coherent educational experience for students since schools and divisions could align with these objectives;
- Giving schools and divisions the opportunity to highlight how their learning goals are central to a Pacific education;
- Making it possible for Pacific to assess learning at the university level in order to improve teaching and learning; and
- Clarifying the “Pacific Brand” and facilitating more effective marketing around that brand.
It is important to note both the scope and limits of a set of university-wide learning objectives and outcomes. Any set of objectives and outcomes adopted at the institutional level will not be exhaustive. Schools, programs, and divisions will maintain objectives and outcomes that are either unique to the school, program, or division and thus beyond the scope of the institutional objectives and outcomes, or they may operationalize the institutional objectives or outcomes in specific ways. Further, schools, programs, and divisions of the university do not necessarily bear equal responsibility to promote each of the objectives and outcomes.

A dental school professor and the assistant dean and director of general education chaired Essay Team Three. This charge to the team was three-fold:

- to develop a proposal for university-wide learning objectives and outcomes that would apply to all Pacific graduates of all programs,
- to develop rubrics indicating levels of development for the outcomes, and
- to develop measure, metrics, and methods to assess student progress.

Significantly, the university decided not to develop separate sets of institutional learning objectives and outcomes for its undergraduate programs, graduate programs, and first professional programs. The judgment at the time the institutional proposal was drafted was that a strong university mission based on common values and aspirations made a single set of institutional objectives and outcomes appropriate and desirable. The team included faculty representatives from each academic unit except Pacific McGeorge School of Law, which designated a faculty member to serve as a liaison with the team, assessment specialists from the academic and student life divisions, and a Student Life staff member. The team crafted a preliminary set of learning objectives and outcomes building on several foundational elements, including the university’s mission statement, Pacific Rising, existing and aspirational curricular and co-curricular practices and experiences, and external standards such as the Association of American Colleges and University’s Liberal Education and America’s Promise (LEAP) report.

The team undertook an exhaustive set of consultations across the university community. Over a five-month period, the team held over two dozen meetings with university faculty leadership, faculty in each of the academic units, academic deans, student government representatives, regents, and the university WASC Steering Committee. As a result of this consultative process, Essay Team Three developed a proposed set of university-wide learning objectives and outcomes. The proposed student learning objectives and their associated outcomes were endorsed by each academic unit and the Division of Student Life. The Academic Council unanimously adopted the following objectives and outcomes at its November 2009 meeting.
4.2 University Learning Objectives and Outcomes

These objectives and their associated proposed outcomes are found in Table One below. The distinctive quality of a Pacific education will be enhanced by the adoption and implementation of institutional student learning objectives and outcomes. Pacific, however, aspires to distinctive excellence not just in its set of objectives but also in the manner in which those objectives are realized. Pacific’s core and aspirational values detailed in Pacific Rising make this clear. Pacific’s passion for teaching and learning embraces both objectives, e.g. responsible leadership, and approaches, e.g. relationship-based learning. The elements of distinctiveness discussed above also demonstrate Pacific’s ambition to an unusual level of excellence both in terms of attaining certain objectives (leadership, international and intercultural learning) and in pursuing certain approaches to learning (experiential learning, global and cross cultural education, and innovation). Pacific holds certain approaches to teaching and learning as valuable in themselves. Pacific’s distinctiveness depends on the strength of the blend of objectives, outcomes, and approaches that define the university’s educational experience.

Table One. University of the Pacific Student Learning Objectives and Outcomes.

<table>
<thead>
<tr>
<th>Major Field Competence</th>
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<tr>
<td>1. Articulate the essential concepts and methodologies in a major field of study or work.</td>
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<tr>
<td>2. Demonstrate competence in a major field of study as defined by that program’s outcomes or competencies.</td>
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<tr>
<th>Critical &amp; Creative Thinking</th>
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<tbody>
<tr>
<td>1. Apply reasoning and evidence to judge and support claims.</td>
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<tr>
<td>2. Effectively analyze, integrate, and evaluate information.</td>
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<tr>
<td>3. Construct well-reasoned arguments and solutions.</td>
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<tr>
<td>4. Create novel approaches in a variety of contexts.</td>
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<th>Communication</th>
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<tr>
<td>1. Prepare and deliver effective forms of communication.</td>
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<tr>
<td>2. Adapt communication style to the occasion, task, and audience.</td>
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<tr>
<td>3. Select and use appropriate communication technologies.</td>
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<th>Collaboration &amp; Leadership</th>
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<tbody>
<tr>
<td>1. Work cooperatively with others toward a common goal.</td>
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<td>2. Demonstrate effective social interaction skills appropriate to the occasion, task, and audience.</td>
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<td>3. Influence others ethically toward achievement of a common goal to effect positive change.</td>
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<td>4. Demonstrate accountability for one’s decisions and actions.</td>
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<td>3. Explain the interdependence of nations and peoples.</td>
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<td>4. Defend ethical positions with reason and consider alternative courses of action.</td>
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4.3 Developing Metrics, Measures, and Rubrics and Pacific’s Capacity for Assessment

As a result of its consultations across the university and its own deliberations, Essay Team Three concluded that the development of rubrics, metrics, measures, and methods to assess student development should logically follow the formal adoption of a set of objectives and outcomes. The team also concluded that it lacked the technical expertise and representative legitimacy to develop rubrics, metrics, measures and methods to implement the set of university-wide learning objectives and outcomes that are ultimately adopted. Moreover, the university does not yet have sufficient structures, processes, and resources to implement and, thus, make effective university objectives and outcomes. In particular, the absence of a university-level faculty committee with responsibility for determining policy about assessment compromises the capacity to implement the proposed objectives and outcomes. The lack of a faculty committee with assessment responsibility may also contribute to residual faculty skepticism about assessment. While the number of faculty embracing learning assessment as useful for pedagogical and curricular improvement is growing, many faculty view assessment work as an uncompensated addition to their responsibilities and not as an essential feature of teaching and learning. During Team Three’s vetting sessions many faculty members expressed the belief that assessment work is not valued in personnel decisions. This suggests, at least, that renewed leadership is needed to promote a culture more committed to assessment work.

Pacific has begun to address these concerns. As discussed above, the university is taking a number of steps to enhance its assessment capacity. New leadership in a Director of Assessment position is intended both to provide greater technical expertise but also to promote a more favorable faculty climate for assessment efforts. A new faculty committee on teaching and learning, which would have responsibility for deciding policy about various aspects of the university’s assessment efforts, including assessment of university-wide learning outcomes, will create needed capacities for decision making about rubrics, metrics, measures, and methods. It will also create a greater sense of faculty ownership of learning assessment. Substantial work remains to be done in order to implement a university-wide set of student learning objectives and outcomes. However, developments underway demonstrate that Pacific is serious about doing so.
5.1 Integrated and Dynamic Strategic Planning

Pacific Rising signaled a more highly integrated planning approach for University of the Pacific. The resulting strategic planning framework is intended to be dynamically sustained through 2015. The six Commitments will be relatively stable, yet the 20 Strategic Direction statements are periodically reviewed and amended to respond to the changing environment and in the university’s progress in pursuing its strategies. The accompanying Strategic Action Plan outlines goals, tactics, and actions for each of the twenty Strategic Directions. The SAP shows a high degree of change. Each October, the Board of Regents receives a report about the university’s progress in carrying out the actions and achieving the goals of the SAP. Review of the SAP aligns with the annual planning and budget cycle, as strategy for the coming two years is compared to resources expected to be available based on enrollment changes and other revenue sources. As a mark of highly integrated planning, these tactics and actions find their source in the plans of the units and divisions of the university. The units align their strategic and tactical plans as they accomplish the strategies outlined in this plan. Through annual planning, assessment, and program planning (review), the units note accomplishments and propose new university goals. Collaborative strategies are proposed by the university planning bodies and are assigned across units and divisions. The SAP includes metrics and milestones and identify accountable individuals and groups.

The entire process of the Capacity and Preparatory Review provided a deep assessment of the university’s strategic progress and revealed several notable recommendations important to bolster success. These have been integrated into the actions of the SAP and have informed strategy and the allocation of resources. Specifically ten new actions were added in direct response to the work of the CPR essay teams (see the details in Appendix C). The university is aligning resources to support the execution of these actions. The opportunity to explore our purposes and goals in relation to our resources, structures, processes, and policies has been rewarding and fruitful.

5.2 Capacity to Undertake the Educational Effectiveness Review

University of the Pacific is prepared and excited to undertake the Education Effectiveness Review. By the time of the team visit in March 2010, five essay teams will have been formed, chairs selected, and preparations will be underway to deeply explore the themes of distinctiveness and institutional student learning. The CPR has allowed Pacific to focus on specific topics relevant to its preparation for a successful Educational Effectiveness Review.

The focus of the EER will include student learning as evidence of educational achievement, as well as reflections on institutional learning, observed through actions for improving review processes and performance. The first essay of the EER, “Effectiveness in Distinctiveness”, will further explore the five points of distinction reviewed in the CPR: experiential
26 learning; leadership development; innovation; intercultural competence and programs; and professional programs, graduate programs, centers and institutes. The essay will be structured around the following primary inquiries.

1. How and to what extent has progress on the identified distinctive programs set Pacific apart? How have they maintained quality (with special attention to graduate programs) along with uncommonness?

2. To what degree have these initiatives been successful? What evidence exists that these programs have elevated institutional distinctiveness? What further investments are required to sustain success?

3. How has investment in these distinctive programs enhanced faculty and staff development and student learning?

University of the Pacific chose an important and momentous task for the WASC reviews, establishing institutional student learning outcomes. Much progress was made during the CPR (the outcomes were endorsed through shared governance in November 2009) yet the big questions remain those of student success in these selected areas. The project developed organically and the institution learned much from the work. The second essay of the EER, “Effectiveness in Student Learning”, will explore the degree to which Pacific is integrating institutional learning outcomes and the impact this is having on student success and learning. The essay will be structured around the following primary inquiries.

1. At each level of the institution, undergraduate, graduate, and professional, develop rubrics to define multiple levels of development that includes descriptions of student behaviors and competencies. How have/will they be implemented and measured? Address the impact on the co-curriculum, the First Year Experience, and General Education.

2. How have selected university-wide student learning outcomes been integrated into the teaching and learning environment, programs, and curricula of the university?

3. How have these outcomes changed teaching and learning, administrative and planning systems, and service delivery to improve educational effectiveness? What has been learned from assessing these outcomes for all Pacific graduates?

Three additional less lengthy essays will be written to address WASC requirements for a total of five EER essays:

- Systems for Enhancing Educational Effectiveness and Student Learning
- Student Success
- Program Planning (Review) and Improvement

There will be five EER Essay teams each with a single chair, and along with the Data and Assessment team chair and Self-Review chair, the Core Steering Committee will be comprised of seven individuals. The Steering Committee will remain in place through the EER.
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Appendix G  Report on Substantive Change Related Issues  6.1  Endowment Values and Performance
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Standard 1: Defining Institutional Purposes and Ensuring Educational Objectives

The institution defines its purposes and establishes educational objectives aligned with its purposes and character. It has a clear and conscious sense of its essential values and character, its distinctive elements, its place in the higher education community, and its relationship to society at large. Through its purposes and educational objectives, the institution dedicates itself to higher learning, the search for truth, and the dissemination of knowledge. The institution functions with integrity and autonomy.

1.1 The institution’s formally approved statements of purpose and operational practices are appropriate for an institution of higher education and clearly define its essential values and character.

With statements of purpose dating back to 1851, Pacific is the first chartered institution in California. A strong and clear pioneering mission has been consistently pursued from its inception. A formal comprehensive strategic planning process began in 1996. Beginning in 2005, Pacific renewed the articulation of its core and aspirational values and built six strong commitments for the future. Today, Pacific operates in strong alignment with its core values and character. Careful attention is paid to the mission-centric comprehensive planning process called Pacific Rising under which all academic and administrative departments conduct planning, review resource allocations, build the annual budget assumptions, and submit proposals for new initiatives. The Board of Regents reviews Pacific Rising planning results annually.

1.2 Educational objectives are clearly recognized throughout the institution and are consistent with stated purposes. The institution develops indicators for the achievement of its purposes and educational objectives at the institutional, program, and course levels. The institution has a system of measuring student achievement, in terms of retention, completion, and student learning. The institution makes public data on student achievement at the institutional and degree level, in a manner determined by the institution.

Pacific has a strong educational mission and shared values that form a unique and potent basis for common educational objectives. Institutional values and strategic directions are defined and described in the Pacific Rising planning document that establishes the parameters for annual and long-range planning. The Office of Institutional Research, in partnership with Student Life and a retention planning committee with representatives from each school, provides detailed analysis on student success that forms the basis of university goals and initiatives to retain students to graduation and help them meet their academic and personal aspirations. The Office of Institutional Research also administers a yearly assessment of important national instruments and conducts periodic assessments and special studies on relevant learning topics that are analyzed and discussed in multiple venues on campus.

Public student achievement data, such as licensure rates and placement rates, are available on University websites.

1.3 The institution’s leadership creates and sustains a leadership system at all levels that is marked by high performance, appropriate responsibility and accountability.

Leadership is a fundamental competency at Pacific. Within the institution, leadership is shared broadly. Administration and management sets performance standards and measures achievement on a frequent (at least annual) basis. Critical information, for example the President’s Annual Financial Report, is shared publicly. Each year, the president under advisement from the Cabinet establishes annual goals based on Pacific Rising; the vice presidents then establish aligned annual goals that guide academic deans and administrators’ goals. The President is annually reviewed by the Regents, the vice presidents are reviewed annually by the President, and deans and directors are annually reviewed by the vice presidents. Evaluations are conducted at the end of each year to evaluate the achievement of these goals and determine new goals for the succeeding year. The university amply funds on-campus and profession-based development to help sustain and enhance leadership skills.
A2 University of the Pacific Capacity and Preparatory Review

1.4 The institution publicly states its commitment to academic freedom for faculty, staff, and students, and acts accordingly. This commitment affirms that those in the academy are free to share their convictions and responsible conclusions with their colleagues and students in their teaching and in their writing.

Clear statements and policies on academic freedom are given in the Faculty Handbook. The community fully embraces these concepts.

1.5 Consistent with its purposes and character, the institution demonstrates an appropriate response to the increasing diversity in society through its policies, its educational and co-curricular programs, and its administrative and organizational practices.

Pacific’s commitment to diversity is deeply embedded in the programs and practices of the institution. The university employs diversity guidelines for staff hiring and has established a formal non-discrimination policy. Recently, a series of diversity town hall meetings and retreats resulted in the adoption of a Statement of Diversity and Inclusion and a University Diversity Committee supports related activities and policies. The university has a full-time diversity officer, the Assistant Provost for Diversity, who works closely with the Student Life Division’s Assistant Vice President for Diversity and Community Engagement. There is a diversity requirement for the undergraduate curriculum and faculty are offered a week long diversity seminar on Power Privilege and Difference.

The University Diversity Committee is currently finalizing a Diversity Scorecard that provides goals, objectives, indicators, targets, and assigned responsibility for access, equity and success for faculty, staff, and students; diversity in the curriculum and co-curriculum; and campus climate. Examples of robust diversity programs include a Bias Response Team, active multicultural student groups and activities, “Safe Zone” training, and opportunities for intercultural dialogue such as Visions, residential learning communities, and PICCT.

1.6 Even when supported by or affiliated with political, corporate, or religious organizations, the institution has education as its primary purpose and operates as an academic institution with appropriate autonomy.

While Pacific has historical connections to the Methodist church, those formal ties ended in the 1960s; since then Pacific has operated as an autonomous institution. The primary mission of the university is educational and the university operates under the guidance of an independent, self-perpetuating Board of Regents.

1.7 The institution truthfully represents its academic goals, programs, and services to students and to the larger public; demonstrates that its academic programs can be completed in a timely fashion; and treats students fairly and equitably through established policies and procedures addressing student conduct, grievances, human subjects in research, and refunds.

Institutional and program mission and strategy is fully evident in all that Pacific does. Statements of goals and services are found on the university’s public website as well as documented evidence of goal achievement and related success indicators. Policies for staff, faculty, and student conduct are equally available and processes exist to ensure that issues of conduct, grievance, human subjects research and sound business practice are addressed in a timely and effective manner. Student code of conduct and judicial procedures are published in the Tiger Lore, available in print, on the website, and distributed to each student at Orientation. The university maintains an IRB procedure published in the Faculty Handbook and on the website.

1.8 The institution exhibits integrity in its operations, as demonstrated by the implementation of appropriate policies, sound business practices, timely and fair responses to complaints and grievances, and regular evaluation of its performance in these areas.

Institutional practices and policies ensure a high degree of integrity. Assessment, feedback, evaluation, and audit practices are employed to address both compliance and performance issues as well as quality and integrity standards. The University has a three-position Office of Internal Audit which reports to the Board of Regents through its audit committee. The Office of Human Resources publicizes university policies and procedures, including grievance procedures. A fraud hotline was established in 2008.

1.9 The institution is committed to honest and open communication with the Accrediting Commission, to undertaking the accreditation review process with seriousness and candor, to informing the Commission promptly of any matter that could materially affect the accreditation status of the institution, and to abiding by Commission policies and procedures, including all substantive change policies.

Pacific enjoys productive and open dialog with the Accrediting Commission. All policies are adhered to and deadlines met. Beyond that, the relationship results in significant institutional strengthening as Pacific uses the self-review and substantive change processes to regularly review and improve institutional functioning and enhance student learning.
Standard 2: Achieving Educational Objectives Through Core Functions

The institution achieves its institutional purposes and attains its educational objectives through the core functions of teaching and learning, scholarship and creative activity, and support for student learning and success. It demonstrates that these core functions are performed effectively and that they support one another in the institution’s efforts to attain educational effectiveness.

2.1 The institution’s educational programs are appropriate in content, standards, and nomenclature for the degree level awarded, regardless of mode of delivery, and are staffed by sufficient numbers of faculty qualified for the type and level of curriculum offered.

Each academic program at Pacific is reviewed periodically and annually to assure quality and appropriateness. Program review criteria span the areas of teaching and learning, program distinctiveness and quality, outcomes and assessment, scholarship, service, program demand, administration, and alumni and external relations. There are currently 27 program accreditations that additionally serve to assure quality in curricula and content, faculty teaching and scholarship, professional standards, and related matters.

2.2 All degrees—undergraduate and graduate—awarded by the institution are clearly defined in terms of entry level requirements and levels of student achievement necessary for graduation that represent more than simply an accumulation of courses or credits.

University catalogs, websites and course syllabi provide information on degree requirements for undergraduate, graduate, and Law, Dental, and Pharmacy professional programs as well as General Education requirements. Faculty or paraprofessional advisers aid students in course selections to meet requirements. In addition, the Banner Curriculum, Advising, and Program Planning module allows for tracking and reporting on students progress towards meeting degree requirements for each program and online access exists for faculty and students.

2.3 The institution’s student learning outcomes and expectations for student attainment are clearly stated at the course, program and, as appropriate, institutional level. These outcomes and expectations are reflected in academic programs and policies, curriculum, advisement, library and information resources, and the wider learning environment.

Institutional learning outcomes have been adopted as part of the CPR review. Course outcomes are provided through syllabus. Student Life has learning outcomes expressed for each department. Assessment in the Division of Student Life is led by the Director of Assessment and Student Development Services. Many programs have learning outcomes which reflect one of the many accrediting bodies (e.g. ABET, NCATE). The few programs that do not have fully formed program level learning outcomes are in the initial developmental stages of building assessment programs.

2.4 The institution’s expectations for learning and student attainment are developed and widely shared among its members, including faculty, students, staff, and where appropriate, external stakeholders. The institution’s faculty takes collective responsibility for establishing, reviewing, fostering, and demonstrating the attainment of these expectations.

Pacific has a long tradition of both academic excellence and rigor. Program by program and in general education, faculty are engaged in promoting and sharing the expected outcomes and success of graduates. Recent requirements now ask that all programs show a process for documenting these learning outcome statements as well as evidence for attainment by students. An ePortfolio system of assessment has been adopted but not fully implemented for general education objectives. The new Program Planning (program review) process links learning assessment to program planning, evaluation, and improvement under the oversight of faculty Academic Affairs and Graduate Studies committees.

2.5 The institution’s academic programs actively involve students in learning, challenge them to meet high expectations, and provide them with appropriate and ongoing feedback about their performance and how it can be improved.

Pacific’s core values give evidence of its commitment to engagement. High-impact teaching practices are used extensively and intensively. Student feedback is a high priority of a strong teaching faculty at all program levels. The University is well on its way to achieving 100% participation in experiential learning, a hallmark of Pacific. Honor programs exist in virtually all academic disciplines that have national honor societies. The self-review narrative provides evidence of high academic expectations and assessment to improve learning.
2.6 The institution demonstrates that its graduates consistently achieve its stated levels of attainment and ensures that its expectations for student learning are embedded in the standards that faculty use to evaluate student work.

Across its three programmatic levels—undergraduate, graduate, and professional—Pacific’s graduates show high degrees of success in their post-graduate pursuits. The faculty handbook requires that all course syllabi articulate specific learning objectives. Courses approved for general education or receiving other special designations, e.g. courses that meet the university diversity requirement, must appropriately align their course-level learning objectives. Licensure rates are high—certainly exceeding national norms—for all programs that require licensure exams.

2.7 All programs offered by the institution are subject to systematic program review. The program review process includes analyses of the achievement of the program’s learning objectives and outcomes, program retention and completion, and, where appropriate, results of licensing examinations and placement, and evidence from external constituencies such as employers and professional organizations.

All academic and most administrative units undergo program review at least once every ten years. The program review process is a self-study by the unit where goals and evidence are reviewed and recommendations made. Evidence may include student learning outcomes, retention, assessment information, and other qualitative and quantitative metrics. Program review requires an external reviewer as well which may be an external accrediting body in some cases. Results of licensure exams and placement rates are reported annually and surveys of employers and professional organizations are conducted at least for every program review.

Each of the 17 departments in Student Life undergo program review every 7 years. Self-studies written by each department, results of team reviews, and department action plans are posted on the Student Life website to ensure transparency and public accountability.

2.8 The institution actively values and promotes scholarship, creative activity, and curricular and instructional innovation, as well as their dissemination at levels and of the kinds appropriate to the institution’s purposes and character.

Requirements for promotion or tenure include a continued record of high quality scholarly or artistic achievements in the field of academic appointment and substantial contributions and leadership in university and/or professional service. Innovation grants are awarded that would allow for new and creative instructional techniques or programs at Pacific. Innovation is included in staff and administrative annual reviews.

2.9 The institution recognizes and promotes appropriate linkages among scholarship, teaching, student learning and service.

Teaching and learning, scholarly and artistic activities, and professional service form the basis for faculty development and evaluation. Given the wide variety of programs (undergraduate, graduate, and professional) at Pacific and the range of appropriate balance among these three areas across disciplines and programs, each academic unit is required to provide specific guidance for the optimal linkage in their discipline. The Faculty Handbook recognizes the value of achievement in the Scholarship of Teaching and Learning.

The Faculty Center for Teaching and Learning provides multiple opportunities for faculty to improve and innovate instruction and collaborate in the scholarship of teaching and learning.

2.10 The institution collects and analyzes student data, disaggregated by demographic categories and areas of study. It tracks achievement, satisfaction, and campus climate to support student success. The institution regularly identifies the characteristics of its students and assesses their preparation, needs, and experiences.

Student information, satisfaction, campus climate, and other measures of students’ success are systematically collected and reported at Pacific. To support this effort the Office of Institutional Research maintains a data
repository with data from the Banner system, national assessment instruments, and other organizations such as IPEDS, HEDS, and the National Student Clearing House. Information, analysis and reports are posted on the IR website or distributed to campus leadership for discussion. Students are also assessed prior to admission to Pacific and tested prior to orientation on math, reading, and writing skills. Some programs (Dentistry, Pharmacy, Conservatory, Powell Scholars, and Pacific Legal Scholars) conduct auditions or interviews as part of the admissions process.

2.11 Consistent with its purposes, the institution develops and assesses its co-curricular programs.

The Division of Student Life has developed student learning outcomes for each of its 17 departments. A director of assessment and student development services helps oversee development and analysis of outcomes for the division. Programs in the Division of Student Life undergo program review every 7 years. Signature programs that have received national recognition include the First Year Experience program and Leadership programs.

2.12 The institution ensures that all students understand the requirements of their academic programs and receive timely, useful, and regular information and advising about relevant academic requirements.

Students are provided information on academic and other requirements through the process of admission, with faculty and peer advisers, and other publications such the academic calendar and general catalog. The university has implemented CAPP (Curriculum Advising and Program Planning) an online degree audit system integrated with registrar’s information systems that provides a constantly updated evaluation of students’ progress to degree and remaining academic requirements. Other recently implemented programs provide improved information about the articulation of courses accepted from other institutions.

2.13 Student support services, including financial aid, registration, advising, career counseling, computer labs, and library and information services, are designed to meet the needs of the specific types of students that the institution serves and the curricula it offers.

Offices to provide registrar, financial aid, admissions, and related services exist on all campuses to support students. Support services are regularly reviewed to optimize their effectiveness in meeting students’ needs. Each campus has its own library facilities to support students. Career counseling is provided by the Career Resource Center for current students and alumni.

2.14 Institutions that serve transfer students provide clear and accurate information about transfer requirements, ensure equitable treatment for such students with respect to academic policies, and ensure that such students are not unduly disadvantaged by transfer requirements.

Transfer students receive information on admissions requirements and articulation agreements prior to enrolling at Pacific. Recent improvements in registrar’s systems have introduced a consistent system for determining the articulation of transferred courses with Pacific courses and requirements. Detailed information about articulation is available online prior to matriculation. Transfer students receive CAPP analyses at orientation to indicate remaining requirements.
Standard 3: Developing and Applying Resources and Organizational Structures to Ensure Sustainability

The institution sustains its operations and supports the achievement of its educational objectives through its investment in human, physical, fiscal, and information resources and through an appropriate and effective set of organizational and decision-making structures. These key resources and organizational structures promote the achievement of institutional purposes and educational objectives and create a high quality environment for learning.

3.1 The institution employs personnel sufficient in number and professional qualifications to maintain its operations and support its academic programs, consistent with its institutional and educational objectives.

Pacific employs over 1000 full time and 300 part time staff, of which about 45% serve in a professional or managerial role. Ratio analysis by position type and functional area suggest that Pacific has at least minimum staffing in all areas and stronger staffing in most as compared to national benchmarks.

3.2 The institution demonstrates that it employs a faculty with substantial and continuing commitment to the institution. The faculty is sufficient in number, professional qualifications, and diversity to achieve the institution’s educational objectives, to establish and oversee academic policies, and to ensure the integrity and continuity of its academic programs wherever and however delivered.

Over 700 instructional faculty teach at Pacific. Over half of the faculty are full time of which nearly 90% have a have doctorate or other terminal degree. 75% of the faculty teaching undergraduates are full time. Most part time faculty are in the Law and Dental programs where Dentists, Judges, or Lawyers teach as adjuncts. Minority and international faculty have increased from 13% to 26% over the last eight years while females represent almost 42% of the faculty, up from 33% over the same eight years. Faculty qualifications are regularly reviewed. Through vibrant systems of shared governance faculty at every level safeguard the integrity and continuity of academic programs.

3.3 Faculty and staff recruitment, orientation, workload, incentive, and evaluation practices are aligned with institutional purposes and educational objectives. Evaluation processes are systematic, include appropriate peer review, and, for instructional faculty and other teaching staff, involve consideration of evidence of teaching effectiveness, including student evaluations of instruction.

Clear guidelines in the Faculty Handbook, especially in Chapter 7, exist for faculty that ensure processes and policies related to recruitment, incentives, and evaluation are effective, fair, and promote institutional purposes. Resources ensures that overall practices are aligned with institutional purposes. Student course evaluations of every teaching faculty member are conducted and reported every term. The results of the CPR inquires have suggested that the university’s high expectations for itself may be stretching its human capital and resources. Pacific has committed to further examine expectations for faculty, staff, and administrative roles—ways it can systematically identify opportunities to leverage synergies among people and programs; modified reward structures; modified support and resources; and specific evaluation instruments—all to ensure that expectations and incentives align with university values and priorities. Faculty evaluation guidelines require that evaluation of teaching effectiveness is the primary criterion for review.

3.4 The institution maintains appropriate and sufficiently supported faculty and staff development activities designed to improve teaching and learning, consistent with its institutional objectives.

A Center for Teaching and Learning was developed in 2007 to help support faculty teaching and scholarship activities. The center employs three full time staff including an assistant provost with two support staff. Faculty have a variety of resources to choose from including classroom observations, review of teaching materials, peer to peer pairings, speakers, workshops, seminars and other support for faculty.

Faculty present at professional organizations and can work with the Office of Sponsored Programs to obtain grants for research. A liberal faculty development leave program allows most tenured faculty to take a semester of paid leave on a regular basis.

All directors and assistant and associate directors in the Division of Student Life participate in professional development training sessions on selected, prioritized topics every other week during the fall and spring semesters. Residential life staff receive a formal program of professional development and all division employees also participate in regularly scheduled development sessions, such as LeadershipU.

The Office of Human Resources offers staff training and development through a full time training position. Staff can enroll in one of many development workshops, new staff orientation, health, safety, and other training opportunities. Business technology training is also offered by a separate full time position where staff can learn more about Banner, Microsoft, and other technologies needed to work at Pacific.
3.5 The institution has a history of financial stability, unqualified independent financial audits and resources sufficient to ensure long-term viability. Resources are aligned with educational purposes and objectives. If an institution has an accumulated deficit, it has realistic plans to eliminate that deficit. Resource planning and development include realistic budgeting, enrollment management, and diversification of revenue sources.

Pacific projects an increase of ten million dollars in tuition revenue in the next fiscal year. Moody’s Investment Services rated Pacific bond status at A2 or stable outlook. Pacific spends approximately 41% of expenditures on instruction and 8% on academic services and 6% on student support. The Institutional Priorities Committee oversees all budget related planning and requests to the President. The committee is composed of each Vice President, Deans, and faculty, staff, student, and administrator representatives. Pacific has achieved year-end budget surpluses annually for the last 15 years. Enrollment management is directly monitored by the President and the Cabinet.

3.6 The institution holds, or provides access to, information resources sufficient in scope, quality, currency, and kind to support its academic offerings and the scholarship of its members. These information resources, services and facilities are consistent with the institution's educational objectives and are aligned with student learning outcomes. For both on-campus students and students enrolled at a distance, physical and information resources, services, and information technology facilities are sufficient in scope and kind to support and maintain the level and kind of education offered.

In 2009 a new “lights out” data center was built to hold all university servers. The data center provides a stable and secure environment for university computing resources. The Office of Information Technology supports IT needs for the university. A 2006 external panel review found that in general IT infrastructure, budgets and staff, and IT integration in instruction met benchmarks for comparable institutions. The central IT office was recently moved to an off-site facility to provide more room for growth in office staff. The Sacramento and San Francisco campuses also have local IT support staff.

Library faculty serve on most university committees and participate in curricular design and review decisions. All changes to curriculum require library review to ensure that library resources are sufficient and appropriate to support proposed changes. A program review of the University Library concluded in 2009 suggested that the university develop a multi-year budget plan to achieve appropriate funding levels. The university broke ground in September 2009 for a $10 million expansion of the law school library.

3.7 The institution’s information technology resources are sufficiently coordinated and supported to fulfill its educational purposes and to provide key academic and administrative functions.

Information technology at Pacific is guided by an Information Strategy and Policy Committee, which works with the Chief Information Officer and the Office of Information Technology to coordinate and support key academic and administrative functions. This committee is composed of IT staff and other administrators responsible for IT planning and budget decisions. Pacific will undertake a full review of the planning model for information technology and develop an IT planning system that includes an IT plan, a funding model, and an assessment framework.

3.8 The institution’s organizational structures and decision-making processes are clear and consistent with its purposes, support effective decision making, and place priority on sustaining effective academic programs.

Organizationally, Pacific has a President and Academic, Financial, Student Life, Advancement, and External Relations divisions. Each division is overseen by the President, Provost, or Vice President each with administrative and support staff. Pacific Rising was developed in 2005 by faculty and administrators and approved by the Board and contains university values, commitments, and aspirations to 2015. A Strategic Action Plan, reviewed by the Institutional Priorities Committee, creates and tracks actions associated with the strategies.

3.9 The institution has an independent governing board or similar authority that, consistent with its legal and fiduciary authority, exercises appropriate oversight over institutional integrity, policies, and ongoing operations, including hiring and evaluating the chief executive officer.

The Board of Regents has oversight as an independent governing board at Pacific. The President is hired by the Board and reports to the Board, which annually reviews her performance. The Board is composed of 28 regents and meets three times a year. Regents serve three year terms, with a limit of three consecutive terms. The Regents organize themselves in committees specializing in academic affairs, student life, finance, investments, advancement, facilities, and university audits.
3.10 The institution has a **full-time chief executive officer**. The institution also has a **chief financial officer** whose primary or full-time responsibility is to the institution. In addition, the institution has a sufficient number of other qualified administrators to provide effective educational leadership and management.

The President of the University is a full-time chief executive officer. Pacific employs a full time Provost who oversees associate and assistant provosts and each academic dean. A full time Vice President of Finance serves as chief financial officer and oversees the financial operations and integrity of the university. Other cabinet-level administrative officers are a Vice President for Student Life, a Vice President for Development, and a Vice President for External Relations.

3.11 The institution’s faculty exercises effective academic leadership and acts consistently to ensure both academic quality and the appropriate maintenance of the institution’s educational purposes and character.

Pacific has a shared governance model between faculty and administrators. Faculty exercise their role in shared governance through an Academic Council representing each academic unit and a system of committees reporting to the Council. Members are elected and serve a three year term. Academic Council develops policies and makes recommendations related to curriculum and teaching. The Chair of Academic Council is also Chair of the University Faculty and serves as the faculty’s representative to the university administration and governing board. The Faculty Handbook requires each academic unit to elect a chair of the faculty and to maintain an appropriate system of shared governance.
4.1 The institution periodically engages its multiple constituencies, including faculty, in institutional reflection and planning processes which assess its strategic position, articulate priorities, examine the alignment of its purposes, core functions and resources, and define the future direction of the institution. The institution monitors the effectiveness of its plans and planning processes, and revises them as appropriate.

At Pacific, strategic planning is a broadly inclusive and deeply engaged process. The development of Pacific Rising employed a widely participatory process that put institutional values at the core of institutional strategy. The resulting planning system includes a dynamic plan that is reviewed and updated annually. Beyond that, yet linked to the strategic plan, are the specific planning processes such as master planning, academic planning, program planning, facilities planning, technology planning, and unit and special planning. The WASC review itself has been used as a vehicle to monitor the effectiveness of the current plan.

4.2 Planning processes at the institution define and, to the extent possible, align academic, personnel, fiscal, physical, and technological needs with the strategic objectives and priorities of the institution.

Strategic and mission alignment is a continual process. At the core of this linkage is the Institutional Priorities Committee where all planning and budgeting processes converge. This design allows for a strong alignment of needs and goals with investments and budgets. All planning and budget requests are integrated with the six Commitments and 20 Strategic Directions of Pacific Rising.

4.3 Planning processes are informed by appropriately defined and analyzed quantitative and qualitative data, and include consideration of evidence of educational effectiveness, including student learning.

Planning processes and committees are data driven. The integrated nature of planning and institutional research serves to provide decision making and planning bodies with relevant qualitative and quantitative data through both regular reports and processes and special ad hoc analysis on relevant topics. As Pacific expands its capacities in assessing student learning and integrating outcomes with programming planning processes, the ability of plans and budgets to be informed by data and evidence of educational effectiveness will progress even further.

4.4 The institution employs a deliberate set of quality assurance processes at each level of institutional functioning, including new curriculum and program approval processes, periodic program review, ongoing evaluation, and data collection. These processes include assessing effectiveness, tracking results over time, using comparative data from external sources, and improving structures, processes, curricula, and pedagogy.

Quality assurance processes are built into the functional structure of planning process, committee work, and management activities. Faculty participate through a shared governance system that provides for the exercise of the faculty’s primary role in academic decisions, its participatory role in joint decisions, and its advisory role on other general university matters. Process for curricular and program review and management have been long standing while more recent advances in data management, benchmarking and peer analysis, and decision support have created enhancements.

4.5 The institution has institutional research capacity consistent with its purposes and objectives. Institutional research addresses strategic data needs, is disseminated in a timely manner, and is incorporated in institutional review and decision-making processes. Included in the institutional research function is the collection of appropriate data to support the assessment of student learning. Periodic reviews are conducted to ensure the effectiveness of the research function and the suitability and usefulness of data.

Over the last 10 years, Pacific has invested in an institutional research office that now stands as a national model. Employing powerful database and reporting technologies, the office maintains a steady flow of data and information with focus on creating knowledge and supporting decision making. Institutional research is strongly aligned with planning and significant data feed program review processes. More recently, Pacific expanded the role of institutional research in assessment by employing a
core and peripheral instrumentation strategy for all undergraduate students.

4.6 Leadership at all levels is committed to improvement based on the results of the inquiry, evaluation and assessment that is used throughout the institution. The faculty takes responsibility for evaluating the effectiveness of the teaching and learning process and uses the results for improvement. Assessments of the campus environment in support of academic and co-curricular objectives are also undertaken and used, and are incorporated into institutional planning.

Pacific has a strong culture of data driven decision making. As the university expands its capacities to assess student learning, more information is used to guide strategy and investments. The evaluation of student learning rests squarely in the hands of the faculty with support from staff and administration. The periodic and annual program planning processes help to ensure that support services and co-curricular objectives are incorporated into planning and budgeting systems.

4.7 The institution, with significant faculty involvement, engages in ongoing inquiry into the processes of teaching and learning, as well as the conditions and practices that promote the kinds and levels of learning intended by the institution. The outcomes of such inquiries are applied to the design of curricula, the design and practice of pedagogy, and to the improvement of evaluation means and methodology.

Pacific has a strong history of high quality teaching and learning and faculty engagement. A core value of relationship-based learning is given, "we foster meaningful relationships through close interaction among learners and teachers to create powerful learning". With the recent enhancement of the Center for Teaching and Learning, Pacific is reaching further to assure deep engagement and the design and advancement of curricula and pedagogy.

4.8 Appropriate stakeholders, including alumni, employers, practitioners, and others defined by the institution, are regularly involved in the assessment of educational programs.

Pacific employs a wide variety of advisory boards and associations that include a broad range of stakeholders including alumni. These group engage in planning processes, related activities, and provide council and support for educational programming.
This report is a study on student success at Pacific with focus on retention and graduation by student type and program. There was inquiry on capacities, evidence, and conclusions. The capacity review details departments and individuals at Pacific that support student success. The evidence details persistence, graduation, and goal attainment over time by degree type and student type. The conclusion gives goals, benchmarks, gaps, and observations. Supporting data are referenced in the appendices. The following questions from WASC guided this essay:

1. How does the institution’s mission affect its goals for student success?
2. How are goals for student success established and reviewed?
3. What do data on student attrition and retention show for various groups of students, including different demographic groups, degree levels, and majors?
4. What do data show about graduation rates and time to completion?
5. Are the data collected complete and accurate enough to make an informed analysis?
6. Have goals for student success been established?
7. Are benchmark data for comparable institutions available?
8. How is the institution doing in meeting its own expectations and in comparison to other like institutions?
9. Are retention and graduation rates “good enough”? If not, what next steps will be taken to develop plans to address student success?

Evidence of Success

There are multiple retention reports updated by the Institutional Research office yearly and some reports that are conducted ad hoc in coordination with other offices at Pacific (CFR 1.2, 2.10, 4.5). Retention is tracked overtime for new freshmen, transfers, graduate and professional students.

Persistence

Undergraduate persistence is measured as return rates (i.e., re-enrollment) from term to term until the student graduates or the eventual attrition from Pacific. Around 85% of new freshmen return for a second year. The first to second year attrition rates account for about half of loss of new freshmen from Pacific. Another 15% of these new students will leave Pacific after their first year and not graduate. Research using the National Student Clearinghouse showed that many Pacific new freshmen re-enroll after leaving Pacific, generally at community colleges or a California State University institution. Up to 24% have no graduation record for any institution within six-years.

Undergraduate first to second year persistence varies by academic program. In addition, many undergraduate students will persist to their second year but change their majors or college/school. This undergraduate flow between and within academic units at Pacific likely retains students who could otherwise go on to other institutions. Most professional students persist in the Pharmacy and Dental programs to graduate. Law school persistence to graduation is lower than the other professional schools. The Law day program students persist to graduate at a 74% rate and the evening students persist to graduate at a 61% rate.

Graduation rates

Graduation rates were measured in six-year intervals corresponding to IPEDS standards of graduating within 150% or normal time. University of the Pacific has relatively stable overall six-year graduation rates for incoming new freshmen. Undergraduate transfer students have slightly higher graduation rates compared to new freshmen cohorts. Many graduate students at Pacific graduate within six-years, 75.2% to 82.9%. Almost all of the Dental and Pharmacy professional students graduate within six years. There has been an increase in the graduation rate at the Law school from 60.3% to 73.6 % in the last few years. Law school graduation rates for the day program are 74% and the evening program are 61%.

Pacific new freshmen graduation rates are higher than peer institutions nationally but lower than students at highly selective private peer institutions. Research has shown that some factors influence graduation at Pacific including involvement in Greek Communities (Planning and Research, v6, n8), faculty involvement with students, and social and academic integration (Planning and Research, v6, n2). Additional research by the Retentional Analysis Network (RAN) shows that factors that influence first to second year persistence vary by academic program.

Goal attainment

Most new freshmen (65.5%) who earn their Bachelor’s degrees do so in four years or less. Some new freshmen (26.6%) earn their degree within five years and others (7.9%) in six years. Most undergraduate transfer students’ (85%) time to degree is less than three years. A study of graduate student retention showed that Masters degree students took an average of 19.1 months (1.6 years) to graduate while Doctoral degree students took 51.4 months (4.3 years) to graduate (Planning and Research, v6, n4). Some students may have completed their degree requirements in less than two years by
taking courses during the summer. Law, Dental, and Pharmacy professional students have blocked course curricula lasting three years where students must take specific courses during certain parts of their academic career at Pacific. The Law school has an additional evening program lasting four years that follows a similar blocked curriculum.

Gender graduation rate gaps were measured by taking the difference between men and women at specific degree levels. The graduation rate gaps vary by gender from as little as 0.9% (Law students) to 12% (new freshmen). The gender graduation rate gap fluctuated yearly for new freshmen. Ethnicity graduation rate gaps were measured by taking the differences between ethnic groups. Some variation in ethnic groups is accounted for by smaller sizes of groups, some less than 10 students per year (i.e., Native Americans). International students had the lowest graduation rates of any group at most degree levels. African Americans had lower graduation rates among new freshmen and Law professional students compared to other ethnic groups. Other gaps are as follows: Asian Law students that had lower graduation rates compared to other Law students.

In a study of graduate students, women were more likely to finish Masters degrees faster, while men were more likely to complete Doctoral degrees faster (Planning and Research, v6, n4). International graduate students and Caucasian graduate students took longer to receive Doctoral degrees by eight or more months (Planning and Research, v6, n4). There was less variation in the time to receive Masters degrees by ethnicity.

General Capacities for Student Success
Student success at Pacific can take many forms including becoming responsible leaders, developing relationships with faculty and students, achieving development as a whole person through curricular, co-curricular, and post-curricular activities, preparing for graduate or career work, and graduating with a degree. This report focuses on retention and graduation as success for Pacific students. To achieve success Pacific students not only need to put forth effort they also need support while they are in college. Pacific offers supports students in achieving success in various manners including service areas, support personnel, committees, and social and academic clubs (CFR 2.13).

Service areas at Pacific include unit-based academic affairs offices, student advising and retention services offered through the division of Student Life, and other student support areas. Each academic unit has identified an associate and/or assistant dean and support staff who help students who provide support for academic advising and monitor students’ academic progress and identify students who are at risk academically. The work of the academic division is complemented by Student Life. Academic Support Services provided by the Division of Student Life, include new student orientation, peer student advising, and tutoring. Special attention is given to retention. The retention services offices works with faculty to identify at-risk students who are offered support to develop better academic skills and counseling across a range of concerns. The Program for Access to Student Services (P.A.S.S.) works on a individual basis with students to develop customized plans to improve chances for academic success. Other student support service areas also include the Registrar, Financial Aid, Admission, and Student Financial Services. Student Life also conducts exit interviews with students who withdraw or take leaves of absence from the university. These interviews provide information about students’ reasons for leaving the university and help to facilitate the return of students who elect to do so. The Registrar’s office helps students with course registrations, grades, transcripts, and other services many of which are available online. The Financial Aid office works to provide students with needed financial support and guidance when at Pacific. The Admissions office supports recruitment of students into undergraduate, graduate, and professional programs. Student Financial Services includes the Bursar’s office, Student Accounts, Student Loan Services and the Cashiers Office. These areas assist students with billing and financial activities.

Faculty members serving as academic advisors are among the most important support personnel at Pacific. Each student is assigned an academic advisor. As Pacific has implemented new tools like the Curriculum, Advising, and Program Planning (CAPP) system, an online degree requirements audit system to facilitate the transactional aspects of student advising, faculty advisors have been able to concentrate more on developmental aspects of advising, including attention to student support. In addition to service areas and personnel, Pacific also has specific committees that support student success including the First Year Experiences (FYE) committee and the Retention Analysis Network (RAN) (CFR 1.2, 2.10). The First Year Experiences committee aims to improve the first year experience for undergraduates. One improvement this committee developed is a block scheduling method to develop first semester course schedules for new students. This approach has eased new students’ anxiety about developing a first-semester schedule and largely eliminated the frustrating experience of finding desired courses closed or even leaving orientation without a fully developed schedule. RAN is a group of faculty and administrators from each academic unit that discusses retention behaviors at the programmatic level. Learning more about retention at the academic unit level is intended to assist in the creation of policies to improve student success. In their first year the group discussed curriculum interventions and reviewed multiple data reports pertaining to persistence factors.
For example, RAN recommended collecting more information during orientation to serve as early warning indicators for students. These early warning indicators will allow for earlier interventions with students during their first semester. Pacific supports over 100 social and academic clubs such as honor societies or cultural clubs. The groups reflect the diversity of the Pacific student body and allow students to have outlets for social and career networking outside of class. Students can also connect with their peers which can provide a key source of support.

**Capacities for Specific Subpopulations**

Some groups of students need particular attention to enhance their performance or success. Pacific provides support areas focused on the needs of students who want to enhance their student experience or need additional help in their development while enrolled at Pacific. The Office of SUCCESS, a TRIO program originally established by Congress, helps first generation or low income Pacific students stay enrolled and to achieve success by overcoming class, social, cultural or other barriers to learning. The Community Involvement Program (CIP) is an outreach program that aids first generation students within the Stockton area. CIP offers a scholarship for local students that meet the criteria and also offers support and advising. Some students may find adjusting to college life difficult due to personal, social, academic, or physical issues. Pacific provides many services of support including counseling services, health services, the Referral Center, the Educational Resource Center, Judicial Affairs, and the Academic Regulations Committee.

The division of Student Life includes Counseling and Health services and the Referral Center. Counseling services has therapists available to work with students who are having personal or psychological trouble adjusting to college life. These therapists work with students to facilitate their transition to college or help deal with any emotional problems students may face. Health services includes doctors and registered nurses that can assist many physical ailments that students may have on campus. The Referral Center provides students with counseling on academics, career, and finances as well as tutoring, improving study skills, and peer-to-peer mentoring. The Educational Resource Center (ERC) faculty and staff work with students who are struggling academically while at Pacific. Students are also required to take reading, writing, or math courses for remediation through ERC if they do not pass basic skills tests when first entering Pacific. The Office of Services for Students with Disabilities is part of the Educational Resource Center and a range of services including consultation with faculty members to identify appropriate accommodations for students with disabilities.

Pacific has goals for new freshmen including achieving persistence rates of 90% and graduation rates of 75%. Current benchmarks include over 70% of transfer students graduating from Pacific, professional school license exam pass rates are currently over 93% for Pharmacy, 95% Dental, over 70% for Law graduates.
While many specific recommendations emerge in the self-review, the following recommendations will receive special emphasis. Many of them, for example assessment, cut across the inquiries conducted to prepare the self-review. Others, like visibility, appear here because inadequate capacities seriously restrict the university’s ability to achieve its strategic goals. Thirteen specific recommendations are enumerated in eight critical areas of capacity. These include references to the Actions of the Strategic Action Plan as well as to the Criteria for Review of the four WASC Standards.

**Distinctiveness (CFR 1.2, 4.1, 4.2):** The inquiries of the capacity review conclude that areas of undergraduate experiential learning (research, community-based and service learning) do not have adequate structures, processes, and resources to support the level of distinctiveness to which Pacific aspires.

1. Pacific will increase support for distinctiveness in experiential learning and further refine goals and outcomes (see Actions in SAP Strategic Directions 3 and 5). With aspirations to globalize and expand intercultural capacities, Pacific still lacks the necessary engagement from students and faculty on the broad scale in education, research, teaching and other global connections.

2. Specific solutions will be developed to resolve issues that appear to inhibit global engagement; these may include policy creation, process development, faculty workload and staff support, and leadership and coordination (see Actions in SAP Strategic Directions 11 and 13).

**Assessment (CFR 1.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.11, 4.3, 4.4, 4.6):** Although progress on learning assessment has been made in specific units, Pacific has not yet developed sufficient capacity across the institution for broad documentation of program improvement through assessment in every school.

3. Pacific will ensure that the assessment of student learning is occurring in each academic program and the co-curriculum in a documented process that links to program planning and improvement.

4. Special attention will be devoted to assessing forms of experiential learning and linking this assessment to institutional student learning objectives and outcomes.

5. The university will implement institutional learning objectives and outcomes, endorsed through shared governance, and continue to develop its assessment capacity through enhancing structures, processes, and resources (see SAP Actions 3.2, 4.3 and 7.5).

**Planning and Budgeting (CFR 3.5, 4.1, 4.2, 4.3):** Pacific has employed an approach to budgeting that fully addressed its capacity issues over the past 15 years. As the institution has strengthened, it has retained some planning and budgeting processes that do not fully address innovation and future development.

6. Pacific will explore alternative models for budgeting that are more comprehensive and more fully integrate with annual and strategic planning processes (see SAP Action 1.6).

7. Pacific has begun to employ innovation tools to further collaboration across programs; these tools now require structural adjustments. Greater incentives for productivity and new program development will be sought (see SAP Strategic Directions 1 and 2).

**Fundraising and Advancement (CFR 1.8, 3.1, 3.4, 3.5):** While advancement capacities have improved in recent years, they are not currently sufficient for the next capital campaign as well as continued overall improvement.

8. Improved planning, leadership, staffing, and technical infrastructure will be developed to position Pacific for a successful campaign and lasting endurance in its ongoing advancement efforts (see SAP Actions 15.2, 19.1 through 19.5).

**Visibility (CFR 1.7, 3.1, 3.6):** Pacific’s visibility in local, regional, national, and global markets is not equal to its quality as an institution.
9. The university will significantly enhance its capacities in marketing. A refreshed approach that includes better research and planning, a more balanced centralized/decentralized model, and increased resources is necessary to align Pacific’s visibility with its quality (see the 6 Actions in SAP Strategic Direction 15).

**Technology** (CFR 3.6, 3.7, 4.1, 4.2, 4.3): Capacities to support progress in information technology, both for critical business functions and academic applications, are strained in resources, structure, and processes. 

10. The institution will undertake a full review of the planning model for information technology and develop an IT planning system that includes an IT plan, a funding model, and an assessment framework (see SAP Actions 18.2, 18.3, and 18.4). The immediate goal is a better integration of strategic and IT planning processes and greater leverage for IT funding.

**Student Success** (CFR 2.3, 2.6, 2.7, 2.10, 2.14): Pacific has not yet met its goals for student success in terms of student persistence or graduation rates.

11. The university will strengthen existing efforts to improve freshmen persistence and graduation and set new student success goals and actions for undergraduate transfer students, graduate students, and first professional students (see SAP Action 16.7).

**Sustaining Priorities** (CFR 3.3, 3.4, 4.2): Pacific has unusual variety in programs for an institution of its size and pursues an ambitious array of innovative, collaborative, and creative initiatives. Limited resources require exceptional efforts to remain competitive; success in developing and leveraging capacity for programs and initiatives is impressive, but the university will face human and financial resource limitations if it pursues excellence in all of these areas.

12. Pacific will focus its efforts in relation to its mission and priorities in order to optimize the investment of resources across the three campuses.

13. Pacific will examine expectations for faculty, staff, and administrative roles—ways it can systematically identify opportunities to leverage synergies among people and programs; modified reward structures; modified support and resources; and specific evaluation instruments—all to ensure that expectations and incentives align with university values and priorities.