The Master's College and Seminary Capacity & Preparatory Review Self-Study Report

Submitted on November 8, 2006
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to the Accrediting Commission of Colleges and Universities
Western Association of Schools and Colleges

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Capacity & Preparatory Review
Self-Study Report

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I. Introduction

A. Overview of Institutional History & Present Status

The Master's College and Seminary (TMCS) began on May 25, 1927, as Los Angeles Baptist Theological Seminary. In 1946, the Seminary became a graduate-level school and initiated a separate undergraduate liberal arts program. In May 1961, the school moved from its original location in downtown Los Angeles to the Placerita Canyon area of Newhall, California. The Seminary program separated from the undergraduate program in 1974 and relocated to Tacoma, Washington. Los Angeles Baptist College (LABC) received its initial regional accreditation from the Western Association of Schools and Colleges (WASC) in the spring of 1975. Early in 1985, Dr. John R. Dunkin stepped down as president after 25 years of leadership at the College.

In May of that year, Dr. John F. MacArthur was appointed as his successor. At that time the name of the school was changed from Los Angeles Baptist College to The Master's College (TMC). With Dr. MacArthur's international reputation within the evangelical Christian community, and because of increased publicity for the College through his daily radio ministry, TMC quickly grew from a student enrollment of 305 in fall 1984 to 863 students in fall 1989. The Master's Seminary (TMS) began with 95 students on the campus of Grace Community Church (located in the San Fernando Valley, 17 miles south of the main TMC campus) in 1986 with the specific goal of training strong Bible expositors. Since then TMS has added a 32,000 sq. ft. administration offices/faculty offices/ library complex on the church/seminary campus.

In 1994, the College began to offer a one-semester study experience at its Israel Bible EXtension (IBEX) campus located 15 kilometers outside of Jerusalem in leased campus facilities at Moshav Yad-Hashmona. The IBEX program allows 40 students each semester to study Bible history, archeology, and Middle Eastern history and culture.

The College currently offers traditional undergraduate degree programs in 13 fields of study encompassing 50 distinct emphasis areas, and three degree-completion programs that are specifically geared toward the needs of adult learners. Also at the undergraduate level, The Master's Institute (TMI) program is available for students desiring one year of intensive study in the Bible. At the graduate level, the College offers a fifth-year California Single Subject and Multiple Subject credential program, and the Master of Arts programs in Biblical Counseling (MABC), Biblical Studies (MABS), and Education (MAE). The (preliminary) fall 2006 enrollment on the College campus was 1,198, consisting of 952 in the traditional undergraduate programs, 92 students in graduate programs, and 154 students in the three degree-completion programs.

The Seminary offers five degree programs: the Bachelor of Theology (B.Th.), Master of Divinity (M.Div.), Master of Theology (Th.M.), Doctor of Theology (Th.D.), and Doctor of Ministry (D.Min.). The (preliminary) fall 2006 Seminary enrollment was 385 students, with the following distribution: 3 special program, 9 Diploma in Theology (Dip.Th.), 18 B.Th., 300 M.Div., 17 Th.M., 13 Th.D., and 25 D.Min.

The accreditation status of TMCS was most recently reaffirmed in July 2003, with the requirement to submit its institutional self-study proposal for the next reaffirmation cycle in fall 2004 using the guidelines defined in the

2001 WASC Handbook of Accreditation. That proposal was initially submitted in November 2004, and a revised version in February 2005 incorporating a number of recommendations from the WASC Proposal Review Committee. It was accepted by WASC on April 29, 2005, and has formed the work plan for subsequent TMCS reaffirmation of accreditation efforts.

As can be seen from the updated version of the WASC Required Data Elements (Attachment A), the overall circumstances at TMCS in relation to enrollment, finances, facilities, and staffing remain consistent with those described in the institutional proposal. However, the following items are noteworthy as developments in the TMCS institutional context:

- Substantive change proposals were approved in March 2006 to allow the College to begin offering two new master's degree programs, one in biblical studies (MABS) and one in education (MAE).
- In August 2006, the College submitted a proposed facilities master plan to the City of Santa Clarita to obtain approval for a revised conditional use permit. This plan will enable the development of the southern "hilltop" section of the College's property, including construction of a chapel, library, academic center, and residence hall. It also includes additions to several existing buildings and the replacement of the current computer and information sciences (CIS) building.
- As a requirement for the submission of the facilities master plan, the College funded the installation of a municipal sewer system backbone line into Placerita Canyon, and connected the residence halls to the line.
- The private phase of the $28M Hilltop Project capital campaign has begun, and $9M has been raised to date. When completed, this campaign will provide funding for the site preparation and for construction of the MacArthur Chapel, which is scheduled for occupancy in 2009.
- The refinancing of the institution's long-term debt in March 2002 using a $16M tax exempt bond issue has proved financially advantageous to date. It has had the immediate effect of increasing cash flow and eliminating the need for external lines of credit. The bond interest rate has averaged below 2% for the past four years with the average interest rate in FY06 being 2.92%. Beginning in FY02, the difference between the actual bond interest rate and the 5% budgeted rate has been placed in a sinking fund that now stands at $2.4M.
- The College's athletic field was upgraded this past winter with the installation of artificial turf. This provides a safer surface for athletic events while significantly reducing annual maintenance costs.
- In May 2007, the College's Biblical Studies department will begin offering a three week Turkey-Greece study tour opportunity for students.
- The Seminary's D.Min. substantive change proposal was approved in spring 2004, and the first cohort of students will be graduating in 2007.
- The Seminary's Th.D. has nearly reached its maximum enrollment capacity of 14 students, with the first student scheduled to graduate in 2007.

B. TMCS Capacity & Preparatory Review Self-Study Process & Report Structure

The purpose of this self-study report is to describe the work that has been completed by TMCS as outlined in the institutional proposal to prepare for the Capacity and Preparatory Review (CPR) visit, and to demonstrate that TMCS has the organizational structures, processes, and resources to meet or exceed the requirements defined in the 42 Criteria for Review (CFRs) in the *WASC 2001 Handbook of Accreditation*.

Consistent with WASC guidelines and with the institutional proposal, this report is organized into three major sections followed by a report summary. The first section examines overall TMCS corporate capacity in relation to those WASC CFRs that can be addressed across both the College and Seminary divisions. This section will

tend to focus on the CFRs listed in standards one and three of the *Handbook of Accreditation*. The second and third essay sections specifically address those CFRs that relate respectively to the College's and the Seminary's structure and capacity for effective education. Essays two and three will tend to focus on the CFRs in standards two and four of the *Handbook of Accreditation*. Each section briefly describes operations within the major functional units of the division, along with an identification of areas of needed improvement. An attempt has been made to reference relevant CFRs and also supporting evidence throughout the descriptions. Attachment B provides an updated summary of TMCS response to previous WASC visit team and commission concerns.

As was described in the institutional proposal, the primary emphasis of TMCS in its CFR activities was to complete a comprehensive review of TMCS policies and practices in relation to each of the 42 WASC CFRs in order to 1) identify any area in which the institution was not meeting threshold expectations, and 2) identify potential improvements to strengthen institutional practice wherever possible. In February 2006, a broad cross-section of directors/supervisors and staff from all areas of TMCS operation were assigned to review operations in their respective departments in light of the requirements defined in the CFRs relevant to their area (see Attachment C for a listing of individuals assigned to each CFR). For those CFRs involving multiple departments, one individual was assigned to collect and integrate the individual departmental reviews. Each staff member was asked to complete the following three tasks as part of his/her review relating to each assigned CFR:

- Describe how current practices in your department correspond with the expectations outlined in this CFR.
- Identify any tasks that need to be completed in order to remedy a deficit or to further strengthen operation in your department in regard to this CFR.
- List those items of documentation that should be included in an institutional portfolio that relate to this CFR.

During this same timeframe, the College's Internet Services department designed and developed a web-based TMCS Institutional E-folio structure to allow for the on-going collection and updating of WASC CFR review information (https://www.masters.edu/edit/Academics/CFR/Home.aspx). This institutional e-folio is organized around the four WASC standards and 42 CFRs. TMCS staff members completed their initial reviews between March and August 2006. In September 2006, all reviewers were asked to reexamine their initial input to incorporate any needed corrections, expansions, and updates to their initial submissions. The TMCS Institutional E-folio is being made available to TMCS board of directors, administration, faculty, staff, and students. They have been encouraged by e-mail to review the e-folio assessment materials, and to submit their questions and/or comments to academicaffairs@masters.edu.

The WASC CFR review team is encouraged to visit the College's institutional e-folio website (See Attachment D for login instructions) to obtain more detailed assessment of TMCS operation and to access the additional support documentation related to each individual CFR. The e-folio is intended to provide the types of materials that would have been contained in the "Team Room Files" during previous accreditation visits. It also contains access to and identification of all Institutional Stipulated Policies. The support materials can be accessed either from the list of linked documents that relate to each specific CFR or via the master index of documentation.

Dr. Irv Busenitz (V.P. for Academic Administration at TMS) and Dr. John Hughes (V.P. for Academic Affairs at TMC) were given responsibility for development of the initial draft of this CPR self-study report based on the input supplied by the various CFR reviewers. Following editing, an electronic copy of the initial draft was distributed to the chairman of the TMCS board of directors, executive V.P., the College faculty, and all

contributing TMC staff via e-mail for their review and comment. Revisions were then made to the initial draft based on their input.

C. Progress on Educational Effectiveness Review Themes

The activities described above are not intended to leave the impression that the Institution has focused all of its energy and attention on completion of proposed CFR-related tasks at the expense of progress on the four proposed theme areas for the Education Effectiveness Review (EER) scheduled for spring 2009. Significant progress has been made in relation to each of the four areas, and the Institution is well on its way to meeting all proposed EER goals.

All of the proposed activities in EER theme 1, "Strengthening TMC Organizational Infrastructure," are underway, and many are already completed (relating to CFRs 3.1 – 3.3). While the Institution revises its handbook on a continual basis, a global review and revision was completed in January 2006 and was disseminated to all employees through the web. The Human Resources department publishes a monthly newsletter and has started holding staff meetings at least once each semester to increase communication across campus. These meetings not only provide information about campus events and recent updates of policies and procedures, but include an element of training as well. There have been advances in disseminating information though MasterNet (TMC's intranet) to all faculty and staff. In collaboration with other campus departments, the department has developed an employee appraisal system that can be used campus wide. HR staff are investigating the feasibility of increasing training budgets within departments and how best to write policies on the use of training funds. Additional funding is still needed for campus-wide training and development that will correlate to actual job responsibilities.

In regard to the second theme, "Implementing TMC Institutional Assessment," the College has continued to implement the 2004 Institutional Assessment Plan (2004 TMC IAP). Student Learning Outcomes (SLOs) and assessment methods have been defined for all general education, major/emphasis, and co-curricular areas (CFRs 2.2, 2.4, & 2.11). Many of the assessment methods have already been implemented, including collection of portfolio items, national standardized tests, some on-line essay and objective testing, senior surveys, and alumni surveys of preparation adequacy relating to the defined SLOs (CFRs 2.4, 2.6, & 4.8). A mature, stable web-based Assessment Information Management System (AIMS) has been implemented to collect, store, summarize, and analyze the full range of SLO-related assessment data. The first cycle of annual reviews of this wealth of assessment data has been completed and documented by the academic departments, and the process of implementing identified curricular improvements has begun (CFRs 2.4, 2.6 & 2.7).

Significant progress has also been made to reengage TMC alumni (EER Theme 3). Regular postal and email communications have commenced that have resulted in greater numbers of connected relationships with College alumni. The first administration of the online alumni survey of TMC educational effectiveness was completed in 2006 (CFR 4.8). The printed 2005 alumni directory is complete and has been distributed. TMC now has an active alumni association, part of which includes regional leaders who work to organize and support alumni functions nationwide. An alumni giving campaign is under consideration and awaiting approval.

The Seminary has implemented, and in many cases completed, the proposed activities outlined in EER Theme 4. The findings of the student course and faculty evaluations are incorporated individually by each faculty member into the annual self-evaluation report. Peer review models are still being reviewed and under consideration. The alumni and employer assessment instrument has provided some excellent feedback. The Seminary is working with the College to expand its assessment instruments, especially as they relate to collecting and analyzing the SLO-related data, ranging from the mission of the Seminary to the individual course

objectives and assignments. Other evaluation tools are also being considered, such as final-semester assessments of biblical/theological knowledge and ministry/preaching skills.

The College and Seminary are looking forward to the upcoming CPR visit as an opportunity to gain additional insights from external reviewers about areas of TMCS operation that could be improved to strengthen the educational effectiveness of the institution. It is hoped that the organization of, as well as the information and reflective discussion in, this report will assist the visit team in the preparatory portion of their review efforts.

II. Examining TMCS Corporate Capacity

The purpose of this essay is to focus on those aspects of institutional operation that are shared by both the College and the Seminary, and that relate most directly to the capacity-oriented CFRs.

A. Mission, Purposes, and Programs (CFRs 1.1, 1.2, 1.4, 1.5, & 1.6)

The mission statement of the College and the purpose statement of the Seminary define the central focus for TMCS, not just in theory, but as the highest consideration at every level--from strategic planning to daily decision making. They serve as the guiding factor in activities such as the development of the annual budget (CFR 3.5), establishment of student entrance requirements (CFR 2.3), implementation of technology (CFR 3.7), design of the College general education program (CFRs 1.2 & 2.2), and consideration of possible new co-curricular (CFR 2.11) and academic degree programs (CFRs 1.2 & 2.1).

With the institutional mission statements as a foundation, student learning outcomes (SLOs) have been developed for all educational programs at TMCS (CFR 1.2). At the undergraduate level, this includes documented outcomes for the general education, major/emphasis, and co-curricular programs (CFRs 2.2, 2.3, 2.6, & 2.11). Assessment indicators have been identified for all SLOs to evaluate the extent to which the College is meeting these educational goals, and to enable us to constantly refine the effectiveness of these programs. Assessment data relating to each SLO is collected and stored in the AIMS database, and the 2004 TMC IAP defines systematic procedures for analysis and review of the data (CFRs 2.4, 2.6, 2.7, & 4.6). The goal is that there is a clear progression that 1) begins with institutional mission to 2) define program student outcomes, which 3) shape course (and program) content and teaching methods, which 4) are measured through student and program assessment strategies, which 5) provide data to determine how well mission goals are being accomplished, and 6) identify revisions to the outcomes, teaching, and assessment which can improve effectiveness.

From its founding in 1927, the institution has understood its primary purpose: to support the church by providing advanced educational opportunities for individuals who share a theological perspective consistent with that defined in the institution's doctrinal statement. Initially, the student audience was primarily denominationally Baptist in its background, while more recently they would be better categorized as conservative, evangelical, non-charismatic, Protestant in their religious convictions. While understanding its role as a support to the church, the institution has always operated independently from any particular local church (CFR 1.6). For a number of years it was one of the colleges "approved" by the General Association of Regular Baptists, but even then the relationship between the organizations was advisory rather than controlling or regulatory.

The Seminary uses the facilities of Grace Community Church, which are secured by a 50-year lease (1998-2047), renewable for another 50 years. This facilities-use arrangement was examined in depth by Capin Crouse, L.L.P. as a part of the institutional annual audit and is explained in detail as a part of the annual audited financial statements.

While each faculty member accepts the objectives, goals, and doctrinal statement of the institution prior to employment, he or she is free to maintain an individual academic testimony (CFR 1.4). The statement of faith (doctrinal statement) contained in the College and Seminary catalogs constitutes a clear and forthright statement as to the doctrinal commitments, distinctives, and core Christian beliefs of TMCS. In the faculty and students' efforts to understand truth, the doctrinal statement provides parameters for the assessment of ultimate truth. Within the defining concepts of the doctrinal statement, individuals pursue truth and its expression. No

faculty member is expected to compromise the principles of his or her learned field nor to adhere to those principles when they are at variance with his or her own convictions. All prospective faculty are required to read the statement of faith as well as the faculty handbook, and as a condition of employment they annually reaffirm their agreement with the doctrinal statement of the College and Seminary. Administrators and faculty believe that if a faculty member changes from what he/she has committed to, integrity demands that he/she resign. Such a resignation would only occur within the parameters of due process as set forth in the faculty handbook.

One of the greatest challenges for a faculty member is to be an active participant in the learning process, to encourage students by example to listen, question, evaluate, and apply. The faculty model this by distinguishing between varying personal convictions and proven conclusions. They seek to formulate relevant data on issues fairly and objectively. Faculty members are expected to demonstrate a gracious and honest attitude in acknowledging views at variance with their own and to represent them with fairness and without distortion. The institution also ensures them the liberty to sift and to decide which views they judge are relevant to receive evaluation within the available class time and to provide students with direction on sources that discuss these views thoroughly. The institution does not ban books or proscribe from research any viewpoints, even though it cannot, as other institutions cannot, subscribe to all views as being valid. TMC student responses on the Noel-Levitz Student Satisfaction Inventory (SSI) indicate that they have a level of satisfaction with the protection of academic freedom on campus comparable to that of students at other four-year private institutions.

TMCS aspires to be an institution that has an educational impact for the conservative evangelical church that is global in its scope and perspective. At the undergraduate level, while a large proportion of the students are from California, the College actively recruits both nationally and internationally. The fall 2006 undergraduate population includes 33 international students and 45 American students who grew up outside the U.S. (typically missionary children) representing 42 foreign countries. The College also seeks to recruit an ethnically and socio-economically diverse population (CFR 1.5). Over the past six years the proportion of non-white, undergraduate students at TMC has grown from 14.3% to 19.2%. The College has partnered with inner city churches, such as First Evangelical Free Church of Los Angeles, to create residential service learning communities among low income, ethnically-diverse populations. Students employ their education in teaching English as a Second Language (ESL), tutoring, and youth ministry internships, all of which enhance their ability to effectively apply their undergraduate courses within specific cultural and ethnic contexts.

The College has had a long-standing cross-cultural general education requirement to expand undergraduates' understanding of and appreciation for cultures different from their own (CFR 1.5). In addition, TMC has developed a number of curricular and co-curricular programs that enable students to expand their ethnic and cultural understanding. These opportunities (described more fully in the institutional e-folio) include the Council of Christian Colleges and Universities (CCCU) cooperative programs, the Israel Bible EXtension (IBEX) program, the Los Angeles Bible EXtension (LABEX) program, the fall outreach week, and the summer overseas missions program. Incoming students have consistently reported an increased involvement in cross-cultural service programs, with an average of 61% of new students having participated in a cross-cultural missions trip. Students have demonstrated an increasing interest in integrating cross-cultural service in their educational program, with 69% voluntarily participating in Global Outreach, Fall Outreach Week, and Spring Break outreach trips. In addition, students express greater weekly engagement with ethnic churches within the greater Los Angeles area.

The institution continues to systematically seek new ethnically-diverse faculty (CFR 1.5). As of this current fall semester, 9% of the full-time teaching faculty are from diverse ethnic backgrounds. It is frankly challenging to find possible faculty candidates (of any ethnicity) who embrace the College's theological position, are

scholars in their academic fields, and have shown themselves to be effective in a classroom teaching setting. In addition to postings of all faculty positions in available discipline-specific publications and on the College and the Council of Christian Colleges & Universities (CCCU) websites, openings are advertised in the *Chronicle of Higher Education, Diversity Magazine,* and *Hispanic Outlook*. Pastors from Southern California area evangelical churches (including ethnically-diverse churches) and academic deans at like-minded Christian colleges are contacted by letter requesting their help in recommending possible candidates to fill the available faculty positions. One additional faculty recruitment strategy that could be more intentionally used is to identify academically-capable, ethnically-diverse undergraduate TMC students with potential to grow into effective faculty, and to assist them through their graduate education programs while providing opportunities and mentoring at TMC to help them develop their teaching skills.

B. Institutional Leadership and Governance (CFRs 1.3, 3.8, 3.9, 3.11, & 4.6)

The board of directors, president, and executive vice president provide the senior organizational leadership across both the College and Seminary (CFR 1.3). Beneath that level are complete V.P.-level leadership teams at both the Seminary and the College who oversee the daily operations and play key roles in providing future vision and strategic planning. As can be seen from a review of TMCS organizational diagrams, the allocation of responsibilities to the vice president level leadership positions is typical for institutions of its size and type.

Dr. John MacArthur became president of TMCS in May 1985 while maintaining his role as senior pastor at Grace Community Church (GCC). Now in his 21st year as president, he directs the senior leadership, provides the long-term vision, assists in major donor development, and is the most visible public spokesperson for the Institution. Even during the 1985 presidential search process, the board of directors recognized that it would be critical to establish an "executive vice president" role at the College to ensure adequate leadership of the day to day operations should Dr. MacArthur be chosen as and accept the position of president. Over the years several men have filled this role (CFR 3.10), and there have been some periods of time when there were separate senior vice presidents for the College and the Seminary. Dr. Richard Mayhue is currently the executive V.P. overseeing day-to-day operations at both campuses. The effectiveness of this leadership structure is best measured by the results it has produced at TMCS, which would include:

- A seven-year track record of strong financial stability (as confirmed by improved financial ratios in all areas on the audited financial statements).
- Development of a modest but growing endowment currently at $6.5M, plus a bond sinking fund of $2.4M.
- Campus facilities that are well-maintained, fully-equipped, technologically-advanced, and have the necessary capacity for the institution's student body size and breadth of programs.
- High levels of student satisfaction with nearly all areas of their college experience (see Noel-Levitz SSI Survey results).
- A positive perception among employees that TMCS is a good place to work (See BCWI "Best Christian Workplaces" results).

The TMCS board of directors (currently composed of eighteen members, ten of which form the board's executive committee) meets three times per year, and takes responsibility for corporate level decision-making, including approval of the annual budget, hiring of the president and all vice-presidents, approval of new degree programs, initiation of capital campaigns, and major facilities expansion projects (CFR 3.9). This past year, a number of the board members expressed their desire to have more contact with students and faculty during the times they are on campus. Steps are being implemented to provide more opportunities of this type to the board members. As a start, there was a reception/mixer for the board of directors and faculty during this past

October's board meeting. Because of its informality, faculty were free to mingle with board members to discuss any issue that they believed board members would be interested in, such as enrollment, housing, and compensation.

The president's cabinet provides senior leadership at the College and is composed of the executive vice president (and provost), the athletic director, and the vice presidents for Academics, Enrollment, Finance, Development, and Operations. In addition to overseeing activities within their respective areas, they work as a team for College-wide operations, budgeting, and strategic planning (CFRs 1.3 & 3.8). While each cabinet member rightly represents his operational area in these discussions, there is a positive team dynamic and institutional perspective that promotes good communication and strong cooperation between operational areas. Currently the athletic director also fills the role of V.P. for Enrollment, and the V.P. for Finance oversees the Development department. While both individuals are well qualified to handle these additional responsibilities, it will be important to continue to monitor institutional performance in the areas of student recruitment and fund raising since they are key functions to the continued success of the College. Steps are already in process to hire an individual to serve as the director for planned giving to support this critical area within the Development department.

The senior leadership team at TMS includes persons in the following positions: Senior V.P. & Dean, V.P. for Academic Administration, V.P. for Development and Operation, Director of Enrollment & Placement, and Seminary Librarian. Good communications and coordination of resources/activities are facilitated within and by this group.

C. Organizational Structure and Staffing (CFRs: 2.13, 3.1, & 3.3)

The institutional e-folio contains organizational diagrams that identify both the structure and staffing of all departments at the College and Seminary. Professional résumés are also available for TMCS personnel in administrative and faculty positions. The Human Resources department coordinates the advertising and hiring of all College staff to ensure that all positions are filled by qualified individuals. The institution has had a remarkable track record of being able to hire committed and competent staff personnel (CFR 3.3) in light of the modest salary levels typically associated with a private, faith-based college and the extremely high cost of living in the Santa Clarita Valley. In part, this is accomplished because most of the support staff view their jobs not just as a source of income, but also as opportunities for ministry.

Particular attention is given to ensure that adequate qualified staffing is present and is responsive to the support needs of the various student populations (CFRs 2.13, 3.1, & 3.8). The support areas of financial aid, student accounts, and academic records are handled at the centralized institution-wide level. The College and Seminary have separate offices to provide support in meeting the differing needs of their student populations in the areas of computer support services, library, international student support, and career services. Academic advisement at both the College and Seminary is handled by the respective faculty. As would be expected in view of the differences between undergraduate and graduate education, the Student Life functions (e.g., residential life, food services, intramurals) at the College require more staffing and structure than at the Seminary. Annual data from the Noel-Levitz SSI survey indicate a high level of satisfaction by TMC students with all of these student support areas (even, one might add, in regard to TMC cafeteria food choices).

TMCS has developed and documented procedures in place for all major aspects of institutional operation from strategic planning (CFR 4.1 – 4.3), annual budgeting, budget management (CFR 3.5), and academic program development (CFRs 2.7 & 4.4) to maintenance service requests, senior graduation contracts (CFR 2.12), and faculty/staff/student appeal processes (See *TMCS Employee Handbook*, *TMC & TMS Faculty Handbooks*, and departmental policies and procedures manuals). As is true in probably all organizations, the

existence of documented procedures does not always guarantee the uniform use of those procedures. It is a constant task to inform *new* faculty, staff, and students (as well as to remind current employees and students) about the range of in-place procedures.

As was indicated earlier, work is in progress to examine staff development opportunities and the level of funding available in that area (CFR 3.1 – 3.3). While student satisfaction with almost all campus service areas is high, it is hoped that additional staff training will increase student satisfaction (and hopefully retention rates) even more.

D. Faculty (CFRs: 2.8, 3.2, 3.3, 3.4, & 4.7)

Because TMCS faculty play such a central role in fulfilling its educational mission, the institution has a rigorous faculty recruitment process to ensure that all new full-time faculty are 1) in complete agreement with the doctrinal statement of the school, 2) highly-qualified in their academic discipline, and 3) effective communicators in the classroom. There is a close fellowship and collegiality among the faculty that is (in part) a consequence of this shared sense of mission and theological perspective.

While faculty understand the importance of staying current in their academic fields (and contributing to their advancement through research and scholarship), their first priority is effective teaching and mentoring of students. This is evidenced in a number of ways, including the quality of their lectures, assignments that require substantive faculty feedback, out-of-class time availability to meet with students, and the inclusion and supervision of internship experiences to provide opportunities for practical application of theory. The use of innovative instructional methods to enhance student learning is encouraged, and when needed, funding is available to support faculty requests in this area (CFRs 2.8, 3.4 & 4.7). Students recognize and appreciate the faculty's level of quality and personal attention as evidenced by the annually high satisfaction ratings on the Noel-Levitz SSI, and the UCLA Higher Education Research Institute (HERI) College Student Survey (CSS) surveys. From a more anecdotal perspective, faculty form friendships with students that last far beyond the students' time at TMCS, not infrequently being invited to or even officiating at alumni weddings. TMCS faculty regularly visit and support graduates who are serving internationally in a ministry capacity.

All TMCS faculty recognize the importance of staying current with their academic fields and many of them are actively involved in scholarship and publishing (CFRs 2.8 & 2.9). It is clear that effective teaching is based on thoughtful preparation which includes active scholarship. A listing and samples of faculty scholarship can be accessed in the institutional e-folio. All full-time faculty are given an annual professional development stipend to support personal reading, conference attendance, and research (CFR 3.4). Consideration should to be given to increasing the annual professional development stipend to enable faculty to attend at least one major professional conference each year. Faculty can apply for additional funding for larger research projects, and to support paper presentations they may make at national conferences. Both the College and Seminary have in-place sabbatical programs that have enabled a number of faculty to complete more extensive scholarly research and publishing.

At the College, a revised system for faculty evaluation and advancement in rank is currently in the process of being implemented (CFR 3.3). The revised review process will include an examination of the faculty member's professional growth activities, research, publications, and recommendations, as well as collegial and student evaluations of teaching. A web-based faculty dossier has been developed to enable faculty to more easily maintain a record of their professional growth and scholarship. Students complete Course and Faculty Evaluations (CAFÉs) on a regular basis for almost all classes and faculty members. CAFÉ results are made available to each faculty member, to his/her respective department chairperson, and to the vice president for

academic affairs following submission of grades at the end of the semester. The results become a part of the faculty member's professional dossier.

TMS faculty receive course evaluations each semester from students and complete annual self-evaluations. These are reviewed by the dean and the vice president for academic administration. In 2007, the faculty will consider the benefits of peer evaluation.

The current student-to-faculty ratio at TMC is 16:1 with 75% of the classes being taught by full-time faculty and having an average class size of 17 students (CFR 3.2). While within reasonable levels, comparison data from the *U.S. News & World Report* surveys would indicate that the quantity of full-time TMC faculty resources is not as strong as it might be. To date, this has not had any negative effects on the level of student satisfaction with the attention they receive from the faculty (see Noel-Levitz SSI, and UCLA HERI CSS data). However, a three-year process is now underway to recruit three new full-time undergraduate faculty. TMC and comparison data from similar institutions will be monitored to ensure the College has sufficient faculty resources to continue to provide students with personal attention and high-quality educational programs. Faculty staffing for TMS is at the maximum required level to maintain a 16:1 student-to-faculty ratio.

E. Facilities and Equipment (CFR: 3.5)

While TMCS's facilities size and equipment quantity do not rival that present on a major university campus, their quality would be favorably comparable in all respects to support the student body size and range of programs offered. The College's 95-acre campus, set in the quiet residential Placerita Canyon area of the Santa Clarita Valley, contains residence halls, offices, classrooms, and recreational facilities necessary to comfortably serve the needs of the current staff and student body (CFR 3.5). The Plant Operations department has an outstanding track record of both maintaining the facilities and grounds on a day-to-day basis, and also systematically completing necessary scheduled major maintenance projects (re-roofing, re-piping, re-carpeting, and painting), and renovation (residence hall rooms and lounges, student center remodeling, athletic field replacement) projects on a periodic basis (usually during summers). Faculty, staff, and students have computer network, intranet, and internet access capability through the College's campus-wide wireless network (one of the first for any college in the United States). All large and intermediate size classrooms are equipped with video and computer technology (CFR 3.7).

As indicated above, TMC administers the Noel-Levitz SSI each fall to survey student perceptions of all aspects of TMC campus life. While SSI data has always shown generally high levels of student satisfaction with TMC campus facilities, the 2004 results indicated some student concerns about parking lot lighting and security. A number of steps were taken during the 2004-05 school year by the operations department to address this area of concern, and the 2005 SSI data have shown a significant increase in student satisfaction levels as a result.

The College is currently in the facilities master plan approval process with the City of Santa Clarita that will provide anticipated additional facilities for the next 25 years. This plan will enable the development of the southern "hilltop" section of the College's property and includes the addition of a chapel, library, academic center, and residence hall. These expansions will provide the facilities infrastructure to support expansion from 1,000 undergraduate students to 1,500 undergraduate students in addition to growth in other programs.

At the Seminary, the ten-year old library-and-office complex remains more than adequate for students and administration, while the Grace Church campus has provided TMS a newly renovated chapel area that seats 300, as well as sufficient classroom space to accommodate growth anticipated over the next several years.

Also on campus is a bookstore that provides students with textbooks at discount. In addition, TMS has built and equipped a "virtual classroom" in the basement of the library building that has allowed the Seminary to videotape core curricular classes and to transmit messages and workshops in live/interactive format around the world.

F. Financial Resources, Policies, and Procedures (CFR: 3.5)

The financial situation at TMCS has been stable and continues to improve (CFR 3.5). Steady revenue growth combined with solid budget management has resulted in growth in net assets from $19.7M in FY01 to $27M in FY06. Annual unrestricted revenues have risen from $25.2M to $29.4M during that same period. From this healthy financial position, TMCS has been able to make some important investments in its infrastructure. During FY02, the institution issued $16M in tax exempt bonds. Proceeds were used to pay off existing debt and finance capital projects including the construction of the new C. W. Smith residence hall, remodeling of part of Hotchkiss residence hall, installation of new fire alarms in residence hall rooms, and construction of a sewer backbone. These projects were completed between FY03 and FY06. During this same period, a $1.3M renovation of the Music Center and an $810K renovation of the Reese Center for Science and Mathematics were funded primarily by donor gifts. Two apartment buildings for campus provided housing were also purchased and the Dining Center was remodeled using a combination of internal and external financing.

While much has been accomplished, these projects mark the beginning of a larger plan to prepare the campus for future growth in student population. As described earlier, TMCS is in the process of completing a master plan for the Santa Clarita campus. This plan projects a 78% growth in square footage through new and expanded buildings, and will increase the undergraduate capacity from 1,000 to 1,500 students.

TMCS has also made progress in developing its endowment funds, which have grown from $2.8M at the beginning of FY01 to $6.5M at the end of FY06. Going forward, TMCS needs to pursue more aggressively an increase in its endowment. Endowments and the scholarship funds they generate will be essential to keeping programs affordable as costs continue to rise. The board approved an investment policy in FY04 and the firm of Hirtle Callaghan and Company was hired as TMCS' investment advisors. Currently, $6.9M is invested (which includes $2.5M from the bond sinking fund). Annual returns have averaged 8.54 percent since inception.

Policies and procedures are in place to ensure that financial resources are deployed to meet institutional objectives. TMCS has adopted many "best practices" policies including policies for conflict of interest, fraud and misconduct, credit card usage, asset disposal, and contract approval. TMCS also has policies and procedures related to budget management in place. With over 90 operating departments, it is important that annual budgets be managed and monitored carefully. The institution has procedures for requesting, approving, and tracking financial expenditures. Accounting-related forms (e.g., purchase order/check request, reimbursement request, and budget change request) are available to all staff through the campus network. Monthly budget status reports are distributed to all budget managers. Budget managers are responsible for ensuring that expenditures are kept within budget guidelines. This past summer, the accounting and internet services departments worked to develop a web-based, real-time budget status reporting system that is just now being tested and implemented. Planned enhancements will allow budget managers to make mid-year budget changes, initiate and approve purchase orders and check requests, report corporate credit card purchases, and request personal reimbursements.

G. Library & Information Technology (CFRs: 3.6 & 3.7)

The institution's libraries exist to support the academic and scholarly programs of the College and Seminary with holdings that continue to grow in scope, quality, and currency directly supportive of the specific

disciplines offered through their respective curricula (CFR 3.6). Both libraries hold their own primary book and reference collections (print & electronic), in addition to multimedia and periodicals collections. The *Voyager* online public access catalog (OPAC) provides location and bibliographic information for all cataloged resources available through the libraries (CFR 3.7). Enhanced technology continues to improve information access in and to the library. Wireless network access is available to all students on both campuses. Proxy software supports remote access 24/7 for non-resident students providing necessary access to a plethora of subscription databases for research and study. The College employs *Serials Solutions Periodical Portal* and *Article Linker* to provide supportive access for rapidly expanding full-text electronic periodical literature, now ranging over 20,000 titles. Potential databases or their enhancements are carefully selected, monitored, and tested to support the College and Seminary curricula. Trends in library services are monitored through the professional literature.

The College library faces several challenges. First, there is a need to implement expanded and formal classroom instruction on bibliographic research methods. Second, of the current 92 operational hours of service, only 50 hours of professional reference service are available, although a 24-hour, 7-days-a-week direct link allows students to e-mail questions to the reference librarian. Third, the library is facing serious space restriction on adding resources and needed study space. Faculty recommendations for resources supporting their disciplines of study have increased, but still need more attention. Inflationary costs continue to erode the allocated annual budget, undermining effective management of resources.

TMCS has taken a fairly aggressive approach to implementing state-of-the-practice information technology (IT) to support the institution's educational and administrative processes (CFR 3.7). At the College, wireless access to the network software, the OPAC, the intranet, the 3,000+ page College website, and the internet is available to faculty, staff, and students through a campus-wide, secure, windows-based network. All full-time undergraduate students are required to own a network-accessible notebook computer as a condition of enrollment. All full-time faculty are provided a notebook computer to support and encourage their use of technology in the educational process. Most TMC classrooms are equipped with video and computer technology. Many aspects of campus operation have benefited from use of technology including course registration, budget management, IQWeb home pages for all students and courses, distribution and submission of course materials, plant operations work requests, student portfolios, institutional assessment data collection, and web-casting of chapel and other selected campus events. The IT department has a core of 12 full-time staff, along with a number of work-study students.

There are several technology areas at the College that need continued attention. First, during the administrative software upgrade process (from QuoData to PowerCampus by Sungard/SCT) in 2001 programmers had to merge several older databases into the single new database. Unfortunately, due to inconsistencies in the data and lack of standards for entering names, addresses, and similar key data, the merger process produced hundreds of duplicate records that cannot be recognized and repaired by an automated process. The College needs to invest significant resources into identifying and merging duplicate records. Second, with the growing dependence on technology to support the breadth of campus operations, adequate funding will be critical to ensure sufficient current network equipment, servers, server-room cooling systems, and backup power supply systems so that network equipment failures, server failures, air conditioning failures, and power outages will not disrupt the timely delivery of information services. Third, in the recent years, the College has added a significant number of new software systems and capabilities, including The Raiser's Edge, Admissions Prospect, AIMS, student portfolios, online administrative syllabi, and faculty dossiers, as well as expanding the use of other existing systems, including online course registration, course home pages, online course and faculty evaluations. The College will need to add additional IT staff to support any new applications. Along with this, the salaries for key IT staff are significantly below salaries for equivalent positions in the area. The College may find it increasingly difficult to retain key IT staff at the present salary levels. Finally, the

Wismer Computer Center building itself is an unattractive facility and lacks a professional appearance. In order to provide a better appearance, improve operations, and inspire confidence, substantial remodeling may be required.

H. Institutional Planning Processes (CFRs: 4.1, 4.2, 4.3, 4.7, & 4.8)

TMCS recognizes the absolute necessity of employing systematic planning processes to map out the institution's immediate and long-range future based on an objective, data-based assessment of internal strengths and weaknesses as well as external societal and economic variables (CFR 4.2). This is accomplished on a scheduled basis through a number of established procedures. Each summer all TMCS vice presidents are required to prepare a written set of annual goals for the coming school year. In addition, they are required to submit an updated copy of the previous year's goals annotated to indicate the extent to which those goals have been accomplished. In most cases, annual goals are first drafted by the area vice presidents and then modified through discussions with the staff in their respective areas. For example, in the College's academic area, the draft set of academic goals are presented first to the Academic Affairs Council (ACAC), edited based on ACAC input, and then to the entire College faculty during the fall faculty workshops.

A thorough review is made of operational budgets and capital project plans on an annual basis in light of institutional, divisional, and departmental goals (CFRs 3.5 & 4.2). Budgets for all areas are maintained on a central database that allows budget managers to adjust their budgets according to their plan for the coming year. Additional budget amounts are allocated to departments according to mission impact.

Periodically both the College and the Seminary have completed strategic planning processes to help gain a longer-range view of future institutional direction (CFRs 4.1 – 4.3). The College completed strategic planning cycles in 1996 and again most recently in 2001. The Seminary completed strategic plan development in 1998 and 2006. In all cases, the strategic planning processes used involved participation by a broad base of TMCS faculty and staff to help identify institutional strengths and weaknesses as well as to provide critical external trend data and recommendations for directions the institution needed to consider for future growth. The next cycle of strategic planning at the College is set to begin in 2006. Additional planning processes that are used within the operational units of each TMCS division are discussed in more detail in sections two and three of this report.

I. Relationship to WASC (CFR: 1.9)

Since receiving its initial accreditation from WASC in 1975, the institution has completed self-studies and comprehensive or special visits in 1984, 1990, 1996, 2000, and 2003 as part of the accreditation reaffirmation process (CFR 1.9). Since 1987, TMCS has also submitted and received approval for four substantive changes. The first of these changes was handled less than ideally when the College made the decision to acquire the Talbot Seminary M.Div. extension program that was being offered on the campus of Grace Community Church in Sun Valley. The College was given a private warning and placed on probation as a result of this action. The institution was removed from probation status following the submission of the substantive change report in February 1987. Additional approved substantive change proposals included:

- MABC program in a Summer Institute Program (SIP) format by the College in 1998
- Th.D. program by the Seminary in 2000
- D.Min. program by the Seminary in 2004
- MABS & MAE programs by the College in 2006

Over the years, the institution has found accreditation a valuable, though not always welcome, process. The periodic completion of self-studies has involved the systematic examination of all areas of institutional operation, and has resulted in needed improvements to many areas of TMCS policy and practice. The team chairperson's comments about the College's precarious financial situation during the 1996 visit are still remembered and quoted today. They triggered significant changes in the budgeting and fund-raising procedures, which resulted in the institution's currently strong fiscal condition described earlier in this essay.

The philosophical base, standards, CFRs, and procedures within the *WASC 2001 Handbook* provide improved opportunity for TMCS to develop and conduct integrated, on-going evaluative processes. As well, changes in the format of the WASC annual meetings have enabled the institution to expand the number of faculty attending that function, and have provided several opportunities for them to give seminar presentations. It is hoped that the breadth and extent of campus-wide engagement in the reaffirmation of accreditation process is evident both in this report and through an examination of the data provided in the College's AIMS database and the institutional e-folio.

III. Examining the College's Structure & Capacity for Effective Education

The primary emphasis of the College division of TMCS is on traditional residential undergraduate education. As described earlier, the College's 13 academic departments provide the coursework to support the 71 unit general education core curriculum and the major courses leading to B.A., B.S., and B.M. degree programs in 50+ major/emphasis areas. The Center for Professional Studies (CPS) provides three B.A. degree program opportunities, which are offered using a degree completion evening course format. Three M.A. degree programs are now available in the areas of Biblical Counseling, Biblical Studies, and Education. Description of academic requirements for all degree programs are published annually in the College's print and electronic catalogs (CFRs 2.1 – 2.3).

Co-curricular programs at the College are designed with an emphasis on spiritual character development and service learning. The structure of the Student Life department reflects this purpose by providing staff that counsels students in life skills, trains in leadership development, and models active involvement in church and community service. The offices of residence life, student activities, campus ministries, women's ministries, urban and church ministries, and international ministries exist to complement the pursuit of scholarship. The Student Life philosophy, The Master's Distinctives, Core Values, and Mission Statement, which inform all of its programs, are illustrated in the student handbook.

A. Undergraduate General Education Program (CFRs: 2.1, 2.2, 2.2a, 2.3, 2.4, 2.12)

The current set of general education (GE) requirements were implemented beginning in fall 2002, and are based on a faculty-developed set of 64 GE SLOs which explicitly define the educational mission of the College (CFRs 1.2, 2.2a, & 2.4). The distribution of GE unit requirements across academic divisions can be seen from Figure 1, and evidences the faculty's strong commitment to a core curricular structure for the GE requirement in all TMC baccalaureate programs.

Figure 1: Distribution of TMC General Education Curriculum

Communication		Humanities & Fine Arts		Social Science		Math & Sciences	
Spoken Comm.	3	Biblical Studies	25	Cross Cultural	3-6	Computer Use	3
Writing & Research	6-9	Fine Arts	3	Economics	3	Mathematics	3-6
		Literature	6	History	9	Science	7
		Philosophic Studies	3	Pol. Studies	3		

The College catalog contains a detailed description of requirements, including allowable course options and competency testing opportunities to waive course requirements in mathematics, world history, writing, and computer use (CFR 2.12). Depending on the completion options selected, a student will be required to complete from 64 to 83 units of GE coursework. Care has been taken to ensure that the GE program adequately addresses the specific WASC expectations for breadth of baccalaureate study (CFR 2.2a).

A detailed description of the process used by the College faculty to develop the current GE requirements is available in the institutional e-folio (see TMC GE Revision Project Report). The revision process began during the fall 2000 semester when the faculty were asked to develop proposed GE SLOs based on their review of 1) the College mission statement, 2) GE curricula from similar undergraduate programs, 3) WASC guidelines, and 4) outcomes in the then-in-place GE courses. This process yielded 133 proposed GE SLOs, which became the basis for a faculty-wide priority-setting exercise (conducted in September 2001) which resulted in ranking the 133 SLOs in order of perceived importance. The results of the GE SLO exercise provided critical input to the Academic Affairs Council (ACAC) as they began to evaluate whether courses from the previous GE

curriculum should be maintained in current form, be included with significant revision, or be deleted from the new GE requirements. The goal of the curriculum construction efforts was to provide coursework to develop as many of the highest ranking GE SLOs as possible while still keeping the overall number of GE semester-unit requirements at or less than its previous level of 78 units.

Early in the fall 2001 semester, all faculty were invited to submit curriculum proposals during this phase of the revision process. Copies of each proposal were distributed to the ACAC members, and discussed as a group to identify strengths and weaknesses. A new version of the curriculum proposal was then generated by revising the previous version to respond to areas of weakness. This review-revision cycle continued from September 2001 until February 2002 when the twelfth draft of the GE curriculum (incorporating 64 of the top ranked SLOs) was endorsed by all members of the ACAC. It was presented to the entire College faculty on February 22, 2002, and officially adopted at that time.

Overall, there continues to be strong faculty agreement that the current GE curriculum encompasses those areas of knowledge and skill that are critical to any accredited baccalaureate program and important to the College institutionally. While good progress has been made in implementing the GE component of the College's Institutional Assessment Plan (TMC IAP), there is still work to be done in some areas. Collection and assessment of GE-related portfolio items have for the most part been implemented. A continuing challenge is the logistics of collecting compressed video and audio files for several of the communication-related outcomes. Faculty have identified the use of locally-developed on-line, objective course exams for assessment of some GE SLOs, and these are in varying stages of development and implementation. The assessment process has been greatly aided by the willingness of several faculty, who teach different sections of the same GE courses, to develop and implement common examinations that use shared-items pools.

As the GE curriculum matures, it is not uncommon for new courses to be proposed to satisfy one or more of the GE requirements. Faculty still tend to frame GE requirements more in terms of courses relating to various content areas rather than their relationship to SLOs. Consequently, it is often necessary to ask faculty for an analysis of how the proposed course will specifically address the SLOs related to that particular GE requirement area, and what course assessment methods will be used to evaluate student mastery levels related to those SLOs.

B. Undergraduate Major/Emphasis Programs (CFR: 2.2a, 2.3, 2.4, 4.4)

Perhaps the best way to address how TMC safeguards academically-related WASC CFR considerations is first to describe the development and cyclical review processes for both the general education and major/emphases. Organizationally, the College's Academic Affairs Council (ACAC) has primary responsibility for curriculum design working with the faculty as a whole and with approval from the president's cabinet and board of directors. Departments seeking approval for a new major/emphasis program must complete a *Major Program Design Study* (see institutional e-folio for study requirements and samples) for presentation to and approval by ACAC, the whole faculty, and the board of directors (CFR 4.4). This study includes:

- A comparative analysis with similar programs from four to six other colleges (including course naming, unit requirements, curricular structure, and course content).
- Specification of program-level SLOs.
- Specification of the assessment methods that will be used to evaluate student learning for each of the program-level SLOs.

- Analysis of additional resource requirements (e.g., faculty, support personnel, classrooms, library, and information resources).

The five-year cycle of departmental self-studies provides an opportunity to systematically examine the structure and content of all established major/emphasis programs (CFRs 2.7 & 4.4). This self-study includes the requirement for a review of program-level SLOs, assessment methods and data, a comparative curriculum study, and an analysis of the adequacy of program resources. In addition, the study includes a review of assessment data relating to any departmental courses that are a part of the undergraduate general education curriculum.

The specific requirements for each of the College's 13 major fields of study encompassing 54 emphases are described in the College catalog (CFRs 2.1 – 2.4). Programs typically include a set of core course requirements that is shared by all departmental emphases, and a set of additional emphasis-specific course requirements. All undergraduate degrees require that students complete a minimum of 122 semester units, of which 40 units must be upper division (300- and 400-level courses). The total number of units required for the various major/emphases ranges from 39 units for the Communication major programs to 92 units for the B.M. in Music Education. Most of the major/emphases require between 45 and 60 units of major coursework. As can be seen in the College catalog, all programs follow a typical structure for course numbering, and course prerequisites are identified to clarify the normal course progression through the major.

Several observations can be made about the College's undergraduate major programs. First, assessment data from student portfolios, national major field tests, comprehensive examinations, and senior integrative projects indicate that students are graduating from TMC with the program level skills identified in the major/emphasis SLOs (CFR 2.5 & 2.6). These summative quantitative assessments are also confirmed by the students' perceptions of program quality during their programs (CAFÉ data), at the end of their senior year (online senior survey), and as alumni (online alumni survey). Second, while students and faculty would both desire a greater range of course sections and elective opportunities within the major/emphases, 2006 CSS data indicate that TMC senior students reported much less difficulty getting the classes they needed than did students at other similar colleges. Third, even with the significant GE course requirements and the range of units required within the various major/emphasis programs, TMC first-year students are still able to graduate within an average of eight semesters after entry as seen in Figure 3b of the Required Data Elements (Attachment A).

As was discussed previously, TMC has a strong, qualified, committed core of full-time faculty across majors to ensure program currency and quality, to advise/mentor students, and to teach a large portion of the courses (CFRs 2.1 & 3.2). However, it is still a relatively small faculty numerically, and it is a graying faculty in terms of their overall age distribution. It will be essential for the institution to develop an effective strategy for recruiting additional and replacement TMC faculty who will need to live in a desirable but high-cost community. A board committee is currently examining the situation in order to develop an action plan to address this issue. Emphasis on systematically increasing undergraduate enrollment over the next few years is one strategy that would provide funding for recruitment of additional (younger) faculty. Given the caring capacity of the campus, the College enrollment could be increased to 1,200 traditional undergraduate program students with relatively small facility and policy adjustments.

From an academic planning perspective, the faculty has attempted to maximize the variety of major/emphases available, while at the same time having them fall in a range which could be supported with the number and expertise of faculty available. Given the flat undergraduate enrollment over the past four years, the need for new major/emphases to attract additional students should be examined. Efforts are currently in

process to develop partnering agreements with several schools to offer cooperative programs in nursing and engineering. Work is also in progress to evaluate additional satellite locations for expansion of the CPS degree completion programs.

Finally, in regard to the College's undergraduate academic programs, the vice president for academic affairs has long been convinced that the College should develop and implement some forms of distributed education that would make use of the College's strong internet/computing resources. This would enable TMC to offer a selection of biblical studies and general education courses in partnership with local evangelical churches across the country and around the world. Work is currently in progress to evaluate the interest in and feasibility of this concept.

C. TMC Master's Degree Programs (CFR: 2.2b)

Other than the California state-approved fifth year multiple- and single-subject teacher credential programs offered (since 1979) by the Teacher Education department, the College's experience with graduate level education is relatively young. In fall 1996 TMC introduced the Master of Arts in Biblical Counseling (MABC) program. In 1998 TMC received WASC approval to begin offering MABC coursework in a Summer Institute Program (SIP) format. The program has continued to grow, with 102 students participating in this past July's SIP session and 57 students enrolled in fall MABC courses.

This past March TMC received substantive change approval to begin offering two additional M.A. programs in Biblical Studies (MABS) and in Education (MAE). Interest in the MABS was strong enough to allow the College to conduct its first MABS SIP session in July with an initial cohort of eight students. While the MAE program did not offer a SIP session this past summer, there are 30 students currently taking fifth-year credential courses, and a number of them are tentatively planning to take MAE coursework in next year's SIP session.

All three of these M.A. programs are consistent with the core mission of the College and provide post-baccalaureate study opportunities to students graduating from the two largest undergraduate major programs. The structure, rigor, and requirements have been designed to be distinctly graduate level (not just recycled, toughened-up undergraduate coursework) (CFR 2.2b). The departmental self-study for the MABC program was completed in spring 2003, and examined these issues in depth (CFR 2.7 & 4.4). The structure and requirements for both the MABS and MAE programs were carefully examined by the WASC Substantive Change Proposal committee this past spring as a part of the approval process. MABS and MAE program-level SLOs and accompanying evaluation strategies were developed as a part of the Substantive Change Proposal process, and assessment data collection will begin as a part of the normal implementation process for these two programs. MABC program SLOs and assessment methods have recently been defined and are now being systematically implemented so that consistent assessment data can be collected.

D. Co-curricular Purposes & Programs (CFRs: 1.5, & 2.11)

The Student Life department has the primary responsibility to oversee the College's undergraduate co-curricular programs. As frequently communicated by both the vice president for student life and the vice president for academic affairs, the goal of the co-curricular programs of the College is to provide a purposeful educational complement to the formal academic curriculum (CFR 2.11). Consistent with the historical view of a residential college, TMC utilizes the unique opportunities provided by a residential environment to ensure that its students are manifesting character and activities which validate their intellectual claims.

Students are encouraged early in the college experience to identify their life's calling, and then to construct an educational plan that can allow their courses and their service opportunities to compliment each other. This

emphasis is reflected in the College's nationally-recognized student orientation program (Week of Welcome – WOW), Student Life programs, course syllabi, and both academic major and general education requirements. The College strives to help students identify how their academic major can be utilized in specific service learning opportunities, both locally and internationally. Student leadership programs maintain a strong emphasis on academic excellence by requiring grade point averages that demonstrate a student leader's commitment to his/her academic success. The Student Life staff and College faculty seek to work together to identify the needs of a student who is not demonstrating success academically.

Consistent efforts have been made to improve the integration of academic goals within Student Life programs (CFR 2.11). The chapel program has benefited from an increased involvement of the faculty, resulting in the addition of department chapels, scholarly-themed chapel weeks, convocation and baccalaureate services, and faculty-led seminars.

The past several years have seen more emphasis placed on the academic success of the residence life staff (as evidenced in the job descriptions), and an increased emphasis on students' academic success skills in both the Week of Welcome and the Biblical Fundamentals orientation programs. There has also been significant growth in local and international service learning programs. This has resulted in internships, work study opportunities, and global outreach trips now designed, where feasible, according to the interests of academic departments, allowing students to apply their field of study in community and international programs.

Realizing the opportunity to give more attention to the unique needs of the College's majority female student population, the Student Life department created the Office of Women's Ministries in the year 2000. This office is staffed by a person at the director level, who provides consistent input to the senior staff about the needs of and service opportunities represented by female students. Since 2004, there has been a consistent effort to increase the number and variety of services available to women on campus. These events include women's forums, faculty- and staff-wives' mentoring opportunities, and local church mentoring networks. As well, greater attention has been given to training the Student Life staff in meeting the social, spiritual, and counseling needs of women.

The Student Life department has also endeavored through its various programs to promote an increased understanding of diversity (CFR 1.5). As a part of their participation in the Week of Welcome, incoming students are introduced not only to the neighborhoods and communities surrounding TMC, but also to the neighborhoods of central Los Angeles as they spend a day visiting the LABEX program. (The LABEX program is a one-year opportunity for any TMC student to live and minister in an area of poverty and need in Los Angeles while continuing in classes at the College.)

Short-term opportunities for ministering in the Los Angeles area are also available to students through the annual program of Outreach Week. During this unique event, classes are canceled for three days to give approximately 600 students the opportunity to spend these days in teams of 8 to 15 students who minister and offer practical help to nearly 40 churches in and around the Los Angeles area. They gain exposure to a variety of ethnic congregations, as they stay in homes within the community surrounding the local churches.

The Office of Student Life also coordinates the Global Outreach program for TMC. This ministry-oriented program provides opportunities for students to travel in teams of 4 to 30 students to assist in the ministries of missionaries and/or local ethnic churches and organizations in foreign countries. Such assistance could include teaching English as a second language (TESOL), helping to establish a water system for a local tribe, or facilitating a ministry to a skateboarding sub-culture. An average of 80 students participate in the Global Outreach program every summer.

Not only does the Student Life department seek to cultivate an understanding of diversity outside of the TMC campus, but the International Student Office, a program of Student Life, has also made great efforts to cultivate an appreciation for diversity within the campus through its promotion and support of the international students currently attending the College. For the 2006-07 school year, there are 36 internationals and 45 third-culture kids (TCKs) attending TMC, representing 42 countries. The staff in the residence halls includes International Assistants, similar to resident assistants, who are specifically responsible to care for the needs of internationals in residence at the College (CFR 2.13). The International Assistants and International Student Office are very intentional in involving the international students in all aspects of campus life, as well as connecting them with a support network, Friends of Foreign Students (FOFS).

New survey instruments, such as the Spiritual Growth Inventory and Demographic Questionnaire have been developed to identify the characteristics of incoming students. Survey items include the economic and geographic home contexts, parents' vocations and educational background, parents' marital status, and parents' religious orientation. Student characteristics are also self-reported, such as home church affiliations and culture, previous schooling experience (home school, public, private) including the number of semesters the student spent in each setting, languages spoken, cross-cultural service experience, kinds of crisis experiences they or a friend have had to deal with such as deception, (e.g. substance abuse, sexual activity, pregnancy, eating disorders, abuse, incarceration). The Spiritual Growth Inventory is built upon seven outcomes: a lifestyle of worship, the grace of restoration, a biblical approach to discipleship, support for the local church, commitment to global missions, the practice of servant leadership, and responsibility to community. Incoming students evaluate their own participation in these seven outcomes by rating their frequency of participation in over 80 activities and disciplines. A sampling of these activities and disciplines includes honoring all authorities, demonstrating true repentance, responding to correction with a teachable spirit, demonstrating a consistent attendance at one local church, learning to effectively adapt to and minister within a different culture, identifying and addressing personal limitations, and loving others more than oneself.

Examination of the unique needs presented by individual student populations has resulted in modifications to the student orientation programs. Most recently, greater attention has been given to female students, international students, third-culture students (U.S. citizens living abroad), transfer students, ethnically diverse students, and low income students. Each of these populations has been identified, and efforts have been made to counsel and provide services to these students (CFRs 1.5, 2.13, & 2.14). Increased student awareness of the needs of these populations has also resulted in an increasing enrollment among these groups.

TMC has designed many of its co-curricular programs and policies to cultivate a true (biblically accurate) worldview in the lives of students (CFR 1.5). The College strongly believes that biblical Christianity is trans-political, trans-racial, trans-cultural, and trans-geographical. This means, in part, that within the church the bond between believers in Christ transcends any differences that may be found in other dimensions of life. Beyond the church and in every sphere of their lives, believers are commanded to be an influence for what is right and true. Biblically based disciple-making at TMC centers on helping students develop a biblical worldview that has been thoughtfully stripped of prevailing cultural and societal presuppositions.

Results from the 2006 CSS survey indicate that when compared to seniors from other religious and private colleges, a higher percentage of TMC senior students report that they have had a roommate of a different race/ethnicity, have socialized with someone of another race/ethnicity, and believe that their time at TMC has strengthened their knowledge of, and ability to get along with, people of different races/cultures. The 2005 Noel-Levitz SSI survey showed similar results in this regard, with TMC students indicating a satisfaction level significantly higher than that of students at other private colleges when asked about their institution's commitment to under-represented populations and to racial harmony on campus.

Student Life programs undergo an annual review, implementing assessment strategies such as student focus groups, evaluations, surveys, and V.P. forums in order to identify how greater complement can be achieved between co-curricular programs and with curricular programs (CFR 2.7 & 4.4). In addition, staff members track their own professional development with the use of a professional development dossier (CFR 3.3). This instrument encourages each staff member to investigate developments in his/her field for the best practices among colleges.

The unique disciplinary philosophy at the College allows the residence life staff to take into account the personal needs of students, which may include the academic, financial, and family-related implications facing the student. Working directly with the academic monitoring faculty, the residence life staff is able to inform faculty of trends and shifts in student culture, allowing them to better address needs that could become evident in the classroom (see *TMC Student Handbook*).

There are a number of aspects of student life that continue to be the focus for improvement of practice. These include the following: further implementation of the strategic planning initiatives related to ethnically diverse students, research and design of recruitment and support strategies for at-risk youth, greater integration service learning internships within each academic major, investigation and identification of strategic partnerships with urban theological educational programs, design of post-graduation international service opportunities, development of faculty support for participation in community and international service programs, enhancement of student counseling resources, expansion of student health center staff to include counseling and mental health assessments, development of parent communication, and support resources.

E. Support Programs & Policies (CFRs: 1.5, 1.7, 2.11, & 2.13)

With its current student enrollment levels, the College is large enough to provide a relatively broad range of programs for prospective and current students as well as for alumni. While staffing for these programs is more modest than would be present at larger institutions, identified departments with dedicated, trained personnel staff oversee these support functions under the supervision of the respective vice presidents.

The Enrollment department oversees the College's admissions, financial aid, and student employment programs. Because admissions personnel represent the College to students and the larger public, they receive intensive training regarding the policies and practices of the institution. They also participate in "Integrity Selling" training to emphasize accuracy in all communications (CFR 1.7). Noel-Levitz SSI data indicate that students are highly satisfied with the overall admissions process and with the responsiveness and accuracy of the information provided by TMC's enrollment counselors. The Enrollment department oversees the publication of all student recruitment materials. These publications are reviewed thoroughly as they are being developed, and while style is an important consideration for published materials, the Enrollment department places a higher priority on content accuracy.

While placing a heavy emphasis on student recruitment within California, enrollment counselors travel to all regions of the United States, visiting Christian schools and churches with theological perspectives similar to those of TMC. As a part of those efforts, enrollment counselors have also participated in culturally diverse college fairs, such as the Black Expo and the Hispanic College Fair, seeking out African-American and Hispanic students (CFR 1.5). This past year (2006) a recruiting scholarship program was initiated for any qualified student who is a member of a church within the National Baptist Convention (a convention of predominately African-American churches). Over the past five years Dr. MacArthur and Grace Community Church have developed relationships with a growing number of theologically like-minded churches and pastors as a result of

the church's annual Shepherd's Conference. Such relationships would greatly benefit Enrollment department personnel if counselors could recruit TMC students from within those churches.

The Financial Aid (FA) office provides financial aid counseling to all TMCS students and administers all institutional-, federal-, state-, and private grants, scholarships, and loan programs (CFR 2.13). Because of the volume and complexity of regulations in this area, FA staff receive frequent training updates in the form of program workshops, conferences, and meetings to better understand and interpret the regulations and to significantly reduce the possibility of errors. As caretaker of funds allocated to eligible students, the FA office is accountable for the proper administration of all programs. Further, it maintains clear audit trails and documentation to accompany all initial awards or subsequent award modifications. Award information is uploaded to the Student Finance department on a regular schedule and applied to students' accounts. The Student Finance staff are in charge of receiving all payments and handling any eligible refund. Policies and procedures for administering these funds have been established by the U.S. Department of Education, The California Student Aid Commission, and TMCS.

Additional financial support is available to eligible students through the College Work Study (CFR 2.13). Using a combination of federal funding and existing labor budgets, the College has been able to give $2,000 and $4,000 Work Study Awards to over 200 qualified students each year, while filling critical positions on-campus and in the community with student employees. Over the last 12 years TMC work study students have been employed by more than 200 local businesses. Businesses benefit financially, since they pay only 65% of the student's wages. In addition, the students remain on the TMC payroll, so that employers also avoid paying the costs normally associated with employment. This arrangement, coupled with the quality students TMC attracts, has proved to be a popular option for local employers. The student employment office conducts a Work Study Job Fair annually at the beginning of the fall semester to help connect students with potential (on- and off-campus) employers.

In the Academic area, counseling and tutoring support is available to all students through the Academic Counseling office (CFR 2.13). The academic counselor monitors the academic performance of all probationary students and meets regularly with each student. Retention and GPA data for these students show a strong positive effect of this program, enabling students to be taken off probationary status. Peer tutoring support is also available through this office to any student in any subject area. Tutoring requests are initiated by students and are coordinated by the academic counselor with input from the faculty member. Even after efforts to better publicize this service, CSS and SSI data indicate that more needs to be done to elevate students' level of awareness in this area.

The Career Services department provides a full range of services to help prospective, current, and former TMC students and their families in choosing a major or career, and in career placement. Every incoming student is briefed on Career Services during the Week of Welcome, and all are encouraged to begin career exploration early in their college program. Assessment tools include the *Strong Interest Inventory* and values/skills card sorts. Workshops are presented throughout the year on résumés, interviews, and job search techniques. For all interested students, the Career Services staff offers to conduct mock interviews. The department hosts employers and graduate schools for recruiting on campus, and oversees the annual Graduate School/Seminary Fair and the Christian Camp Fair. The department also updates a web-based job board for full-time positions and internships, and maintains an extensive list of web links to assist students in searching for jobs, researching employers, and deciding on an academic major. The department has recently made greater use of the alumni network in an effort to identify more opportunities for internships and career positions for students. Use of Career Services has increased consistently since the office was established in 2001.

However, SSI and CSS data indicate that some TMC students are still unaware of the availability of Career Services support.

The College's Human Resource department is responsible for coordinating provision of additional resources, and for working with faculty and staff to address the specialized needs of students with disabilities to meet the requirements of the Americans with Disabilities Act (ADA). Some recent examples of how the College has been able to help disabled students to be successful at TMC include the following:

- A number of students with documented cases of dyslexia have been provided with tutors as needed, printed class materials have been converted to audio form for their use, and additional time has been provided in a proctored environment for test taking.
- One quadriplegic Asian student has been provided with a full-time caretaker who assists the student with the mechanics of in-class note taking and assignment- and test completion.
- Mobility adjustments and campus transportation (a golf cart with hand controls) have been provided for several students with spinal bifida.
- A blind student has been supported through the help of note takers, tutors, and a designated residence hall assistant, as well as through adjustments made to the time limits and presentation format of tests.

F. Educational Quality Assessment Processes (CFR: 2.4 – 2.10, 4.4, 4.5, 4.6, & 4.8)

As has been described earlier in this report, TMC faculty have developed SLOs for the GE curriculum, and for all majors and emphases (M/E) (CFRs 2.4 & 2.6). The Student Life staff has developed a parallel set of SLOs for the co-curricular programs. These SLOs are published in course syllabi, as well as in student course and faculty evaluations (CAFÉs). Assessment data relating to each of the SLOs are systematically collected from students (CFRs 2.6, 2.7, 4.4, & 4.5) through a variety of methods, including standardized objective examinations, sample student work, national examination results, senior- and alumni survey data, and surveys of employers, graduate school advisors, and pastors. Data are stored, organized, and summarized in a web-accessible Assessment Information Management System (AIMS). Each spring, faculty complete an annual review of AIMS data for GE and M/E SLOs in their subject field to identify and document changes that need to be made in SLOs, assessment methods, and/or curriculum courses and content to improve the level of student mastery.

In addition, each academic department completes a review of the general education coursework and major/emphasis programs from their academic area every five years using a departmental self-study format (CFRs 2.7, 4.4, & 4.8). The department chairperson is responsible for managing the completion of the self-study with the involvement of all department faculty. The self-study process includes an evaluation of student performance data relating to the major and departmental GE learning outcomes, retention and graduation rates, an evaluation of library holdings in the academic field, and alumni graduate school and employment success. The major curriculum is compared with curricula from other similar institutions as well as published curricula guidelines from relevant professional organizations. Each self-study includes a campus visit and evaluation by two external reviewers. Typically, one of the reviewers is a faculty member in the corresponding academic department from a nearby college or university, while the other reviewer comes from a related business or industry vocational setting. The results of the departmental self-study are presented to the entire faculty. Self-study recommendations vary widely among departments; such recommendations may include revising departmental curricula, modifying learning outcomes and assessment methods, expanding the library collection, and adding staffing, facilities, and equipment.

The College also employs a variety of additional, regularly-scheduled quality assurance processes to evaluate other aspects of its operational effectiveness (CFRs 4.4 – 4.6, 4.8). An annual review of student orientation and residential programs is conducted by the Student Life department. Recommendations from this review are used to revise program policies and procedures for the subsequent year. Each year, the College participates in the College Institutional Research Project (CIRP) and College Student Survey (CSS) offered through the UCLA Higher Education Research Institute (HERI), and the Noel-Levitz Student Satisfaction Inventory (SSI). The CIRP and CSS surveys provide valuable comparison data about entering- and graduating TMC students' backgrounds, activities, and values. The SSI surveys students' perspectives on the importance of and satisfaction with virtually every aspect of college operation. Summary reports of key data from these surveys are prepared by the Director of Institutional Research & Assessment (IRA) and distributed widely across campus. These reports provide key input to a range of planning and assessment activities, including strategic planning, recruitment and retention efforts, financial aid policy development, budget distribution planning, faculty expansion decisions, academic department self-study activities, and decision-making about formulation of new major programs.

IV. Examining the Seminary's Structure & Capacity for Effective Education

The Seminary division of TMCS is a non-resident, commuter campus. Although nearly half (48%) of TMS students come from within California, an additional 41 states and 18 countries are represented. The structure is relatively traditional, anchored by the three-year Master of Divinity (M.Div.) degree program. A one-to-three year Master of Theology (Th.M.) degree program, a three-year Doctor of Ministry (D.Min.) degree program, and a three-to-five year Doctor of Theology (Th.D.) degree program are built upon the M.Div. foundation. Two additional programs are available as well: a Bachelor of Theology (B.Th.) and a Diploma of Theology (Dip.Th.).

A. Overview of the M.Div., B.Th., Dip.Th. and Th.M. Degree Programs

1. Overview of Programs and Structure

The 88 credit hours of core requirements for the M.Div. degree are spread across four general areas and reflect the Seminary's clearly defined educational mission (CFRs 1.2, 2.1, & 2.2b). Intentionally hierarchical in design, the curriculum begins with courses in Bible and Biblical Languages as the introductory and foundational segment of ministry preparation, and culminates with courses in Theology and Pastoral Ministry.

Figure 2: Distribution of Master of Divinity Core Curriculum			
Bible — 24	Biblical Languages — 18	Theology — 24	Pastoral Ministry — 22

Ten elective credit hours are required in addition to the core curriculum. The Seminary catalog provides a detailed description of course requirements (CFR 2.3), including competency testing opportunities to waive any course that is deemed repetitious.

The B.Th. and the Dip.Th. programs are each limited to a maximum of 5% of the total enrollment. While they are designed for those students beyond the average age of college students (usually above the age of 30) who have not completed their baccalaureate degree studies, the program requirements are identical to those of the M.Div. degree, except that the required minimum grade point average for graduation is 2.0 rather than 2.5. For the B.Th., approximately 60 credit hours of undergraduate general education work are required. The nomenclature is designed to emphasize the fact that the Seminary does not offer graduate degrees to those who have not completed a baccalaureate program.

As with traditional seminary programs elsewhere, there are no expressed majors with the M.Div., B.Th., and Dip.Th. degrees. Occasionally, students will create their own emphases by limiting their elective coursework to an area of specialization. However, the program is very vocationally oriented, with all students seeking a strong foundation for those church- or missions professions requiring ordination. In fulfilling this mission, the M.Div. focuses on three areas of special emphasis: biblical theological understanding, personal growth, and professional preparation. The emphasis on a thorough knowledge and understanding of the Bible is demonstrated throughout the curriculum, especially in direct Bible study courses, in biblical language studies, and in theology courses (CFRs 2.4 – 2.6). The emphasis on personal growth is demonstrated in the required discipleship labs and chapels, and in portions of the field education courses. The emphasis on professional development is seen primarily through the pastoral ministries, expository preaching, ordination, and counseling courses.

The Th.M. degree is a one-to-three year post-M.Div. program that allows for specialized ministry preparation in Bible Exposition, Old Testament Language and Literature, New Testament Language and Literature, Systematic Theology, or Historical Theology. With an emphasis on advanced research and teaching techniques, formal writing style, and pedagogical methodology, this program provides for a further sharpening of exegetical and theological skills beyond the M.Div., especially for pastors who are inclined toward theological writing. It also offers a basis for graduate study leading to more advanced degrees, such as Doctor of Philosophy (Ph.D.) or Doctor of Theology (Th.D.). Because the requirements and expectations are significantly higher than those for the M.Div., an acceptable baccalaureate degree and a grade point average of 3.25 are required for entrance into the program. Understanding that students from other graduate schools wishing to enter the program may lack some necessary foundational coursework, TMS provides all prerequisite coursework free of charge.

2. Overview of Expectations and Outcomes

The entire educational process, from recruitment and admissions to placement and external stakeholders (e.g., churches and donors), is informed by the Seminary's mission statement and educational expectations. These expectations are continuously monitored through faculty-led, weekly discipleship lab classes, providing small group settings in which to review and foster the outworking of these expectations (CFRs 2.4 – 2.6). Follow-up with non-registrants each semester offers further feedback too. The faculty's bi-annual "candidacy" review and advising responsibilities enable them to assess each student's understanding, academic progress, and level of attainment. Faculty members are also encouraged to ask about the personal welfare of the student during these visits.

The Seminary has incorporated many "how-to" (pastoral ministry) classes into the curriculum. Many of these are taught by seasoned church pastors who have ministerial experience in their backgrounds. The "hands-on" ministry involvement required of all students is expanded by the Seminary's physical location on the campus of a large, vibrant church, where numerous ministries are being observed on a daily basis.

Ongoing academic assessment in lower division classes comes primarily through quizzes, mid-course exams, and faculty-student interaction. Relatively small class sizes (core classes average 34; elective classes average 8; discipleship labs average 4.5) give professors ample opportunity for personal attention and oversight. The seminar instructional format, used in 63% of upper division classes and 95% post-graduate courses, incorporates personal interaction and provide instant feedback.

A number of evidences demonstrate the level of attainment by TMS students. A recently developed alumni survey, sent annually to graduates of 5- and 10 years ago and to their employers, is beginning to provide concrete data and valuable insight into and assessment of their preparedness (CFRs 2.6, 2.7, 4.4, & 4.8). Historically, churches have sought out TMS graduates, evidenced by an average of 85% being placed within 90 days of graduation. Also, graduates who pursue post-graduate studies are accepted into a broad spectrum of highly respected doctoral programs around the world.

On the faculty level, the Seminary strongly encourages faculty membership and participation in scholarly societies by paying the annual membership fees and by paying the expenses of those who present papers at meetings of such societies (CFRs 3.3 & 3.4). Current faculty members hold memberships in 17 different scholarly and professional societies. The Seminary also provides each faculty member with a $400 annual book stipend, and restricts teaching loads to eight credit hours or fewer per semester. Further, faculty members receive a teaching load reduction of one credit hour for each doctoral student they are mentoring.

Skilled technicians and seasoned educators are frequently invited to present seminars on educational innovation and creativity at the annual faculty retreat. The Seminary also provides state-of-the-art hardware and software, including the assistance of a knowledgeable and readily available information technology (IT) team.

The Seminary conducts annual reviews of its programs and curricula. In addition to the comments above (CFR 2.6), a growing number of alumni are writing books and publishing articles in juried journals. An increasing number of students are applying to TMS as a result of the recommendations of alumni, indicating a significant level of satisfaction with their ministerial preparation.

The Seminary faculty are very active in ministry engagements, both nationally and internationally (CRF 3.1 & 3.2). This past year, faculty members have undertaken speaking and teaching engagements on five continents. When physical travel has been impossible, real-time teaching has occurred via the Seminary's state-of-the-art Virtual Classroom to India, Germany, Italy, and Russia. Similar equipment is employed in the Sermon Preparation classes.

Student course evaluations are reviewed and assessed annually by both the faculty member and the dean (CFR 3.3). Each faculty member is asked to analyze the evaluations for any trends (positive and negative) in student responses and then to enumerate future improvements for the course. These procedures have proven beneficial, with professors revamping workload and course requirements as a result.

Each faculty member conducts an annual self-evaluation and reports his findings to the dean. This self-evaluation incorporates his scholarly activities, course evaluations (both by himself and by the students), and ministry engagements, and requires the faculty member to interact with the findings and set new goals for coming year.

3. Overview of Support Programs and Policies

The Seminary is quite aggressive in supporting both faculty and students in their various endeavors. The Seminary publishes its own scholarly journal, encouraging both faculty and post-graduate students to publish their research. The library makes four private study rooms available to the faculty, providing them with a place for extended research without interruption.

The library provides faculty and students with online access to search library holdings, place orders for check-out items, renew books, maintain their library account and access large numbers of full text materials and research databases (CFR 3.6). All members of the library staff are trained to provide assistance to students for their academic research needs. During orientation, the TMS librarian teaches a two-hour segment on the basic features and functions of the library.

Because each student is required to have his own computer, a formal Computer Lab is not provided (CFR 3.7). However, computers for student use are stationed throughout the library. In addition, major software providers are also invited to campus to provide an overview and instruction on the benefits and use of their software tools.

The library has an ongoing evaluative process to ensure that current and sufficient materials are available for the various degree programs. Access to more than a hundred different online databases is maintained, and inter-library loan services are provided through affiliation with the American Theological Library Association and the Southern California Association of Theological Libraries.

The size of the student body and classes, as well as the small groups (discipleship labs) that meet with faculty members each week, allows the Seminary a "hands-on" approach in its student services. To begin, students are advised during the application process about the matching grant funds that are available. Additional scholarship assistance is provided based on merit and need. The director of admissions continues as the adviser to each new student throughout his first year, easing the transition into graduate studies (CFR 2.12). Career counseling is given individually by a student's adviser, and the placement director's bi-annual Placement Workshop is conducted for students anticipating graduation within the next two years (CFR 2.13). Seminary student wives are encouraged to attend as well. In addition, the admissions office provides new students with an official HOST ("Helping Others Simplify Transition") family upon arrival in town, and assists them with housing, employment, banking, and other needs when moving into the area.

4. Overview of Educational Quality Assessment Processes

Curricula evaluations take place annually in preparation for fall registration period and biennially in anticipation of a new edition of the catalog. These evaluations are driven by student and faculty evaluations (CFRs 2.7 & 4.4). For example, the PM507 Pastoral Research & Preparation class began 20 years ago as a Research & Computing class, designed to teach students how to use the library and computers. A decade later, feedback from students showed that they no longer needed computer instruction, and that portion of the course was replaced with topics such as time management, critical thinking, and research skills. Through the input of student evaluations, the most helpful of these topics were identified, and others minimized or discarded. For some, relevant portions have been incorporated into the orientation week in a more condensed format.

TMS faculty continually monitor the curriculum and make adjustments in an effort to improve the sequencing and content of their courses. For example, the course Church Administration has been moved from a first-year course to the final semester in order to increase its value to students preparing to move into full-time church-related ministries. Sensing the need for increased teaching time in Theology III, the theology faculty requested that one credit hour be moved from Theology II to Theology III.

Over the past six years, two new degree programs were launched: the Doctor of Theology (Th.D.) in 2000 and the Doctor of Ministry (D.Min.) in 2004. In the case of the Th.D., discussions began in 1991-92, with a formal Feasibility Study Group (FSG) formed in 1994 (CFRs 4.2 & 4.3). The concept of a D.Min. program was first introduced in the Seminary's 1996-97 Strategic Plan, with formal planning beginning in early 2001. In each case, the years of planning included ongoing formal committee discussions, researching similar programs elsewhere, surveying alumni, and requesting the evaluations of other doctoral program directors.

The faculty periodically undertakes major reviews of its institutional purposes, educational objectives, and student-and-faculty performances (CFRs 2.7 & 4.4). At its 2004 Faculty Retreat, the faculty made an extensive audit and analysis of its entire program, reviewing its responsibilities in light of the CFRs. The 2006 Retreat engaged in a review of its Strategic Plans—past, present, and future (CFR 4.2).

The Seminary prepares and distributes to its faculty annual reports, such as enrollment, retention, graduation rates, and placement rates (CFRs 4.4 & 4.5). These reports are reviewed and analyzed for the purposes of strategic planning, recruitment, retention, and placement. The annual alumni- and employer surveys are also distributed for analysis. Efforts are underway to make these reports available on-line for faculty and staff review.

The Seminary annually sends a web-based survey to TMS alumni, seeking their assessment as to how well their education prepared them for their ministry vocation (CFRs 2.7 & 4.4). This survey is sent to alumni five and ten years after graduation, believing that a few years in ministry is helpful to fully identify and evaluate levels in

preparation. The alumnus is also asked to send a parallel on-line survey to his employer, who can also evaluate the graduate's preparation. The survey is anonymous, a feature that encourages respondents to be candid. The Seminary also receives on-going feedback from some of its adjunct professors, one-third of whom are employers of TMS graduates and/or students.

Despite these efforts, the area of assessment at TMS is still one area needing continued focused attention. Steps are being taken to address this weakness; for example, other seminaries have been contacted to ascertain what they have done, and the director of institutional research and assessment at TMC has agreed to provide assistance.

B. Overview of the Doctor of Ministry Program, Structure, and Outcomes

After three years of development, TMS began the Doctor of Ministry program in July 2004 with one major: expository preaching. Students attend seminars in July and January for two years, and then use the final year for preparing a preaching research project. The goal of the D.Min. program is to further equip students to preach the Bible accurately and effectively. Now in its third year, 25 students are actively enrolled. The D.Min. committee has set an absolute maximum of 15 for each cohort (10–12 is optimum). Fourteen resident faculty members have taught in the program along with four visiting instructors. After three years of experience, both the director and faculty believe the program is more than adequately staffed, and no negative responses in this area have been offered by the students (see March 1, 2004 WASC Substantive Change Letter, p. 2).

Of the 27 students who have begun D.Min. coursework since the inauguration of the program in 2004, only two have withdrawn. The current retention rate is 92%, a percentage that is greater than anticipated. The budget has been met each year with a modest surplus. Recruitment for 2007 is ahead of all previous years to date. Sixteen of the active 25 students are TMS alumni (64%) and nine are non-TMS graduates (36%).

The program continues to be refined. Each time a seminar has been taught, it has subsequently undergone changes based upon the instructors' evaluations and students' feedback (CFR 2.7). For example, the seminar on Preaching the Old Testament was significantly revised after the first year. Primary emphasis was shifted from exegesis to exposition by changing pre/post assignments and reducing reading. In other seminars, smaller changes were made in the lectures, order of material presented, and assignments. Each seminar involves multiple instructors, who meet before and after the seminar to evaluate all aspects of the class. This, combined with written and verbal feedback from students, has sharpened each seminar.

Library resources continue to be improved for D.Min. studies (CFR 3.6). TMS library staff interacts regularly with D.Min. administration and instructors to discern what to acquire for the program. TMS can financially provide for whatever library resources are requested by the faculty and students. A minimum of $30,000 (in addition to General Fund dollars) is spent annually for volumes dedicated to D.Min. and Th.D. studies.

Five-Year Goals for the D.Min. program include the following:

1. Graduate eight students in May 2007.
2. Recruit a maximum of 15 students per year.
3. Improve records and coordination of student tracking, especially during the Preaching Research Project.
4. Increase advertising in strategic publications.

C. Overview of the Doctor of Theology Program, Structure, and Outcomes

In August 2000, TMS inaugurated the Th.D. program after five years of intensive planning and preparation. The program combines the best of European and American methodology in providing one-on-one mentoring coordinated with directed studies, research seminars, and dissertation writing and defense.

With seven qualified faculty members available originally to mentor in the Th.D. program, the Th.D. Committee set an initial ceiling of 14 active students (two per faculty mentor). As of fall 2006, the doctoral faculty available for Th.D. mentoring stands at eight professors. Figure 3 below outlines the application history for the TH.D. program (see WASC July 2, 2003 Special Visit Letter, p. 3).

Figure 3: Th.D. Application History

	TMS Degree	Non-TMS Degree	Total
Applications	13 (68%)	6 (32%)	19
Acceptances	12 (71%)	5 (29%)	17
Commenced Exams	11 (78%)	3 (22%)	14

Non-TMS schools from which accepted applicants originated include Talbot Seminary (3), Capital Bible Seminary (1), Evangelical Theological Seminary of Bangalore, India (1), and Detroit Baptist Seminary (1). Ethnic or national backgrounds of applicants accepted into the program include 1 African-American, 1 Korean, 1 Indian, 1 from Heidelberg, Germany, and 10 American Caucasians. The distribution of active majors includes:

1) Systematic Theology: 6 students
2) New Testament: 4 students
3) Old Testament: 4 students

No student has completed and defended his dissertation as of September 2006, although one student (Andrew Snider) will do so during this school year. This student has completed the three required doctoral colloquium presentations and plans to graduate in May 2007.

After five years of experience with Th.D. students, much has been learned about the program's strengths, weaknesses, challenges, and opportunities. Strengths reside in the philosophy and structure of the program, a qualified faculty, and a world-class research library. Lack of experience might be seen as a weakness, but the program is gaining experience rapidly. On the other hand, lack of prior experience has helped the Seminary to maintain freshness, flexibility, and a willingness to innovate.

Goals for the next five years for the Th.D. program include:

1. Graduate at least one student in 2007 and in 2008, and two or more students each subsequent year through 2011.
2. Recruit three new students each year.
3. Add two more doctoral faculty members.
4. Improve record keeping and coordination of information among all administrative personnel.
5. Revise Th.D. procedures for greater success in the areas of recruiting, encouraging early completion of qualifying exams, improving organization of doctoral colloquiums, and ensuring that there are no ABDs.
6. Place all graduates in key teaching positions prior to their graduation.

The Th.D. program is financially sound, with fees/tuition generated by the participating students and scholarship funds from the $2.5M Keene Scholarship Endowment, which covers all associated Th.D. program expenses. A minimum of $30,000 annually has been spent (beyond the general fund budgeted amount) to enhance doctoral offerings.

V. Summary and Conclusions

Consistent with the intention of the CPR review, the purpose of this report has been to demonstrate that TMCS has an organizational structure, established processes, and necessary fiscal, physical, and personnel resources to provide educationally effective baccalaureate- and graduate-level degree programs. The institution continues to strive to improve the quality of the educational experience as it moves through the CPR visit and beyond to the EER visit in spring 2009. As was seen in the report, a number of specific areas within TMCS remain the focus of attention for continued strengthening and improvement. These are summarized below, and the institution's work plan for addressing each of these issues is outlined in Attachment E.

- Identify additional funding to expand the professional development opportunities for TMCS staff.
- Strengthen relationship with TMCS alumni with consideration of how best to develop an alumni giving campaign.
- Continue efforts to expand the ethnic and racial diversity of TMCS faculty and student body.
- Pursue additional opportunities for the board of directors to interact with a larger group of TMCS students, faculty, and staff.
- Examine the College administrative structure to ensure that adequate leadership is provided to the areas of development and enrollment management.
- Obtain TMC facilities master plan approval from the City of Santa Clarita, and complete the capital campaign to provide funding for development of the College's hilltop campus.
- Evaluate information technology budget to ensure the IT department has adequate funding to maintain hardware and software currency, and for employing necessary support staff.
- Develop and implement a plan to enhance faculty salaries and mechanisms to assist faculty to obtain adequate housing in the Santa Clarita area.
- Continue efforts to expand the institution's endowment.
- Begin the next round of strategic planning at the College.
- Complete implementation of remaining TMC assessment plan activities relating to on-line testing, and surveying of employers, pastors, and graduate school advisors of TMC graduates.
- Establish partnerships with similar colleges and universities to provide for undergraduate cooperative programs in nursing and engineering.
- Expand the College's CPS programs to financially viable satellite locations with appropriate WASC approvals.
- Develop and implement a modest mission-driven undergraduate distributed education program that complements current residential programs.
- Expand the self-studies within each discipline to review Student Learning Outcomes and their effectiveness in relation to the mission of the Seminary.
- Enhance the assessment instruments used at the Seminary to collect and analyze student evaluations of courses and faculty.

- Develop a campus environment assessment instrument for the Seminary to gauge and support student learning atmosphere.
- Investigate the feasibility of implementing a peer review process for TMS faculty.
- Increase the endowment to enhance TMS faculty salaries.
- Distribute electronically a range of annual reports (e.g., enrollment, graduation rates) to TMS faculty.
- Improve TMS alumni survey instruments that assess alumni ability to function effectively as pastors.