

REPORT OF THE WSCUC TEAM

For Reaffirmation of Accreditation

To

Pacific School of Religion

November 2-4, 2022

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The team evaluated the institution under the 2013 Standards of Accreditation and prepared this report containing its collective evaluation for consideration and action by the institution and by the WSCUC Senior College and University Commission (WSCUC). The formal action concerning the institution's status is taken by the Commission and is described in a letter from the Commission to the institution. This report and the Commission letter are made available to the public by publication on the WSCUC website.

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Section I – Overview and Context

A. Description of Institution and Accreditation History

Located in Berkeley, California, the Pacific School of Religion (PSR) was originally founded as a seminary in 1866, the first seminary founded west of the Mississippi River. Although having claimed itself “undenominational” in 1916, PSR is a progressive Christian seminary with formal relationships with three denominations: the Christian Church (Disciples of Christ), the United Church of Christ, and the United Methodist Church. For over 150 years, PSR has trained future leaders within multiple faith communities. In 1963, PSR joined eight other seminaries (three Roman Catholic, four Protestant, and one Unitarian Universalist) to form the Graduate Theological Union (GTU) which grants PhD, ThD, and MA degrees in the field of religious studies. PSR has two centers: The Center for LGBTQ and Gender Studies in Religion (CLGS) founded in 2000 and the Ignite Institute founded in 2014. As of fall 2022, PSR enrolled 142 students in 10 programs (four masters, one professional doctorate, and five non-degree certificate programs). These programs were all onsite, however, with the distance education experiences developed during the pandemic, PSR, like many institutions in higher education, has begun delivering the programs with a 75% online and 25% onsite hybrid modality in the future.

PSR was first accredited by the Association of Theological Schools (ATS) in 1938, the first year that schools were accredited by that organization, and in 1971 by WSCUC Senior College and University (WSCUC). The school had its last ATS review in 2017 and resulted in a ten-year reaccreditation, the longest ATS accreditation length. The 2016 WSCUC reaffirmation review led to a six- year reaccreditation and a set of recommendations provided in the Commission Action Letter on March 9, 2017. Since the last reaccreditation, PSR submitted an interim report on January 9, 2020, hosted a Special Visit team in July 2020 focused on finances, and provided a Progress Report on May 1, 2021.

B. Description of Team's Review Process

The team began its Offsite Review (OSR) by studying the Institutional Report and a variety of supporting documents provided by PSR in spring 2022. The team analyzed the available materials and provided the Lines of Inquiry (LOI) document to the school. The LOI stated that the team would focus on issues related to strategic plan, culture of evidence, student support, faculty, equity and inclusion, and finance during the 2022 Accreditation Visit (AV). Additional documentation was requested from PSR after the OSR. Please note that the original AV was scheduled on Nov. 16-18, 2022. Due to a schedule conflict, after discussing it with the school, the AV visit was rescheduled and conducted on Nov. 2-4, 2022.

The visit team thoroughly reviewed the materials provided by the institution, including the Institutional Report, all supporting documents appended for the Institutional Report, and information posted by PSR on its website. Additionally, documents submitted in response to the LOI and additional requested documents were reviewed. Before the AV visit, the team chair and President Vasquez-Levy had a phone call. After the conversation, a brief update document of the school's most recent significant developments was shared with the team. During the AV visit, the team conducted interviews with the Board of Trustees (BOT), a broad array of administrators (President, Vice Presidents, ALO & Academic Dean, and other administrative directors), faculty and staff members, students and alumni representatives. For the duration of the AV, the team collected information, examined the interview outcomes and refined questions in subsequent interviews. Throughout the process, the team encouraged open communication and rigorously reviewed the information provided by the AV interviews. As the AV drew to a close, the team members collectively constructed the final set of commendations and recommendations based upon careful and comprehensive analysis of the evidence from institutional materials and AV interviews.

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

PSR's Institutional Report is a comprehensive, candid and well-written document, responsive to WSCUC requirements, and intentional in its reflection on challenges and opportunities. The quality and scope of supporting evidence are high. Based on conversations with the WSCUC steering committee, the team determined that PSR's faculty, staff, and students were informed in developing the Institutional Report. Feedback on WSCUC standards was collected from different groups using a survey format. Both the Institutional Report and the conversations at the time of the review indicated a commitment to self-reflection. The institution engaged in transparent and honest communication about its areas of strength, as well as areas of growth, both of which were mostly supported by evidence.

Section II – Evaluation of Institutional Essays

Component 1: Response to previous Commission actions

The last WSCUC review was in 2016, which led to a six-year reaccreditation and a set of recommendations provided on March 9, 2017, as below:

1. *Strengthen the fiscal health of the institution by advancing the timeline for the repayment of funds borrowed from the institution's endowment, especially restricted endowment (CFR 3.4); by advancing the timeline for breakeven operating budget results (CFR 3.4); and by developing an operational contingency plan in the event of further operating budget deficits and/or delays in the sale of campus properties (CFR 3.4 and 4.7).*

This topic was also recommended in the 2020 Special Visit Commission Action Letter, with two recommendations focusing on finances. 1). Accelerate all strategic efforts planned or underway in order to achieve breakeven operations sooner than FY 2025 or FY 2026 as currently projected (CFR 3.4). 2). Designate all proceeds from the sale of campus properties that are not needed to underwrite deficit operations as unrestricted endowment to help assure long-term financial sustainability (CFR 3.4).

The WSCUC visiting team congratulates PSR for fully repaying funds borrowed from the endowment, nearly doubling the endowment, and advancing the projected breakeven operation by building on revenue drivers: tuition, earned income, development, auxiliary income from real estate leases and student housing, as well as a more conservative endowment draw of 4.5%. The team remains concerned that the Ignite Institute will generate the noted 4% revenue in 2023 indicated in the Institutional Report.

2. *Further develop and coordinate the institutional research capabilities at PSR to help assure data informed planning and decision making (CFR 4.1, 4.2, and 4.7).*

This area of concern was also noted in the 2020 Special Visit Commission Action Letter specifically as recommendation # 3: Finalize milestones to assess and modify strategic efforts as necessary due to changing environmental conditions and align Board reporting with progress towards achievement of said milestones (CFR 4.1, 4.3, 4.7).

The WSCUC visiting team recognizes improvement in many areas including Enrollment, Admissions, Academic Affairs, Development and Alumni Affairs. However, concerns persist. These concerns will be discussed in Component 5. The concern also leads to a team recommendation #6 from this visit: Develop structures for systematic institutional research functions to inform data-driven decisions (CFR 4.2).

3. *Focus and prioritize the institution's enrollment, advancement, and curricular plans to ensure that they continue to be aligned with the institution's mission, vision, and strategic plans and are attainable given the realities of current staffing and resources (CFR 2.3, 3.1, 3.7).*

A related note referenced in the 2020 Special Visit Commission Action Letter recommendation #5: Establish data tracking protocols for migration from participants at the Ignite Institute to certificate and/or degree programs (CFR 4.3).

The WSCUC visiting team recognizes and congratulates PSR for the creation of Stackable Curriculum (CFR 2.3) and a significant shift in the structure and approach to the recruiting as well as creation of the two Centers (Center for LGBTQ and Gender Studies and Ignite Institute).

Unfortunately, as indicated on page 44 of Institutional Report, the overall trend since the 2017-18 academic year is down in both headcount and credits sold. On page 64 of the Institutional Report, it states that “development” efforts will generate 12% additional institutional budget annually. To this end the visiting team recognizes the significant bond gifts (Lilly and Watson Chair), increased board giving, as well as the reforming of the development office under the guidance of the Phoenix Philanthropy Group. However, based on the onsite interviews, it appears that this office exists “mid-stride,” lacking the internal knowledge and human capital required to fully engage prescribed initiatives that would generate the forecasted annual budget contributions. The items are addressed later in this report and lead to the team’s three recommendations. Recommendation #7: Develop a strategic marketing and enrollment plan (CFR 1.7, 3.4); #8: Develop clear operational objectives, evaluative metrics, monetization strategy, enrollment, and marketing plans for the Ignite Institute.

(CFR 4.1, 4.3, 4.7), and #9: Develop a clear, cohesive, and realistic plan for fundraising and communicate the plan to all shareholders (CFR 1.7, 3.4)

4. *Continue to develop the institution's assessment and review processes with a focus on the assessment of online and hybrid learning, as well as learning of different tracks of students within the same course (CFR 2.1, 2.6, and 2.10).*

Similar recommendations were noted in the 2020 Special Visit Commission Action Letter as recommendation #3: Finalize milestones to assess and modify strategic efforts as necessary due to changing environmental conditions, and align Board reporting with progress towards achievement of said milestones (CFR 4.1, 4.3, 4.7); #4: Develop metrics to evaluate the effectiveness of the Ignite Institute as an alternative revenue stream and as a feeder program (CFR 4.1, 4.3, 4.7), and #5: Establish data tracking protocols for migration from participants at the Ignite Institute to certificate and/or degree programs (CFR 4.3).

The WSCUC visiting team noted the increase in remote instruction and the submission of a University Distance Education form in November 2021. Also of note, significant efforts to redesign syllabi course evaluation and assignments tied to rubrics to assist in measuring outcomes as well as the addition of a new post in the Office of Academic Affairs to help support students (CFR 2.10, 2.11, 2.12, 2.13). However, the visiting team recommends further attention to this area as: recommendation #1: Submit sub-change proposals to gain approval to offer programs in which instruction is delivered online 50% or more. (CFR 2.2, 3.5), and #5: Develop and implement a robust program review process which includes direct assessment of student learning in relation to PLOs (CFR 2.7, 4.1).

5. *Develop clearer policies for faculty loads, tenure, promotion, and professional development (CFR 3.2 and 3.3), considering changing faculty responsibilities as the institution takes on more entrepreneurial ventures.*

The WSCUC visiting team recognizes and affirms the efforts extended to streamline the process of faculty contract renewal and attention given to refining the definition of scholarly efforts aimed at promotion as stated in the faculty manual.

Component 2: Compliance: Review under WSCUC Standards and compliance with federal requirements.

The team reviewed documents relevant to the institution's compliance with WSCUC Standards and federal requirements forms: the credit hour and program length review form, the marketing and recruitment review form, student complaints review form, and the transfer policy review form. The team's finding, which is subject to Commission review, is that the institution is in compliance with the WSCUC Standards and the federal requirements.

Review under WSCUC Standards

Standard 1: Defining Institutional Purposes and Ensuring Educational Objectives

The Pacific School of Religion is to be commended for stating and operating in accordance with its statements of purpose as expressed in its mission statement (CFR 1.1) and illustrated through measuring such as retention, graduation, and evidence of student learning (CFR 1.2). The institution is clear and publicly states its commitment to academic freedom as evidenced in its policies and daily operations (CFR 1.3) and exceeds industry standards in setting a new standard for diversity, equity, and inclusion on policy, hiring and the student experience (CFR 1.4). PSR operates free from any entanglement with external entities in delivering its mission (CFR 1.5). The institution truthfully represents its academic goals and outlines and enforces expectations for student conduct and clearly states program parameters including costs as well as reasonable timelines for completion of degrees (CFR 1.6). PSR provides a clear articulation of its fair business practices and provides clear and audited report of financials (CFR 1.7). And this report represents their open honest and transparent sharing of all operations with its accrediting commission.

Conclusion: The team's finding, which is subject to Commission review, is that PSR has provided sufficient evidence to demonstrate compliance with Standard 1. Final determination of compliance with the Standards rests with the Commission.

Standard 2: Achieving Educational Objectives through Core Functions

Pacific School of Religion offers five degrees (Doctor of Ministry, Master of Divinity, Master of Arts in Social Transformation, Master of Theological Studies, and Master of Arts offered as part of the Graduate Theological Union consortium) and five certificates (Certificate of Spirituality and Social Change, Certificate of Sexuality and Religion, Certificate of Advanced Professional Studies, Certificate of Special Studies, and Certificate of Theological Studies). Most of PSR's programs and courses are offered in various modalities, including face-to-face instruction; synchronous or asynchronous online learning; and immerse learning. The accreditation team found sufficient evidence that academic and co-curricular programs are aligned with the institution mission to create visionaries with skills and resilience for thriving in an increasingly complex and unpredictable world, appropriate in content, standards, and degree level and staffed by qualified full-time faculty members (CFR 2.1).

PSR created and implemented the Stackable Curriculum that folds multiple credentials into a three-year program. Geared to meet specific outcomes, each year of the Stackable Curriculum provides students with an academic experience applicable to various professional paths while building towards Master of Divinity degree. Students, interested in career advancement can complete several courses and receive recognizable credentials, the above-mentioned certificates, or continue towards a graduate degree. At the completion of the second year, students earn the Master of Arts in Social Transformation (MAST) and students who complete the third year earn the MDiv degree. Understandably, the institution encourages students to pursue a graduate degree rather than a certificate. The vocational and financial

flexibility of the Stackable Curriculum gives students new educational options, thus making PSR's offerings more appealing to its target populations. The move toward a Stackable Curriculum allows the institution to recruit students year-round. Such flexibility is important for PSR intentionally seeking a diverse student population and focusing on the formation of emerging leaders of color. The Stackable Curriculum was implemented in 2019. Since then, 160 students have enrolled and graduated in the new MDiv design. In meeting with the team, students expressed their deep satisfaction with the quality of education at PSR and the Stackable Curriculum in particular. They pointed out that the revised curriculum helps students internalize the academic content and apply their knowledge in the public sphere. Students see their education as rigorous, explorative, innovative, and relevant. Faculty also showed enthusiasm for the Stackable Curriculum and the new design of MDiv program. They expressed satisfaction with the opportunities for experiments and innovations provided by the revised curriculum. In their opinion, the Stackable Curriculum and online instruction help PSR improve student retention by providing students with educational options unavailable to them in the past. The new curriculum is well aligned with the institutional mission to create visionaries and the goal to nurture diverse populations of future leaders (CFR 2.2, 2.5).

During the pandemic, the institution adapted its field education and immersive programs to be remote. The school's previous experience with various formats of instruction helped PSR to respond effectively to the impact of the COVID-19 disruptors, as every course moved to virtual face-to-face classes offered on Zoom. Most faculty interviewed admitted that the pandemic boosted their creativity as they were forced to learn and utilize new methods of teaching, advising, and mentoring students.

Having in place a well-established learning culture, faculty developed institutional and program learning outcomes for all academic programs. In articulating learning outcomes for its academic degrees, PSR has also been guided by the degree program standards established by ATS. The Curriculum Committee regularly reviews the curriculum, collects feedback from students and colleagues, and introduces needed changes. As an example, in May 2021, the faculty and the BOT voted to decrease the number of credits in the Stackable MDiv Curriculum from eighty-one to seventy-two, which is the minimum accorded by ATS. Student learning outcomes are articulated in the academic catalog and course syllabi. Syllabi for all required courses are reviewed regularly by the Curriculum Committee for course learning outcomes and their alignment to Program Learning Outcomes, as well as content and level appropriateness and diversity of voices. The syllabus review is monitored and managed by the Office of Academic Affairs and syllabi revisions are discussed at faculty meetings. Faculty perceive syllabus revisions, curricular modifications, and follow-up pedagogical discussions as mentoring and professional development opportunities. The team noticed that PSR's faculty are passionate about teaching, open to pedagogical innovations, and proud of the work they have done in innovating the curriculum and expanding the repertoire of instructional tools (CFR 2.3, 2.4). The institution is working diligently to enhance its teaching in online and hybrid modalities. With majority of their student being online learners, faculty are expected to teach hybrid courses and maintaining two different audiences, which requires strong classroom management skills. However, the faculty believe that they are well-equipped for this challenge and expressed their satisfaction with the technological support and training provided by PSR and GTU. Students shared the same satisfaction with the technological support offered by the GTU Digital Learning department. (CFR 2.13).

PSR demonstrates that students make timely progress toward the completion of their degrees. In the past five years, the number of students on academic probation has dropped by 70%, with the exception of a discrete increase in Fall 2020 due to the pandemic, and the student retention rate has been growing steadily from 68% to 77%. PSR regularly identifies the characteristics and needs of their students with regard to their academic, spiritual, academic, and theological formation and disaggregates student data according to racial, ethnic, gender, age, economic and other categories (CFR 2.6, 2.10). The school is attentive to the needs of online students who constitute 70% of the student population. The Office of Admissions and the Office of Academic Affairs work collaboratively on ensuring a smooth educational trajectory for all categories of students from their first meeting with an advisor during the enrollment process through graduation.

Student progress towards a degree completion is evaluated and documented by program milestones established for each academic year. The processes of evaluating student progress at different stages of their academic, spiritual and theological development are extensive and include various perspectives. Such assessment tools as the Vocational Academic Plan and Spiritual Formation Plan, SAIL Capstone, Middler Review, and Senior Seminar allow faculty to track each student's progress effectively and develop appropriate interventions. Additionally, PSR utilizes surveys and questionnaires to collect student and alumni feedback. This approach seems to work well for students and faculty. Both groups expressed their satisfaction with existing milestone checkpoints and emphasize strong and mutually beneficial faculty-student interconnectedness. The review team noted with concern that while the institution claimed to engage in direct assessment of student learning, they did not provide examples of evidence,

“proof” of individual performance summary or aggregated data illustrating patterns of student performance satisfying Program Learning Outcomes.

The team learned that PSR developed a Program Review template, but it has not been utilized for the past years. The most recent program review documents presented to the team was the 2015 DMin program review report. According to the Academic Dean, PSR’s faculty are reviewing ILOs and PLOs in fall of 2022, will modify and develop rubrics for the revised outcomes in spring of 2023, and will start collecting direct evidence of student learning in fall of 2023. In this context, the team recommends developing and implementing a robust program review process, which includes direct assessment of student learning in relation to PLOs (CFR 2.7, 2.10, 2.11, 4.1).

As of today, PSR relies heavily on attitudinal surveys and other indirect assessment methods instead of collecting and assessing artifacts of student learning in relation to the Program Learning Outcomes. It may be helpful for PSR to expand its assessment repertoire in collaboration with the GTU, which coordinates the consortia activities of member seminaries and has already established fruitful partnerships with PSR in several areas of instruction and student support.

It would be also beneficial for PSR to continue strengthening student advising across the programs. According to the 2021 survey based on compliance with WSCUC standards and administered as part of the Institutional Report, 35% of respondents call for academic advising to improve. It would be fair to recognize that over the past five years PSR’s faculty have improved DMin and MDiv advising and made it more consistent by holding regular office hours, remotely and in person, to meet the needs of students. Faculty also regularly discuss issues relevant to advising at faculty meetings. Academic support staff improved e-mail communication and

focuses on building stronger relationships with faculty and students. At PSR, ten faculty advise students, and academic advising is not separated from vocational advising. The number of advisees varies between 12 and 16 per faculty. Some faculty informally advise students who are not their assigned advisees. When faculty members resign, their advising load goes to the Assistant Dean for Academic Programming, whose position was added to the Office of Academic Affairs to support academic services. When interviewed by the team, majority of students admitted that they receive adequate advising on academic and professional requirements; moreover, the implementation of the Stackable Curriculum appears to give students greater clarity regarding their educational and spiritual trajectory. Some students expressed concerns that they have been reassigned to different advisors too often while they prefer to have the same advisor for a longer term. The latter may be difficult to achieve without some reorganization given that the ranked faculty are offered a one-semester sabbatical leave every three years or a two-semester sabbatical leave every six years - a practice, not very common in academia. The institution's BOT, administration, and faculty demonstrated a strong commitment to the historic diversities of the school. As of today, PSR enrolls over 50% of students from underserved and marginalized backgrounds. These students need additional help in navigating the demands of a graduate program. Therefore, strong academic advising is critical for the institution, and faculty commitment to advising and mentoring is key to the success of meeting student success goals (CFR 2.12, 2.13).

The team found that PSR has clear expectations for teaching effectiveness, scholarship, and service outlined in the *Faculty Manual*, which was revised by faculty in 2019-20. The requirements for scholarship were modified to accommodate the cross-disciplinary expertise of new faculty, who are hired for the mission and can teach in various disciplines. This unique

approach to faculty hiring creates new opportunities and may also result in new challenges for the institution. As PSR prioritizes mission alignment based upon a statement that all applicants submit, care should be taken to ensure that candidates with outstanding professional qualifications receive reasonable and full consideration.

In striving for scholarly excellence, PSR expects faculty to be “public intellectuals” who can advance the school’s mission and scholarship in their field by producing quality publications. Evidence of sustained and significant scholarly productivity is still required for promotion, while scholarship is defined rather broadly and may include an appropriate number of liturgies, blog posts, op-eds, or published work in alternative media. The Academic Dean mentors newly hired faculty and creates opportunities for them to work on dissertations and scholarly publications together. According to faculty, scholarship and professional development are adequately funded by the institution, and the teaching load of four courses (12 credit units) per year allows them to be meaningfully engaged in research and other scholarly activities (CFR 2.8, 2.9).

PSR created a number of co-curricular programs aligned with the institutional mission and academic programs - Dean’s Tea, the Professor of Practice program or Community Chapel may serve as examples. Co-curricular programs are also deepened by the offerings of the Ignite Institute and the Center for LGBTQ and Gender Studies. The Office of Community Life aligns its co-curricular work with the ILOs by providing opportunities for students to discuss interpersonal and cross-cultural topics, facilitating conversations on campus on race, sexuality, gender, immigration, and other challenging issues, and creating the Diversity, Inclusion, Equity and Belonging rubric to be included in all syllabi. All co-curricular programs are offered in an online format to accommodate the needs of students enrolled in online courses. Faculty and administrators perceive co-curricular programs as value added and would like to see more

students taking advantage of these opportunities. The institution recognizes the necessity to better incorporate co-curricular programs into the learning process. More specifically, faculty are currently examining course assignments with the intent to design supportive co-curricular activities for them (CFR 2.11).

Conclusion: The team's finding, which is subject to Commission review, is that PSR has provided sufficient evidence to demonstrate compliance with Standard 2. Final determination of compliance with the Standards rests with the Commission.

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

Employees and students at PSR expressed a high-level satisfaction with mission and value alignment. They believe that they are serving communities well and doing positive work in the world. Staff that attended the WSCUC on-site interviews were pleased with the president, expressed trust in leadership and strong support for Stackable Curriculum and the Ignite Institute. Staff are given development opportunities and feel like they are contributing to meaningful change. Staff also shared that the performance review process has improved to become a more goal-oriented process that includes conversations on accomplishments and areas for development. (CFR 3.2, 3.3, 3.6)

Employees are invited to contribute to current and future diversity efforts. All syllabi include a DEI rubric to align learning outcomes with DEI initiatives and every syllabus is reviewed to evaluate history, voices and representation across curriculum. Most of the PSR community are students and employees of color. While diversity is well represented and inclusiveness is a priority amongst employees, it appears that limited diversity training is offered outside of sexual harassment and discrimination prevention during onboarding. (CFR 3.1)

Class sizes are small and student-to-faculty ratios remain low at 10:1. Faculty have responsibilities in many areas outside of teaching and staff serve PSR in many different capacities. Concerns about heavy workload and inadequate resources to support continued growth were expressed in the 2016 team report and continue to be an issue during the 2022 visit (CFR 3.2, 3.4). The team also has concerns about a few compliance risks at PSR (CFR 3.1 3.2, 3.4, 3.5).

1. Human Resources is outsourced and provides a limited set of a la carte services, providing significant financial benefit. Employees have expressed concerns regarding long response times and lack of mission alignment with the outsourced entity. The employee handbook has not been updated since 2017 and does not clearly articulate California laws and requirements such as meal breaks for non-exempt employees. The process for reporting ethical violations anonymously or voicing complaints confidentially is hard to find in the employee handbook. Biennial employee training is not being tracked and there is risk of non-compliance with California law. Internal processes and procedures to remain compliant need to be developed internally to better manage this external resource.
2. The team was concerned that deferred maintenance is a significant financial risk. Further strategic initiative resourcing is not clear, there is limited evidence of resources to support growth, and there is no obvious budget for legal safeguards beyond contracted HR. Clear operational objectives, evaluative metrics, monetization strategy, enrollment, and marketing plans for the Ignite Institute are also needed and recommendations in this area from the last review were not well addressed.

Annual compliance and policy review along with regular risk assessment is necessary to uphold operational integrity. Development of a formal emergency response plan should be created and made available to employees and students. The development of new policies for procurement, conflict of interest, records retention, and data security is highly recommended.

Conclusion: The team's finding, which is subject to Commission review, is that PSR has provided evidence to demonstrate compliance with this Standard. Final determination of compliance with the Standards rests with the Commission.

Standard 4. Creating an Organization Committed to Quality Assurance, Institutional Learning, and Improvement

PSR is accredited by the Association of Theological Schools (ATS), which carefully and comprehensively evaluates student learning and formation. The institution has a clear vision for program learning outcomes. PSR regularly consults with its constituents and governing board and faculty to reflect and plan for improvement. Student work is assessed and evaluated for pedagogical approaches and improvement. Self-evaluation from the institution's survey results indicated room for improvement. The team realized that PSR has a Program Review template, but it has not been utilized for the past few years. The most recent program review document was the 2015 DMin program review report. Student learning outcomes were mostly assessed through end of course questionnaires and periodic classroom observations. The team recommends PSR implementing a robust program review process and utilizing direct assessment of PLOs (CFR 4.1). PSR collects data in various ways and periodically engages its constituencies in planning processes (CFR 4.6), however, there is no systematic method of data collection, data analysis, data distribution and data utilization. The team recommends the institution develop a structure for systematic institutional research functions and solid IE infrastructure (CFR 4.1, 4.2, 4.3, 4.5). Within the context of its mission and structural and financial realities, the institution considers

changes that are currently taking place and are anticipated to take place within the institution and higher education environment (CFR 4.7). PSR is commended for its visionary leadership and a spirit of innovation, courage, and creativity giving rise to such changes as the implementation of a stackable curriculum and the Ignite Institute.

Conclusion: The team's finding, which is subject to Commission review, is that PSR has provided sufficient evidence to demonstrate compliance with this Standard. Final determination of compliance with the Standards rests with the Commission.

Compliance with Federal Requirements

The team reviewed the forms for federal requirements. PSR's credit hour policies and practices comply with federal requirements as noted in the catalog and course schedules. Credit hours are calculated at 14 clock hours per credit. There is a clear set of definitions of credit/unit/hours in the academic catalog on page 46. PSR has published policies on student grievances and complaints, transfer of credit, and credit hour assignment. The team recommends for student grievance and complaints to be included in the table of contents in the academic catalog. The team concluded that PSR is in compliance with federal requirements.

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

PSR has demonstrated that its degree programs all align with its mission of preparing a "diverse cadre of spiritually rooted leaders" to create a world "where all can thrive" and "with a particular commitment to the wisdom of historically marginalized communities." Each degree program's meaning is expressed through clearly stated goals linking each program to the institution mission (CFR 1.1, 1.2). Additionally, PSR has developed and posted on its website seven Institutional Learning Outcomes (ILO) that specify what students are expected to achieve with a PSR degree. PSR has nicely linked each Program Learning Outcome with corresponding

ILO. This demonstrates the care and attention to the mission and ILOs when develop all program offerings on the part of the administration and faculty. This commitment to the institution's mission was also kept in mind when changing to a hybrid mode of instruction in November 2021 (CFR 2.2).

PSR's Institutional Report notes that "with eleven highly qualified faculty members, the school readily exceeds the standards for the degree and certificate programs that it offers" (CFR 2.1). The institution is reasonably staffed for the programs it offers. However, with the four recent hires and the impressive number of hours the Academic Dean dedicates to mentoring new faculty in the areas of syllabi development, course design, and their dissertations raises the question of the adequacy of the new faculty hires preparedness for the rigor of the programs offered. Furthermore, in light of the number of responsibilities the Academic Dean already assumes, the sustainability of this approach to faculty support is a concern and should be reviewed.

The Pacific School of Religion ensures its faculty are provided with sufficient training and support integrating technology in instruction. While the Academic Dean and other faculty committee have identified the most needed area in faculty development to be in the area of online instruction, they have leveraged their Graduate Theological Union membership to provide faculty the necessary training to effectively conduct online instruction into hybrid mode of delivery (CFR 3.5). Additionally, informal conversations are conducted with faculty members among themselves and with the Dean about the hybrid teaching experience and its challenges. In a meeting with faculty, it is clear there were activities faculty were undertaking for their development. There is also evidence of a mentoring system for faculty. However, faculty

development would benefit by adopting a formal, strategic approach, which is informed by data, to develop yearly faculty development initiatives.

PSR's course syllabi are reviewed by faculty "for course learning outcomes, appropriateness of content and level, diversity of voices and perspectives, and alignment to Program Learning Outcomes" (Institutional Report, page 36). The syllabi reviewed have the course learning outcomes which are aligned to PLOs along with assessment activities. This is a practice to ensure that expectations for student learning are embedded in the standards that faculty use to evaluate student work (CFR 2.6). Milestones, such as the Vocational Academic Plan and the Spiritual Formation Plan, are instituted to track students' progress throughout the degree programs.

From the team's interviews, PSR understands the importance of regular program review to ensure the quality of its program. To this end, PSR has a "Curriculum Committee comprising three to four faculty members and members of the Office of Academic Affairs has engaged in monthly evaluations of the curriculum. The committee also makes recommendations to the faculty on the direction that the curriculum may need to evolve." The 2015 program review, which found that students were leaving in the middle of their degrees, led to the development of the Stackable Curriculum, demonstrating the creative approach of the PSR administration and faculty to problem-solving. As indicated in Component 2, no formal program review has taken place since 2015. A formal review process is recommended to ensure there is a culture of assessment among the faculty and students. The formal program review process would benefit from a distributive approach and not being dependent solely on the Academic Dean of to carry out (CFR 4.3, 4.4).

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

PSR prepares its graduates to be engaged in leading social change in religious and faith communities, as well as in secular institutions that value spirituality. The institution offers its students a balanced mix of classical scholarship courses and those that prioritize applied learning and praxis. In praxis-oriented courses, course learning outcomes are aligned with a fuller spectrum of the program and institutional learning outcomes developed by faculty. The PSR's faculty take collective responsibility for establishing appropriate standards of performance and challenges students to meet these standards. Faculty teaching the Stackable Curriculum courses create projects and assignments and choose readings that help their students master the established outcomes. Each course of the Stackable Curriculum is designed to fulfill multiple course learning outcomes of the various degree programs. Student learning outcomes are reflected in course syllabi. (CFRs 2.4, 2.6).

The institution tracks student progress by utilizing various assessment tools, including mid-semester reviews in all courses used for early detection of problems or concerns; course evaluations; program-specific milestones collected and analyzed by the Curriculum Committee; MDiv entrance and exit interviews; ATS Entering Student (ESQ) and Graduating Student Questionnaires (GSQ) in all degree and certificate programs; and completion and retention rates for each degree program disaggregated by race/ethnicity and gender. Multi-point feedback, course evaluations, surveys, annual retention, and the six-year graduation rates guide the institutional attention to areas that may require intervention. For example, one of the interventions was started as a DMin advising pilot project that has resulted in more consistent and effective academic advising. Now PSR is working on adapting it for the students in the master's programs (CFRs 2.2, 2.6, 4.1).

PSR relies heavily on surveys, questionnaires, and other indirect assessment methods to track student performance and progress. The institution does not show evidence of collecting direct student learning data in relation to PLOs. Consequently, it does not analyze patterns of student performance. These gaps in assessment of student learning need to be addressed. The development of well-established policies and practices for gathering, analyzing, and interpreting direct evidence of student learning is needed for the purpose of creating a stronger culture of evidence and improvement (CFRs 2.4, 2.7, 4.1).

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

PSR defines student success as “perseverance and demonstrated outcomes toward their goal of being a spiritually rooted leader”. PSR staff and faculty understand student formation as forming personhood, building resilience, leadership, theological and intellectual formation. They take pride that their programs meet students where they are at. In terms of supports to student success, PSR provides continued engagement in community events, opportunities for classroom participation, and promotes readiness to participate in the larger community formation. PSR’s faculty and staff are enthusiastically committed to student success. Co-curricular activities are developed with the aim at student formation in a holistic manner. Academic rigor, at PSR, includes “spiritual abilities of compassion, listening with the heart, and seeking understanding of the complex whole”. Student leadership is central to student formation at PSR. The Office of Community Life works with its student leadership group and the community association to organize student activities aimed at deepening cohort experiences. During the pandemic, virtual gatherings, celebrations, and weekly chapel were implemented. Student initiated programs include silent prayer and peer support groups. Students at PSR have multiple support contacts available from the Academic Dean, the Registrar, and faculty (CFR 2.4, 2.6, 2.10, 2.13).

PSR tracks degree completions for the MDiv and DMin programs at six years. The completion rate for both degree is strong (70% for the MDiv and 100% for the DMin), which are above the average for ATS schools (59% MDiv and 48% DMin) (CFR 1.6, 2.7, 2.10). PSR's commitment to student success translates into interventions such as creating a "culture of perseverance" among the faculty and staff, regular trainings and materials at meetings explaining student support and accommodations. These and other factors such as the Stackable Curriculum, improvements in academic advising, and the mid-semester review resulted in a drop of students on academic probations by 70%, from 37 in AY16-17 to 13 in AY 21-22 (CFR 2.6, 4.1- 4.4).

The concern for student success is palpable among the faculty and staff. Collecting and utilizing appropriate data will greatly enhance the support for student success. Specifically, disaggregated data for different student subpopulations will help PSR to focus their resources and efforts (CFR 2.3, 2.10-2.14).

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

PSR has robust and regular performance review of all employees. President Vasquez-Levy has been reviewed three times by the Board of Trustees since his appointment. Vice Presidents are evaluated by the President with feedback from board members and direct reports. The Academic Dean and the Executive Directors of the Center for LGBTQ and Gender Studies who have faculty status are engaged in annual faculty review process focused on teaching, scholarship, and service. Classroom observation is an inseparable part of a faculty review process followed by a collegial discussion and report submission. Additionally, more extensive reviews are conducted for promotion and contract, following guidelines from the *Faculty Manual*. Support staff members are evaluated annually on their alignment with the institutional priorities by supervisors. Students are evaluated in their individual courses, and all syllabi clearly

state how each course aligns with institutional and program learning outcomes. Each syllabus has rubrics to evaluate student work. Program milestones provide extensive evaluation procedures to assess student progress and fit for their vocational goals (CFR 2.7, 4.4).

The institution administered surveys supported by a grant from the Wabash Center for Teaching & Learning in Theology & Religion and a further grant from the Association of Theological Schools, which allowed PSR to survey its alumni and prioritize the key competencies for its graduates, as well as engage core constituencies in conversations about future programming (CFR 4.5). It is laudable that the institution secured external resources for conducting surveys and collecting other institutional data. However, the team noticed that institutional research functions are driven by the needs of different offices and distributed among different units. There is no clear institutional plan with the established priorities for collecting and distributing the data or generating and subsequently using reports for decision-making. While there is a commitment to quality learning and improvement at all levels of the institution, there is a need to increase the systematic process for data collection and evidence-based decision-making. Setting up structures for institutional research functions will help PSR to move in the right direction. The team recommends developing structures for systematic institutional research functions to inform data-driven decisions (CFR 4.2, 4.6).

PSR has a five-year program review cycle. It takes three semesters for the department to produce a five-year report. To the best of teams' knowledge, the last program review report (for the Master of Divinity program) was submitted in 2015, which led to the creation of the Stackable Curriculum. The team also learned that direct student learning data has not been collected for annual reports. The institution relies heavily on student evaluations and other indirect assessment methods for making inferences about student learning and program quality.

The Stackable Curriculum has been offered since 2019, but the institution has not collected direct assessment data on student performance in this curriculum. In the fall of 2022, PSR's faculty were engaged in revising their ILOs and PLOs with the plan to modify and develop rubrics in the following semester and begin the quantitative data collection in the fall of 2023. The team recommends developing and implementing a robust program review process, which includes direct assessment of student learning in relation to PLOs (CFRs 2.7, 4.1, 4.3)

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

Financial Stability (CFR 3.4): In response to WSCUC recommendations, PSR has made progress to strengthen its fiscal health since the last Accreditation Visit in 2016 and Special Visit in 2020. PSR raised \$30M from the sale of property, which repaid the endowment \$6M, grew the endowment \$14M, improved retained properties (\$4M), and earmarked to cover operating deficits until break-even operations (\$6M) is reached. Lease agreements with UC Berkeley contribute to sustainable revenue in the long term and PSR continues to evaluate opportunities to lease remaining underutilized properties. PSR has also secured \$10M in grants and gifts in 2022 and the President has made progress to strengthen relationships with 30 major donors. PSR has 5 diversified revenue sources, the majority of which are in the areas of real estate, development and endowment. A reduction in tuition discount rate, from 55% to 35%, has contributed to increased tuition revenue.

COVID brought a combination of challenges and opportunities to operations. Residential housing income was negatively impacted as the campus was shut down in 2020 and market fluctuations through the pandemic caused unfavourability in investments. Favorable outcomes during this time include \$619k in HEERF I, II, and III grant funds and \$707k in PPP loan which

was forgiven and the move to online instruction, which facilitated additional recruiting opportunities across the US and increased enrollment.

PSR used its endowment to cover operating deficits prior to 2016. Since then, PSR borrowed against the endowment at the board approved percentage. The board used the proceeds from property sales to repay amounts borrowed from the endowment prior to 2016 and set aside funds from the sale to cover deficits from FY22-FY26. The amounts of \$1.7M to \$2.3M between FY22 to FY26 represent the regular draw from the endowment at a rate of 4.5%. However, the FY22 budget and the five-year plan show a declining incremental increase in revenue from 11% to 9% by FY26 across all revenue streams with minimal increase in operating expenses, which seems unrealistic. A more realistic and comprehensive plan to eliminate operating deficits and increase financial stability remains necessary.

Realistic Plans for Any Deficits (CFR 3.4): The Development Committee expressed plans that include the use of consultants and other resources, yet these expenses have not been included in the current budget or the five-year plan. The increase in online recruitment without required state authorizations has increased the risk of fines from states where authorization is required. Lack of structure, compliance and proper management of outsourced human resources represents a high level of legal risk. Inadequate cybersecurity safeguards and risk mitigation strategies to support data privacy with increased online activity present significant unbudgeted risks. Deferred maintenance and repairs to facilities have not been assessed or budgeted in the five-year plan. PSR expects breakeven to be achieved in FY24; however, the budget does not include operational expenses to support enrollment growth, comprehensive strategic planning, legal risks, or repairs and maintenance.

Given the excluded expenses related to growth, contingency planning and compliance, it is unlikely that the institution will achieve zero deficit by FY24 or surplus in FY26. The maximum annual deficit is likely to exceed \$1.5M annually, which is what BOT believes to be the maximum annual level of financial risk. PSR should improve its budget process to include operational expenses and increase financial transparency with BOT and the community.

Sufficient Resources and Alignment with Institutional Priorities (CFR 3.4, 3.5, 3.8): PSR's small team requiring employees to manage various responsibilities in many different areas paired with a generous policy supporting faculty sabbatical every 3 years and high faculty turnover has resulted in lack of resources to support educational effectiveness. PSR was awarded a three-year \$5M grant from the Lilly Endowment to support and promote the Ignite Institute, which is currently being piloted. PSR intends to utilize the grant to further develop the support resources currently being allocated to the Ignite Institute project. Leadership was not able to articulate a clear plan for operational objectives, evaluative metrics, monetization strategy, enrollment, and marketing.

Enrollment growth is expected through FY26 and, though leadership is not aligned on the outcome of the Ignite Institute, and it is not yet clear how the Ignite Institute credits will be monetized or articulated toward real credit to drive degree seeking enrollees, many believe it will draw degree seeking students to PSR. The admissions department has two staff members with admissions counseling responsibilities. The Director of Admissions has a half-time admissions counseling role for the DMin program. The Senior Admissions Counselor/Enrollment Coordinator has a half-time admissions counseling role for the graduate certificate programs and the master's degree programs. Given the projected increase in enrollment, attention to intentional and proactive enrollment goals and planning is needed.

Online recruitment without required state authorizations, risk of liability due to lack of structure or proper management of internal and outsourced human resources policies/procedures, and inadequate cybersecurity safeguards to support data security present significant unbudgeted legal risks. Deferred maintenance and repairs to facilities have not been assessed or budgeted in the five-year plan. PSR expects breakeven to be achieved in FY24; however, the budget does not include operational expenses to support enrollment growth, comprehensive strategic planning, legal risks, or repairs and maintenance.

In the area of development, a new position is expected to be filled soon to support fundraising efforts. Progress stalled while the position has been open through COVID and discussions with the Development Committee revealed that they were not able to articulate a clear, cohesive growth plan to support fundraising goals in the five-year plan.

Component 9: Reflection and plans for improvement

In its Institutional Report, PSR referred to the times higher education is facing as “apocalyptic”. PSR believes this time, although it is viewed as a time of destruction and ending, can also be viewed as times to reveal divine presence. As a theological institution, PSR recognized they stay at the intersection of two system underling major disruption, both higher education and faith communities, however, PSR is confident that they are well positioned to rise to the challenges and opportunities. In the concept paper to the Lilly Endowment’s Pathways for Tomorrow Initiative, PSR articulates its vision for the future of theological education. The concept paper specifically focuses on how PSR’s strategic direction will serve traditional partners in Christian congregations and reflects on how larger commitment to preparing spiritually rooted leaders across various sectors will be lived out. PSR vision has the following characteristics:

- Theological education in partnership
- Theological education by people-of-color, for people-of-color
- Uses technology to its fullest potential for theological education

PSR believes that the institution has the needed resources to continue strongly into the next decades, including stable BOT leadership, dedicated administration, and committed faculty and staff. The institution also developed a new financial model that creates the opportunity for many different engagements. The institution believes that the Ignite Educational Ecosystem for Diverse Christian Leaders has the potential of restoring and recreating a new and innovative pathway to spiritually rooted leadership.

Section III – Other Topics (such as Substantive Change)

The team realized that there was a misunderstanding at PSR that their hybrid delivery modality for their programs were approved by WSCUC when they were authorized to offer online programs as an institution. The fact is institutions need to submit substantive change proposals and gain WSCUC approval to offer programs with more than 50% distance education. Since PSR intends to continue to deliver programs remotely, the institution must gain approval to offer programs in which instruction is delivered online 50% or more (CFRs 2.2, 3.5).

PSR is recruiting and accepting new students outside of California without the necessary state authorizations where required. There are currently 22 students living in states that require authorization. PSR also has courses delivered by faculty who have residency out of California. New student recruiting in unauthorized states will need to cease after the Department of Education lifts its “exception” for delivery of Distance Education until state authorizations are secured (CFR 1.7). The team recommends the institution create a proactive risk assessment and

compliance plan that prioritizes cybersecurity, state authorizations for remote learning, and regular review of risk and compliance across all departments (CFR 1.6, 1.7, 3.5).

Section IV – Findings, Commendations, and Recommendations

Commendations

The team finds that the Pacific School of Religion is comprised of committed individuals who care deeply about their institution and its mission and who are working diligently in a well-organized manner to assure its future.

Pacific School of Religion is commended for its:

1. A mission that permeates all decisions and functions.
2. Visionary leadership and a spirit of innovation, courage, and creativity giving rise to such changes as the implementation of a stackable curriculum and the Ignite program.
3. Creating an environment in which faculty, staff, and students experience a sense of belonging and a passion for education.
4. Attentiveness to Diversity, Equity, and Inclusion in the changing landscape with respect to faith communities' emerging needs.
5. Diversifying revenue streams including successful sales and leases of properties resulting in moving to replenish endowment.

Recommendations

The team recommends that the Pacific School of Religion:

1. Submit sub-change proposals to gain approval to offer programs in which instruction is delivered online 50% or more (CFRs 2.2, 3.5).

2. Create a proactive risk assessment and compliance plan that prioritizes cybersecurity, state authorizations for remote learning, and regular review of risk and compliance across all departments (CFR 1.6, 1.7, 3.5).
3. Create a process following best practices for budgeting that include operating expenses such as deferred maintenance assessment, strategic initiative resourcing, growth support, legal safeguards, and financial transparency (CFRs 1.7, 3.2, 3.4, 3.5, 3.6).
4. Develop protocols in HR structures, processes, and procedures that support fair hiring practices, essential training and additional compliance standards (CFR 1.6, 1.7, 3.2, 3.4).
5. Develop and implement a robust program review process which includes direct assessment of student learning in relation to PLOs (CFRs 2.7, 4.1).
6. Develop structures for systematic institutional research functions to inform data-driven decisions (CFR 4.2).
7. Develop a strategic marketing and enrollment plan (CFR 1.7, 3.4).
8. Develop clear operational objectives, evaluative metrics, monetization strategy, enrollment, and marketing plans for the Ignite Institute. (CFR 4.1, 4.3, 4.7).
9. Develop a clear, cohesive, and realistic plan for fundraising and communicate the plan to all shareholders (CFR 1.7, 3.4).

Appendices

A. Federal Compliance Forms

1. Credit Hour and Program Length Review Form

Material Reviewed	Questions/Comments (Please enter findings and recommendations in the Comments sections as appropriate.)
Policy on credit hour	Is this policy easily accessible? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
	If so, where is the policy located? Page 46 of PSR's Academic Catalog
	Comments:
Process(es)/ periodic review of credit hour	Does the institution have a procedure for periodic review of credit hour assignments to ensure that they are accurate and reliable (for example, through program review, new course approval process, periodic audits)? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
	If so, does the institution adhere to this procedure? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
	Comments:
Schedule of on-ground courses showing when they meet	Does this schedule show that on-ground courses meet for the prescribed number of hours? x YES <input type="checkbox"/> NO
	Comments:
Sample syllabi or equivalent for online and hybrid courses <i>Please review at least 1 - 2 from each degree level.</i>	How many syllabi were reviewed? All syllabi Fall 21 and Spring 22
	What kind of courses (online or hybrid or both)? both
	What degree level(s)? <input type="checkbox"/> AA/AS <input type="checkbox"/> BA/BS <input checked="" type="checkbox"/> MA <input checked="" type="checkbox"/> Doctoral
	What discipline(s)?
	Does this material show that students are doing the equivalent amount of work to the prescribed hours to warrant the credit awarded? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
	Comments:
Sample syllabi or equivalent for other kinds of courses that do not meet for the prescribed hours (e.g., internships, labs, clinical, independent study, accelerated) <i>Please review at least 1 - 2 from each degree level.</i>	How many syllabi were reviewed? All Fall 21 and Spring 22
	What kinds of courses? Theology, Religious Studies and Ministry Studies
	What degree level(s)? <input type="checkbox"/> AA/AS <input type="checkbox"/> BA/BS <input checked="" type="checkbox"/> MA <input checked="" type="checkbox"/> Doctoral
	What discipline(s)?
	Does this material show that students are doing the equivalent amount of work to the prescribed hours to warrant the credit awarded? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
	Comments:
Sample program information (catalog, website, or other program materials)	How many programs were reviewed? All Programs MA and Doctoral
	What kinds of programs were reviewed?
	What degree level(s)? <input type="checkbox"/> AA/AS <input type="checkbox"/> BA/BS <input checked="" type="checkbox"/> MA <input checked="" type="checkbox"/> Doctoral
	What discipline(s)? Theology, Religion, Ministries
	Does this material show that the programs offered at the institution are of a generally acceptable length? <input type="checkbox"/> YES <input type="checkbox"/> NO
	Comments:

Review Completed By: Meiling Tang

Date: 11/04/2022

2. Marketing and Recruitment Review Form

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

Material Reviewed	Questions and Comments: Please enter findings and recommendations in the comment section of this table as appropriate.
**Federal regulations	Does the institution follow federal regulations on recruiting students? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
	Comments:
Degree completion and cost	Does the institution provide information about the typical length of time to degree? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
	Does the institution provide information about the overall cost of the degree? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
	Comments:
Careers and employment	Does the institution provide information about the kinds of jobs for which its graduates are qualified, as applicable? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
	Does the institution provide information about the employment of its graduates, as applicable? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO See MDIV Exit Interview
	Comments:

*§602.16(a)(1)(vii)

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

Review Completed By: Joline Pruitt
Date: 11/04/2022

3. Student Complaints Review Form

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

Material Reviewed	Questions/Comments (Please enter findings and recommendations in the comment section of this column as appropriate.)
Policy on student complaints	Does the institution have a policy or formal procedure for student complaints? X YES <input type="checkbox"/> NO
	If so, is the policy or procedure easily accessible? Is so, where? Grievance Policy on pages 72-81 of PSRs Academic Catalog
	Comments:
Process(es)/ procedure	Does the institution have a procedure for addressing student complaints? X YES <input type="checkbox"/> NO If so, please describe briefly: <i>PSR is committed to nurturing a professional and fulfilling working and campus environment as well as open communication for all its employee and students. Policies have been established to ensure that grievances are addressed.</i>
	If so, does the institution adhere to this procedure? X YES <input type="checkbox"/> NO
	Comments:
Records	Does the institution maintain records of student complaints? X YES <input type="checkbox"/> NO If so, where?
	Does the institution have an effective way of tracking and monitoring student complaints over time? X YES <input type="checkbox"/> NO If so, please describe briefly:
	Comments:

*§602-16(1)(1)(ix)

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

Review Completed By: Omar Qureshi

Date:11/04/2022

4. Transfer Credit Policy Review Form

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

Material Reviewed	Questions/Comments (Please enter findings and recommendations in the comment section of this column as appropriate.)
Transfer Credit Policy(s)	Does the institution have a policy or formal procedure for receiving transfer credit? X YES <input type="checkbox"/> NO
	If so, is the policy publicly available? X YES <input type="checkbox"/> NO If so, where? Transfer Credits on pages 55-56 of PSRs Academic Catalog
	Does the policy(s) include a statement of the criteria established by the institution regarding the transfer of credit earned at another institution of higher education? X YES <input type="checkbox"/> NO
	Comments:

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

1. Are publicly disclosed in accordance with 668.43(a)(11); and
2. Include a statement of the criteria established by the institution regarding the transfer of credit earned at another institution of higher education.

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

Review Completed By: Norm Hall
Date: 11/04/2022

B. Distance Education Review

Please complete Section B for institutions that offer online courses that do not rise to the level of a distance education program. A distance education program is defined as a program in which 50% or more of the courses for the degree are offered via a remote, distant modality, i.e., not in person.

Institution: Pacific School of Religion

Type of Visit: Reaffirmation of Accreditation

Name of reviewer: Joline Pruitt

Date/s of review: November 1-4, 2022

Observations and Findings

Lines of Inquiry	Observations and Findings	Follow-up Required (Identify the issues)
<i>Nature of Online Learning Courses.</i> How do faculty use distance learning options in face-to-face courses e.g., blended learning, hybrid learning, hybrid flexible (flex), flipped classroom, or other instructional strategies that allow student/instructor separation? How extensive is online learning in the curriculum? What training is offered to faculty who incorporate online learning in their courses? Can students request a distance learning option for onsite courses?	<p>Concurrent model in which there are students in person with the professor and at the same time students connecting via Zoom. Instructors are given training to conduct online learning, pedagogies and learning environment. They are part of an academic consortium Graduate Theological Union. Eight schools are part of this and share the training and learning support system.</p> <p>Registrar builds two sections for each course and students can choose to join either one or the other. Strongly encourage students not to switch once they've made a choice.</p>	

<p><i>Quality of the Distance Education Infrastructure.</i> Are the learning platform and academic infrastructure of the institution conducive to learning and interaction between faculty and students and among students? Is the technology adequately supported? Are there back-ups?</p>	<p>This is a growing edge and there are times when the technology fails. The technology is adequately supported on the part of the institution with on-site tech support but cannot always help students if the connection issues are on their end. They do have Microsoft Teams and all employees and students have a license. This is also used between students to collaborate on projects.</p> <p>In person students break out into groups on-site and students online also break out into online break out groups.</p>	
<p>Faculty Initiated Regular and Substantive Interaction. How does the institution ensure compliance with the federal expectation for “faculty-initiated, regular and substantive interaction”? How is compliance monitored? What activities count as student/instructor substantive interaction”?</p>	<p>Faculty are advised/instructed to meet with students. Phone calls, in-person meetings, and Zoom calls are mandated for faculty and advisors Forms are completed to track student advisor meetings on a regular basis. All instructors must send analysis of student progress for each class and for each student.</p>	
<p>Quality Assurance. What processes are in place to collect data from courses that use some type of remote learning? How are the findings used to improve instruction?</p>	<p>All course evaluations ask questions about student’s remote learning experience. Started gathering this information since 2020. Faculty are provided the data and they have conversations on how to improve pedagogy. Faculty use this information for constant improvement of interactions, assignments, etc.</p>	