OAK VALLEY
COLLEGE

Seeking Accreditation Visit (SAV) 1

Institutional Report

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Revised: July 8 2019

Section 1: Institutional Context

Provide a context for the review of the institution, including a brief history, institutional type, size (enrollment, staff, administration and faculty), location(s), overview of degrees/levels/programs offered, current accreditations, and rationale for seeking WSCUC accreditation.

Oak Valley College was founded to provide a holistic high-quality traditional Christian liberal arts college experience that is exceptionally affordable and practical. Oak Valley primarily supports underserved populations in the Inland Empire where students earn their degree in three years free of student loan debt. Thus far, 66% of Oak Valley students are first generation college students.

As a liberal arts college, Oak Valley educates students to think critically, become creative problem-solvers, and apply analytical skills to enter the professions as informed decision-makers. Oak Valley's single degree offering, a Bachelor of Arts in Business, helps students gain practical applied skills to seek careers in business, nonprofits, or ministry.

One of the hallmarks of Oak Valley's program is the Launch Pad capstone experience, a three course sequence, which gives students the opportunity to create a business plan designed to *launch* a real world product or service for a business, nonprofit, or ministry.

Another distinctive feature of Oak Valley's program is its Christian worldview, carried out through several channels. First, students complete a series of Theology and theological-based courses, including Biblical Themes in Literature, Old and New Testament Surveys, Systematic Theology, Spiritual Formation, Leadership (which is taught from a Christian servant-leadership perspective), and Transitions (where students discuss faith, relationships, and career). Furthermore, students explore spiritual concepts within their general education and business coursework. One student reflected, "At Oak Valley, Christianity is spread throughout the program and not merely sprinkled around."

Like most small liberal arts colleges, the experience at Oak Valley is exemplified by personal engagement between students, professors, staff, administrators, and business and community leaders. These individuals support students to "live, learn, and grow in their faith, service, and calling" (from Oak Valley's mission statement).

Students take all courses together in cohort. This is a critical component of Oak Valley's model. Through the cohort experience, Oak Valley seeks to create a culture built on encouragement, support, and trusting relationships. Students regularly describe their cohorts in familial terms. Students commonly describe how they support one another through prayer, study sessions, meals/parties, and informal connections outside of class.

Stephen Mendoza (Class of 2019) captured the essence of the Oak Valley College student experience in a video, where he talks about the practicality of Oak Valley's program, including the rigor of the academic experience, the Christian worldview, the personal attention he received, and last but not least, the program's affordability - https://www.youtube.com/watch?v=stYw2-h0_KY&index=7&list=PL3GveGD2WzK08Ke0ZiCUKOP9tX3_FxKKq.

Operational History

In 2013, Oak Valley applied for Approval to Operate with the Bureau of Private Postsecondary Education (BPPE), and in March 2016, BPPE granted Approval to Operate. At that time, recruitment efforts for Fall 2016 began, and Oak Valley College became fully operational in September 2016.

Oak Valley is a nonprofit, 501(c)(3) public benefit corporation. Oak Valley is an evangelical Christian college but is not affiliated with any specific church or denomination, similar to Biola University or Westmont College. Classes are held in Colton, California in a classroom facility provided in partnership with Centerpoint Church.

Oak Valley seeks WSCUC accreditation for several reasons:
1. Recognition by peers in higher education
2. Validation as a rigorous high-quality liberal arts college
3. Recognition from the US Department of Education and the State of California for access to Pell and Cal Grants. Oak Valley administrators confirmed with the US Department of Ed that students may access Pell Grants and deny access to student loans (Oak Valley's no loan pledge)
4. Continuous improvement of academic programs and student success
5. External recognition to support legitimacy to students and parents
6. Regional accreditation (highest quality standard) over national accreditation or Christian school accreditation

2019 Data
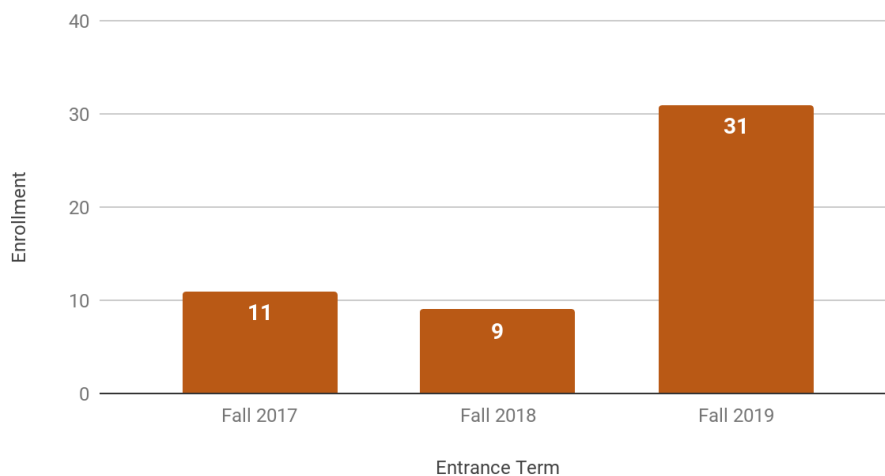
Enrollment (chart above) is 51 FTE students. Fall 2019 enrollment far exceeded all previous cohorts. Oak Valley students are supported by the following:
1. Administrators - President, Executive Vice President, and Dean
2. Graduates - 5 (Class of 2019)
3. Faculty - 14 members
4. Board of Trustees - 15 members with Executive, Advancement, Finance, Financial Audit, Nomination, and Academic Affairs Committees

Section 2: Statement on Report Preparation

Describe the process of preparing the Institutional Report, naming the personnel who were involved. Widespread and comprehensive involvement of various constituencies is required, including faculty, administrative staff, students, and others as appropriate. The governing board should review the report before it is submitted to WSCUC.

This Institutional Report was crafted by senior leaders at Oak Valley. Primary authors were President Eric Blum, Executive Vice President Mark Leonard, and Dean Gayle Linn (retired).

Board Members Gary Miller (former Provost, Biola University) and Joe Grana (Dean, College of Ministry and Biblical Studies, Hope International University) coached the team and reviewed the draft Institutional Report. Oak Valley also recruited several external reviewers to provide input and suggestions (listed below).

Regular updates have been provided to the board, faculty, students, and the greater Oak Valley community, including the Advisory Board. Oak Valley's Board reviewed and approved this report prior to its submission.

External reviewers - Provost Dennis Jameson (William Jessup University), Associate Provost: Educational Effectiveness Kay Llovio (William Jessup University), Provost Gayle Copeland (Fresno Pacific University), and President Derry Connolly (John Paul Catholic University).

Section 3: Response to Issues Identified in the Eligibility Review Committee Approval of Eligibility Action Letter

Please provide evidence of how the institution has responded to each recommendation found in the letter granting eligibility by the Eligibility Review Committee. ERC recommendations in _bold italics_.

**Criterion 7. Governance and Administration. Oak Valley has made a good attempt to meet WSCUC policies on governance. Since the eligibility application was prepared, WSCUC has adopted a new Governing Board Policy along with a separate Governing Board Policy Implementation Guide, which Oak Valley will need to study and make sure that its practices are in compliance before Seeking Accreditation Visit 1 (SAV1) takes place. One area of confusion was reference in the Bylaws to the President of the Board of Directors who is different than the President of the institution. A different title should be used for the leader of the Board.**

The chairperson and president are identified, separately, in the Bylaws. Previously, no definition of the role of the chairperson was articulated in the Bylaws. The remedy was to create a new section in the Bylaws, which articulates the role of the chairperson. This was reviewed and approved by the board at the April 15, 2018 board meeting (www.oakvalleycollege.org/bylaws).

> **DUTIES OF THE CHAIRPERSON**
>
> The chairperson is the presiding officer of the board of directors. The duties of the chairperson are to oversee board meetings, matters, and concerns, serve as a liaison between the board and the president, and represent the College as a ceremonial leader to the public. The chairperson is to discern and act upon the will of the board. The chairperson also directs the annual review process for the president's appointment, performance, compensation, and retention.

**Another area of concern is having a member of the faculty serve as Chair of the Board of Trustees, which is not considered an appropriate practice in higher education.**

Board Chair Tony Angelo had previously taught as an adjunct faculty member. His final teaching assignment was Fall 2018.

The distinctions between independent and non-independent board members could also be made clear and the manner of selection of both should be spelled out in the bylaws.

The Bylaws highlight -

> SECTION 6. RESTRICTION REGARDING INTERESTED (NON-INDEPENDENT) DIRECTORS
> Notwithstanding any other provision of these bylaws, not more than forty-nine percent (49%) of the persons serving on the board may be interested (non-independent) persons. For purposes of this Section, "interested persons" means either:
> (a) Any person currently being compensated by the corporation for services rendered within the previous twelve (12) months, whether as an full-time or part-time officer or employee, independent contractor, or otherwise; or
> (b) Any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of any such person.

Independent	Non-independent
David Little, Treasurer	Gregg Simmons (PT contract for career services)
Gary Miller	Eric Blum
Joe Grana	Tony Angelo (adjunct professor in 2018), Chair
Valerie Peister	
Ray Anderson	
Ray Blom	
Nichoel Kimmerle, Secretary	
Glenn Tetley	
Wendy Little	
Brian Black	
Annette Kelly-Whittle	
Stephen Mendoza	

The selection criteria for board members has been further clarified by the Nominations Committee and is outlined below.

In selecting new board members, the board considers:
- Understanding of, and willingness to actively promote, the interests of the College
- Influence at the local level that could be used in support of the College and its programs
- Capacity and willingness to make significant contributions and/or assist in the College's fund-raising efforts, as means and time permit
- Leadership ability

- Special skills, talents, or interests that could prove of value to the college (i.e., legal, finance, business, accounting, technology)
- Ability to attend and be involved in board and committee meetings and other activities
- Ethnic, gender, professional, and geographical diversity
- A relationship with the College (i.e., alumni, past or present parent of a student, member of the College Advisory Board, etc.) other than an employee or student
- Experience in higher education or nonprofit boards (i.e., finance, administration)
- Support and endorsement of the Christian mission of the College
- Understanding of the importance of the College as an academic institution
- A lack of potential conflicts of interest (i.e., Board membership at a competing university, employment with a company that contracts with the university)

The process for evaluating the President by the Board also needs to be developed.

At its April 15, 2018 meeting, the board adopted a formal process for evaluating the President's performance. The President's performance is reviewed annually. The first formal review was completed in July 2018. Future reviews are conducted annually by the Executive Committee and reviewed and approved by the board. The board follows standards found in The Association of Governing Boards of Universities and Colleges (AGB) to guide the evaluation process.

The panel was encouraged to hear that the institution is reducing the number of employees on the Board.

Dean Gayle Linn and Executive Vice President Mark Leonard left the board effective January 2019, and Board Chair Tony Angelo resigned as an adjunct professor at the end of 2018. The only employee remaining on the board is President Blum. Board Member Gregg Simmons provides part-time contract services for career development and is compensated as an independent contractor on an as-needed basis.

A recent development reported on the conference call is the appointment of Board committees, which will be an important part of the governance structure.

In 2018, the board created six committees: Executive, Advancement, Finance, Audit, Nominations, and Academic Affairs. The Advancement, Finance, and Audit Committees include outside consultants (ex-officio). The committee structure has resulted in more active participation from board members and considerably more work being conducted between board meetings. This development is improving the professionalization of board work and provides for greater engagement and accountability. Committee reports are provided at each board meeting.

Criterion 8. Financial Resources and Accountability. In its review of Oak Valley, the panel gave consideration to the institution being in its early start-up phase when reviewing the finances but has questions about the long-term sustainability of the model. At the present time, the eventual true costs of the institution are vastly understated because of reliance on volunteers who donate time as administrators, staff, and faculty and the generous donation of a local church's facilities. While this model might work in the short term for the visionary founders and supporters, long-term sustainability will need to be demonstrated with financial modeling to demonstrate to

visiting teams that the institution has financial sustainability beyond the excitement created in founding a college. The panel applauds the intention of Oak Valley in offering an education that does not create debt for students.

Oak Valley adopted a five-year budget, which reflects "true costs" over time. Full-time market-rate compensation for President, Executive Vice President, Dean, faculty, and staff positions are included.

Although Oak Valley plans to remain in its current location for several years, a budget for facilities costs is included in the budget starting in 2020-2021. These rates are based on a market study conducted by a commercial real estate broker who serves on Oak Valley's Advisory Board.

They recognize that the current model of providing an 80% discount on all tuition may be an appropriate marketing tool for the short term, but a different model will be needed with aggressive fundraising to create a viable long-term model. The SAV1 team will need more extensive and realistic models to demonstrate Oak Valley's financial sustainability before accreditation can be granted.

Oak Valley's leadership acknowledges that 80% across-the-board tuition discounts are designed primarily as a marketing tool. In Fall 2019, Oak Valley developed tiered need-based aid (discounts), as discussed in Standard 1 - CFR 1.6. This provides for a higher net tuition revenue and reflects a bridge to when Oak Valley is able to access Federal and State Aid (Pell and Cal Grants). 44% of current students have family incomes of less than $50,000. Once Pell Grants are available, Oak Valley plans to aggressively target Pell eligible students. That strategy will emerge in Spring 2020, assuming WSCUC Candidacy in February 2020. Administration has already contacted the US Department of Education to discuss Title IV funding.

Regarding fundraising, the board held its first formal fundraiser on April 24, 2018 (Oak Valley's Vision Dinner). This event generated more than $17,000 in direct giving and pledges. The 2019 Vision Dinner in April raised more than $38,000. The College also hosts a Harvest Gathering in the Fall, conducts an annual giving campaign, and supports a women's philanthropy group. In total, more than $130,000 was raised 2018-2019 meeting the budgeted goal. Annual growth in fundraising is reflected in the five-year budget, which is explained later in this report.

Criterion 9. Institutional Planning. The Strategic Plan represents a strong attempt, especially for a startup, to outline general goals and budgets. These will need even further development prior to SAV1. In addition, a program review process will need to be developed taking into consideration guidelines provided on the WSCUC website. By the time of SAV1, a complete cycle will need to have taken place, including a full review utilizing external reviewers and evidence of changes being made as a result of the review.

Oak Valley conducted a comprehensive program review in late 2018. Board Members Gary Miller and Joe Grana, both of whom have led many program reviews at their home institutions, performed an internal review of the draft document in July 2018, and the final document was reviewed by President Derry Connolly (John Paul Catholic University), Provost Gayle Copeland (Fresno Pacific University), and a team from William Jessup University, which included Provost Dennis Jameson, Associate Provost Todd Erickson, and Associate Provost/ALO Kay Llovio.

Based on the feedback provided, Dean Linn and President Blum updated and improved several systems and processes, including adoption of a Signature Assignment Assessment process following John Paul Catholic University. Signature assignments are typically final projects, papers, or exams used to assess comprehensive learning and alignment of the student learning outcomes (SLOs) with program learning outcomes (PLOs). Each course at Oak Valley has some form of signature assignment that can be measured by this process.

Oak Valley also established more clearly independent roles and responsibilities for faculty. In late 2018, Professor Terry Morrow was named as Faculty Chair of the reconstituted Faculty Senate. These items are more fully articulated in Standard 2 (CRF 2.7).

The strategic planning process has matured as well. In Spring 2019, the board reviewed and approved the 2019-2020 Strategic Plan, which contains five strategic priorities that are aligned with the five-year budget plan (CFR 4.6).

A key element in a program review process and in other aspects of institutional planning will be a strong institutional research program with evidence of data-based decision making. Oak Valley is not large enough to warrant a full-time institutional research employee but individuals need to be designated to carry out this key function for WSCUC accreditation.

The Office of Institutional Research (IR) along with a more robust IR function was developed in 2018 under the direction of a seasoned professional, ALO/Director of IR, Betty Crocker. The IR operation is more fully articulated in Standard 4 (CFR 4.2).

Director Crocker has served in a similar role for the University of Redlands and currently leads institutional research for Redlands Christian Schools. Director Crocker maintains close contact with Oak Valley's WSCUC Liaison and attended the 2019 WSCUC ARC Conference.

Executive Vice President Leonard and Director Crocker review and analyze data at the end of each semester and end of the year. Reporting is disseminated to the board and faculty. The challenge, thus far, are many of the data-sets are too small and diverse to provide meaningful trends for informed decision-making. At the same time, the data modeling and reporting standards are in place so with increased cohort sizes and historical data, improved data-based decision-making should be fully effectual over time. These items are more fully articulated in Standard 4.

By the time of the 2020 and 2022 Program Reviews, many data sets should provide meaningful trends to inform the review process.

Criterion 10. Degree Program. The single degree program being offered by Oak Valley based on a cohort model is congruent with the institution's mission. As enrollment grows, the viability of a cohort model may need further study. The program is very prescribed and with further growth may warrant the study of additional offerings in the single program.

The cohort model is an intentional approach for Oak Valley College. As enrollments grow, new incoming groups will be divided into discrete cohorts of approximately 25 students per cohort. At present, the plan is to maintain the prescribed model, but the model will continue to be reviewed by faculty and the board, primarily through the program review process.

The first meaningful challenge of the cohort model is most likely to occur with the first split of two entering cohorts. The current plan suggests this will occur in Fall 2021 but may occur in 2020. At that time, many faculty will teach the cohorts back to back (e.g. Professor Valdez would teach Entrepreneurship to Cohort A 2:30 - 4:00 pm, and Cohort B 4:30 - 6:00 pm, Mon/Wed).

Running two cohorts, simultaneously, will allow several questions to be examined:
- What if the retention rate is significantly greater in one cohort?
- What if students want to switch cohorts during the program?
- How will Oak Valley mitigate conflicts between cohorts?
- Are there unanticipated costs associated with carrying two cohorts?
- Do opportunities synergies or friendly competition arise between cohorts?
- Is there an opportunity to create specializations within different cohorts?

The program review cycle will examine these questions in detail.

Criterion 11. Educational Objectives and Assessment of Student Learning. Given the early stage of the institution's founding, the panel found the objectives appropriate. The SAV1 team will want to see how the interaction with community business leaders has been carried out.

A new program, *From Here to There*, offers the opportunity for Advisory Board Members (more than 60) to speak with students about where they started (college) and learn how they made their way to a successful career. Speakers are seasoned professionals, entrepreneurs, and high-level leaders representing a wide range of industries and experience (government, nonprofit, for-profit) and encourage students to explore career paths and mentoring.

Additional engagements with the business community have included
- A career development series, starting Fall 2019
- Faith and Business Forum, May 2019
- Mock-interviews, scheduled three times per year
- Job placement assistance
- Mentoring and coaching by business leaders

These programs are detailed in Standard 2 (CFR 2.11 and CFR 2.13)

The development of a cumulative examination utilizing AACSB standards will also be of interest to the visiting team.

To clarify, Oak Valley intends to pursue Accreditation Council for Business Schools and Programs (ACBSP), not Association to Advance Collegiate Schools of Business (AACSB) accreditation. Pursuit of ACBSP accreditation will be further evaluated after Oak Valley achieves WSCUC Candidacy. Professor Rawding has agreed to help lead the ACBSP accreditation process. He shepherded the process at the University of Redlands two years ago.

A pilot comprehensive final examination has been developed. That exam was proctored to the graduating seniors, and freshmen are scheduled to take the exam to provide a baseline in Fall 2019. ACBSP sample questions were used.

The first few comprehensive exams will help administrators gather insights regarding learning outcomes and academic performance. In subsequent years, it is anticipated that the exam will serve as a graduation requirement. Since all students take a prescribed courses (no transfers or waivers), establishing minimum competency standards at graduation is a goal of administration.

Criterion 12. General Education. The General Education program philosophy is mission driven and assessed but is very limited. As enrollment expands, the offering of electives within the Liberal Arts program will need to be considered.

General education is prescribed and limited due to the nature of student cohorts (no electives). Thus far, due to the cohort approach, there is no means to offer electives without undermining the cohorts or increasing costs. However, this topic will be openly examined by the Faculty Senate as part of program reviews.

Criterion 13. Faculty. At the present time, administrators also carry faculty responsibilities, which is appropriate for the number of students. The panel encourages that the differentiation between full-time, part-time, and administrators be outlined more clearly.

President Blum does not teach, and Dean Board and EVP Leonard have distinct faculty and administrative responsibilities, which ensures that their roles do not conflict.

Three Lead Professors serve as independent leaders within the Faculty Senate - Professor of Business Debbie Martis, Professor of Theology Terry Morrow, and Professor of General Education Robyn Glessner. As the Faculty Senate matures, Faculty Chair Morrow has taken on the role of guiding peer-led faculty discussions and collaboration. Dean Board provides guidance and direction to faculty as their supervisor, but Faculty Chair Morrow ensures that faculty are aware that he represents them, independent of administration. Faculty members may come to him with any concerns or suggestions.

The current model of faculty is largely centered on volunteer service or very low pay for those teaching. While laudable and viable at this stage of development, the panel supports the institution's intention to begin offering greater remuneration for full-time and part-time faculty to increase better viability into the future.

Compensation for three full-time market-rate faculty positions is articulated in the five-year budget. Remuneration for part-time adjunct faculty is currently set at rates similar to two local WSCUC-accredited universities and is budgeted to increase, on average 4% per year over the next five years.

The College has not experienced a problem recruiting and retaining well-qualified faculty who enjoy teaching and eagerly support Oak Valley's mission, vision, and values. As an example, a recent request for a part-time adjunct position, elicited four qualified candidates in one day. Professors Valdez, Martis, In't Hout, Hamilton, Rawding, and Morrow have also asked to teach additional courses as soon as they become available.

Policies on faculty governance will also need to be developed before SAV1.

Faculty Senate governance has matured under the direction of Faculty Chair Morrow (Professor Morrow has served on the board of a WSCUC-accredited university). He has convened monthly meetings over the past year. Meetings have focused on faculty governance, academic policies and standards, and how to improve student success. Strong academic standards and a vision for the independence of faculty has been promoted. Participation in faculty leadership is positive with over half the faculty actively participating in meetings. Faculty governance policies and standards are described in Standard 2 (CFR 2.7).

Criterion 16. Information and Learning Resources. The arrangement with the University of Redlands to allow students to use its library is adequate for the number of students but Oak Valley will need to make plans to develop its own resources as enrollment grows. One concern is that online resources can only be used at the University of Redlands and students do not have access away from the library. This arrangement may not prove adequate as enrollment grows.

In Fall 2018, the College shifted from using the University of Redlands LIbrary to the Cal State University, San Bernardino Library. CSUSB LIbrary resources and facillties are more robust and well-suited to Oak Valley's needs. First-year students visit the Library throughout the Fall Semester. Students receive an orientation from a university librarian, obtain a library card with full lending privileges, and access to online databases and journals.

Oak Valley requested a formal MOU with CSUSB, but Library staff indicated that an agreement was unnecessary. Library resources are available to the general public through a *Community* card, which students purchase ($30 annual fee).

Pricing for online library resources has been explored and budget has been allocated for EBSCO or a similar online library service in 2020-2021. Online library services are intended to complement, not supplant, the CSUSB Library. Providing physical library resources is highly valued by administration, and ways of leveraging the CSUSB Library is being further explored.

Section 4: Evidence of Compliance with 2013 Standards and Criteria for Review

Standard 1. Defining Institutional Purposes and Ensuring Educational Objectives.

The institution defines its purposes and establishes educational objectives aligned with those purposes. The institution has a clear and explicit sense of its essential values and character, its distinctive elements, its place in both the higher education community and society, and its contribution to the public good. It functions with integrity, transparency, and autonomy.

CFR 1.1 Institutional Purposes

The institution's formally approved statements of purpose are appropriate for an institution of higher education and clearly define its essential values and character and ways in which it contributes to the public good.

Guideline: The institution has a published mission statement that clearly describes its purposes. The institution's purposes fall within recognized academic areas and/or disciplines.

Institutional Response:
Oak Valley was incorporated as a public benefit 501(c)(3) nonprofit corporation. College governing documents ensure the College's primary purpose is to support the public good ([CFR 1.1 01 Articles of Incorporation and IRS Determination Letter](), [CFR 1.1 02 College Bylaws]())

Furthermore, the catalog, strategic plan, and other documents have been created following standards and examples found at Oak Valley's peer and/or aspirational private nonprofit liberal arts colleges (peers - John Paul Catholic University and Providence Christian College, apirants - Berea, Pomona, Claremont McKenna, and Westmont Colleges, and College of the Ozarks). These documents accurately articulate the purpose of the college to support students' academic, spiritual, personal, and professional development ([CFR 1.1 03 Catalog](), [CFR 1.1 04 Strategic Plan](), [CFR 1.1 05 Curriculum Map](), and [CFR 1.1 06 Model Syllabus]()).

Oak Valley's mission, vision, and values statements closely reflect its core purposes and have been vetted throughout the organization. The board has spent the last year reviewing, reflecting, and refining these statements to ensure that they accurately convey the character of the school to contribute to the public good and student success ([CFR 1.1 07 Vision Document 2019]()).

Mission - Oak Valley College equips students to live, learn, and grow in their faith, service, and calling through a rigorous, practical, and debt-free liberal arts business education framed by a Christian worldview.

Vision - Oak Valley College will achieve its mission by graduating well-prepared young people with a Bachelor of Arts in Business free from the burden of student loan debt and well prepared for entrepreneurial careers in business, ministry, or nonprofit management.

Values - As a Christian liberal arts college, Oak Valley College focuses on individual learning and achievement, direct engagement with Christian professors, professionals, and mentors, and a campus culture where students feel a strong personal sense of community.

These themes and elements may be found throughout published statements, including the following:

> *Oak Valley College offers a Bachelor of Arts in Business, providing a holistic education, teaching students critical thinking, creative problem solving, communication, analytical, and business skills.*
>
> *Christian teaching, principles, and service are reinforced throughout the program. Lessons challenge students to serve others and apply a Christian worldview in their daily lives.*
>
> *Focused, practical, and personal*
> *Oak Valley College offers high-quality interdisciplinary education, including courses in entrepreneurship and management. Students learn from real-world case studies, individual and group projects, and assignments designed to prepare them for careers in business, nonprofit management, or the ministry.*
>
> *Foundation in the liberal arts*
> *As a liberal arts college, students gain an appreciation for the pursuit of knowledge and lifelong learning. Following in the path of today's best teaching colleges, Oak Valley College offers small class sizes where students receive personal attention from professors who are dedicated to teaching undergraduates. (Catalog Page 3)*

Throughout the College website, prospective students, parents, and the general public are able to easily find information about the College.
1. The home page offers a summary of program benefits (www.oakvalleycollege.org)
2. Under the "Academic" header on the website there is detailed information for
   a. Bachelor of Arts degree
   b. Curriculum Map (courses a student will take and anticipated schedule)
   c. Faculty biographies
   d. Details about the Launch Pad (the capstone project students complete)
   e. Oak Valley College Catalog
   f. Student policies (Honor Code, Academic Honesty, and the Student Handbook)

List of Attached Evidences:
CFR 1.1 01 Articles of Incorporation and IRS Determination Letter
CFR 1.1 02 College Bylaws
CFR 1.1 03 Catalog
CFR 1.1 04 Strategic Plan
CFR 1.1 05 Curriculum Map
CFR 1.1 06 Model Syllabus
CFR 1.1 07 Vision Document 2019

CFR 1.2 Institutional Purposes

Educational objectives are widely recognized throughout the institution, are consistent with stated purposes, and are demonstrably achieved. The institution regularly generates, evaluates, and makes public data about student achievement, including measures of retention and graduation, and evidence of student learning outcomes.

Institutional Response:
Oak Valley's board, administrators, faculty, staff, and advisory board are dedicated to provide a high-quality personalized Christian education following in the tradition of small liberal arts colleges. The educational objectives found in the Catalog and the website (Academics and Student Success) are reflective of those values. The goal is not simply to offer students a series of courses, but to see them "live, learn, and grow" in the spirit of Christian thought as they pursue a degree in business (CFR 1.2 01 - Educational Objectives).

From Oak Valley's website:

"Oak Valley College offers a Bachelor of Arts in Business, which is suitable for students who wish to:
- work in private industry
- support a nonprofit organization
- lead a ministry
- pursue a government career
- enter management training in manufacturing, operations, service, or retail industries
- launch a business, nonprofit, or ministry

Liberal arts coursework offers breadth and depth covering a range of topics, including project management, economics, finance, accounting, product development, marketing, and leadership (www.oakvalleycollege.org/academics)."

Professors are expected to complete Signature Assignment Assessment and Faculty Self-Evaluation Forms upon finishing the semester. Through this process, professors are asked how the major assignment for the term links and student learning outcomes (SLOs) tie to the broader program learning outcomes (PLOs). This allows them to reflect on how their students performed in meeting the specific criteria for the signature assignment and discuss how well they feel it articulated with the broader goals found in the PLOs. These reflections allow professors to modify and refine the signature assignment and SLOs to better reflect the broader PLOs and continue to improve their teaching (CFR 1.2 02 - Signature Assignment Assessment).

This information is then summarized by Institutional Research (CFR 1.2 03 - Institutional Research - Spring 2019 and CFR 1.2 04 - Institutional Research - 2018 Annual Report), including retention, graduation, and student learning outcome data. Student success is then reported by the Dean to the Faculty Senate and Academic Affairs Committee (CFR 1.2 05 - Dean's Report Academic Affairs - Fall 2018). Any changes to reporting may be requested by the Faculty Senate or Academic Affairs Committee and is authorized by the board. Reporting is on the website and includes student retention and graduation data (www.oakvalleycollege.org/success).

This provides a reflective loop, which helps faculty and administration identify the strengths, weaknesses, and opportunities for improvement in the learning process. This design is intended

to guide Oak Valley to renew and improve the learning community and focus on helping students achieve personal, professional, and spiritual success as they graduate and move on in their lives.

List of Attached Evidences:
Academics - www.oakvalleycollege.org/academics
Student Success - www.oakvalleycollege.org/success
CFR 1.2 01 - Educational Objectives (Catalog)
CFR 1.2 02 - Signature Assignment Assessment
CFR 1.2 03 - Institutional Research - Spring 2019 Report
CFR 1.2 04 - Institutional Research - 2018 Annual Report
CFR 1.2 05 - Dean's Report Academic Affairs - Fall 2018

CFR 1.3 Integrity and Transparency

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

Guideline: The institution has published or has readily available policies on academic freedom. For those institutions that strive to instill specific beliefs and world views, policies clearly state how these views are implemented and ensure that these conditions are consistent with generally recognized principles of academic freedom. Due-process procedures are disseminated, demonstrating that faculty and students are protected in their quest for truth.

Institutional Response:
The Academic Freedom policy is located in the Catalog and Student and Faculty Handbooks. As outlined in the policy, "Academic freedom is a right at Oak Valley College. Honest pursuit of knowledge and understanding is at the heart of every academic institution, and every member of the College community should be able to enjoy this right without fear of retribution" (*Catalog Page 25* - CFR 1.3 01 - Academic Freedom)

As a Christian college, students and faculty are held to standards of conduct that are specifically reflected in the Honor Code and for faculty in the Faculty Handbook. Both policies have been adapted from a WSCUC-accredited university and are consistent with generally recognized principles of academic freedom within the context of a college reflecting a Christian worldview (CFR 1.3 02 - Honor Code).

As outlined in the Academic Freedom and Honor Code policies, any member of the community may bring concerns and grievances about academic freedom to the attention of the Dean, President, or Faculty Chair. A policy for how complaints are addressed is outlined in the Grievance Policy (CFR 1.3 03 - Grievance Policy), and an online form is available to report concerns.

List of Attached Evidences:
CFR 1.3 01 - Academic Freedom (Catalog, Student Handbook, and Faculty Handbook)
CFR 1.3 02 - Honor Code
CFR 1.3 03 - Grievance Policy (Catalog) also www.oakvalleycollege.org/grievance

CFR 1.4 Integrity and Transparency

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

Guideline: The institution has demonstrated institutional commitment to the principles enunciated in the WSCUC Diversity Policy.

Institutional Response:
To date, Oak Valley College primarily serves historically underserved students (66% are first generation college students). As a Christian college located in the center of a historically underserved community, the Inland Empire, Oak Valley seeks to support students who value a personalized education and want to earn a degree without student loans.

The greater San Bernardino area has some of the lowest college participation rates in the US - 23% degree attainment vs. 39.8% for the State of California (US Census Bureau). The region is predominantly non-white or Hispanic (80% vs. 62% for the State - US Census Bureau), which is a population that is traditionally recognized as underserved in higher education.

Outreach to lower socio-economic and ethnically diverse public high schools is a high priority of admission efforts. The affordability of Oak Valley is a core principle in reaching these diverse communities.

To date, it is acknowledged that some students require additional learning support. Oak Valley's small cohort-based focus helps these students with personal attention and guidance from professors who care about their success and peers who encourage them to progress. Additional support systems have also been provided, namely, student advising and the creation of the Writing Center. While formal tutoring has been made available, students have chosen to rely on informal tutoring with professors or fellow students.

Senior administrators and the board are pleased with the diversity of Oak Valley's student body and are committed to equity and inclusion, diversity and nondiscrimination ([CFR 1.4 01 - Statement on Diversity and Nondiscrimination](#) and [CFR 1.4 02 - WASC Equity and Inclusion Policy at Oak Valley College](#)).

At the same time, they are conscious that the board, faculty, and senior leadership are majority white. Diversity has been a topic of discussion among senior administrators and the board. From these discussions, the Board Nominations Committee has made recruitment of diverse board members a priority, and senior administrators are seeking to recruit diverse faculty candidates to fill positions. While no quotas exist, Institutional Research provides regular updates on diversity ([CFR 1.4 03 - Student Demographic Data](#) and [CFR 1.4 04 - Diversity at Oak Valley College](#)).

List of Attached Evidences
[CFR 1.4 01 - Statement on Diversity and Nondiscrimination](#) (from the website)
[CFR 1.4 02 - WASC Equity and Inclusion Policy at Oak Valley College](#)
[CFR 1.4 03 - Student Demographic Data](#)
[CFR 1.4 04 - Diversity at Oak Valley College](#)

CFR 1.5 Integrity and Transparency

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

Guideline: The institution does not experience interference in substantive decisions or educational functions by governmental, religious, corporate, or other external bodies that have a relationship to the institution.

Institutional Response:
Oak Valley has no formal affiliations with any governmental, corporate, or religious organizations and does not anticipate pursuing such affiliations. While Oak Valley is a Christian college, it has no formal ties with any specific church or denomination. In fact, even though Oak Valley is housed at Centerpoint Church, no member of the board, faculty, or administration is employed by Centerpoint, and Oak Valley receives no direct funding from Centerpoint or any other church or religious organization. Oak Valley's only support from Centerpoint Church comes from their donation of shared facilities.

List of Attached Evidences:

CFR 1.6 Integrity and Transparency

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

Guideline: The institution has published or has readily available policies on student grievances and complaints, refunds, etc. The institution does not have a history of adverse findings against it with respect to violation of these policies. Records of student complaints are maintained for a six-year period. The institution clearly defines and distinguishes between the different types of credits it offers and between degree and non-degree credit, and accurately identifies the type and meaning of the credit awarded in its transcripts. The institution's policy on grading and student evaluation is clearly stated and provides opportunity for appeal as needed.

Institutional Response:
Oak Valley represents its academic goals, programs, services, and costs truthfully through its website, a brochure, the Catalog, and Enrollment Form. Academic goals are represented in program brochures and the website (CFR 1.6 01 - Bachelor of Arts in Business). The program description is found in the Catalog (CFR 1.6 02 - Program Description).

Cost information is articulated on the website, Catalog, and Enrollment Agreement (CFR 1.6 03 - Student Enrollment Agreement). Student discounts, including institutional scholarship and grant information is provided to each student during the enrollment process (CFR 1.6 11 - 2019 Financial Aid Packages).

The path to program completion is articulated through the Curriculum Map, which is on the website. Since Oak Valley offers a cohort-based program, the curriculum is prescriptive, providing students with an easily understood direct path to degree completion (CFR 1.6 04 - Curriculum Map).

Various other disclosures are provided in the Catalog (CFR 1.6 05 - Disclosures).

Oak Valley has no history of adverse actions against it, and no student complaints have been formally filed, either with Oak Valley or the Bureau of Private Postsecondary Education (BPPE).

Records of student complaints, when filed, will be scanned and notated in the student information system, Populi, along with any remedy. Records are retained for a minimum of six years, per WSCUC requirements.

Student transcripts are made available upon request and provide descriptions of the credit earned (CFR 1.6 06 - Student Transcript and CFR 1.6 06a - Student Transcript Descriptions).

Student grading and evaluation criteria is articulated in each syllabus (CFR 1.6 07 - Model Syllabus) and, more generally, in the Catalog (CFR 1.6 09 - Grading and Appeal Process). Academic credit is articulated in the Catalog and included in each syllabus (CFR 1.6 08 - Academic Credit).

A General Grievance process is also outlined on the website and in the Catalog (CFR 1.6 10 - Grievance Policy).

List of Attached Evidences:
CFR 1.6 01 - Bachelor of Arts in Business (website - www.oakvalleycollege.org/badegree)
CFR 1.6 02 - Program Description (Catalog)
CFR 1.6 03 - Student Enrollment Agreement
CFR 1.6 04 - Curriculum Map
CFR 1.6 05 - Disclosures (Catalog)
CFR 1.6 06 - Student Transcript
CFR 1.6 06a - Student Transcript Descriptions
CFR 1.6 07 - Model Syllabus
CFR 1.6 08 - Academic Credit (Catalog)
CFR 1.6 09 - Grading and Appeal Process (Catalog)
CFR 1.6 10 - Grievance Policy (Catalog and website www.oakvalleycollege.org/grievance
CFR 1.6 11 - 2019 Financial Aid Packages

CFR 1.7 Integrity and Transparency

The institution exhibits integrity and transparency in its operations, as demonstrated by the adoption and implementation of appropriate policies and procedures, sound business practices, timely and fair responses to complaints and grievances, and regular evaluation of its performance in these areas. The institution's finances are regularly audited by qualified independent auditors.

Institutional Response:
Business practices are sound and are reinforced through the governance process and with significant oversight from the board, especially through the committee process. Finances are reviewed prior to each board meeting through the Board Finance Committee.

The Dean and Institutional Research (IR) provides data and analysis to enable informed decision-making. Academic and student performance data is relayed to the Faculty Senate and the Board Academic Affairs Committee at the end of each semester and annually (CFR 1.7 04 - Dean's Semester Report May 2019 , CFR 1.7 05 - Institutional Research End of Semester Report Spring 2019, and CFR 1.7 06 - Institutional Research Annual Report 2017-2018)..

The Financial Audit Committee reviews the audit, along with the entire board. Scott Young, CPA, serves on the Audit Committee (ex-officio) and provides direct leadership and guidance on the audit (CFR 1.7 01 - 2018 Audited Financial Statements). Oak Valley transitioned its audit from Swenson Advisors to Smith Marion to meet Government Accounting Generally Accepted Standards (GAGAS) as required by the US Department of Education. An audit is underway and should be completed in August 2019.

Oak Valley College has received no formal complaints or grievances. In case a complaint or grievance occurs, policies and procedures are in place to address specific grievances (CFR 1.7 02 - Grievance Policy). An online form is available, which automatically tracks any grievances.

In 2019, Oak Valley implemented a new board policy, which requires major policies, including items to be included in the catalog or student, employee, or faculty handbooks, to go through the appropriate board committee and be reviewed and approved by the board. This process was adopted based on a recommendation from William Jessup University and is intended to ensure accountability to the board (CFR 1.7 03 - Statement on Policies and Policy Review and Approval).

List of Attached Evidences:
Listing of major policies and procedures - www.oakvalleycollege.org/policies
CFR 1.7 01 - 2018 Audited Financial Statements
CFR 1.7 02 - Grievance Policy (website, Catalog, Student Handbook)
CFR 1.7 03 - Statement on Policies and Policy Review and Approval
CFR 1.7 04 - Dean's Semester Report May 2019
CFR 1.7 05 - Institutional Research End of Semester Report Spring 2019
CFR 1.7 06 - Institutional Research Annual Report 2017-2018

CFR 1.8 Integrity and Transparency

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

Institutional Response:

Oak Valley leaders are committed to honest and open communication with WSCUC. Oak Valley administrators follow WSCUC communication policies and attend the ARC Conference. The seriousness in which Oak Valley has undertaken the accreditation process is exemplified by the preparation and planning that has taken place in working with WSCUC. Pursuing WSCUC accreditation has been a goal of administration since before the College opened. The focus of administrators in preparing for accreditation is outlined in the internal planning document that was prepared last fall ([CFR 1.8 01 - Seeking Accreditation Visit Institutional Report Planning](#)).

Abiding by WSCUC policies and procedures is a priority of administrators and the board. Every effort has been made to ensure WSCUC standards are upheld, in both spirit and practice. Leaders recognize that meeting WSCUC deadlines and expectations is in the best interest of Oak Valley and represents best practices to help Oak Valley mature and improve.

In April 2016, WSCUC Vice President Richard Osborn visited Oak Valley, and in December 2018, Vice President Lori Williams visited campus to provide an orientation for the Seeking Accreditation Visit 1.

A draft of this Institutional Report was reviewed internally in February 2019 by Board Member Gary Miller, and subsequently, a revised draft was reviewed by several external reviewers from WSCUC accredited universities.

To date, no material issue has arisen that requires disclosure, but College administration and the board are fully committed that if something should arise, such notification would be forthcoming. Also, no substantive change requests are being considered at this time.

List of Attached Evidences:

[CFR 1.8 01 - Seeking Accreditation Visit Institutional Report Planning](#)

Standard One: Synthesis/Reflections

1. *After completing this analysis, what are the 2 or 3 most important issues that should be emphasized in the review under this Standard?*

Oak Valley College is new and small, but great effort has been made to ensure Oak Valley has put in place the necessary framework to support effective business practices and public notifications. The leaders at Oak Valley offer extensive and diverse backgrounds and are fully committed to meet high standards and best practices required of WSCUC accredited institutions.

While many of the policies and procedures have yet to be fully tested, well-defined processes exist and standards are in place to take action, when necessary. These policies and procedures are outlined in the catalog, website, and students and faculty handbooks, which are all available to the public.

The board, administrators, staff, and faculty are committed to long-term continuous improvement and seeking ongoing support and advice from seasoned leaders from other WSCUC-accredited institutions and leaders, including JP Catholic, William Jessup, Fresno Pacific, and Hope International Universities. Senior leaders at these institutions have provided considerable support and feedback, demonstrating their commitment to Oak Valley's success.

2. *Looking overall at the quality and effectiveness of the institution's data gathering processes and its systems to support the review process, what are institutional strengths?*

One of the biggest strengths is Oak Valley's size, relatively simple business/academic model (one degree and a cohort-based student body), and access to expert resources (mature university examples of model documents, veteran higher education experts, and outside professionals, including attorneys, accountants, and management consultants).

Utilizing Oak Valley's student information system, Populi, there is ample data and systems available to support robust evidence-based decision-making tools and resources. As Oak Valley grows, relying on data for effective decision-making will play a prominent role in how Oak Valley continues to mature.

3. *Looking again at the overall quality and effectiveness of the institution's data gathering processes and systems, what are the areas to be addressed or improved in the foreseeable future?*

Oak Valley intends to continue establishing data that are meaningful and support decision-making for student success. To date, administrators are learning that creating and mining data sets takes time and is a moving target. Given Oak Valley's modest enrollment and relative maturity, critical mass and historical data has yet to materialize in many areas. Therefore, patience must be practiced.

In the meantime, anecdotal data is being weighed heavily, but administrators and faculty are being conscious not to rely too heavily on sources that may prove unreliable. Every intention is to build statistically significant quantitative and qualitative data over time to ensure that decision-making is based on sound data.

Along those lines, Oak Valley administrators have identified many systems and programs they wish to emulate from peer and aspirational institutions, but given Oak Valley's limited resources and maturity, they must be selective in which ones they choose to apply and weigh the pros and cons in making a selection.

Finally, while Oak Valley administrators feel confident that they are on the path to capture the right information to inform decision-making, quantifying results and training faculty to provide more sophisticated reporting will take time and experience. For instance, the Signature Assignment Assessment Forms are instructive and support the alignment of program learning outcomes with the major assignment in each course. However, reporting is fairly limited at this early stage of Oak Valley's development, so faculty and senior leaders are careful in drawing conclusions or taking definitive action from the limited reporting.

Standard 2. Achieving Educational Objectives Through Core Functions

The institution achieves its purposes and attains its educational objectives at the institutional and program level through the core functions of teaching and learning, scholarship and creative activity, and support for student learning and success. The institution demonstrates that these core functions are performed effectively by evaluating valid and reliable evidence of learning and by supporting the success of every student.

CFR 2.1 Teaching and Learning

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

Guideline: The content, length, and standards of the institution's academic programs conform to recognized disciplinary or professional standards and are subject to peer review.

Institutional Response:
Oak Valley offers a single degree, the Bachelor of Arts in Business. Similar to other programs found at selective liberal arts college (Oak Valley's aspirational peers, including Berea, Pomona, Claremont McKenna, and Westmont Colleges, and College of the Ozarks), the program contains 32 four-unit semester courses for a total of 128 semester units. The major difference between those programs and Oak Valley is that Oak Valley's courses are prescriptive, and students do not select courses, electives, or a major ([CFR 2.1 04 - Curriculum Map](#)).

Oak Valley courses and syllabi are modeled after courses taught at well-respected colleges and universities. Reflective of Oak Valley's principles of academic freedom, professors personalize each syllabus to accommodate their specific teaching style and expertise.

Course topics have been carefully selected and student learning outcomes (SLOs) have been mapped to specific course objectives. Courses are aligned with the degree program objectives and program learning outcomes (PLOs).

Faculty use a mix of primary sources and standard university textbooks for teaching. For example, Biblical Themes in Literature, based on a course offered at the University of Edinburgh, uses reading selections surrounding specific biblical themes. The course features works from R.L. Stevenson, Milton, Donne, Conrad, and others ([CFR 2.1 01 - Biblical Themes in Literature Syllabus](#)). Similarly, the Humanities course features writings from Homer, Herodotus, Thucydides, Plato, Augustine, Shakespeare, and others ([CFR 2.1 05 - Humanities Syllabus](#)).

Textbooks, when used, are selected from reputable publishers (Wiley, Cengage, Pearson, and Prentice Hall). These textbooks are designed for teaching semester-length courses at the undergraduate level. In cases where a professor uses older works (5+ years old), he/she needs to provide the Dean with a rationale for why the text is being used. Obviously, for primary works, faculty are free to use these sources without prior approval ([CFR 2.1 02 - Textbook List 2019](#)).

Faculty are selected based on their academic credentials and teaching and/or professional experience in a related field. Of the 65 courses offered at Oak Valley over the first three years of

operation, 41 have been taught by individuals who teach similar courses at other WSCUC-accredited institutions and/or have terminal degrees in their discipline. The remaining 24 courses were taught by practitioner faculty/professionals with, on average, 20+ years of professional experience and graduate degrees, typically, an MBA or MA (CFR 2.1 03 - Faculty Biographies).

The Dean reviews the faculty and syllabi to ensure academic standards are met. The Faculty Senate updates and revises academic standards, courses, and program learning outcomes through the biennial program review process. The next program review is scheduled in 2020.

List of Attached Evidences:
CFR 2.1 01 - Biblical Themes in Literature Syllabus (based on course from University of Edinburgh)
CFR 2.1 02 - Textbook List 2019
CFR 2.1 03 - Faculty Biographies
CFR 2.1 04 - Curriculum Map
CFR 2.1 05 - Humanities Syllabus

CFR 2.2 Teaching and Learning

All degrees—undergraduate and graduate—awarded by the institution are clearly defined in terms of entry-level requirements and levels of student achievement necessary for graduation that represent more than simply an accumulation of courses or credits. The institution has both a coherent philosophy, expressive of its mission, which guides the meaning of its degrees and processes that ensure the quality and integrity of its degrees.

Institutional Response:
Oak Valley's undergraduate degree reflects a philosophy rooted in providing a holistic liberal arts education with a practical applied major, the Bachelor of Arts in Business. The prescriptive academic model, includes a well-developed mix of general education, theology, and business courses (CFR 2.2 05 - Curriculum Map).

Oak Valley does not accept transfer credit or course waivers so every student completes the entire program of study (32 courses) within a structured cohort schedule. As a cohesive cohort, students grow and develop as a group, which provides for synergies and peer accountability designed to enrich the student experience and support high retention and graduation rates.

Admissions Standards
In order to be admitted to the Bachelor of Arts in Business, students must graduate from a regionally accredited high school, complete a General Education Development Certificate (GED), or meet an equivalent standard. Applicants must also demonstrate the willingness and ability to perform academic work at the college level and fit within Oak Valley's mission, vision, and values (as assessed through references and a required interview) (CFR 2.2 01 - Admission Requirements). Home school students may be evaluated for admission on a case-by-case basis with an equivalent record of achievement.

As a general rule, Oak Valley follows its *Highly Qualified Prospective Student Profile* when identifying student fit. These criteria include the desire to pursue a business degree, faith background or interest in pursuing a faith-based education, ability to commit to a full-time cohort-based program of study, and several other factors (CFR 2.2 02 - Highly Qualified Prospective Students).

Program Philosophy
General education and business courses are offered across the entire program, which serves a dual purpose. First, by taking general education courses throughout the program, students develop skills over time without becoming bored or overwhelmed by courses that they may consider of secondary interest to their major courses.

Similarly, students take major courses starting over all eight semesters to remain focused and engaged in the program and digest important business concepts over time, rather than concentrated during their final four semesters.

As outlined in the Curriculum Map, students following logical progressions in several disciplines. For example, they take three economics courses back-to-back followed by accounting and finance. Similarly, Theology and theological-based courses are offered in succession starting from introductory topics and moving into more advanced subjects (Biblical Themes in Literature, followed by Old Testament Survey, followed by New Testament Survey, followed by Spiritual

Formation). Several other progressions are carried out throughout the program of study, which allows students to develop foundational skills before moving on to more advanced and applied learning (CFR 2.2 05 - Curriculum Map).

Another primary feature of an Oak Valley education is the focus on teaching from a Christian worldview. This philosophy is carried out through a breadth of faith-based learning. Professors are asked to apply faith-integration principles, which are reflected in the syllabi, and is designed to augment Theology and other more specific biblically-based courses (e.g. Biblical Themes in Literature and Transitions: Career, Relationships, and Faith). This creates a more immersive faith-based experience for students and further emphasizes that the program is far more than a grouping of courses.

Also, the Faculty Senate is engaged in ongoing discussions of what constitutes a *Christian worldview* and how it applies at Oak Valley. The current discussions will lead into next year's program review, which will examine the emphasis on faith-based teaching (CFR 2.2 06 - Faculty Senate Agenda June 2019).

The program culminates with the Launch Pad, a year-long three-course capstone, where students demonstrate the ability to develop a practical business plan for a for-profit business, nonprofit organization, or ministry. Through this experience, students create a ready-to-launch project proposal which is presented to a sponsor, who may be a supervisor, prospective employer, or business, nonprofit, or church leader. The goal is for students to demonstrate career-ready knowledge and skills that they acquired throughout the program (CFR 2.2 03 - Launch Pad Program).

During their final semester, students also complete the Comprehensive Final Exam, which tests knowledge in business, general education, and theology. While the exam is ungraded at this time, the goal is to use this as a graduation requirement. The exam is also being administered to entering freshmen this year in order to create a scoring baseline that can be compared to scores when students complete the program (CFR 2.2 04 - Comprehensive Final Exam).

As a means of further validation, Oak Valley intends to meet Accreditation Council for Business Schools and Programs (ACBSP) standards. ACBSP Accreditation will be pursued after WSCUC Candidacy is achieved.

In summary, Oak Valley's prescribed approach to teaching and learning, the integration of a Christian worldview, and the application of practical real-world applied business topics (validated by the capstone experiences) are offered to ensure that students receive a well-rounded Christian liberal arts business degree that will serve them well personally and professionally.

List of Attached Evidences:
CFR 2.2 01 - Admission Requirements (Catalog)
CFR 2.2 02 - Highly Qualified Prospective Students
CFR 2.2 03 - Launch Pad Program
CFR 2.2 04 - Comprehensive Final Exam
CFR 2.2 05 - Curriculum Map
CFR 2.2 06 - Faculty Senate Agenda June 2019

CFR 2.2a Teaching and Learning

Baccalaureate programs engage students in an integrated course of study of sufficient breadth and depth to prepare them for work, citizenship, and lifelong learning. These programs ensure the development of core competencies including, but not limited to, written and oral communication, quantitative reasoning, information literacy, and critical thinking. In addition, baccalaureate programs actively foster creativity, innovation, an appreciation for diversity, ethical and civic responsibility, civic engagement, and the ability to work with others. Baccalaureate programs also ensure breadth for all students in cultural and aesthetic, social and political, and scientific and technical knowledge expected of educated persons. Undergraduate degrees include significant in-depth study in a given area of knowledge (typically described in terms of a program or major).

Guideline: The institution has a program of General Education that is integrated throughout the curriculum, including at the upper division level, together with significant in-depth study in a given area of knowledge (typically described in terms of a program or major).

Institutional Response:
The Bachelor of Arts in Business is the only degree offered by Oak Valley College. The program is based on liberal arts education and is designed to produce knowledgeable, capable, and productive graduates who demonstrate competency in the following areas.

General Education and Program Learning Outcomes
1. **Critical thinking** - Identify, analyze, and evaluate alternative solutions to a wide range of common problems by presenting reliable, valid, and logical arguments.
2. **Creative problem solving** - Develop entrepreneurial solutions recognizing varying points of view to create innovative approaches to common challenges.
3. **Communications** - Present arguments in a professional manner using relevant research, quantitative and qualitative data, and sound reasoning in oral and written work.
4. **Biblical literacy and spiritual growth** - Articulate biblical themes, applications, and historical perspectives that support and reflect a Christian worldview. Adopt Christian principles and the application of those principles to act ethically and morally in the workplace and community.
5. **Lifelong learning and liberal arts** - Pursue scholarly excellence and translate that discipline to support career, community, and family decisions.
6. **Computational literacy** - Solve quantitative problems to address practical business concerns, including numerical or arithmetic equations, geometric problems, and data representation
7. **Scientific literacy -** Analyze data using the scientific method of systematic observation,measurement, and experiment, and the formulation, testing, and modification of hypotheses
8. **Information literacy** - Conduct academic research, including evaluating the validity and reliability of sources, and apply research to inform and make persuasive arguments

As freshmen and sophomores, students investigate and develop an appreciation for the importance of general education and its application to college-level learning. As juniors and seniors, students master these learning outcomes, demonstrating a maturity to apply lessons to complex challenges and situations.

Critical thinking is taught throughout all general education and business coursework. Introduction of these concepts is concentrated in the Freshman Writing Seminar and Literature courses during the first semester. In these two courses, students are taken through a systematic examination of what is expected of college-level students in their approach to critical thinking. Practice and mastery of critical thinking skills is carried out through applied lessons and coursework throughout the program.

Creative problem solving, likewise, is taught throughout the program and students are asked to explore their personal point of view (rather than reciting facts and figures). Throughout the program students are challenged to "dig deeper" into the questions they are asked to explore. As is expressed often to students, the goal is NOT to teach students what to think but how to think.

Communication skills are featured in all courses. The Writing Center provides support to students in their writing, especially students who may struggle with core writing concepts. Presentation skills are emphasized through both individual and group projects. In every semester students will write multiple papers and make numerous presentations, reflective of a small liberal arts education. The major coursework features multiple business presentations, designed to simulate what students will experience in a professional setting.

Scientific literacy is limited in the curriculum to a single course. In that course, students learn how to analyze data using the scientific method of systematic observation, measurement, and experimentation. Students also learn formulation, testing, and modification of hypotheses. This discipline is, indirectly, reinforced in Organizational Psychology and Statistics.

Computational literacy is primarily covered through Math, Economic Principles, Economic Analysis, Accounting, Finance, and Statistics. It is also covered in Project Management, the Launch Pad course sequence, and Marketing courses.

Information literacy is introduced during the Freshman Writing Seminar where students experience an orientation to the library and gain a hands-on appreciation for college-level academic research. The use and application of research is then applied in a variety of courses, most notably History, US Government, both Marketing courses, Entrepreneurship, Organizational Psychology, Scientific Principles and Practice, and the Launch Pad course sequence. Greater emphasis in information literacy, including library research, is a primary topic scheduled to be addressed by the 2020 Program Review.

Biblical literacy is primarily covered in the Theology and biblically-based courses, including Old and New Testament Survey, Spiritual Formation, Systematic Theology, Biblical Themes in Literature, and Leadership. All courses feature faith-integration, which further leverage biblical literacy. This coverage helps students appreciate the application and historical perspectives that support a Christian worldview.

Liberal Arts and Lifelong Learning is inherent in the breadth and focus of the general education coursework, especially courses covering history, literature, art, music, and writing.

General Education courses are integrated throughout the curriculum to provide a diverse academic experience. The goal is for students to be introduced to, practice, and master general education at all levels of their academic experience, rather than view general education as simply introductory coursework designed to prepare students for the major. Again, the benefit of prescribed curriculum is it allows for purposeful mapping of general education requirements

throughout the program ([CFR 2.2a 01 - Curriculum Mapping to General Education Learning Outcomes](#) and [CFR 2.2a 02 - Curriculum Mapping to Program Learning Outcomes](#)).

One of the intentional designs of the curriculum is that courses are both sequentially mapped out and grouped within a semester, so students gain a full, balanced, and well-rounded education in business and the liberal arts ([CFR 2.2a 03 - Curriculum Map](#)).

While this structure offers numerous benefits, there are a few challenges. For instance, if a student withdraws for a semester, he/she is allowed to rejoin his/her cohort and is counseled on how to make up the four courses he/she missed. If a student misses two semesters or more, he/she is encouraged to join the successive cohort and continue through the program with the new group. Making up individual courses (if a course is failed or a student withdraws) is, typically, done after completion of the scheduled program through an independent study or taking the course when it appears in a successive cohort.

List of Attached Evidences:
[CFR 2.2a 01 - Curriculum Mapping to General Education Learning Outcomes](#)
[CFR 2.2a 02 - Curriculum Mapping to Program Learning Outcomes](#)
[CFR 2.2a 03 - Curriculum Map](#)

CFR 2.2b Teaching and Learning

The institution's graduate programs establish clearly stated objectives differentiated from and more advanced than undergraduate programs in terms of admissions, curricula, standards of performance, and student learning outcomes. Graduate programs foster students' active engagement with the literature of the field and create a culture that promotes the importance of scholarship and/or professional practice. Ordinarily, a baccalaureate degree is required for admission to a graduate program.

Guideline: Institutions offering graduate-level programs employ, at least, one full-time faculty member for each graduate degree program offered and have a preponderance of the faculty holding the relevant terminal degree in the discipline. Institutions demonstrate that there is a sufficient number of faculty members to exert collective responsibility for the development and evaluation of the curricula, academic policies, and teaching and mentoring of students.

Institutional Response:
Oak Valley College does not offer graduate-level degrees at this time.

List of Attached Evidences:

CFR 2.3 Teaching and Learning

The institution's student learning outcomes and standards of performance are clearly stated at the course, program, and, as appropriate, institutional level. These outcomes and standards are reflected in academic programs, policies, and curricula, and are aligned with advisement, library, and information and technology resources, and the wider learning environment.

Guideline: The institution is responsible for ensuring that out-of-class learning experiences, such as clinical work, service learning, and internships, which receive credit, are adequately resourced, well developed, and subject to appropriate oversight.

Institutional Response:
Since Oak Valley only maintains a single degree program, program learning outcomes (PLOs) and institutional learning outcomes (ILOs) are identical. Should Oak Valley expand into additional programs, formal ILOs shall be established.

The PLOs establish standards for learning at the programmatic level. Faculty report results of student success at the PLO level through the Signature Assignment Assessment Forms, which ask professors to articulate how the student learning outcomes (SLOs) for the course feed up to the PLOs.

SLOs and standards of performance are outlined in the Student Success portion of the catalog (CFR 2.3 02 - Student Success), and more specifically, at the course level, through the course syllabus (CFR 2.3 03 - Model Syllabus).

A model rubric is provided to professors and establishes baseline SLOs and standards for papers and projects. The rubric outlines how student work is assessed across various criteria. This rubric provides clear guidance on student performance against objective standards. Faculty have the academic freedom to adapt this rubric to their own teaching style and standards (CFR 2.3 01 - Model Rubric), and most faculty customize their rubrics based on their individual teaching style and standards. Populi, Oak Valley's learning management system, allows professors to apply rubrics to individual assignments for students to review. This greatly clarifies how SLOs are assessed and student grading is applied.

In addition to receiving feedback provided by professors, students meet with an academic advisor each semester. The advisor meets with the student one-on-one, typically before midterms, to assess student progress and answer any questions or address general concerns about student success. Discussions may be wide ranging, covering academic, financial, or emotional/spiritual advice (CFF 2.3 05 - Midterm Student Advising Form). Advising meetings are documented and recorded in the student's record in Populi for follow-up purposes. The Dean may follow-up with advisors to identify any trends that are identified.

Students who struggle in an individual course are counseled by the advisor in a variety of ways. The first suggestion is to request support from the professor. If the student needs help with writing or communication skills, the Writing Center provides workshops and tutoring (CFR 2.3 04 - Writing Center).

Informally, each cohort is encouraged to form study groups. These groups have proven to serve as a reliable way for students to receive peer encouragement and support.

Oak Valley also boasts a variety of external resources to support student success, including the CSUSB Library. As a full service academic library, students are able to gain full access to library research, periodicals, academic journals, and librarians for support services. Each cohort visits the Library multiple times first semester.

While students are encouraged to continue using the library in later semesters, to date, this has not resulted in a habitual reliance on library resources. This appears to be a fairly common challenge in undergraduate programs that are not research-intensive. Discussions at the Faculty Senate are underway on how to make library usage more foundational and relevant to the program and will be a focus on the 2020 Program Review.

Career, Internships, and Other Out of Class Activities
At this time, there are no credit-bearing out of course internships, externships, or service learning requirements or opportunities. Another benefit of adopting a standard sequence of courses with a set schedule is that programmed activities like these may be easily scheduled at a predictable interval and integrated within the course sequence.

Structured activities are being explored, but will not be fully developed until they may be evaluated as part of the 2020 or 2022 Program Review. A proposal to reduce the Launch Pad from three courses to two courses in order to introduce a credit-bearing semester-long internship or project is under consideration and will be explored with the 2020 Program Review.

Lending to the viability of such a program is the fact that to date, Oak Valley has placed more than a dozen students in job opportunities, and informal networking is ongoing.

List of Attached Evidences:
CFR 2.3 01 - Model Rubric
CFR 2.3 02 - Student Success (Catalog)
CSUSB Library http://library.csusb.edu/users/communityVisitors.html
CFR 2.3 03 - Model Syllabus
CFR 2.3 04 - Writing Center
CFF 2.3 05 - Midterm Student Advising Form

CFR 2.4 Teaching and Learning

The institution's student learning outcomes and standards of performance are developed by faculty and widely shared among faculty, students, staff, and (where appropriate) external stakeholders. The institution's faculty take collective responsibility for establishing appropriate standards of performance and demonstrating through assessment the achievement of these standards.

Guideline: Student learning outcomes are reflected in course syllabi.

Institutional Response:
Oak Valley's Faculty Senate is empowered with setting student learning outcomes (SLOs) at the course level and program learning outcomes (PLOs), as well as general academic standards. The Dean and Faculty Chair work collaboratively with the faculty to set these standards.

The development, modification, and articulation of curriculum standards are analyzed and refined through the biennial program review process (CFR 2.4 01 - Program Review Cycle). The next program review is scheduled in 2020.

To ensure systematic cohesiveness, professors are provided with a model syllabus, which, in most cases, has been adapted from another notable college or university. Each professor has the academic freedom to customize the syllabus based on their individual teaching style and approach to the topic. The final course syllabus includes: the professor's contact information, pre-course instructions, course description, SLOs, how a Christian worldview will be integrated, major topics to be covered, required text(s), schedule of class sessions with the specific topics to be covered, reading/writing/project assignments, policies on attendance and participation, quizzes and exams, guidelines for writing, grading criteria with rubric, workload expectations, and academic honesty. The SLOs as articulated through the rubric and grading criteria become the basis for assessing student performance (CFR 2.4 02 - Managerial Finance Syllabus, CFR 2.4 03 - Freshman Writing Seminar Syllabus, and CFR 2.4 04 - Old Testament Survey Syllabus).

Faculty are frequently advised, "You have been hired as the discipline expert. Your role is to take the course and make it your own through the SLOs, lectures, discussions, classroom activities, and assessments, including exams, presentations, and individual and group projects." The final syllabus is provided to the Dean who reviews and approves any major changes. Updating the course description or learning outcomes are to be reviewed and approved by the Faculty Senate since that may influence coverage of the PLOs and alter expectations of the program objectives.

At the end of each course, professors assess the students using the rubric and grading criteria. They also perform a self-evaluation designed to analyze how well they taught the course, how they would improve, and any challenges they may have encountered during the course. Finally, a Signature Assignment Assessment Form is submitted to the Dean by the professor, which is designed to validate the major course assignment or final exam, how well it aligned with the PLOs, and what the professor intends to do in the future to improve the signature assignment and its alignment with the PLOs (CFR 2.4 05 - Signature Assignment Self Assessment Form).

Students evaluate each professor and course prior to receiving final course grades. The student evaluation is available online, via the student information system, Populi, a week before Finals. Students may not view their final grades until they complete a course evaluation. The student

evaluation asks students to evaluate teaching and how well the SLOs and PLOs were covered during the course (CFR 2.4 06 - Student Course Evaluation).

These data are collected each semester and annually by the Office of Institutional Research and analyzed by the Dean to assure that SLOs and PLOs meet the program objectives and how student success may be improved. The Dean analyzes the information and presents her findings to the Faculty Senate and the Academic Affairs Committee (CFR 2.4 07 - Institutional Research Fall Semester 2018 Report and CRF 2.4 08 - Dean's Report - May 2019).

List of Attached Evidences:
CFR 2.4 01 - Program Review Cycle
CFR 2.4 02 - Managerial Finance Syllabus
CFR 2.4 03 - Freshman Writing Seminar Syllabus
CFR 2.4 04 - Old Testament Survey Syllabus
CFR 2.4 05 - Signature Assignment Self Assessment Form
CFR 2.4 06 - Student Course Evaluation
CFR 2.4 07 - Institutional Research Fall Semester 2018 Report
CRF 2.4 08 - Dean's Report - May 2019

CFR 2.5 Teaching and Learning

The institution's academic programs actively involve students in learning, take into account students' prior knowledge of the subject matter, challenge students to meet high standards of performance, offer opportunities for them to practice, generalize, and apply what they have learned, and provide them with appropriate and ongoing feedback about their performance and how it can be improved.

Institutional Response:

At Oak Valley, students join a cohort and progress through the entire program together with a set schedule of courses each semester. That program schedule allows students to move in lock-step from introductory through mastery-level course experiences and expectations ([CFR 2.5 05 - Curriculum Map](#)). The nature of Oak Valley's liberal arts curriculum combined with a business major is to help students develop building blocks to practice, generalize, and apply what they have learned.

Freshman and sophomore courses introduce students to the program learning outcomes (PLOs) covering basic areas of critical thinking, creative problem solving, communication, Biblical literacy, information literacy, computational literacy, and other foundational skills. Business topics taught during these semesters introduce entrepreneurship, marketing, communications, and specific foundational business concepts.

The sequential course sequence helps students move from introductory topics to more advanced skill development. For instance, students take Early American History (pre-Revolution) and build on that knowledge in the next semester through US Government and Politics, which begins with the Federalist period. Old Testament Survey is followed by New Testament Survey, which provides the foundation for Spiritual Formation, and Systematic Theology. Math for Economics is used as an introduction to Economic Principles (macroeconomics), which is then applied further in Economic Analysis (microeconomics). From there, students move on to Financial Accounting and Managerial Finance. In several course sequences, the same professor, currently, teaches the 2-3 courses in sequence, which provides a continuum of learning and steady progression toward mastery of the subject matter.

In addition to the progression of coursework, professors, generally, increase their expectations for student performance as students advance through the program.

Applied Learning

Throughout their education, students are able to choose projects and topics that are of specific interest to them and applied in nature. This is illustrated in both individual and group projects found at every level of the curriculum ([CFR 2.5 01 - Inland Xpress Service Project](#) and [CFR 2.5 02 - Process Observation Analysis](#)).

During senior semesters, students demonstrate mastery of their knowledge in several courses. Specifically, the Launch Pad sequence, over three semesters (one year), requires students to develop a business plan for a new product or service, present their plan to an outside sponsor, and analyze the success or failure of the plan. This systematic approach to practical applied learning gives students a taste of the real world and a portfolio they may showcase to prospective employers.

Learning Outcomes Measured

Learning outcomes are broadly mapped at the course level representing the expectations each course is intended to meet (CFR 2.5 03 - General Education Mapping to Learning Outcomes and CFR 2.5 04 - Curriculum Mapping with Program Learning Outcomes).

Professors are able to provide students with timely and comprehensive feedback in many forms. Faculty members may use the model rubric supplied by the College or design their own. The rubric provides an objective scale to grade students on a specific assignment. In nearly every case, professors add written comments to help students improve their work in the future (CFR 2.5 06 - Model Rubric). This process has been discussed at Faculty Senate meetings and emphasized with new faculty members as they are oriented to teaching at Oak Valley.

Oak Valley's learning management system, Populi, has embedded rubric tracking, which simplifies the process, so professors may quickly and effectively communicate results with students. Grading and tracking progress, more generally, is also available within Populi, allowing students and faculty to easily monitor grades throughout the semester. To date, there have been no major concerns raised by students about grading, indicating professors are diligent and responsive in providing feedback.

Due to the small class sizes and personal attention provided by faculty, professors frequently talk with students about their course progress. For instance, "XXXX, do you understand the assignment?" "XXXX, do you have a minute to go over my comments on your paper?" "XXXX, XXXX and XXXX, I sent you an email about your group project. Did you understand the expectations? How may I help you?"

Progress Reports

From its opening, Oak Valley established a formulaic means to provide progress reports for students who are struggling or falling behind. The Dean contacts faculty at regular intervals during the semester (weeks 2, 4, 6, and 12) and report any student who has a C- or lower in the course, may be missing class, or demonstrating signs of poor performance or stress. The progress report is provided to the student's advisor, who is to intervene and counsel the student.

The progress report interventions have provided numerous opportunities to engage and support struggling students. The Dean maintains tracking reports on these interventions and, over time, the Office of Institutional Research will be able to analyze how these interventions have helped "save" students from failing.

List of Attached Evidences:
CFR 2.5 01 - Inland Xpress Service Project (from Leadership course)
CFR 2.5 02 - Process Observation Analysis (from Organizational Psychology course)
CFR 2.5 03 - General Education Mapping to Learning Outcomes
CFR 2.5 04 - Curriculum Mapping with Program Learning Outcomes
CFR 2.5 05 - Curriculum Map
CFR 2.5 06 - Model Rubric

CFR 2.6 Teaching and Learning

The institution demonstrates that its graduates consistently achieve its stated learning outcomes and established standards of performance. The institution ensures that its expectations for student learning are embedded in the standards that faculty use to evaluate student work.

Guideline: The institution has an assessment infrastructure adequate to assess student learning at program and institution levels.

Institutional Response:
Oak Valley's assessment infrastructure is built upon its student and program learning outcomes (SLOs and PLOs). SLOs are measured on an assignment level and faculty report on how the students met the PLO expectations through Signature Assignment Assessment Form. The capstone experience (the Launch Pad), and a comprehensive final exam, then provides a way to analyze more global program outcomes. Performance is then reviewed, analyzed, and updated by the faculty, through the biennial program review process.

Oak Valley's Office of Institutional Research (IR) provides information resources and reporting to support the process, including an end of the semester and annual report on student performance. IR gathers the end of the semester course evaluations, faculty self-evaluations, and Signature Assignment Assessment Forms. These data are then sorted, analyzed, and documented to senior administration. The Dean and President review the information and provide updates to the Academic Affairs Committee and the Faculty Senate. The Academic Affairs Committee provides guidance and direction from a board perspective to the Dean, and the Faculty Senate provides independent leadership to support and improve academic standards. The Dean collaborates with the Faculty Chair to identify opportunities for improvement and prepare materials to review during the biennial program review process. ([CFR 2.6 01 - Assessment Process Flow Chart](#))

At the course level, model syllabi are provided to new faculty. Those model syllabi align with the PLOs. As faculty adapt the syllabi to their teaching style, they are asked to maintain the integrity of the PLOs in order to ensure program outcomes are standardized and met at the course level.

Through the capstone Launch Pad sequence and the Comprehensive Final Exam ([CFR 2.6 04 - Comprehensive Final Exam](#)), students demonstrate their achievement and mastery of the course materials. The Launch Pad project represents a major milestone for the program as students apply the skills they learned throughout the program to prepare a business plan that is presented to an independent project sponsor. That exercise is a demonstrable way for students to showcase their business acumen in a real world scenario, and enable Oak Valley to measure PLOs with a capstone experience.

The overall educational experience of the first graduating class went fairly well throughout all their coursework. However, the Launch Pad did not go as well as planned. Most students abandoned their first project concept by the time they reached the third course in the sequence. They then scrambled to come up with a makeshift project, which was not as polished or professional as faculty or administrators had expected. While students met the basic requirements of the Launch Pad, it is anticipated that future projects will provide a better representation of the PLOs. At any rate, administrators are eager to see the outcomes from the second cohort to test this hypothesis.

Regardless of the outcome from the second cohort, the two Launch Pad faculty (Valdez and Leonard) are discussing how to improve the course sequence. Discussions are centering around either: A) rearranging the course sequence, so students may test several project ideas before committing to a concept; B) dropping one of the courses to provide for a more concentrated two course sequence, which should help focus student attention; or C) developing a field-work course, so students are forced to perform more hands-on testing of their concept. Nothing will change for the second cohort, so Professors Valdez and Leonard may identify whether the challenges faced with the first cohort was just an anomaly. A decision about the future of the Launch Pad is scheduled to be made as part of the program review process.

In addition to this learning from the inaugural capstone experience, the Signature Assignment Assessment Form has proven to be a powerful way to gather feedback from faculty and reflect on how the SLOs link to the PLOs. On several occasions, faculty have remarked that the Form has helped them improve the alignment of their signature assignment to the PLOs ([CFR 2.6 02 - Signature Assignment Assessment - Business Law and Ethics](#) and [CFR 2.6 03 - Signature Assignment Assessment - Freshman Writing Seminar](#)).

In summary, Oak Valley has established a number of effective approaches to assess student learning at the course and programmatic level. Over the next few years, that data will lead to more informed decision-making for faculty and administrators and new and exciting adaptations, revisions, and improvements to the SLOs, PLOs, and student success.

List of Attached Evidences:
[CFR 2.6 01 - Assessment Process Flow Chart](#)
[CFR 2.6 02 - Signature Assignment Assessment - Business Law and Ethics](#)
[CFR 2.6 03 - Signature Assignment Assessment - Freshman Writing Seminar](#)
[CFR 2.6 04 - Comprehensive Final Exam](#)

CFR 2.7 Teaching and Learning

All programs offered by the institution are subject to systematic program review. The program review process includes, but is not limited to, analyses of student achievement of the program's learning outcomes; retention and graduation rates; and, where appropriate, results of licensing examination and placement, and evidence from external constituencies such as employers and professional organizations.

Institutional Response:
The inaugural program review process, conducted in Fall 2018, enabled faculty leadership and administration of Oak Valley to become more intentional in defining vehicles for tracking student achievement and performance across the program ([CFR 2.7 01 - 2018 Program Review](#)). The external review was conducted by Derry Connolly (President, John Paul Catholic University) and a team of representatives from William Jessup University ([CFR 2.7 02 - External Program Review (Derry Connolly, President, JP Catholic University)](#) and [CFR 2.7 03 - External Program Review (Team at William Jessup University)](#))

The 2018 Program Review helped Oak Valley refine its data-gathering processes and place greater reliance on faculty to set, guide, and review the standards for student success moving forward ([CFR 2.7 04 - Action Items from the Program Review](#)). Specifically, emerging from the review was the need to have a more formalized and well developed faculty governance, which would then play a more prominent role in leading subsequent review ([CFR 2.7 05 - Faculty Governance](#)).

Also emerging from the review was the development of several new lead faculty roles so that a team could be formed from individual faculty who will be responsible for reviewing discipline areas, including business, theology, and general education (similar to a department chair role at other universities).

Finally, the inaugural review helped Oak Valley formalize its institutional research (IR) function. While this was identified by the Eligibility Review Committee (ERC), the review provided clarity for the framework of the Office of Institutional Research (IR). Soon after the review, Oak Valley named Betty Crocker Director of IR ([CFR 2.7 06 - Betty Crocker Bio](#)).

Stemming from the IR function, the Signature Assignment Assessment Form was developed. While student learning outcomes (SLOs) were articulated in each course, there was a need to articulate the course standards to the broader program learning outcomes (PLOs). The Signature Assignment Assessment Form and related process asks faculty to identify how the SLOs line up with the PLOs in a way that faculty are able to more effectively track and analyze results.

As one professor noted, "At first, I struggled to figure out how to complete the Signature Assignment Assessment Form. This caused me to rethink how to structure my course and signature assignment so the SLOs more clearly align with the PLOs." While this professor has taught a similar course dozens of times at other universities, he mentioned that that neither of those institutions had asked him to consider the greater context of how he approached his course or teaching. He appreciated gaining a greater understanding of how his course fit within the program and being asked to consider this within the context of his teaching.

An additional feature of the 2020 Program Review will be the inclusion of alumni data for the first time. Oak Valley's post-graduation surveys will ask students about employment, attitudes about the College after graduation, and how graduates apply what they learned to the marketplace.

The program review along with the accreditation process has helped emphasize the importance of structures and systems to further support student success and improve academic standards. For example, the Dean uses IR data to recommend improvements through the Faculty Senate and Academic Affairs Committee. As mentioned above, the program review helped usher in more reliance on the Faculty Senate to lead those standards.

Some specific initiatives already implemented as a result of the 2018 Program Review include:
1. Establishing more focused writing standards and coordinating teaching to those standards at the freshman level
2. Development of the Writing Center to reinforce writing standards and provide support
3. Creating the role of the Faculty Chair and a more independent Faculty Senate (no longer led by the Dean)
4. Clearer roles for program and curriculum review by the newly named lead professors of business, theology, and general education
5. Articulating and emphasizing program learning outcomes to faculty throughout the year. (One faculty member recently mentioned, "Thanks for highlighting the program learning outcomes in the newsletter to faculty. I made a note to highlight those items in class this week." This illustrates that emphasizing the importance of the PLOs to students and faculty requires constant and consistent reinforcement.)

List of Attached Evidences:
CFR 2.7 01 - 2018 Program Review
CFR 2.7 02 - External Program Review (Derry Connolly, President, JP Catholic University)
CFR 2.7 03 - External Program Review (Team at William Jessup University)
CFR 2.7 04 - Action Items from the Program Review
CFR 2.7 05 - Faculty Governance
CFR 2.7 06 - Betty Crocker Bio

CFR 2.8 Scholarship and Creative Activity

The institution clearly defines expectations for research, scholarship, and creative activity for its students and all categories of faculty. The institution actively values and promotes scholarship, creative activity, and curricular and instructional innovation, and their dissemination appropriate to the institution's purposes and character.

Guideline: Where appropriate, the institution includes in its policies for faculty promotion and tenure the recognition of scholarship related to teaching, learning, assessment, and co-curricular learning.

Institutional Response:
Dean Board has recently revised the faculty performance review process, so emphasis is now being placed on research, scholarship, and creative activity. Since most faculty are practitioners in their professions, it was previously assumed that they remained up-to-date in their research, scholarship, and creative activities as a normal function of their regular professional development. While this may be true, Oak Valley administration and faculty are taking a more proactive role to encourage faculty professional development in these areas.

Given the relatively small size of the faculty (14 members), Dean Board is working with individual faculty this year to establish individual expectations through the performance review process. Over the next year, more specific standards will emerge based on adjunct and lead faculty roles, which will be articulated in new faculty contracts. Oak Valley does not offer tenured positions.

Discussions are ongoing of best practices in classroom activities and engagement at Faculty Senate meetings. For purposes of this report, Professors Glessner and Linn were asked to describe the research, scholarship, and creative activities that made up their preparation for teaching courses for the first. This documentation is being used as a baseline for other faculty (CFR 2.8 08 - Linn Research for Biblical Themes in Literature and CFR 2.8 09 - Glessner Research for Humanities Seminar).

Student Expectations
For students, research begins with their first semester Freshman Writing Seminar, where they explore academic research and are asked to perform a variety of writing exercises using scholarly journals and other resources. During this course, Professor Glessner goes into detail to help students develop basic scholarly research skills, including identifying, analyzing, and conducting research from reputable academic sources (CFR 2.8 01 - Freshman Seminar Writing Seminar Syllabus, CFR 2.8 04 - Beginning a Research Project, and CFR 2.8 05 - Evaluating Sources).

Student scholarship, likewise, begins with first semester, where students are asked to perform college-level writing, reading, critical thinking, and communication skills. Through the Biblical Themes in Literature course, special attention is given to describe expectations in these areas, which is intended to help students meet college-level standards throughout the program (CFR 2.8 02 - Biblical Themes in Literature Syllabus).

One of the better examples of student creative activities is found in the first semester Marketing Principles course, where students engage in a multitude of practical assignments designed to develop marketing materials for various audiences and messaging. This course provides a practical way for students to develop applied learning skills, which they carry forward

throughout the program ([CFR 2.8 03 - Marketing Principles and Practice Syllabus](#)). In one exercise, students are asked to create a marketing piece to share the Christian message to an audience. One student created a children's book for her project ([CFR 2.8 06 - Children's Book from Marketing Principles](#)).

More broadly, the General Education Program guides students through several fields of study where they are asked to read, research, discuss, write, present, and wrestle with questions as they explore literature, philosophy, arts, music, science, and math. This coursework helps students think critically, formulate and articulate their positions, and explore a range of disciplines that are at the heart of academic learning in a liberal arts education. More details are outlined at www.oakvalleycollege.org/research.

Other courses like statistics, accounting, economics, project management, human resources, and operations management help students develop specific skill sets that are commonly applied in a business setting and provide a disciplined approach to conduct further research and put innovative plans into action. In these courses, student scholarship is balanced by practical application.

Field research is carried out through several courses, where students are asked to examine a specific area of interest and create applied solutions to address a common challenge. One example is found in Organizational Psychology where small teams (3-4 students) serve as student-consultants to identify, define, and propose solutions to an organizational challenge. The students' work culminates in a presentation and paper providing actionable recommendations to the project sponsor, usually a senior leader at a local company or organization ([CFR 2.8 07 - Project Write-Up from Organizational Psychology](#)).

The culmination of research, scholarship, and creative activity for students comes through their three-course Launch Pad capstone project. This experience allows students to demonstrate competence across many disciplines. Students prepare their project through business planning, design thinking, ideation, and the development of a new product or service for a business, nonprofit, or ministry. Students conceive, develop, and implement a project from inception to close-out, presenting the results to an outside project sponsor. In the end, some student projects will fail, but students are still able to demonstrate the synthesis of their learning by carrying out an idea in a practical and applied manner.

List of Attached Evidences:
[CFR 2.8 01 - Freshman Seminar Writing Seminar Syllabus](#)
[CFR 2.8 02 - Biblical Themes in Literature Syllabus](#)
[CFR 2.8 03 - Marketing Principles and Practice Syllabus](#)
[CFR 2.8 04 - Beginning a Research Project](#)
[CFR 2.8 05 - Evaluating Sources](#)
[CFR 2.8 06 - Children's Book from Marketing Principles](#)
[CFR 2.8 07 - Project Write-Up from Organizational Psychology](#)
[CFR 2.8 08 - Linn Research for Biblical Themes in Literature](#)
[CFR 2.8 09 - Glessner Research for Humanities Seminar](#)

CFR 2.9 Scholarship and Creative Activity

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

Institutional Response:
Oak Valley recognizes and promotes appropriate linkages among scholarship, teaching, assessment, and learning among faculty. Until recently, this was predominantly an organic process where faculty discussed such linkages on an ad-hoc basis and as a byproduct of their teaching.

More recently, President Blum, Dean Board, and Faculty Chair Morrow have made this a more systematic priority for discussions with faculty as part of Faculty Senate meetings and through a review of the student assessment process (CFR 2.9 03 - Faculty Senate Meeting Minutes - April 2018 and CFR 2.9 04 - Faculty Senate Meeting Minutes - April 2019).

These linkages are also being discussed, one-on-one, with faculty as part of the annual performance review process. Starting in 2019-2020, faculty will be asked to reflect on all facets of the academic continuum to help administrators better analyze and improve the academic process and, ultimately, student success.

Dean Board begins this process by asking faculty to set goals for the upcoming year. This is specifically spelled out in the new faculty performance review process Dean Board has initiated. This process includes a classroom observation, review of faculty self-evaluations, student evaluations, and the Signature Assignment Assessment Form. The day of the performance review features a Performance Review Form, which provides feedback and encouragement for faculty to continue to further develop these linkages (CFR 2.9 07 - Performance Review).

In more general terms, discussions with faculty are ongoing on how to continuously improve linkages between faculty and students in alignment with the mission, vision, and values of Oak Valley. Specific attention is given to address the dynamics of teaching within a cohort system, some of the unique challenges and opportunities of teaching such a close-knit student body, and how to improve student success. Administration and faculty are determined to provide a high-quality educational experience for students that results in the program learning outcomes (PLOs) being achieved at a high level.

Professors are encouraged to conduct an early semester informal student survey, especially if it is their first time teaching. This allows them to identify if their teaching is meeting students' needs (e.g. How is the pace?, How is the mix of lecture, discussion, activities, and assignments during class?, Do students understand the concepts that are being discussed/explored?, Are there any specific concerns or challenges?)

At the end of every course, signature assignments provide the most compelling assessment for the professor to reflect on how well he/she was able to serve students. Through the Signature Assignment Assessment Form professors reflect on how well the students performed in relation to the PLOs. Questions within the form are framed by the academic linkages and what professors can do to improve on the signature assignment in the future.

Finally, students provide end of the semester course evaluations and professors are asked to perform a self-evaluation where they rate course and teaching strengths, weaknesses, and

opportunities for improvement. These evaluations create opportunities to identify and articulate how well the course met faculty and student expectations (CFR 2.9 05 - Student Evaluation Form and CFR 2.9 06 - Faculty Self-Evaluation Form).

The broader process follows a consistent pattern designed to provide consistency in the process and help administrators evaluate outcomes and determine how to improve linkages over time (CFR 2.9 01 - Assessment Process Flow Chart).

To promote linkages to new faculty, President Blum and Dean Board review academic standards, including the program learning outcomes, specific student learning outcomes found within the model syllabus, expectations for attendance, grading, and class participation, and highlighting available resources (library, advising services, Writing Center, etc.) There are, typically, only 1-2 new faculty members each semester, so the orientation is customized to the specific needs of each faculty member and discussions are tailored to specific course needs.

List of Attached Evidences:
CFR 2.9 01 - Assessment Process Flow Chart
CFR 2.9 03 - Faculty Senate Meeting Minutes - April 2018
CFR 2.9 04 - Faculty Senate Meeting Minutes - April 2019
CFR 2.9 05 - Student Evaluation Form
CFR 2.9 06 - Faculty Self-Evaluation Form
CFR 2.9 07 - Performance Review

CFR 2.10 Student Learning and Success

The institution demonstrates that students make timely progress toward the completion of their degrees and that an acceptable proportion of students complete their degrees in a timely fashion, given the institution's mission, the nature of the students it serves, and the kinds of programs it offers. The institution collects and analyzes student data, disaggregated by appropriate demographic categories and areas of study. It tracks achievement, satisfaction, and the extent to which the campus climate supports student success. The institution regularly identifies the characteristics of its students; assesses their preparation, needs, and experiences; and uses these data to improve student achievement.

Guideline: The institution disaggregates data according to racial, ethnic, gender, age, economic status, disability, and other categories, as appropriate. The institution benchmarks its retention and graduation rates against its own aspirations as well as the rates of peer institutions.

Institutional Response:
A key to achieve Oak Valley's mission is to graduate students from diverse backgrounds who are well prepared for the workforce free from student debt. In order to accomplish this, Oak Valley has adopted some formulaic processes to provide a clear path for an unencumbered path to complete the degree on time with support systems to guide them along the path. This is accomplished through several different means, including:

1. A structured course schedule (no electives/no transfers)
2. A cohort of peers to create a family-like environment to create peer support
3. Adherence to the program learning outcomes (PLOs)
4. Personal support from professors, administrators, and staff
5. Regular academic advising (progress reports to identify and support students who struggle and require more direct intervention)
6. Prayer for students
7. Additional support through the Writing Center, so students develop proper mechanics and approaches to written communication

Since the cohorts are lock-step and full-time, the only way a student falls behind is if he/she fails a course or withdraws. When a student fails a course, he/she is advised how to make up the course and progress to graduation. Most commonly, students will make-up failed courses after they complete the cohort schedule of courses.

From the first cohort, entering Fall 2016, eight of the original 11 students progressed to the end of the cohort program. Four of the eight graduated in April 2019, with the other four students needing to make up one or more failed courses. Those four students are scheduled to complete their degree in one to three semesters or still less than four years. Completion rates for the next two cohorts appears to be following a similar progression ([CFR 2.10 01 - Student Retention and Graduation Data](#)).

Disaggregated data has been assembled by the Office of Institutional Research (IR) according to racial, ethnic, gender, age, economic status, first generation college student, and a few other areas. IR provides reporting results on a semester and annual basis. Since Oak Valley's numbers are small, trends in the data are emerging and results are primarily illustrative at this time ([CFR 2.10 07 - Institutional Research Annual Report 2017-2018](#)).

Of note, 66% of Oak Valley students are the first in their family to attend college. This represents a key target audience Oak Valley intends to serve and will continue to be watched as Oak Valley grows.

From the first three cohorts, the student retention rate for freshmen to sophomores has averaged 81%. This particular statistic tends to be viewed as a key indicator of overall student satisfaction.

While these figures are promising and align well with Oak Valley's mission, vision and values, it is recognized that just a few students can swing these percentages by several percentage points. Therefore, administration is careful not to draw any long-term expectations or conclusions from these early statistics. As Oak Valley grows, data sets will become more meaningful (CFR 2.10 05 - Academic Performance Indicators).

Student satisfaction and other quality assurance measures are tracked through the end of the semester course evaluations and the semi-annual student focus groups. The evaluation process leans heavily on quantitative data, while the focus groups provide meaningful qualitative data. These evaluative tools as well as job placement and, eventually, alumni data, are intended to provide a rich understanding of the student experience, where to improve, and any challenges that need to be addressed (CFR 2.10 06 - Student Evaluation, CFR 2.10 02 - Student Focus Group - November 2017, CFR 2.10 03 - Student Focus Group - June 2018, and CFR 2.10 04 - Student Focus Group - February 2019)

Of note, 24 new freshmen students enrolled for Fall 2019 by May 1, 2019, which compares favorably with six (6) for Fall 2018. This growth demonstrates that Oak Valley is becoming a first choice (not a last resort) for many incoming students.

List of Attached Evidences:
CFR 2.10 01 - Student Retention and Graduation Data
CFR 2.10 02 - Student Focus Group - November 2017
CFR 2.10 03 - Student Focus Group - June 2018
CFR 2.10 04 - Student Focus Group - February 2019
CFR 2.10 05 - Academic Performance Indicators
CFR 2.10 06 - Student Evaluation
CFR 2.10 07 - Institutional Research Annual Report 2017-2018

CFR 2.11 Student Learning and Success

Consistent with its purposes, the institution offers co-curricular programs that are aligned with its academic goals, integrated with academic programs, and designed to support all students' personal and professional development. The institution assesses the effectiveness of its co-curricular programs and uses the results for improvement.

Institutional Response

The first co-curricular activities students experience starts before first semester with an online essay writing workshop the summer before the first semester. The workshop allows Professor of General Education and Writing Center Director Robyn Glessner to assess students' writing, provide advice and suggestions for improvement, and helps guide her preparation for the Freshman Writing Seminar, which is taught the first semester.

Several times during the semester, business, nonprofit, and ministry leaders speak to students in a series called, *From Here to There*. These speakers often describe the challenges and lessons learned on the road to success, and the talks are designed to help students appreciate that the path they are on, currently, is likely going to evolve over the years ([CFR 2.11 08 - From Here to There Speakers](#)).

Oak Valley is committed to develop new co-curricular opportunities when a need is demonstrated. For example, the new Writing Center offers workshops and one-on-tutoring to have papers reviewed and explore best practices in writing papers, preparing for presentations, and working on project proposals. The Writing Center emerged from discussions with faculty members regarding the need to further support students in their writing ([CFR 2.11 01 - Writing Center](#), [CFR 2.11 02 - Summer Essay Writing Workshop](#), and [CFR 2.11 03 - Writing Center Workshops](#)).

In many courses, students are asked to prepare projects and presentations based on co-curricular activities involving outside companies, organizations, or individuals. For instance,
1. In Organizational Psychology students work in small groups as consultants for a business or nonprofit ([CFR 2.11 07 - Organizational Psychology Group Project](#))
2. In Project Management, students, again, work in small groups to prepare a project based on an outside sponsor's (stakeholders) demand
3. In the two Marketing courses, students engage with outside entities to prepare and present marketing concepts
4. In Leadership, students work on a service learning project involving an outside organization ([CFR 2.11 04 - Business Leadership Service Project](#))
5. In Spiritual Formation, students interview pastors to learn more about their spiritual journey and how to apply that learning to a specific spiritual lesson
6. The Launch Pad requires students to prepare a concrete business plan based on a new product or service for an outside sponsor
7. Students engage in a mock interview process designed to help them prepare for their post-college career search ([CFR 2.11 05 - Launch Pad Mock Interview Assignment](#))
8. In the Literature course, students attended a play associated with one of their readings
9. Through the Masterpieces of Western Art and Music course, students visit museums, including the Getty Villa in Malibu, the Getty Museum in LA, LA County Museum of Art (LACMA), and attend a performance at the LA Music Center ([CFR 2.11 06 - Masterpieces of Western Art and Music Syllabus](#))

Assessment of co-curricular programs that are associated with a course takes place through the student evaluations and faculty self-evaluation process. In conjunction with these evaluations is the anecdotal evidence as students continue to talk about and relate new experiences to their classmates and professors.

Student government, just a year old, is also providing an opportunity for engagement outside of class. Leadership positions allow students to learn to lead by doing. The Student Body President participates in Board of Trustees meetings (ex-officio) providing a window into the workings and decisions that affect the student body. Student government is also able to initiate several campus events and traditions that will be carried on by other classes such as adopting and mentoring incoming freshmen to make them feel welcome, assisting with fundraising activities as presenters or volunteering at events, and serving at baccalaureate and commencement ceremonies. To help facilitate these activities, a new Student Event Coordinator position was created by Student Government in Spring 2019.

Additional activities such as formal athletics, clubs, or service groups have yet to form due to the small size of the student body. Administrators have begun discussing athletics (intramural) as well as the creation of several clubs and service groups. Given the large incoming class of starting in 2019 (30+ freshmen), it is expected that Oak Valley will soon have the critical mass to form new affinity groups and clubs as soon as 2019-2020.

List of Attached Evidences:
CFR 2.11 01 - Writing Center
CFR 2.11 02 - Summer Essay Writing Workshop
CFR 2.11 03 - Writing Center Workshops
CFR 2.11 04 - Business Leadership Service Project
CFR 2.11 05 - Launch Pad Mock Interview Assignment
CFR 2.11 06 - Masterpieces of Western Art and Music Syllabus
CFR 2.11 07 - Organizational Psychology Group Project
CFR 2.11 08 - From Here to There Speakers

CFR 2.12 Student Learning and Success

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

Guideline: Recruiting materials and advertising truthfully portray the institution. Students have ready access to accurate, current, and complete information about admissions, degree requirements, course offerings, and educational costs.

Institutional Response:
Oak Valley supports accurate and full disclosure to prospective and current students. This information is truthfully portrayed on the website, the Catalog, Enrollment Form, and student handbook.

Prospective students participate in a one-on-one interview process, in which an admissions counselor ensures they understand the commitment and requirements to attend and graduate. This information and other specific details about program expectations are also covered during the day-long New Student Orientation scheduled before their first semester begins.

Printed and online materials highlight the program and benefits. The Enrollment Agreement and Financial Aid Form details the financial and other program requirements, compliant with State standards (BPPE). When enrolling, students are provided a hardcopy of the Catalog, which is also available online (www.oakvalleycollege.org/catalog). Each student (and often a parent) go through all enrollment forms and the Catalog through a 30 minute enrollment appointment ([CFR 2.12 01 - 2019 Brochure](#), [CFR 2.12 02 - 2019 - 2021 Oak Valley Catalog](#), [CFR 2.12 03 - 2019 Financial Aid Packages](#), and [CFR 2.12 04 - Enrollment Agreement](#)).

Oak Valley administrators have connected with the US Department of Education and affirmed that students can access Title IV funding, including Cal Grants (once approved for Candidacy), and deny students access to Federal loans.

Every student has an academic advisor each semester. The advisor meets with the student at least once during the semester to discuss ways to improve their academic performance, address any concerns, and stay on target to graduate.

The pre-selected courses for each cohort also means students cannot go off track by taking courses that do not apply to the degree. Students who need to make-up a failed course, typically, will retake the course via an independent study arrangement with the professor or by dropping into a future cohort to retake the course after their schedule of courses ends.

List of Attached Evidences:
[CFR 2.12 01 - 2019 Brochure](#)
[CFR 2.12 02 - 2019 - 2021 Oak Valley Catalog](#)
[CFR 2.12 03 - 2019 Financial Aid Packages](#)
[CFR 2.12 04 - Enrollment Agreement](#)

CFR 2.13 Student Learning and Success

The institution provides academic and other student support services such as tutoring, services for students with disabilities, financial aid counseling, career counseling and placement, residential life, athletics, and other services and programs as appropriate, which meet the needs of the specific types of students that the institution serves and the programs it offers.

Institutional Response:
Oak Valley provides academic and other support services for students at many different levels, which includes support for students with documented disabilities, financial aid counseling, career counseling, and other services, as needed.

Small class sizes allow professors to quickly assess an individual student's need for any academic support, which may be confirmed by his/her academic advisor. Most professors meet, individually, with a student to address academic concerns.

Thus far, three students have reported mild to moderate depression and/or anxiety and have been referred to outside counseling services. Oak Valley maintains relationships with four local Christian counseling services, one of which provides a limited number of free sessions.

Several students have fallen behind on their payments and have negotiated custom payment plans to catch up on their payments. Thus far, each case is being handled on an individual basis.

Disabilities and other special needs are addressed on an individual basis. One student with a documented disability required an accommodation of extra time for testing and this was provided when she started at Oak Valley. Now, as a junior, this student no longer displays the test anxiety for which she was diagnosed and is able to perform without accommodation.

A few students have asked for help finding affordable housing near campus. Referrals for apartments or rooms for rent have been provided.

Several students have requested help finding jobs, and thus far, nearly a dozen students have found placement opportunities (CFR 2.13 01 - Job Placement Data).

Career counseling is provided by Board Member Gregg Simmons who has provided college career counseling support for more than 20 years. Gregg offers a career workshop during New Student Orientation. A couple of Career Workshops have also been offered over the past couple of years (CFR 2.13 02 - Career Day 2018). However, student interest has been limited.

Most students are already working 20 hours or more per week and do not have the time to explore a new position early in their college career. However, many of these jobs are not career-oriented, so a new career preparation program is being introduced with the entering Fall 2019 Cohort. This program will feature multiple seminars/workshops and mock interviews. The seminars are designed to explore who students are as individuals, and how they may align their individuality to specific career paths. Featured speakers will use assessment tools (Enneagram, Strengthsfinder, DISC, and Myers-Briggs) to allow students to explore their personality and psychological make-up in depth (CFR 2.13 07 - Career Planning Program).

Mock interviews are already a part of the program and will be a featured opportunity for students in this new program.(CFR 2.13 05 - February 2019 Mock Interviews).

Students already work on resume preparation through the Freshman Writing Seminar and Business Communication courses, first and second semester.

One-on-one connections with professors, Advisory Board Members, and guest speakers provide an informal channel for students to further explore their personal, spiritual, and professional aspirations. Many of these professionals are introduced to students through the program, *From Here to There*, which has featured more than a dozen speakers over the past year (CFR 2.13 04 - From Here to There Program and CFR 2.13 06 - From Here to There Speakers).

Another benefit of having a small school with a cohort structure is that students often help each other through small study groups or one-on-one study sessions. As a caring tight-knit community, the students have begun a freshman welcoming tradition, holiday celebrations, and volunteering for various organizations or causes.

List of Attached Evidences:
CFR 2.13 01 - Job Placement Data
CFR 2.13 02 - Career Day 2018
CFR 2.13 04 - From Here to There Program
CFR 2.13 05 - February 2019 Mock Interviews
CFR 2.13 06 - From Here to There Speakers
CFR 2.13 07 - Career Planning Program

CFR 2.14 Student Learning and Success

Institutions that serve transfer students provide clear, accurate, and timely information, ensure equitable treatment under academic policies, provide such students access to student services, and ensure that they are not unduly disadvantaged by the transfer process.

Guideline: Formal policies or articulation agreements are developed with feeder institutions that minimize the loss of credits through transfer credits.

Institutional Response:
Oak Valley does not currently accept transfer students. Those students who have previously attended other colleges/universities are admitted with the understanding that they will attend all courses required to graduate.

The school's policy regarding transfer students serves several purposes. First, the family-like culture that has become part of Oak Valley's DNA is stronger because each student starts at the beginning and walks through the journey of earning a bachelor's degree in the company of their peers. All of the students are in this together (CFR 2.14 01 - Academic Residency and Transfer Credit Policy).

Second, the policy helps maintain consistent standards of student learning through the degree program. A faculty member teaching sophomores, juniors, and seniors is assured that the students have taken all the same courses, thus, they may assume similar prerequisite knowledge coming into their course. For example, all students were taught how to use the library and cite sources using APA style guidelines during their freshman year, which ensures all students have the same foundational writing standards leading into advanced coursework.

Third, the policy aids in controlling the quality of the school's graduates at the end of the degree program. When a student earns a degree from Oak Valley College, 100% of their coursework will have been delivered by Oak Valley College. This is a powerful way for the institution to maintain a strong brand – a promise to employers who may ask what standards of competency and experience can they expect when hiring an Oak Valley graduate.

List of Attached Evidences:
CFR 2.14 01 - Academic Residency and Transfer Credit Policy

Standard Two: Synthesis/Reflections

1. *After completing this analysis, what are the 2 or 3 most important issues that should be emphasized in the Review under this Standard?*

The experience, quality, dedication, and passion of Oak Valley's faculty and administration are found in its unique character, approach to higher education, and care for students on an individual basis. Student learning, success, and growth are at the heart of Oak Valley's culture. Oak Valley embodies a somewhat old fashioned approach to teaching, learning, and student success - namely, professors (individuals of character, wisdom, and experience) are here to impart character, wisdom, and experience to individual students who are to become the next generation of business, ministry, nonprofit, and community leaders.

The careful preparation of program criteria, course requirements, and program learning outcomes are systematically reviewed with great care and effort. Oak Valley administrators and faculty are dedicated to ***serve*** with excellence in the way God is honored through the teaching and service to students. Oak Valley prides itself on discipling young people to follow Jesus and be taught practical skills in a God-honoring way.

Beyond this, administrators and faculty are committed to fulfill Oak Valley's mission leaning on the best practices found in WSCUC and other WSCUC institutions. This is seen in the professional manner in which faculty teach, and the commitment by administrators to be transparent and purse best practices from reputable peers and professionals.

The focused and balanced curriculum featuring applied business, theological, and general education courses provides an integrated experience for students and has positioned Oak Valley to come alongside its peers in the long-standing tradition of high-quality well-rounded small liberal arts colleges.

2. *Looking overall at the quality and effectiveness of the institution's data gathering processes and systems to support the review process, what are institutional **strengths**?*

Although Oak Valley College is new, data gathering has come a long way. Primary strengths include:
   1. Signature Assignment Assessments - Early on, Oak Valley had a difficult time aligning the student learning outcomes (SLOs) and program learning outcomes (PLOs). In talking with peer institutions, Oak Valley was able to initiate this assessment process. The data has proven incredibly beneficial for both faculty and administration.
   2. Program Review - The inaugural program review process was instructive and highlighted many opportunities for improvement. The most meaningful outcomes resulted in the creation of a more independent and well-led Faculty Senate. With the new Senate structure in place, Oak Valley is in a great place to undertake the 2020 Program Review. That review will include more formalized and clearly defined roles of the Faculty Chair and lead professors.
   3. Institutional Research - Overall data gathering has become well structured and sophisticated. In most instances, data sets are too small to prove meaningful for important decision-making, but administration and the Office of Institutional Research are well prepared to collect data that will present meaningful benchmarks in the future.

End of semester and end of year reporting are in place and provide opportunities for effective data tracking and analysis.

3. *Looking again at the overall quality and effectiveness of the institution's data gathering processes and systems to support the review process, what are areas to be addressed or improved in the foreseeable future?*

Meaningful trends have yet to emerge in many areas. Only through time and significant student enrollment will truly meaningful results emerge. With a new entering class of 31 students, Oak Valley should have suitable data in the coming years.

Even given the small numbers, there is a tendency to draw conclusions that are not representative of a larger community. Faculty and administrators must remain patient and wait for adequate trends to develop. Until then, decision-making is carefully considered based on the limited data that is available, which sometimes leads to decisions based on a best guess.

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

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

CFR 3.1 Faculty and Staff

The institution employs faculty and staff with substantial and continuing commitment to the institution. The faculty and staff are sufficient in number, professional qualification, and diversity and to achieve the institution's educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic and co-curricular programs wherever and however delivered.

Guideline: The institution has a faculty staffing plan that ensures that all faculty roles and responsibilities are fulfilled and includes a sufficient number of full-time faculty members with appropriate backgrounds by discipline and degree level.

Institutional Response:
Oak Valley employs 14 faculty members. Professors Morrow, Martis, Glessner, Valdez, Brocco, Soria, Burgess, Board, and Leonard demonstrate substantial and continuing commitment to the College by serving as mentors to new faculty, reviewing curriculum and standards, actively participating in the Faculty Senate, acting as academic advisors, and/or assisting the Dean and President on various special projects (CFR 3.1 01 - Faculty Profiles and Assignments).

Regarding diversity, 30% of faculty are female and 30% have been from underrepresented groups (CFR 3.1 06 - Faculty Diversity).

Professor Board serves as Dean and Professor of Business.

Professor Morrow serves as Professor of Theology and the Faculty Chair, serving on the Cabinet and meeting with the Dean and President on a regular basis in support of the faculty and curriculum oversight. He convenes the monthly Faculty Senate meetings (CFR 3.1 07 - Faculty Chair and CFR 3.1 05 - Professor of Theology Job Description).

Professor Martis serves as Professor of Business and supports the review of the business major for the 2020 Program Review (CFR 3.1 03 - Professor of Business Job Description).

Professor Glessner serves as Professor of General Education and Writing Center (CFR 3.1 04 - Professor of General Education Job Description).

Professors Board, Morrow, Soria, Brocco, Martis, Valdez, Leonard, and President Blum also serve as academic advisors.

As outlined by the ERC, faculty members work with relatively low compensation given their extended duties. While Oak Valley provides market-rate adjunct compensation, the budget for full-time faculty compensation will continue to grow over the next several years.

President Blum, Executive Vice President/CFO Leonard, Dean Board, and Registrar Soria provide oversight to ensure administrative, academic, and financial functions run smoothly. Additional leadership is provided by Faculty Chair Morrow, and Director of Institutional Research and Accreditation Liaison Officer Betty Crocker (CFR 3.1 02 - Executive and Staff Biographies).

In summary, the staffing model at Oak Valley, while lean, is stable, sustainable, and sufficient to support all institutional requirements, thus allowing Oak Valley to support and continue to improve its program and operations for years to come.

List of Attached Evidences:
CFR 3.1 01 - Faculty Profiles and Assignments
CFR 3.1 02 - Executive and Staff Biographies
CFR 3.1 03 - Professor of Business Job Description
CFR 3.1 04 - Professor of General Education Job Description
CFR 3.1 05 - Professor of Theology Job Description
CFR 3.1 06 - Faculty Diversity
CFR 3.1 07 - Faculty Chair

CFR 3.2 Faculty and Staff

Faculty and staff recruitment, hiring, orientation, workload, incentives, and evaluation practices are aligned with institutional purposes and educational objectives. Evaluation is consistent with best practices in performance appraisal, including multisource feedback and appropriate peer review. Faculty evaluation processes are systematic and are used to improve teaching and learning.

Institutional Response:
Oak Valley recruits faculty and staff who demonstrate a strong commitment to the mission, vision, and values of the College. Thus far, most recruiting is conducted through Oak Valley's network. Specifically, faculty and staff recruiting is performed in the following manner:

1. An internal job analysis is performed by the President, Executive Vice President and/or Dean and a formal job description is prepared CFR 3.2 01 - Sample Job Analysis and Description - Admissions Counselor
2. The job analysis and description is reviewed by one of Oak Valley's human resources professionals (e.g. Board Chair Angelo, Professor Martis, or Advisory Board Member Thalmayer)
3. The position is posted on Oak Valley's website and/or distributed via email through Oak Valley's professional network (e.g. the Advisory Board)
4. Candidates are reviewed and selected based primarily on technical fit for the position (since Oak Valley is a small tight-knit community, fit within the Oak Valley community and culture is also weighed heavily)

Staff position interviews are conducted by President Blum and EVP Leonard. In the case of adjunct faculty, President Blum and Dean Board conduct initial interviews. The Faculty Chair, along with any other faculty members who are available, are asked to meet with prospective adjunct faculty candidates and provide a final recommendation to the Dean. Typically, faculty recruitment takes place 6+ months before a teaching assignment.

Faculty and staff orientations include an overview of the mission, vision, and values of Oak Valley, including the Honor Code, review of the Employee and Faculty Handbook, and training on the student information system (Populi). Orientation for staff is conducted during the first week of work. Faculty orientations are conducted 6-8 weeks prior to the start of the semester.

Staff and administrative evaluations are conducted by the President annually and consist of a self-evaluation narrative and performance review form prepared by the President. Evaluations are conducted in person with an opportunity for the President and staff person to come to a consensus on opportunities for improvement and development plans for the next year (CFR 3.2 02 - Staff Self-Evaluation and Performance Review).

Annual faculty evaluations are performed by the Dean and reviewed by the Faculty Chair (peer review) and President. The faculty performance reviews consist of a review of student evaluations, faculty self-evaluations, classroom observations, and review of faculty research, scholarship, and creative activities (CFR 3.2 03 - Student Evaluation, CFR 3.2 04 - Faculty Self-Evaluation, and CFR 3.2 05 - Faculty Performance Review). Faculty evaluations, specifically, focus on improving teaching, student learning, and areas the faculty wish to focus on for future professional and academic development. A great deal of attention in the process is to review

best practices, explore specific goals for the faculty member, and review what is found in the evaluations that may be used to improve student success.

Evaluation of the President is performed, annually, by the Executive Committee of the board and follows a similar process as the other administrators (CFR 3.2 06 - President Self-Evaluation and Performance Review).

List of Attached Evidences:
CFR 3.2 01 - Sample Job Analysis and Description - Admissions Counselor
CFR 3.2 02 - Staff Self-Evaluation and Performance Review
CFR 3.2 03 - Student Evaluation
CFR 3.2 04 - Faculty Self-Evaluation
CFR 3.2 05 - Faculty Performance Review
CFR 3.2 06 - President Self-Evaluation and Performance Review

CFR 3.3 Faculty and Staff

The institution maintains appropriate and sufficiently supported faculty and staff development activities designed to improve teaching, learning, and assessment of learning outcomes.

Guideline: The institution engages full-time, non-tenure-track, adjunct, and part-time faculty members in such processes as assessment, program review, and faculty development.

Institutional Response:
Monthly Faculty Senate meetings, facilitated by the Faculty Chair feature discussions about academic standards, best practices in teaching, scholarship and student assessment, as well as development topics requested by the faculty. The President and Dean are, typically, invited to provide college updates.

With only 14 faculty members, the President, Dean, and Faculty Chair are able to engage with faculty, one-on-one, to explore specific development topics as needed. A few faculty members have requested further training in Populi, which is being led by Professor Leonard (CFR 3.3 01 - Faculty Senate Agenda February 2019). A fund has also been created to support individual faculty development (CFR 3.3 02 - Faculty Development Fund). While this currently only provides $500 per request at this time, it is established in recognition of the need to support faculty development efforts and will grow.

Now that all 14 faculty members have taught at least one course for Oak Valley, faculty input and engagement is maturing. Thus far, faculty have explored topics designed to improve student assessment practices, align assessments with PLOs, and monitor/improve student success. This Fall, attention will focus on orienting faculty to the program review process for 2020, which will commence in January (CFR 3.3 04 - Program Review Cycle).

Oak Valley administration and staff follows an annual development calendar and multiple outside resources have been established to support development activities (CFR 3.3 03 - Administrator and Staff Development Calendar 2019).
1. EVP Leonard meets with CPA Doug Stephenson, to gain insights and training into how to better prepare financial reports and follow best practices in accounting and finance
2. CPA Scott Young meets with President Blum and EVP Leonard to provide audit support
3. Advisory Board Member Dustin Reidel provides career service support and meets several times per year with President Blum and EVP Leonard to give advice and training to support career planning for students
4. Advisory Board Member Connie Salios provides ongoing strategic planning consulting and training to President Blum and has provided training to the board
5. Professor Rawding gives advice and support to the Faculty Senate and is going to prepare the Faculty Senate for ACBSP accreditation
6. Consultant Maria Zalesky, Advisory Board Member Denise Kuhn, and Board Member Valerie Peister lead training and development to support the Advancement Committee

List of Attached Evidences:
CFR 3.3 01 - Faculty Senate Agenda February 2019
CFR 3.3 02 - Faculty Development Fund
CFR 3.3 03 - Administrator and Staff Development Calendar 2019
CFR 3.3 04 - Program Review Cycle

CFR 3.4 Fiscal, Physical and Information Resources

The institution is financially stable and has unqualified independent financial audits and resources sufficient to ensure long-term viability. Resource planning and development include realistic budgeting, enrollment management, and diversification of revenue sources. Resource planning is integrated with all other institutional planning. Resources are aligned with educational purposes and objectives.

Guideline: The institution has functioned without an operational deficit for at least three years. If the institution has an accumulated deficit, it should provide a detailed explanation and a realistic plan for eliminating it.

Institutional Response:
Oak Valley has never faced an operational deficit and has received positive independent reviews from Swenson Advisors, a CPA firm, dating back to 2013 ([CFR 3.4 01 - 2018 Audited Financial Statements](#)).

The board is committed to maintain and grow a reserve budget. While modest, the reserve enables Oak Valley to sustain operations in case of an emergency. A vote of the board is required to release funds from the reserve.

Oak Valley operates a conservative budget process. The board has approved a five-year budget plan, which reflects sufficient financial resources to support current and future operations. The primary sources of revenue include student tuition, individual donations (raised through multiple events and an annual giving campaign), and Pell Grants ([CFR 3.4 02 - 2019-2024 Budget](#)).

Given Oak Valley serves predominantly low and middle income students, there is a large upside to Oak Valley's financial health should the College achieve WSCUC Candidacy and gain access to Pell and Cal Grants. That upside is only modestly reflected in the five-year budget.

Beginning in July 2019, Oak Valley has engaged a new CPA firm, Smith Marion, to conduct its audit. This is due to Smith Marion's expertise in conducting a GAGAS audit, which supports Oak Valley's goal to meet US Department of Education standards in 2020.

Future budgets provide for increased full-time staffing. While Oak Valley has relied on discounted and volunteer administrative support, market-rate salaries are built into the long-term budget, which provides for long-term sustainability. The 2023-2024 budget reflects full-time market salaries for three full-time faculty, three staff members, and three administrators with paid benefits. This is sufficient to support the anticipated enrollment of just over 100 students.

Oak Valley has established sound accounting and internal controls ([CFR 3.4 03 - Accounting and Internal Controls](#)).

List of Attached Evidences:
[CFR 3.4 01 - 2018 Audited Financial Statements](#)
[CFR 3.4 02 - 2019-2024 Budget](#)
[CFR 3.4 03 - Accounting and Internal Controls](#)

CFR 3.5 Fiscal, Physical and Information Resources

The institution provides access to information and technology resources sufficient in scope, quality, currency, and kind at physical sites and online, as appropriate, to support its academic offerings and the research and scholarship of its faculty, staff, and students. These information resources, services, and facilities are consistent with the institution's educational objectives and are aligned with student learning outcomes.

Guideline: The institution provides training and support for faculty members who use technology in instruction. Institutions offering graduate programs have sufficient fiscal, physical, information, and technology resources and structures to sustain these programs and to create and maintain a graduate-level academic culture.

Institutional Response:
Oak Valley College maintains a robust student information and learning management system, Populi (similar to Moodle, Blackboard, Peoplesoft, Banner, Canvas, and other systems). Specifically, Populi provides registration, transcripts, student grading, online discussion boards, assignment management, customer relationship management (students, donors, and other constituent groups), student admission management, admission forms, institutional reporting (including IPEDS), donor management, and more.

Faculty are trained, one-on-one, on how to use Populi prior to their first teaching assignment. Ongoing training is provided through the Faculty Senate. Students are oriented to Populi during New Student Orientation (there is a student application suitable for mobile devices).

Faculty who use textbooks from major publishers have access to online resources associated with those texts (e.g. PowerPoint slides, test banks, online supplementary activities and projects, etc.) Typically, a publisher representative is able to provide support directly to faculty.

Oak Valley maintains a relationship with California State University, San Bernardino (CSUSB), for access to its library system, including an orientation and overview from library staff on how to access library journals and other library resources ([CFR 3.5 01 Library Resources](#)).

Faculty have access to the CSUSB Library, upon request. Since many faculty are practitioners, they maintain access to professional resources to remain current in the field. Some faculty also teach at other universities (e.g. University of Redlands and Cal Baptist Universities) and have access to resources at those institutions.

Oak Valley intends to subscribe to an online library system starting in Fall 2020, probably EBSCO. This subscription is included in the 2020-2021 budget. Access to CSUSB library is intended to remain in place at that time in order to provide physical library support.

List of Attached Evidences:
[CFR 3.5 01 Library Resources](#)
Populi - setting up your course - https://support.populiweb.com/hc/en-us/sections/205240327

CFR 3.6 Organization Structures and Decision-Making Processes

The institution's leadership, at all levels, is characterized by integrity, high performance, appropriate responsibility, and accountability.

Institutional Response:

Oak Valley is committed to a well-run and well-led organizational structure, which starts with the board. The board consists of a diverse group of business, nonprofit, and educational leaders. Ten board members have served since Oak Valley's operational launch in 2016. Board members are required to sign annual Conflict of Interest Forms to ensure all potential conflicts of interest are revealed (CFR 3.6 05 - Conflict of Interest Forms).

Over the past year, the board has developed a maturing committee process, which consists of Executive, Advancement, Finance, Financial Audit, Nominations, and Academic Affairs Committees. The Committees provide hands-on leadership, directing and protecting the mission, vision, and values of the College (CFR 3.6 06 - Board Committee Descriptions).

Currently, there are 15 board members, all of whom are high-level professionals, with the exception of Oak Valley's Alumni Representative who just graduated. Board members include: retired university president and former provost, dean at a WSCUC-accredited university, four private business owners, marriage and family therapist, dentist, nonprofit fundraiser, leader at an innovative charter school, county administrator, and tech professional.

Reflected in the minutes of the board meetings, Oak Valley has demonstrated a strong commitment to mature, continuously improve, and raise its professionalism. In particular, great attention has been paid to support accountability and awareness among board members, provide substantive board development activities, and increase reporting through an active committee structure (CFR 3.6 01 - Board Minutes July 2018, CFR 3.6 02 - Board Minutes September 2018, CFR 3.6 03 - Board Minutes November 2018, and CFR 3.6 04 - Board Minutes January 2019).

President Blum, Board Chair Angelo, and Board Member Miller serve as the Executive Committee and meet to address strategic initiatives, monitor executive standards and best practices, and prepare the strategic plan and other high-level planning activities for the board.

The Cabinet, comprised of President Blum, Executive Vice President Leonard, Dean Board, and Faculty Chair Morrow meets monthly to review day-to-day operations, prepare for upcoming events and initiatives, and discuss student success.

President Eric Blum, EVP Leonard, and recently retired Dean Gayle Linn have been with Oak Valley since its operational beginning in 2016. President Blum has 25 years of experience in higher education administration specific to business education. Prior to transitioning to his full-time role with Oak Valley, he served in administration at UCLA, UC Riverside, and University of Redlands.

EVP Leonard has nearly 20 years of experience in education, nonprofit leadership, fundraising, and marketing.

In May, Dean Linn retired and was replaced by Dean Afarah Board. Dean Board is a retired 30+ year administrator at Southern California Edison, where she led operational teams of hundreds

of employees. She has taught courses in HR, leadership, and project management for the past five years at Cal Baptist University and joined Oak Valley in January 2019.

In addition to the formal leadership, there are a number of experts who serve in an ex-officio capacity to support Oak Valley's Board. Constantine "Connie" Salios, a board member at several for-profit and non-profits, serves as a consultant on board strategy and leadership topics. Connie led the board in a strategic planning discussion at the November 2018 Board Retreat.

Scott Young, a prominent CPA, is managing partner of an independent accounting firm and supports Oak Valley's audit as an ex-officio member of the Audit Committee.

Denise Kuhn, a fundraising consultant with more than 30 years experience, provides leadership and guidance as an ex-officio member of the Advancement Committee.

Maria Zalesky is a long-time fundraising expert, having led fundraising at UC Davis and Biola University, and serves as a fundraising consultant.

List of Attached Evidences:
CFR 3.6 01 - Board Minutes July 2018
CFR 3.6 02 - Board Minutes September 2018
CFR 3.6 03 - Board Minutes November 2018
CFR 3.6 04 - Board Minutes January 2019
CFR 3.6 05 - Conflict of Interest Forms
CFR 3.6 06 - Board Committee Descriptions

CFR 3.7 Organization Structures and Decision-Making Processes

The institution's organizational structures and decision-making processes are clear and consistent with its purposes, support effective decision making, and place priority on sustaining institutional capacity and educational effectiveness.

Guideline: The institution establishes clear roles, responsibilities, and lines of authority.

Institutional Response:
The board serves as the independent governing body of Oak Valley College. Over the past several years, the board has further defined and refined how the College functions, not just in practice but in spirit. From those discussions, a maturing of board members has resulted in strong leadership dynamics, supporting Oak Valley's sustainability.

Board messaging since 2018 has focused on "direct and protect," which eludes to the organization's mission, vision, and values, as outlined in Jim Brown's, The Imperfect Board Member. At the November 2018 Board Retreat, the board explored its function as a team and further refined its roles and responsibilities. The board has gained clarity on holding senior leaders accountable, while setting Oak Valley's long-term vision ([CFR 3.7 03 - Board Minutes November 2018 (Retreat and Board Meeting)](#)).

The board also affirmed the balance between accountability and autonomy. Executive staff are to openly and accurately portray the health of the organization to the board, seeking their guidance and direction, while maintaining the freedom and flexibility to carry out day-to-day responsibilities without being micromanaged or second-guessed by the board.

Committee reports (Executive, Finance, Financial Audit, Advancement, Academic Affairs, and Nominations) provide regular performance updates. Each committee is overseen by board members and staffed by the appropriate personnel. President supports the Executive, Audit, and Nominations Committees. EVP Leonard supports Advancement and Finance Committees. Dean Board supports the Academic Affairs Committee.

The board functions under an annual calendar to ensure critical functions and operations are maintained and evaluated for the long-term stability of operations ([CFR 3.7 04 - Annual Board Calendar](#)).

Under the board's direction, the President serves as the day-to-day leader for Oak Valley ([CFR 3.7 05 - President/Chief Executive Officer Job Description](#)). The Dean and Executive Vice President/CFO serve under the President. Currently, the role of Dean of Admissions is vacant (President Blum serves as interim Dean). The faculty serve under the direction of the Dean, and admissions staff serve under the direction of the Dean of Admissions ([CFR 3.7 01 - Organizational Chart 2019-2020](#) and [CFR 3.7 02 - Roles and Responsibilities of the Board and Executive Officers](#)).

The Dean serves as the Chief Academic Officer, reports to the President, and provides staff support for the Academic Affairs Committee and the Faculty Senate ([CFR 3.7 07 - Dean/Chief Academic Officer Job Description](#)).

The Executive Vice President/Chief Financial Officer supports finance and operations for the College. The EVP prepares and reviews all financial reports and staffs the Finance Committee (CFR 3.7 06 - Executive Vice President/Chief Financial Officer Job Description)

The Faculty Chair facilitates the Faculty Senate and serves on the Cabinet (CFR 3.7 08 - Faculty Chair Description). The Chair is independent of administration and provides a critical liaison role between the faculty and administration. The Chair assembles the faculty and leads discussions that support academic, assessment, and learning standards. The Faculty Senate is empowered to conduct biennial program reviews, identify opportunities to improve the curriculum, and review and approve program and course revisions.

List of Attached Evidences:
CFR 3.7 01 - Organizational Chart 2019-2020
CFR 3.7 02 - Roles and Responsibilities of the Board and Executive Officers
CFR 3.7 03 - Board Minutes November 2018 (Retreat and Board Meeting)
CFR 3.7 04 - Annual Board Calendar
CFR 3.7 05 - President/Chief Executive Officer Job Description
CFR 3.7 06 - Executive Vice President/Chief Financial Officer Job Description
CFR 3.7 07 - Dean/Chief Academic Officer Job Description
CFR 3.7 08 - Faculty Chair Description

CFR 3.8 Organization Structures and Decision-Making Processes

The institution has a full-time chief executive officer and a chief financial officer whose primary or full-time responsibilities are to the institution. In addition, the institution has a sufficient number of other qualified administrators to provide effective educational leadership and management.

Institutional Response:
Eric Blum serves as the President/CEO, Mark Leonard serves as Executive Vice President/CFO, and Afarah Board serves as Dean/Chief Academic Officer. President Blum is the founder of Oak Valley and EVP/CFO Leonard has served in his role for over five years. Dean Board took over her role in May 2019 ([CFR 3.8 01 - Eric Blum, President](), [CFR 3.8 02 - Mark Leonard, Executive Vice President and Chief Financial Officer](), and [CFR 3.8 03 - Afarah Board, Dean and Chief Academic Officer]()).

Although not an administrator, Faculty Chair Morrow plays an important role as an independent leader of the faculty. He has served as a faculty member since 2016 and began serving as Chair in 2018 ([CFR 3.8 04 - Faculty Chair Terry Morrow]()). Professor Morrow has also served on the board of a WSCUC-accredited university,

Finally, Pauline Soria serves as part-timer Registrar for Oak Valley. In this role, she awards the degree. With such a small student population and no transfer or elective credit, Oak Valley does not require a full-time registrar.

At present, this team is sufficient in size, diversity, experience, and expertise to provide effective educational and administrative leadership to support and sustain Oak Valley's operations.

Budget is in place to support additional leadership as Oak Valley grows. In 3-5 years, it may be necessary to split the EVP role into two discrete areas, one to cover advancement and one to strictly cover finance and operations. A Financial Aid Officer is scheduled to be added in early 2020.

To ensure sustainability for succession planning, the College has adopted a formal policy and practice for executive appointments ([CFR 3.8 05 - Board Policy and Practice on Executive Appointments]()).

List of Attached Evidences:
[CFR 3.8 01 - Eric Blum, President]()
[CFR 3.8 02 - Mark Leonard, Executive Vice President and Chief Financial Officer]()
[CFR 3.8 03 - Afarah Board, Dean and Chief Academic Officer]()
[CFR 3.8 04 - Faculty Chair Terry Morrow]()
[CFR 3.8 05 - Board Policy and Practice on Executive Appointments]()

CFR 3.9 Organization Structures and Decision-Making Processes

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

Guideline: The governing body comprises members with the diverse qualifications required to govern an institution of higher learning. It regularly engages in self-review and training to enhance its effectiveness.

Institutional Response:
The independent governing board is made up of a diverse group of seasoned professionals. The board's make-up includes several education administrators (Miller, Grana, Simmons, Blum, and W. Little), business owners (Anderson, Blom, Kimmerle, and Angelo), technology professional (D. Little), dentist (Black), financial planner (Tetley), county administrator (Whittle), fundraising expert/event planner (Peister), and an alumni representative (Mendoza) ([CFR 3.9 01 - Board of Trustees Biographies](#)).

The board engages in self-review and training for effective board governance. The annual retreat focuses extensively on board governance best practices and reflects on how to improve board functions, namely, to direct and protect the organization.

The January 2019 board meeting included Maria Zalesky, fundraising consultant, who provided training about nurturing and cultivating individuals, which was followed by an extensive conversation about the vision for Oak Valley going forward. From that meeting, the board consensus gravitated toward four themes ([CFR 3.9 02 - Vision Document 2019](#)):

1. Transforming Lives
2. Growing Community
3. Free of Debt
4. Full of Purpose

Since that meeting the board has worked on updating the mission, vision, and values of the College, which is scheduled to be revealed at the November 2019 Board Retreat.

Self-review is also featured at the committee level, too. For instance, at the January 2019 Board Meeting, the financial reports were discussed as the board started preparations for the 2019-2020 budget preparation. Executive Vice President/CFO Leonard and Finance Committee Chair Little engaged in a series of discussions to revamp the reports to make them easier for the board to read (too dense and detailed, previously). Year to date actuals and percentage of budget were also included in the new version of the budget, rendering the document more user-friendly ([CFR 3.9 03 - Budget 2019-2024](#)).

The Advancement, Financial Audit, and Finance Committees include independent experts (ex-officio) to serve an independent expert advisory role and to actively support best practices. These experts provide a critical eye and board members are able to ask probing questions of them as independent third-parties.

Matt Thalmayer, ex-officio member of the Finance Committee supports CFO Leonard in setting up the financial reports. He also provides access to his company's CFO who reviewed Oak Valley's bookkeeping and internal controls.

Denise Kuhn, who is a fundraising consultant with more than 30 years experience, is an ex-officio member of the Advancement Committee and supports Oak Valley's annual giving campaign with technical expertise and provides guidance for the overall fundraising strategy.

Scott Young, CPA, is a senior audit partner with more than 30 years experience. He helps prepare the Audit Committee for its annual audit, including serving as a liaison with Oak Valley's auditor. He also reviews internal controls and addresses questions throughout the year pertaining to accounting and financial reporting standards.

List of Attached Evidences:
CFR 3.9 01 - Board of Trustees Biographies
CFR 3.9 02 - Vision Document 2019
CFR 3.9 03 - Budget 2019-2024

CFR 3.10 Organization Structures and Decision-Making Processes

The institution's faculty exercises effective academic leadership and acts consistently to ensure that both academic quality and the institution's educational purposes and character are sustained.

Guideline: The institution clearly defines the governance roles, rights, and responsibilities of all categories of full- and part-time faculty.

Institutional Response:
Oak Valley maintains a close-knit faculty community, where members enjoy strong connectivity among one other, students, and administration. Oak Valley places great value on making faculty feel welcome, and faculty respond by providing strong academic leadership, which is both structured and organic.

In particular, the Faculty Senate has matured considerably over the past year and includes formal leadership and direction under Faculty Chair Morrow and Professors of Business and General Education, who guide discussions on governance, as well as articulating the mission, vision, and values among the faculty (3.10 01 - Faculty Governance). Under the direction of these leaders, the Faculty Senate structure ensures that quality standards are being articulated and maintained.

In practice, Faculty Chair Morrow collaborates with Dean Board to set the agenda for Faculty Senate meetings, which includes faculty development activities, review of the biannual program review process, faculty training and mentoring, and academic quality.

During the past several Faculty Senate meetings, discussions have revolved around student success and academic standards. In particular, Chair Morrow highlighted that he is revamping his student assessments (quizzes, midterms, and finals), because he noticed the academic ability of the newest cohort is higher than the levels of the first two cohorts. Other faculty members followed by noting how they address, review, and revise academic standards in their courses.

The Faculty Senate is maintaining ongoing discussions surrounding character education for students, and specifically, the role of Christian higher education given changing cultural norms. These discussions include references to what is going on at other Christian colleges and universities, since several faculty have connections to these schools.

While these topics are regularly found on the Faculty Senate agenda, the discussions tend to be direct and organic. The primary benefit of a small faculty body is that both structured and informal communication works quite well to identify, articulate, and improve academic quality and standards.

List of Attached Evidences:
3.10 01 - Faculty Governance

Standard Three: Synthesis/Reflections

1. *After completing this analysis, what are the 2 or 3 most important issues that should be emphasized in the Review under this Standard?*

Oak Valley has made strides over the past couple of years to mature board and faculty governance practices. This has resulted in demonstrable growth in how the organization functions and provides direction and oversight of college operations.

A year ago, board members were passionate about the mission but provided only modest practical leadership. Now, the board fully supports two events, actively engages in meaningful and substantive committee work, and asks probing questions demonstrating maturity and a desire to continuously improve operations and accountability.

Likewise, a year ago, most faculty had minimal experience at the College and functioned largely as itinerant instructors. Now, a solid group of faculty leaders has emerged (Morrow, Martis, Valdez, Leonard, Soria, Board, Rawding, Burgess, and Glessner) demonstrating strong leadership and knowledge about the operations and functions of the College and have grown to take on a wide range of responsibilities and to guide curriculum decisions that will lead to improved student outcomes.

Largely based on the recommendations provided by the Eligibility Review Committee and Program Review, faculty governance is more formalized and distinct from administration. The roles of Faculty Chair and lead faculty have been embraced, and the Faculty Senate has emerged as an active independent body. This has relieved pressure on the Dean and provided opportunities for greater faculty autonomy, ownership, and input in academic matters.

Finally, administrators have developed clear and discrete functional expertise and the delegation of duties is well defined across the organization. Important policies and practices have been articulated up and down the organization and strong standards exist to support consistent and stable reporting and decision-making.

Overall, there are many areas that continue to develop, but critical elements are in place to support a robust and professional operation with few signs of any problems or crises affecting students or faculty.

2. *Looking overall at the quality and effectiveness of the institution's data gathering processes and systems to support the review process, what are institutional strengths?*

The College has effectively standardized and systematized its data gathering, reporting, and analysis. Calendar systems have been created to ensure reviews are conducted at regular intervals and events and activities to support data gathering carries on (e.g. student focus groups, Faculty Senate meetings, program reviews, and end of the semester evaluations).

Policies and standards are easy to locate now that the College maintains a shared drive with documents warehoused by functional areas. Data collection on faculty (e.g. self-evaluations, Signature Assignment Assessment Forms, annual reviews) and students (e.g. retention, grade, demographics) has been standardized making data retrieval, reporting, and analysis relatively simple.

The ease of use and standardized reporting available in Populi, the student, faculty, donor information system allows administrators to function at a very high level with minimal staff or IT support. This is rare in higher education and serves the college well.

3. *Looking again at the overall quality and effectiveness of the institution's data gathering processes and systems to support the review process, what are areas to be addressed or improved in the foreseeable future?*

Oak Valley administrators need to be careful to not draw inaccurate conclusions from limited data. In most cases, the numbers are simply too small to draw meaningful conclusions, especially in admissions and enrollment decisions. This means that Oak Valley is still far too reliant on word of mouth referrals for students, rather than developing a robust enrollment plan built around sound data and history. Administrators are aware of these limitations and are doing their best to exercise patience while important data tracking emerges. It is anticipated that it will take several years before enough meaningful data is available where statistically significant figures in this area makes sense.

Faculty data gathering is also proving to be a challenge. Administrators reached out to JP Catholic and Simpson University to identify better data gathering techniques with little success. It seems that gathering timely and in-depth feedback and reporting from faculty is a never-ending struggle. Steps are being taken to more fully train faculty on the importance of providing timely and accurate feedback, and it is anticipated that as faculty have taught more courses, this should improve. Having a more engaged Faculty Senate may also add peer pressure and aid in faculty reporting.

As faculty data gathering improves, there will be more importance placed on tracking and analyzing that data over time. Since a lot of faculty data and reporting is anecdotal and qualitative, Institutional Research is working to create more qualitative faculty data points to be able to provide more meaningful reporting that can be analyzed over time.

Finally, Oak Valley suffers from a lack of true peers in its data gathering. There are simply no schools quite like Oak Valley. Although JP Catholic University and Providence Christian College have been labeled as peers, largely because they are newer, small, and Christian, these schools serve primarily wealthier traditional students and not lower income and first generation students. This presents a challenge as the data from these schools does not conform well with Oak Valley.

Standard Four: Creating an Organization Committed to Quality Assurance, Institutional Learning, and Improvement

The institution engages in sustained, evidence-based, and participatory self-reflection about how effectively it is accomplishing its purposes and achieving its educational objectives. The institution considers the changing environment of higher education in envisioning its future. These activities inform both institutional planning and systematic evaluations of educational effectiveness. The results of institutional inquiry, research, and data collection are used to establish priorities, to plan, and to improve quality and effectiveness.

CFR 4.1 Quality Assurance Processes

The institution employs a deliberate set of quality-assurance processes in both academic and non-academic areas, including new curriculum and program approval processes, periodic program review, assessment of student learning, and other forms of ongoing evaluation. These processes include: collecting, analyzing, and interpreting data; tracking learning results over time; using comparative data from external sources; and improving structures, services, processes, curricula, pedagogy, and learning results.

Institutional Response:
Oak Valley College has taken steps to put staffing and systems in place to ensure that the institution is delivering a high-quality educational program with specific quality assurance processes in both academic and non-academic areas.

The Faculty Senate, led by Faculty Chair Morrow possesses the authority, leadership experience, and capacity to develop and modify existing curricula and programs (Professor Morrow has served on the board of a WSCUC-accredited university). Existing courses and the degree program are reviewed by the faculty on a biennial basis through the program review process. There are no immediate plans to introduce new programs but the Faculty Senate is capable of preparing new programs place should the need arise.

Quality assurance for student learning and performance is articulated in the Academic Quality Assurance Flow Chart (CFR 4.1 01 – Academic Quality Assurance Process Flow). The process begins at the course level, where
1. faculty review student achievement measured against student learning and program learning outcomes through grading of course assignments (SLOs and PLOs)
2. students rate their progress and satisfaction aligned with the SLOs and PLOs through the student evaluation process (CFR 4.1 05 – Course Evaluation)
3. faculty provide feedback on their performance and opportunities for improvement through the Faculty Self-Evaluation and Signature Assignment Assessment Forms (CFR 4.1 02 – Faculty Self-Evaluation and CFR 4.1 09 – Signature Assignment Assessment)
4. Institutional Research prepares an end of the semester and annual report, which provides data to the board, administrators, and faculty about academic quality assurance (CFR 4.1 15 - IR Semester Report - Spring 2019 and CFR 4.1 16 - IR Annual Report - 2017-2018)

The Dean reports results and updates to the Faculty Senate and Board Academic Affairs Committee. This report includes an analysis of the data, anecdotal observations, and any policy

or administrative revisions recommended by senior administration or the board (CFR 4.1 12 - Academic Affairs Committee Dean's Report).

The Faculty Senate and Academic Affairs Committee consult with the Dean about the performance indicators and provide recommendations, which are then implemented as soon as practicable. This provides a continuous improvement process loop that is ongoing and inclusive of the latest institutional data (CFR 4.1 13 - Academic Affairs Agenda - February 2019 and CFR 4.1 14 - Faculty Senate Agenda - February 2019).

More generally, the Faculty Senate, led by the Faculty Chair, meets throughout the year to follow best practices in curriculum management and academic oversight (CFR 4.1 14 - Faculty Senate Agenda - February 2019).

Review of existing curriculum is conducted leading into the biennial program review process, which may result in revising, removing, and adding courses. For example, Professors Leonard and Valdez have met multiple times this year to review the first iteration of the Launch Pad sequence. Discussions are centering around either: A) rearranging the course sequence, so students may test several project ideas before committing to a concept; B) dropping one of the courses to provide for a more concentrated two course sequence, which should help focus student attention; or C) developing a field-work course, so students are forced to perform more hands-on testing of their concept. As the second cohort moves through the sequence, Professors Leonard and Valdez will formalize a proposal to be sent to the Faculty Senate.

The Faculty Senate will consider recommendations and any course revisions/changes as part of its 2020 Program Review (CFR 4.1 07 – Program Review 2020). The program review process provides a comprehensive faculty-led analysis of the existing program, which also includes external market conditions and competitors. The 2020 Review will survey alumni and employers for the first time (CFR 4.1 08 – Job Placement Data).

Regarding individual faculty performance, professors are reviewed by the Dean at the conclusion of every course through the student evaluation, self-evaluation, and Signature Assignment Assessment Form. Professors also receive an annual performance review conducted by the Dean, which includes a write-up based on a classroom observation, student evaluations, faculty self-evaluations, and other activities (participation in the Faculty Senate, student advising, etc.) These reviews provide a means by which the Dean can help individual faculty members improve teaching performance (CFR 4.1 02 – Faculty Self-Evaluation, CFR 4.1 03 – Faculty Observation, CFR 4.1 04 – Faculty Performance Review, and CFR 4.1 05 – Course Evaluation).

NON-ACADEMIC QUALITY ASSURANCE
For non-academic areas, quality assurance is performed in several areas and several ways. For example, admissions counselors provide monthly reporting to the President and Executive Vice President on recruitment and enrollment, asking the question, "What causes enrollment?" and "What characteristics define a highly-qualified prospective student?"

The admissions team has spent the past few years reviewing and analyzing these questions and, through that process, developed a composite of well qualified prospective students. As an admissions counselor identifies who fits this category, he/she is "tagged" in the admission system and proactive follow-up processes are enacted to move the prospect along the continuum to enrollment. This process has proven successful and a marked increase in enrollment has resulted. As of May 1, 2019, 25 students were enrolled for the Fall Semester,

compared with six (6) enrolled as of May 1, 2018 ([CFR 4.1 10 - Admissions Meeting Notes](#) and [CFR 4.1 17 - Monthly Staff Report](#)).

Quality assurance is also carried out through the annual staff performance review process. These practices follow human resource best practices and include a self-evaluation, supervisor's rating of performance, opportunities for improvement, and future development plans. Communication for positive performance and opportunities for corrective action are provided year round so staff receive timely feedback and the majority of the annual performance review process may be reserved for discussions of professional development planning and goal-orientation ([CFR 4.1 11 - Staff Performance Review](#)).

Finally, Oak Valley's Institutional Research provides data aligned with IPEDS as well as specific institutional data. Oak Valley has set a first-year retention goal of 80% with on-time degree completion rates of 60%, which compares favorably with Oak Valley's peers ([CFR 4.1 15 - IR Semester Report - Spring 2019](#), [CFR 4.1 16 - IR Annual Report - 2017-2018](#), and [CFR 4.1 06 – Retention and Graduation Data](#)).

List of Attached Evidences:
[CFR 4.1 01 – Academic Quality Assurance Process Flow](#)
[CFR 4.1 02 – Faculty Self-Evaluation](#)
[CFR 4.1 03 – Faculty Observation](#)
[CFR 4.1 04 – Faculty Performance Review](#)
[CFR 4.1 05 – Course Evaluation](#)
[CFR 4.1 06 – Retention and Graduation Data](#)
[CFR 4.1 07 – Program Review 2020](#)
[CFR 4.1 08 – Job Placement Data](#)
[CFR 4.1 09 – Signature Assignment Assessment](#)
[CFR 4.1 10 - Admissions Meeting Notes](#)
[CFR 4.1 11 - Staff Performance Review](#)
[CFR 4.1 12 - Academic Affairs Committee Dean's Report](#)
[CFR 4.1 13 - Academic Affairs Agenda - February 2019](#)
[CFR 4.1 14 - Faculty Senate Agenda - February 2019](#)
[CFR 4.1 15 - IR Semester Report - Spring 2019](#)
[CFR 4.1 16 - IR Annual Report - 2017-2018](#)
[CFR 4.1 17 - Monthly Staff Report](#)

CFR 4.2 Quality Assurance Processes

The institution has institutional research capacity consistent with its purposes and characteristics. Data are disseminated internally and externally in a timely manner, and analyzed, interpreted, and incorporated in institutional review, planning, and decision-making. Periodic reviews are conducted to ensure the effectiveness of the institutional research function and the suitability and usefulness of the data generated.

Institutional Response:
As recommended by the Eligibility Review Committee (ERC), Oak Valley named a part-time Director of Institutional Research (IR), Betty Crocker. Director Crocker sets the standards and processes for data gathering, reporting, and analysis. Betty has nearly 20 years of experience supporting institutional research in Christian education and has a master's degree in higher education administration (CFR 4.2 01 – Director of Institutional Research (Betty Crocker's Bio).

IR provides an end of semester report to inform administration, faculty, and the board about results for student performance. These reports provide both qualitative and quantitative data (CFR 4.2 03 – Institutional Research Semester Report - Spring 2019).

The IR Annual Report provides the basis for long-term data analysis, tracking trends over time, and higher-level institutional data. Since this report is provided to major constituent groups, there is ongoing accountability by administrators, faculty (Faculty Senate), and the board (Academic Affairs Committee) (CFR 4.2 04 – Institutional Research 2017-2018 Annual Report). The 2018-2019 Report is to be published in August, upon completion of the 2018-2019 audit.

IR reporting along with administrative analysis is provided to the Faculty Senate and Academic Affairs Committee. Data is also available to prospective students and families through the College Annual Report and, eventually, through IPEDS. The attached flowchart illustrates how the IR function carries out its data analysis and reporting (CFR 4.2 02 – Institutional Research Flowchart).

Oak Valley tracks a multitude of items including student retention and graduation rates by race, ethnicity, gender, age, first-generation college student, and other areas (CFR 4.2 05 – Academic Performance Indicators and CFR 4.2 06 – Student Demographic Data).

Populi, Oak Valley's admissions, student information, and records system, houses nearly all of Oak Valley's IR. Populi includes standard IPEDS reporting functionality. Since this system houses all major administrative functions, from admissions to graduation, student data is warehoused from prospect inquiry through graduation.

List of Attached Evidences:
CFR 4.2 01 – Director of Institutional Research (Betty Crocker's Bio)
CFR 4.2 02 – Institutional Research Flowchart
CFR 4.2 03 – Institutional Research Semester Report - Spring 2019
CFR 4.2 04 – Institutional Research 2018 Annual Report
CFR 4.2 05 – Academic Performance Indicators
CFR 4.2 06 – Student Demographic Data

CFR 4.3 Institutional Learning and Improvement

Leadership at all levels, including faculty, staff, and administration, is committed to improvement based on the results of inquiry, evidence, and evaluation. Assessment of teaching, learning, and the campus environment—in support of academic and co-curricular objectives—is undertaken, used for improvement, and incorporated into institutional planning processes.

Guideline*: The institution has clear, well-established policies and practices—for gathering, analyzing, and interpreting information—that create a culture of evidence and improvement.*

Institutional Response:
Faculty, staff, and administration at Oak Valley College are committed to continuous learning and improvement through a number of data gathering and analysis protocols driven by the inquiry, evidence, and evaluation process (CFR 4.3 01 – Evidence-Based Decision-Making).

Starting at the top, at both the strategic and tactical level, most board work is carried out through the committee structure where ongoing review of policies and practices are led by board members who ask staff to prepare regular reports on mission-critical elements of the operation ranging from academic affairs to advancement to finance to strategic planning (CFR 4.3 02 – Annual Board Calendar).

A good example of this process emerged at the January 2019 Board Meeting. A board member raised questions about the Finance Committee Report. The Finance Committee Chair asked staff to analyze and revise reporting to simplify the reports provided to the board. The Finance Committee met in February to fine-tune the final report and provide guidance on how to conduct future oversight (CFR 4.3 03 – Board Minutes - January 2019).

The 2019-2020 annual budget preparation also reflects this active board engagement. Rather than simply rubber stamping administration's budget request, the Finance Committee asked staff to analyze and prepare the budget by reviewing and reflecting on peer institution salary and staffing comparisons. Staff prepared and reviewed that information. Additional time and effort was made to prepare and analyze year-over-year statistics to fine-tune budget projections. The end result is a budget that took approximately six months to prepare and provides substantial board-led influence (CFR 4.3 07 - 2019-2024 Budget).

Concerning student success, Oak Valley College gathers data from students in a variety of ways. Besides grades and student evaluations, Oak Valley administrators conduct semi-annual student focus groups. These focus groups are particularly important for gathering qualitative data regarding the students' learning experience, student attitudes, and campus culture. Administrators use this feedback to report student satisfaction and learning to the Faculty Senate and Academic Affairs Committee as well as identify opportunities for improvement (CFR 4.3 06 - Student Focus Group).

Likewise, course and faculty performance are reviewed by students and faculty as both groups are asked to review the course and whether the learning outcomes were met. Grades, reviews of assessment practices, and feedback through the student and faculty evaluation process provides important data. The Dean and Faculty Senate analyze student and faculty performance and identify opportunities for improvement. Short-term improvements may be provided through faculty coaching and mentoring from the Dean. Long-term improvements are carried out

through the program review process, where courses may be revised, updated, or replaced, based on an analysis of the program data, trends in higher education, and feedback from external reviewers and industry professionals.

Faculty and employee performance reviews are conducted on an annual basis using standard human resource practices with self-evaluation, performance goals, and supervisor feedback (CFR 4.3 04 – Faculty and Staff Review Process).

A final example of Oak Valley's commitment to continuous improvement is the method by which President Blum, EVP Leonard, and Deans Linn and Board approached the completion of the WSCUC Institutional Report. Rather than seeing this activity as a checklist of tasks, the team devoted considerable time to explore the criteria with an openness to inquiry for how each criterion could lead to improvements. Evidence was reviewed and when lacking, new evidence was sought and generated. The principals worked for nearly a year on the report, drafting and redrafting the document, seeking internal and external reviewers to provide feedback in order to ensure all criteria were thoroughly addressed, and looking for examples of best practices at other institutions.

The principals openly invited outside perspectives and reviewers to examine every facet of Oak Valley's operations. In all, more than a dozen higher education experts reviewed various facets of Oak Valley's operation and eight individuals were asked to read, review, and provide suggestions on the Institutional Report.

The attached document provides a summary of the major vehicles Oak Valley uses to gather stakeholder feedback and disseminate important information (CFR 4.3 05 – Schedule of Information Gathering and Disseminating Activities).

List of Attached Evidences:
CFR 4.3 01 – Evidence-Based Decision-Making
CFR 4.3 02 – Annual Board Calendar
CFR 4.3 03 – Board Minutes - January 2019
CFR 4.3 04 – Faculty and Staff Review Process
CFR 4.3 05 – Schedule of Information Gathering and Disseminating Activities
CFR 4.3 06 – Student Focus Group
CFR 4.3 07 - 2019-2014 Budget

CFR 4.4 Institutional Learning and Improvement

The institution, with significant faculty involvement, engages in ongoing inquiry into the processes of teaching and learning, and the conditions and practices that ensure that the standards of performance established by the institution are being achieved. The faculty and other educators take responsibility for evaluating the effectiveness of teaching and learning processes and use the results for improvement of student learning and success. The findings from such inquiries are applied to the design and improvement of curricula, pedagogy, and assessment methodology.

Guideline: *Periodic analysis of grades and evaluation procedures are conducted to assess the rigor and effectiveness of grading policies and practices.*

Institutional Response:
Oak Valley College, with significant faculty involvement, engages in ongoing inquiry and evaluation of teaching and learning. As a small faculty body (14 members), communication with faculty is frequent, easy, and organic.

The Dean, President, Executive Vice President, Faculty Chair, and lead faculty provide leadership in guiding discussions. The monthly Faculty Senate meeting provides a platform for exploration of a host of topics. Over the past year, meetings have covered topics of collaboration between administration and faculty, how continually improve student success, and current and aspirational academic performance and standards.

At the end of each course, faculty members submit Faculty Self-Evaluation and Signature Assignment Assessment Forms. These forms along with end of semester student evaluations provide a starting point for the Dean and faculty to discuss issues that may require attention ([CFR 4.4 01 – Signature Assignment Assessment Form](), [CFR 4.4 03 – Faculty Self-Evaluation](), and [CFR 4.4 07 - Student Evaluation]()).

Within the Signature Assignment Assessment Form, faculty provide a narrative of how the course's signature assignment applies to the general education and program learning outcomes along with an assessment of how students performed in meeting the standards. Similarly, the student evaluation process asks students how they progressed in meeting the GE and/or PLOs, which include:
1. Critical Thinking
2. Creative problem solving
3. Communications
4. Biblical literacy and spiritual growth
5. Lifelong learning and liberal arts
6. Computational literacy
7. Scientific literacy
8. Information literacy

The Office of Institutional Research (IR) summarizes and analyzes data to inform future conversations. The Dean and Faculty Chair facilitates discussions with faculty regarding best practices, student performance standards, and ideas for continuing to improve teaching and learning. The results of these discussions are used to ensure academic standards are met and to design and improve the curricula, pedagogy, and assessment methodology.

Faculty members are encouraged to share teaching and learning best practices at Faculty Senate meetings. For example, after attending the session *Better Assignments as a Path to Better Writing* highlighting the conditions that make an effective student assignment at the 2019 ARC Conference, Professor Leonard shared a checklist of components that comprise effective course assignments (CFR 4.4 11 - Assignment Checklist). From this example, faculty explored the premise that the quality of an assignment influences the quality of student writing.

The monthly Faculty Senate meetings and other instructional quality assurance processes culminate in the biennial program review, which enables faculty to take a critical look at the program and offer substantive changes. In order to ensure Oak Valley follows best practices, a major component of the program review is to examine work at peer institutions and invite external reviewers to evaluate Oak Valley's program. In the 2018 Program Review, two external reviewers provided several recommendations for substantive changes, many of which were adopted (CFR 4.4 09 - Program Review Recommendations - Connolly and CFR 4.4 09 - Program Review Recommendations - Connolly, and CFR 4.4 10 - Program Review - Jessup University).

Regarding classroom performance, the Dean conducts an annual classroom observation of each faculty member, which highlights preparation and organization, instructional strategies: variety and pacing, content knowledge, presentation skills, teacher-student rapport, classroom management, and clarity of material presented.

Following the classroom observation, the professor meets with the Dean to reflect on his/her teaching and discuss opportunities for improvement. The observation is not a performance evaluation per se but more of a peer-to-peer discussion of best practices and opportunities for improvement (CFR 4.4 02 – Faculty Observation Evaluation).

The observation along with Faculty Self-Evaluation and Signature Assignment Assessment Forms and student evaluations are then taken into account by the Dean to perform an annual performance review, which helps further engage the faculty member to improve teaching and student success (CFR 4.4 04 - Faculty Performance Review).

These performance reviews can then be analyzed, more globally, to provide the Dean with reflections and analysis to inform the Faculty Senate and Academic Affairs Committee (CFR 4.4 08 - Academic Affairs Dean's Report January 2019, CFR 4.4 05 - Institutional Research Semester Report - Spring 2019 and CFR 4.4 06 - Institutional Research - 2018 Annual Report).

List of Attached Evidences:
CFR 4.4 01 – Signature Assignment Assessment Form
CFR 4.4 02 – Faculty Observation Evaluation
CFR 4.4 03 – Faculty Self-Evaluation
CFR 4.4 04 - Faculty Performance Review
CFR 4.4 05 - Institutional Research Semester Report - Spring 2019
CFR 4.4 06 - Institutional Research - 2018 Annual Report
CFR 4.4 07 - Student Evaluation
CFR 4.4 08 - Academic Affairs Dean's Report January 2019
CFR 4.4 09 - Program Review Recommendations - Connolly
CFR 4.4 10 - Program Review - Jessup University
CFR 4.4 11 - Assignment Checklist

CFR 4.5 Institutional Learning and Improvement

Appropriate stakeholders, including alumni, employers, practitioners, students, and others designed by the institution, are regularly involved in the assessment and alignment of "educational programs.

Institutional Response:
Oak Valley College regularly involves appropriate stakeholders in the assessment and alignment of educational programs. Students participate in the evaluation of programs through semi-annual focus groups, end of course evaluations, student government (with the student body president asked to represent student concerns to the board), and student advising.

From New Student Orientation and throughout the program, students are regularly told that, "Oak Valley College is *your college*," meaning this is their education, and they should play an active role in shaping it, maintaining it, and ensuring it meets their needs. The small cohort-style program allows students to approach faculty members and administrators directly to request support, offer suggestions, and provide ongoing engagement.

Professionals from business, nonprofit, and ministry are involved in Oak Valley primarily through the Advisory Board, which serves as advisors, advocates, and ambassadors for the College. Periodically, President Blum and Executive Vice President Leonard meet with individuals and small groups of Advisory Board Members to provide College updates, discuss strategy, and identify new network connections ([CFR 4.5 05 - Board of Trustees and Advisory Board Members](#)).

More formal sessions are also sometimes arranged. For example, a meeting conducted by the Orange County Barnabas Group in 2018 featured ten business owners and executives who are devoted to faith-based causes and organizations. This group provided suggestions on how Oak Valley could help students prepare for the labor market. While the session was somewhat light on specific recommendations, two participants from the group (Dustin Reidel and Connie Salios) have become leaders in helping shape Oak Valley's strategic plan and career development program ([CFR 4.5 01 – Barnabas Group Session - September 2018](#)).

Starting in Fall 2019, Dustin is leading a group of four professionals to offer a career planning program to help students identify and align their career goals with their strengths. This program intends to use several survey instruments (Enneagram, Strengthsfinder, Myers-Briggs, and DISC). Dustin has extensive experience applying Strengthsfinder and other Oak Valley leaders are coaches in administering the other instruments ([CFR 4.5 06 - Career Preparation Program](#)).

President Blum and Vice President Leonard meet with Connie Salios every couple of months, primarily to review strategic planning efforts. Connie is a business owner, serves on several prominent nonprofit and for-profit boards, and has taught leadership at prominent universities. His expertise in executive coaching has played an integral role in helping reshape Oak Valley's Strategic Plan and mission, vision, and values statements.

Within their courses, Oak Valley students are frequently given assignments providing connectivity with practitioners in the field. This strategy is used to give students practical feedback and encourage them to identify potential career opportunities. For example, one Oak Valley student asked a professor (Marketing) to coach him in his Launch Pad Project. From this

project, the student initiated a business plan with three partners the professor identified, which led to the formation of a new venture, which employed the student upon graduation.

Another example emerged in the Design Thinking Course, where seniors were tasked with sharing their research and assumptions about a particular business project to individuals who came to Oak Valley's Harvest Gathering. Business owners, parents, and the greater Oak Valley community were able to view the projects and provide feedback to students about their research (CFR 4.5 02 – Design Thinking Student Project Example).

Finally, through the formal program review process and preparation of the Institutional Report, Oak Valley administrators engaged internal and external experts to evaluate its program and standards. President Derry Connolly (JP Catholic University), Provost Paul Alexander (Hope International University), Provost Gayle Copeland (Fresno Pacific University), and a leadership team from William Jessup University helped Oak Valley benchmark its programs against these outside institution's programs and standards. Internally, Oak Valley Board Members, Gary Miller (former Provost, Biola University) and Dean Joe Grana (Hope International University) helped guide many standards at Oak Valley (CFR 4.5 03 - External Program Review by Derry Connolly and CFR 4.5 04 - External Program Review by Team at William Jessup University).

List of Attached Evidences:
CFR 4.5 01 – Barnabas Group SWOT Session - September 2018
CFR 4.5 02 – Design Thinking Student Project Example
CFR 4.5 03 - External Program Review by Derry Connolly
CFR 4.5 04 - External Program Review by Team at William Jessup University
CFR 4.5 05 - Board of Trustees and Advisory Board Members
CFR 4.5 06 - Career Preparation Program

CFR 4.6 Institutional Learning and Improvement

The institution periodically engages its multiple constituencies, including the governing board, faculty, staff, and others, in institutional reflection and planning processes that are based on the examination of data and evidence. These processes assess the institution's strategic position, articulate priorities, examine the alignment of its purposes, core functions, and resources, and define the future direction of the institution.

Institutional Response:
Oak Valley College regularly engages its multiple constituencies in institutional reflection and planning processes that are based on data and evidence. At the board level, staff provide data regarding enrollment, retention, student satisfaction, faculty reflections, finance, and more. Data are reviewed by the Executive, Advancement, Academic Affairs, and Finance Committees to provide strategic and tactical direction to support current and future initiatives (CFR 4.6 04 - Board Committee Descriptions).

Specifically, the Executive Committee reviews strategic priorities and evaluates a Strategic Plan for adoption by the board. The Finance Committee prepares the annual budget in March for adoption by the board in May, as well as monthly or bimonthly reviewing financial activities, year to date budget vs actual, and other financial performance standards. The Academic Affairs Committee receives reports from the Dean and Institutional Research (IR) about academic performance and student success following each semester and at the end of the calendar year (CFR 4.6 05 - Annual Board Calendar, CFR 4.6 02 - 2019-2024 Budget, and CFR 4.6 01 – 2019-2020 Strategic Plan).

Faculty engage in monthly discussions of institutional priorities, purpose, and core functions during Faculty Senate meetings, and as part of the biennial program review process. IR provides ongoing reporting to faculty of relevant enrollment, retention, and student success data through semester and annual reports. The Dean and Faculty Chair collaborate to set the agenda for these meetings by discussing high-level priorities. Faculty ideas and suggestions are articulated back to the Dean who discusses challenges and opportunities for improvement with administration and the Academic Affairs Committee. These discussions led to the creation of the Writing Center in Spring 2019.

Advisory Board Members are brought into the conversation to provide direction, serve as a sounding board to administrators, and/or analyze and review specific policies, standards, or practices. Administrators inform members, both individually and collectively, of needs and opportunities for future engagement.

Administration assembles and publishes an Annual Report as a means of articulating strategic priorities and the condition of the College to all its major constituents (CFR 4.6 03 - 2017-2018 Annual Report).

List of Attached Evidences:
CFR 4.6 01 – 2019-2020 Strategic Plan
CFR 4.6 02 - 2019-2024 Budget
CFR 4.6 03 - Institutional Research Annual Report 2017-2018
CFR 4.6 04 - Board Committee Descriptions
CFR 4.6 05 - Annual Board Calendar

CFR 4.7 Institutional Learning and Improvement

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 as part of its planning, new program development, and resource allocation.

Institutional Response:
Oak Valley College undergoes a formal budget planning process that includes analysis of current and past enrollment data, donations, and anticipated expenses. With each successive year in operation, administrators, under the direction of the Board Finance Committee, are better able to anticipate enrollment and expenses for the coming year and plan accordingly.

The staffing plan is probably the most significant financial consideration. As the Eligibility Review Committee (ERC) pointed out, Oak Valley has relied on low personnel costs. The long-term budget accounts for market-rate salaries including benefits starting in 2021-2022 ([CFR 4.7 02 – 2019-2024 Staffing Plan](#) and [CFR 4.7 01 – 2019-2024 Budget](#)). At current staffing levels, Oak Valley is well positioned to maintain a high-quality program with sufficient administrative and academic leadership. Over the next few years, these added salaries will only add to the sustainability of the College over time.

Although Oak Valley plans to continue using shared facilities over the coming years, full facilities costs are also factored into the budget starting in 2021-2022.

As a means of projecting enrollment, the admissions team tracks metrics on key recruiting performance indicators. The team reviews progress on monthly goals in weekly recruiting and enrollment meetings ([CFR 4.7 04 – Enrollment Goals and Performance Dashboard](#)). These enrollment goals get reflected in the annual budgeting process.

Input gathered from faculty and staff throughout the year and at Faculty Senate meetings are taken into consideration when creating the Strategic Plan and preparing any new resource requests. Faculty are continually asked if they have resource requests to improve student success. At this early stage in Oak Valley's growth, the institution is small and faculty and staff have easy access to the President and Cabinet. When a faculty or staff member wishes to give input that affects areas of strategic planning, they are able to convey those requests directly to a senior administrator for consideration. The Writing Center budget and staffing was formed out of this process and was launched in May 2019 ([CFR 4.7 07 - Writing Center](#)).

The board and senior leaders are engaged in ongoing discussions to identify and articulate important external issues facing Oak Valley ranging from regulatory and legislative concerns to opportunities presented from technological advances to issues concerning the culture affecting youth and young adults ([CFR 4.7 03 – Annual Report 2017-2018](#)).

Oak Valley is not currently factoring any funding coming from Cal Grants in its five-year budget. Although Oak Valley intends to pursue Cal Grants, there are concerns that faith-based schools may be denied Cal Grants in the future, so it is not prudent to rely on that funding in budgeting.

Administrators are also closely following political conversations regarding higher education affordability and free college policy proposals Recently, local community colleges have begun

offering free tuition. This does not appear to have any material impact on Oak Valley enrollments. In fact, it is hoped that this "rising tide" of local college students may serve to boost enrollment as more students explore their options and consider how a low-cost three year bachelor's program compares favorably with a free (and crowded) two-year associate's degree.

Regarding cultural concerns, in late 2018, the College offered a workshop, *Working with Youth and Young Adults in an Age of Depression and Anxiety - A Workshop Empowering Christian Leaders.* This program emerged out of a realization that many youth and young adults are struggling with depression and anxiety, and Oak Valley bears a responsibility to support the public to address this issue. Oak Valley is offering its second mental health workshop in September 2019 (CFR 4.7 05 – *Working with Youth and Young Adults in an Age of Depression and Anxiety - A Workshop Empowering Christian Leaders*).

Another program, *Faith, Business, and Ministry: A Workshop for Church and Business Leaders* was offered in May 2019 to a few dozen business and ministry leaders. This program is offered in partnership with a couple of leading regional faith-based groups (CFR 4.7 06 – *Faith, Business, and Ministry: A Workshop for Church and Business Leaders*).

Additional workshops have been offered and will continue to be offered as a means to broaden Oak Valley's impact in the community. The costs of these events is negligible.

Finally, regarding new programs, Oak Valley is committed to supporting a single degree offering in business as administrators pursue ACBSP accreditation. As the College grows, future initiatives may focus on serving other communities rather than offering additional programs. Preliminary discussions are underway to explore opening a campus in the Desert and/or Orange County in the next 3-5 years. These discussions are early and no decision or strategic plans have been formulated.

List of Attached Evidences:
CFR 4.7 01 – 2019-2024 Budget
CFR 4.7 02 – 2019-2024 Staffing Plan
CFR 4.7 03 – Annual Report 2017-2018
CFR 4.7 04 – Enrollment Goals and Performance Dashboard
CFR 4.7 05 – *Working with Youth and Young Adults in an Age of Depression and Anxiety - A Workshop Empowering Christian Leaders*
CFR 4.7 06 – *Faith, Business, and Ministry: A Workshop for Church and Business Leaders*
CFR 4.7 07 - Writing Center

Standard Four: Synthesis/Reflections

1. After completing this analysis, what are the 2 or 3 most important issues that should be emphasized in the Review under this Standard?

"The institution engages in sustained, evidence-based, and participatory self-reflection about how effectively it is accomplishing its purposes and achieving its educational objectives."

Oak Valley leaders (founders, board members, administration, and faculty) passionately commit to excellence in carrying out its mission. Leaders have sought support from experts in higher education and business to develop high-quality evidence-based systems, policies, and standards to achieve educational effectiveness. There is an eagerness at Oak Valley to do well, pursue best practices, and continuously improve.

"The institution considers the changing environment of higher education in envisioning its future."

Oak Valley embraces this challenge as evidenced by its approach to affordability and the debt-free commitment it provides its students. Long before it was *fashionable*, Oak Valley founders struggled for nearly a decade to build a sustainable model of affordable high-quality liberal arts education. After three years, that model is delivering on this promise and leaders remain wholly committed to sustain this vision into the future.

"These activities inform both institutional planning and systematic evaluations of educational effectiveness. The results of institutional inquiry, research, and data collection are used to establish priorities, to plan, and to improve quality and effectiveness."

Though Oak Valley is small and new, organizational structures and institutional maturity are taking shape. Leaders value strong systems that support Oak Valley's current student body and are poised for its growth. Conservative budgeting and financial reserves are in place. Institutional planning, more generally, has factored in various contingencies and best/worst case scenarios in order to ensure stability and sustainability. Finally, faculty governance and leadership relying on sound data resources are in place to improve student success in the future, and the program review process will guide faculty-led program revisions and updates.

*2. Looking overall at the quality and effectiveness of the institution's data gathering processes and systems to support the review process, what are institutional **strengths**?*

Ultimately, at the core of Oak Valley's success are its leaders. Through the commitment of a diverse team of dozens of committed board members, administrators, faculty, and staff, Oak Valley is well positioned to sustain its mission, vision, and values into the future. In just a few years, a sustainable business model built on the passion to serve (disciple) the next generation of leaders is providing proven results for students.

Oak Valley relies on experts in multiple facets of its operation, including a number of seasoned higher education administrators and business leaders to develop and review standards, policies, and procedures. Oak Valley has built a solid institutional research function and data gathering assets, several CPAs and finance professionals have helped to frame budgeting, financial

planning, and audit requirements, and at least six management/executive coaches who support strategic planning and leadership development.

3. Looking again at the overall quality and effectiveness of the institution's data gathering processes and systems to support the review process, what are areas to be addressed or improved in the foreseeable future?

Although sophisticated IR reporting is in place, data is still limited. With only a single graduating cohort and limited enrollment numbers, data does not provide enough historical information for administrators and faculty to be guided by the results.

Second, faculty and administrators often focus too heavily on poor performing students. It is right to ask, "What can we do to serve and support poor students?" However, poor performing students are a minority at Oak Valley, and they sometimes receive a majority of the attention. Efforts are underway to address this concern. For example, the Writing Center will support poor performing students outside of class, so faculty will be able to spend less time in class working on students with writing deficiencies.

Finally, while Oak Valley has done well in admission, admission standards are not selective enough, yet. This leads to admitting students who may not be an ideal fit for the program. Leaders look forward to a time where admissions standards will lead to first-year retention nearing 90% and graduation rates of 80% (an aspirational goal).

In 2019, this goal is starting to take shape. By admitting students earlier in the year (all students were enrolled by July 1), and tapping into more academically well-qualified students, administration believes these standards may be attainable in the next five years. Additional selectivity and reaching WSCUC Candidacy should help Oak Valley move closer to reaching this goal.

Section 5: Identification of Other Changes or Issues the Institution is Facing

This section of the report should briefly identify any other significant issues or changes that are likely to occur at the institution in the upcoming five years that are not described in preceding sections (e.g., changes in key personnel, major new anticipated programs, modifications in the governance structure, or significant financial results). This information will help the visiting team gain a clearer sense of the current and anticipated future status of the institution.

Once Oak Valley grows to approximately 80% of its current facilities capacity of 150 students, a discussion will take place among senior administrators and the board to identify how the College wants to expand. As part of this conversation, the board will discuss:

1. **Multi-campus** - Establish 1-2 new campus facilities, approximately 20-40 miles away, keeping the single degree program in place
2. **Cap enrollment** - Set an enrollment cap (150-250) and consider the opportunities and limitations of the current program model, including facilities, expenses, personnel requirements, etc.
3. **New facilities** - Grow a home campus in a new location with 1-2 new degree program offerings (beyond 250 students)
4. **Explore** - Consider alternative programs and services, maybe create a business incubator (supporting student business plans), provide non-degree programs, build support services for the campus and local community
5. **Innovate** - Develop a new education model and platform

Also, as discussed earlier, Oak Valley also intends to pursue Accreditation Council for Business Schools and Program (ACBSP) accreditation as soon practicable after WSCUC Candidacy is awarded.

Outside of these initiatives, Oak Valley board and administration is primarily focused on continuing to improve academic standards, student success, and faculty-led governance over the next five years.

Section 6: Preparation for Reaffirmation under the 2013 Handbook of Accreditation

The [2013 Handbook of Accreditation](#) focuses major attention on new areas of emphasis which will take significant time and effort to address. This component of the report asks the institution to anticipate how they will prepare for three areas when they seek reaffirmation following the granting of Initial Accreditation: (Please do not focus on the content of these areas but on the processes that will be used):

a) *Degree Programs: Meaning, Quality, and Integrity of Degrees*
b) *Educational Quality: Core Competencies, and Standards of Performance at Graduation, and*
c) *Sustainability: Preparing for the Changing Higher Education Environment.*

Degree Programs: Meaning, Quality, and Integrity of Degrees

Oak Valley College leaders (board, administrators, faculty) share in the meaning, quality, and integrity of the degree program offered.

Meaning - Oak Valley's meaning is set by the board, articulated by senior administrators, and carried out to students through the faculty. Currently, and throughout the reaffirmation process, feedback will be solicited from key stakeholders (students, faculty, staff, and employers) to refine the meaning of the College and its program. This feedback is provided to the board through the strategic planning process, which informs the refinement of the meaning of the program.

Quality - Oak Valley defines and continuously improves the quality of its academic program through a feedback loop, which asks students and faculty to reflect on student success, which in turn, is passed through to and reviewed by the Faculty Senate and Academic Affairs Committee. This provides for analysis and refinement of the program, carried out, primarily, through the program review process. That process also includes input from alumni and employers to update and clarify the program learning outcomes and other measures of student success.

Integrity - Oak Valley is built on a foundation that standards of excellence are to be sought at all levels of the organization and reinforced by data gathering, analysis, and action that support the mission, vision, values found at the College. The Program Learning Outcomes are to be articulated and aligned through the courses, which contain practical student learning outcomes. The feedback of students through their performance on course assessments and evaluations will be reflected back to faculty, who will report those results to administrators, who will then fine-tune the PLOs and administer any revisions in order to continuously improve student learning and achievement.

Educational Quality: Core Competencies, and Standards of Performance at Graduation

Oak Valley's commitment to meet the core competencies is highlighted in the make-up and standards reflected, first, at the course level, and more generally, through the overall program design.

The process in which Oak Valley evaluates its core competencies, and will continue to do so in reaffirmation is articulated below.

- Critical Thinking - As Oak Valley emphasizes its liberal arts core, critical thinking is listed first in nearly all of its educational priorities. The goal, here, is to provide students with a basis for supporting their futures by developing this skill and building on it throughout their academic career.

- Written Communication - Carried out through a host of writing-intensive course requirements, including Freshman Writing Seminar, Biblical Themes in Literature, Marketing Plan Development, Business Law and Ethics, and many more. These courses are further supported by the Writing Center, which is designed to support written communication prior to first semester all the way through the students' capstone experience.

  Through the program review process, this area will be examined by the faculty to identify what areas of support students continue to need to improve their core competency as writers. The faculty will ask Writing Center Director Glessner to report the results of how she has been able to support students during the initial Center activities.

- Oral Communication - Similar to writing, presentation skills are a focal point of an Oak Valley education, as exemplified through courses like Business Communication, Leadership, and nearly all other courses. This is also supported by small class sizes where students are asked to prepare formal presentations, individually and within small groups.

- Quantitative Reasoning - This competency is carried out through a variety of courses starting with Entrepreneurship during first semester and carried out throughout the program in a wide range of obvious courses covering economics, accounting, finance, statistics, and more.

- Information Literacy - Students develop information literacy skills during the Freshman Writing Seminar, first semester. This is where students participate in formal library research and examine the validity of academic resources, including academic journals. This is intended to give students the support skills to carry them throughout their academic career at Oak Valley. As Oak Valley continues to grow and mature, information literacy across the program will be more critically reviewed and addressed. Discussions with faculty are underway to examine this question, and the program review process will serve as a key area of analysis of how this is being carried out.

The focus on educational quality at Oak Valley is highly valued and demonstrated in the commitment to provide students with a capstone experience, the Launch Pad course sequence, along with the Comprehensive Final Exam. Using the results of these two experiences, Oak Valley administrators will continue to establish and reinforce quality standards throughout the curriculum in collaboration with the faculty.

It is acknowledged that great efforts must be made to further define, refine, and articulate these standards with and through the faculty and students as Oak Valley matures and grows. The consistent commitment of the board and administration is that Oak Valley is dedicated to remain small in order to ensure such quality standards are met before growing to new campuses or adding new programs. It is best to do one thing well and move from there.

Sustainability: Preparing for the Changing Higher Education Environment

Oak Valley closely monitors three distinct areas in order to stay relevant and sustain its educational mission. First and foremost, the local/regional/state landscape is Oak Valley's proving ground. If students graduate and fulfill the needs of employers, it is safe to assume that the College has a strong future.

The State higher education landscape is vital to ensure Oak Valley's future path is secure. Over the past few years, Christian colleges and universities have been threatened by a variety of potential legislation and regulation. Oak Valley will stay focused on these issues and commit to adjust its approach as needed.

National trends are always on the minds of Oak Valley's administrators, who follow Department of Education policies to identify any impacts these positions may have on the College, its programs, and student success. Ultimately, Pell Grants are quite possibly the most important factor to ensure Oak Valley's debt-free model stays sustainable.

Finally, it should be noted that administrators are well aware that its position to offer a program that is high-quality AND exceptionally affordable may attract the attention of competitors. Given the current landscape in higher education, such competition is welcomed, as the end result would, prayerfully, be that more students are able to access a high-quality degree with no student loans.

Section 7: Conclusion: Reflections and Plans for Improvement

*In this concluding component, the institution assesses the impact of the self-study, reflects on what it has learned in the course of the self-study, and discusses plans for improvement. This component also provides the institution an opportunity to make a case for whether **substantial** compliance has been achieved with the four Standards and 39 Criteria for Review.*

Oak Valley's administration, board, faculty, and students are in alignment with the mission, vision, and values of the College. There is near unanimity among these stakeholders that what Oak Valley strives to achieve is desperately needed. By all indications, everything is working well. Students are succeeding in relatively high numbers, high-quality professors are able to carry out their duties independently with guidance and direction from supportive administrators. The simple approach of Oak Valley provides sufficient and sustainable resources for its operations, and the board is effectively directing and protecting the College into the future.

Outlined in the preceding pages are plans, processes, and practices to serve the College now and as it grows. There are no unrealistic goals and no unfunded mandates. As a maturing institution all the elements are in place to sustain operations and support student success for years to come. Multiple areas of improvement have been identified and plans have been adopted to support those opportunities.

There is nothing in the Standards and 39 Criteria for Review that seem overwhelming or where Oak Valley considers itself woefully deficient. Of course, there are some areas where Oak Valley needs to continue to mature, refine, and develop, but there are clear avenues to see those areas receive the required attention they deserve.

The areas that helped Oak Valley grow the most are those areas that are seemingly most critical, and it is exciting to see that development taking place:

1. Faculty Leadership and Governance - Oak Valley was already on a path where faculty had become more active in governing the academic program, but the self-study accelerated that process. When faculty and administrators viewed the standards, they knew how best to carry out this process and who to ask to lead.

2. Signature Assignment Assessments - When starting on this process three years ago, administrators were confounded on how to create effective linkages for faculty to align program learning outcomes with specific course learning outcomes. At the time, it felt like there were two different languages being spoken. One language was the technical language tied to course learning outcomes, and the second language was the seemingly unrelated broad and subjective language tied to the PLOs. Faculty and administrators knew both types of learning were going on, and the signature assignment assessment was the way to link them.

   The Signature Assignment Assessment Form provides the framework and spurs professors to articulate the linkages. The results have been encouraging thus far, and it is clear that the entire process cycle will ensure continuous improvement - program learning outcomes are created, specific course outcomes are created that support the

PLOs, professors educate students to meet the specific course outcomes, students complete a signature assignment to demonstrate competency in meeting the course learning outcomes, professors assess how students did in meeting the course learning outcomes, professors articulate how well students did in meeting the PLOs through the signature assignment, faculty and administrators review the results and identify ways to continuously improve.

3. Program Review - Completing the program provided a number of valuable assets, but the greatest learning came from the process of completing the program review. The primary learning was that Oak Valley needed, and established more concrete policies and procedures to start the planning process for the next program review in 2020.

4. Institutional Research - The self-study helped Oak Valley establish more well-defined institutional research and data-driven protocols and standards. While the protocols and standards are still young, the emergence of semester-based and annual reporting ensure data is being tracked, analyzed, and reported across the institution. This will continue to be fine-tuned, but data-based decision-making is maturing and on a trajectory that is sustainable and follows best practices.

5. Board Development - The board has matured and emerged in remarkable ways over the past year. While this was going to happen as board members became more familiar with each other and Oak Valley's operations, the self-study has greatly accelerated the process. This is evidenced in three ways: 1) Board committees have taken on more duties and leadership, moving from more or less advisory to action-oriented; 2) Board conversations have moved from tactical to strategic; and 3) Board support has grown from being passive (attending board meetings) to active (driving discussions and leadership decisions and bringing others to participate in events and activities).

6. Student Success - Last, but not least, Oak Valley has redoubled how it ensures student success with the addition of more tracking and analysis in student data, preparing alumni engagements and surveys, and better recognizing and following student outcomes at a course and programmatic level. The approaches adopted prepare Oak Valley to grow and maintain its highly personalized approach to student learning and success while supporting a robust data-driven decision-making infrastructure.

Section 8: Required Attachments

Institutions are required to provide the following forms as part of report submission. The forms are available in the [Document List](#) on the WSCUC website. Please upload them to the folder in Box.com when you submit the report (see pages 1 and 2 of this document).

- [Inventory of Educational Effectiveness Indicators](#)

- [Federal Compliance Forms](#) (to be completed by Site Visit Team):
    - Credit Hour and Program Length Review Form
    - Marketing and Recruitment Review Form
    - Student Complaints Review Form
    - Transfer Credit Review Form

- General Required Information (See Appendix C in *How to Become Accredited* procedures manual):
    - Diversity policies and procedures
    - Tuition refund policy
    - Disability accommodations policies and procedures
    - Faculty complaint and grievance policies
    - Staff complaint and grievance policies
    - Employee handbook
    - Curriculum and units required for graduation (if not in catalog)
    - Student learning outcomes at course, program, and (as appropriate) institutional levels
    - Faculty bylaws or policies demonstrating collective ownership of the curriculum
    - Representative course syllabi for each degree offered
    - Financial aid policies, manuals, and protocols
    - Posted policies on receiving transfer credit
    - List of institutions with articulation agreements
    - Staff hiring and evaluation policies and procedures
    - Faculty orientation policies and procedures
    - Staff development policies
    - Organization chart for key leadership positions
    - CEO biographical information
    - Minutes of board meetings for the last two years
    - Policy and procedures for board evaluations
    - Credit hour policy

[Section 8 - Inventory of Education Effectiveness Indicators](#)
[Section 8 01 - Diversity Policies and Procedures](#)
[Section 8 02 -Tuition Refund Policy](#)
[Section 8 03 - Disability Accommodations Policies and Procedures](#)
[Section 8 04 - Faculty Complaint and Grievance Policies and Procedures](#)
[Section 8 05 - Staff Complaint and Grievance Policies and Procedures](#)
[Section 8 06 - Employee and Faculty Handbook](#)
[Section 8 07 - Faculty Policies Demonstration Collective Ownership of the Curriculum](#)
[Section 8 08a - Representative Course Syllabi for Each Degree Offered](#)
[Section 8 08b - Representative Course Syllabi for Each Degree Offered](#)