REPORT OF THE WSCUC TEAM

For Reaffirmation of Accreditation

To Hope International University

April 23-26, 2024

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Section I – Overview and Context

A. Description of Institution and Accreditation History

Hope International University (HIU) is a faith-based institution that was first established as Pacific Bible Seminary in 1928 in Los Angeles. Since then it has grown and moved to Long Beach and ultimately to its current location in Fullerton. HIU was initially accredited by WSCUC in 1969. As the student demographics changed, the institution expanded its program offerings to include graduate and distance learning programs, and the name Hope International University was adopted in 1997.

The university is organized into five colleges: College of Arts and Sciences, College of Business and Management, College of Education, Pacific Christian College of Ministry and Bible Studies, and College of Psychology and Counseling. Each college offers traditional onsite undergraduate programs for residential and commuter students, as well as online undergraduate program for distance learners. Graduate program are also available in four of the colleges in both onsite and online modalities. The university offers thirty-six degree programs at the associate, bachelor's, master's, and doctoral levels. In fall 2023, HIU's headcount enrollment was approximately 1,300 students across the traditional undergraduate programs, online undergraduate programs, and graduate programs.

HIU is affiliated with a non-denominational fellowship of approximately 6,000 churches in the United States known as Christian Churches and Churches of Christ. The university's mission statement is to empower students through Christian higher education to serve the church and impact the world for Christ.

HIU was last reviewed for accreditation in 2016. Some of the important changes since the last accreditation review include a presidential succession in 2019, the closure of the Nebraska branch campus and the sale of most of the property, and leaving the leased space at the Anaheim campus site and moving the campus operations at that site back to the Fullerton campus.

B. Description of Team's Review Process

During the on-site visit the team met with numerous campus leaders, stakeholders, and community members. These included the president, the president's cabinet, the board of trustees, the academic deans and the vice president for academic affairs, the vice president for advancement, the vice president for finance, the student success team, the University Assessment Committee along with the director of institutional research and director of assessment, undergraduate students, graduate students, faculty, and staff.

HIU was very responsive to requests for additional data during the visit. A handful of emails were submitted to the confidential email account. These were taken into consideration when the team drafted its report.

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

HIU engaged in an authentic self-study that involved feedback from the campus community. The report was produced primarily by administrative staff – as is typical of most self-studies – but generation of the report was clearly a team effort. Furthermore, faculty and staff who were not directly involved in writing the report had opportunities to review and comment upon its contents. The report is comprehensive, written well, and supported by data as appropriate. It includes 57 appendices, providing documentation that serves to contextualize, illustrate, and detail key elements of the report. More importantly, the essays that emerged from the self-study appear to be accurate, highlighting notable institutional successes but also making no attempt to mask or downplay significant challenges. Areas in need of improvement were identified, and the self-study confirms the importance of some of the initiatives that were already underway when the report was prepared, such as implementation of the strategic plan.

Section II – Evaluation of Institutional Essays

Component 1: Response to previous Commission actions

HIU took several actions to address the Commission's recommendation that they ensure consistency of rigor across online and on-ground courses and programs. Those actions included aligning course learning objectives and program learning objectives across instructional modalities; charting online and on-ground course requirements calibrated to the Carnegie standard of 40 hours of student learning for each unit of earned credit; reviewing comparable online and on-ground courses in terms of student achievement as measured by aggregate GPAs for each course; and having deans monitor these data and oversee any necessary revisions.

HIU has also taken steps to ensure, to the greatest extent possible, that co-curricular opportunities afforded to on-campus students were also extended to online students. For example, the College of Education issued special invitations to online students to Professional Development nights (learning from local professional educators) and to social events at the dean's home.

In terms of increasing faculty and staff compensation, full-time faculty salaries increased by 21% in June 2021, with more modest increases since then. Compensation for adjunct instructors teaching on-ground courses was increased an average of 18.5%, and modest increase in staff compensation were implemented at the same time.

In terms of restoring retirement contributions, HIU restored matching funds for employee retirement contributions up to 3% in the 2016-17 fiscal year; however, those matching funds were not sustained.

HIU has made progress in the monitoring and revising of teaching and administrative loads of faculty by raising salaries, eliminating overloads, hiring an adjunct bench for substitution and replacement, and balancing the workload by adhering to its faculty workload model. Data on individual faculty workloads, as well as conversations with faculty, confirm that the teaching load for undergraduate faculty has been reduced to 30 units.

The Commission recommended that HIU build its IR capacity to monitor student success, and HIU has made extensive progress in its data collection and analysis efforts in this area, specifically in the hiring of a director of IR. The IR director develops a comprehensive university Fact Book that provides disaggregated enrollment, retention, and completion data, as well as faculty and financial data. Student data are disaggregated for OUG, TUG, and graduate students, and comparisons to peer schools are also presented. The Fact Book is shared with senior leaders and stored on a restricted university drive. The director also prepares a variety of deliverables and analyses that are reviewed with deans and faculty for decision making.

Component 2: Compliance: Review under WSCUC Standards and compliance with federal requirements; Inventory of Educational Effectiveness Indicators

Standard 1: Defining Institutional Purposes and Ensuring Educational Objectives

The visiting team found that HIU had a clearly articulated mission that is rooted in its Christian faith and focused on providing quality higher education experiences that shape their students into servant leaders in both the Church and in society. The mission was deeply engrained in, and was a motivating factor for, the trustees, administration, staff and faculty that the visiting team encountered throughout all interviews during the site visit (CFR1.1). The program learning and student learning outcomes strongly aligned with their stated mission and adequate systems were in place to assess student achievement, curricular/programmatic appropriateness, and continuous improvement of their academic offerings. This was evidenced by a clear verbal (on site interviews) and written (institutional report) articulation of a robust 5-year cycle of program review paired with annual evaluation of key performance indicators along with evidentiary exhibits documenting the use of these processes to enact improvements to their academic programs (CFR2.2).

The HIU catalog and faculty handbook contained a clear academic freedom policy for faculty, staff and students that aligns with higher education expectations for both the freedoms and

responsibilities that exist for each stakeholder. While there are clear expectations regarding alignment with the university's Christian mission, there were also clearly articulated commitments to free academic inquiry and the pursuit of truth at HIU (CFR 1.3). Additionally, there were no concerns expressed regarding academic freedom during any of the onsite review team interviews or through the confidential email account made available to the HIU community.

Consistent with its mission, the onsite review team noted appropriate awareness and commitments to diversity at multiple levels. The administration articulated the commitment and desire to diversify the faculty and staff to reflect the diversity represented within their student population. This was evidenced in the staff and faculty that the visit team met by gender diversity and increasing ethnic diversity in recent faculty hires. The trustees both articulated and demonstrated this commitment to diversify their board from its historic make up of Caucasian male clergy to a board that contains diversity in gender, ethnicity, and professional experience relevant to the higher education challenges the university might face (CFR 1.4). Additionally, the board makeup, policies and practices articulated to the onsite visit team during their interview reflected an appropriately self-perpetuating board with the freedom to autonomously act in the best interest of the university (CFR 1.5).

The HIU student handbooks for undergraduate and graduate students contains grievance and confidential reporting policies that are available to students. Additionally, this information, along with other consumer transparency information, is readily accessible at the bottom of each page on their website under the link entitled "Consumer Information" (CFR 1.6 & 1.7). While the onsite visit team found that all these policies were in place and readily accessible, there were student reports of some unevenness regarding timely responses to student concerns in different programs. Students from most programs represented in our open student sessions during the onsite visit were largely complimentary of the responsiveness and support from faculty and staff, with one notable exception in a program undergoing some significant transitions. The

administration indicated they were aware of some of this and that they were committed to taking the appropriate steps to ensure that this issue would be remedied.

The onsite visit team found the HIU stakeholders to be very open and forthright about any issues that were raised during the onsite review. They were responsive to the team's request for information, documents and data that were needed to conduct a thorough review of the Lines of Inquiry that were being pursued. Leadership at both the Board and Administrative Cabinet demonstrated both candor and awareness of both the challenges that they were facing as well as the relevant accreditation standards associated with those challenges. In every interview, the onsite team found the participants were very open and responsive to the onsite team's questions and observations. The onsite review team found the institution's posture to be one of openness to learning and improving in all areas of inquiry (CFR 1.8)

Overall, the team's finding, which is subject to Commission review, is that the institution has provided sufficient evidence to determine compliance with Standard 1. It should be noted that final determination of compliance with the Standards rests with the Commission.

Standard 2: Achieving Educational Objectives Through Core Functions

Standard 2 addresses whether 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.

Teaching and Learning

HIU presented information related to its programs in the institutional report including: 1) degrees which include program outcomes mapped to institutional and course outcomes; 2) concerted efforts led by the college deans with the purpose of taking responsibility for tracking the implementation of the learning outcomes and working jointly with faculty in their assessment; 3) an assessment schedule for learning outcomes; 4) an existing program review process; 5) clear entry and graduating requirements (CFRs 2.1, 2.2, 2.3, 2.4). A review of the documents and

interviews with students, faculty, and staff indicate outcomes data is being collected and periodic reviews are being carried out (CFR 2.10). The institution also publishes a "Closing the Loop" report that spells out areas for improvement in each program and what actions need to be taken to address those areas.

The team found it unclear how HIU is using the data to effectively improve their academic processes leading directly to student success. The team recommends that HIU refine the data analysis of student learning towards a meaningful, manageable, and sustainable process (CFRs 2.3, 2.4) and prioritize student retention and success by improving the analysis and interpretation of existing data to develop high-impact strategies and practices that proactively strengthen student retention for at-risk populations in addition to the individual early alert efforts currently employed (CFRs 2.6, 2.10). Furthermore, it was acknowledged that at this time, no co-curricular assessments are being done (CFR 2.11), although many new co-curricular actions have taken place in terms of honor societies, professional development nights, and social events. At this time, the effects of these efforts on student success have remained unassessed.

Faculty

HIU has made great strides in the monitoring and revising of teaching and administrative loads of faculty by raising salaries, eliminating overloads, hiring an adjunct bench for substitution and replacement, and balancing the workload by adhering to its faculty workload model (CFR 2.1).

In June 2021, full-time faculty salaries increased by 21%, with more modest increases since then, with the most recent increase in January 2024. Adjunct faculty salaries still need to be increased, as well as adding matching funds for retirement for full-time faculty - up to 3%.

As for faculty workload, HIU made positive changes since the previous WSCUC team visit in 2016. Previously, it was recommended the institution develop a fair and consistent workload model across faculty members and support a doctoral-level culture (CFRs 2.2b, 3.2).

With the improved current workload model, the faculty members work with their college dean to develop workloads of 30 units in undergraduate programs and 27 units in graduate programs. There are units granted for teaching, administration, committee membership, accreditation, tutoring, and advising. The requirement for faculty to hold office hours decreased from 12 to 9 hours per week, and all these changes are negotiated prior to the module start and enumerated in the faculty contract. In interviews with faculty, several undergraduate and graduate faculty reported that they feel this is equitable and sustainable because they clearly understand the mission of HIU to be a primarily teaching university, rather than a research institution (CFR 2.1). However, research and scholarship are encouraged and some support is available.

Research and Scholarship

HIU holds three faculty in-services each year which includes a presentation by faculty members who have undertaken research and scholarship opportunities and are able to present to their peers. This was evidenced by the listing of all the faculty in-service presentations and topics; of particular importance were the presentations focused on case studies to deepen awareness and understanding of issues of diversity, equity, and inclusion (CFR 2.8). One topic raised in faculty interviews that might warrant further attention and training in these in-services pertains to artificial intelligence and academic integrity issues. There was a newly adopted AI policy statement in spring 2023, but faculty are still feeling apprehensive about this topic in terms of being confident to address and prevent cheating in their courses and would like opportunities to develop their expertise.

Student Success

As aforementioned, HIU has developed a process of assessing student learning that covers course, program, institutional, and general education outcomes, when interviewing faculty and staff, it is evident that they grasp the fundamental concepts, but it is uncertain how all these data and information are tied to improvements in the curricula, teaching delivery, student achievement

(CFR 2.9). For example, one piece of data evidence shared with the team was a bivariate analysis utilizing *t*-tests to examine the Consistency of Rigor from 2021-2023. For the academic year 2021-2022, BIB1225 (TUG) & BIB1226 (OUG): History & Literature of the Early Christians courses, the grade point average among the 81 online undergraduate (OUG) students was 2.963, and among the 127 traditional undergraduates (TUG) was 2.638 for the respective on-ground course. In reviewing these results, the grade point average ranged from 1.0-3.5 across two academic years. This analysis is led by the Institutional Research (IR) department and shared with leadership; however, how these data on GPA informs change in the classes was not addressed with the team during the visit.

In addition to examining differences in course grade point average, HIU implemented Dropout Detective, which is a new feature embedded in the Canvas shell that promotes early at-risk detection for every active course. This added alert communicates with faculty certain behaviors, needs, or experiences noticed in the classroom that might be leading to retention issues for early and prompt interventions in order to promote student achievement (CFR 2.10). It was expressed to the team during interviews that actions taken to support at-risk students are done on a case-by-case basis. While these individual early alert efforts are commendable, as aforementioned, there does not appear to be long-term sustainable retention efforts in place to support the success of future HIU students.

In addition to retention efforts, the institutional report and interviews highlighted co-curricular activities designed to support student success, such as tutoring and writing support (CFRs, 2.11, 2.13, 2.14). Given that roughly 80% of the TUG population is comprised of student athletes, including transfer students, co-curricular activities are tailored to support this group. During student interviews, the passion for their sport was evident as well as deep gratitude for the academic support from HIU faculty to ensure that student athletes succeed.

However, a potential inequity with respect to receiving responsive actions and advising on degree requirements was expressed by MFT students, such that it was reported that administrative faculty are not submitting their clinical hours in a timely fashion (CFR 2.12), and that the system for tracking and submitting clinical hours is confusing and stressful for the students and their supervisors. Students in other academic programs, however, expressed an overwhelmingly positive experience, particularly highlighting that their faculty have gone above and beyond to ensure that they are meeting their program requirements.

Last, information about how to file a grievance is clearly outlined in the student handbook and accessible from HIU's website. The process for non-academic complaints, however, is not as clear, and it was expressed to the team during student interviews that repeated requests related to inaccessible buildings have been deferred, such as broken elevators. "Dorm life" in particular, was an area of challenge respectfully expressed by students, such that they recognized the institutional limitations, but are concerned about the housing conditions for students with mobility-related disabilities (CFR 2.13). Requesting accommodations, in general, was expressed to be a burdensome process on the students, with multiple levels of evidence needed and directed to leadership. Students stressed that because the process is burdensome, for example for dietary accommodations, and because it is common for their requests to be denied, they will often go long periods without eating. Both food and housing were growth areas presented in the survey evidence provided for the institutional report. Despite this challenge, the students expressed a deep gratitude to the cafeteria staff ability to utilize their resources to support students.

Overall, the team finds that HIU demonstrated evidence of compliance with Standard 2 at a level sufficient for accreditation, recognizing that only the WSCUC Commission can make a final determination.

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

Faculty and Staff

HIU has dedicated faculty and staff who are committed to the institution and the students they serve. Many of the faculty and staff are alumni of HIU who are devoted to the mission of the university and care deeply about the success of the students. (CFR 3.1) HIU leadership has made progress with addressing faculty workloads and compensation since the last WSCUC Commission Action Letter. Full-time faculty are limited to teaching eight courses a year and are appointed by the respective dean of the department to serve on committees or a variety of other service functions within their academic unit. To address compensation, full time faculty salary was increased approximately 21% on average in June 2021 and then modest increases since then. Compensation for in-person instruction for adjunct faculty was increased by 18.5% on average. Cost of living adjustment was made 1.3-3.3% for full-time faculty and key staff since June 2021. These increases required an initial investment of $160,000 implemented over two years. The vice president of academic affairs mentioned a need to increase adjunct faculty pay and add matching funds for retirement up to 3% for full time faculty as had been done prior to 2011 then added for one year in 2016-2017. In reviewing course enrollment data, the team noticed that there were a large number of courses with enrollments of fewer than five students. Going forward, the team recommends optimizing class sizes that may be too small in some cases (less than five students) to rationalize faculty load and continuing to monitor compensation along with faculty and staff satisfaction, similar to the satisfaction surveys launched in January 2024 to track ongoing concerns and opportunities for improvement.

The team had concerns with staff capacity (CFR 3.1), especially in admissions, enrollment management, and student success departments that directly affect enrollment and retention, as there were vacant positions and/or lack of clarity about targeted strategies that will make the

greatest impact for student enrollment and retention. For example, the Admissions department has an open position for the Director of Admissions, while the current Interim Director of Undergraduate Admissions is transferring to the Advancement department. The admissions and enrollment staff does not seem to currently have the capacity, expertise, and/or experience to accomplish the enrollment targets set by the Cabinet.

Traditional undergraduate (TUG) enrollment has steadily declined from its peak of 536 headcount (510 FTE) in Fall 2015 to 412 headcount (402 FTE) in Fall 2023. Similarly, online undergraduate (OUG) enrollment has declined from 308 headcount (234 FTE) in Fall 2015 to 138 headcount (112 FTE) in Fall 2023. The peak enrollment for OUG was 438 headcount (340 FTE) in Fall 2013. Graduate enrollment has steadily increased over the same period from 411 headcount (346 FTE) in Fall 2015 to 518 headcount (457 FTE) in Fall 2023. The team recommends developing internal capacity in admissions and enrollment management operations to ensure the institution's strategic goals and enrollment targets are met. (CFR 3.4)

Fiscal, Physical, and Information Resources

While HIU's report was reflective about resource planning, budgeting, enrollment management, and finances, the team sought to better understand how HIU's leadership used data and analysis to inform resource decisions and form strategies. From the data and reports shared with the team, it was unclear what information the President and Cabinet reviewed regularly to make resource allocation decisions. During the on-site visit, HIU leadership shared that the President and his Cabinet met every two to three weeks and more frequently on a one-on-one basis. They realized through the reaccreditation self-review process that they needed to improve documentation of their conversations and decisions in meetings regarding their data-driven decision making process. This is an area for follow up in the future.

As a tuition-income dependent institution, HIU's total revenues have declined with enrollment decrease in the past five years from $23 million in 2018-2019 to $21 million forecasted

for 2023-2024. HIU leadership has managed expenses and have made significant cuts during that period, including the most recent $200,000 cut to the budgeted expenses for FYE 5/31/24 given the shortfall in enrollment and auxiliary income. Total expenses were $25 million in 2018-2019 to $22 million forecasted for 2023-2024. Even with the cost cutting effort, HIU will see a deficit of $1.2 million for the current fiscal year per the latest forecast done in March 2024. HIU has been on Heightened Cash Monitoring since June 2020. (CFR 3.4)

In order to increase income, HIU leadership has successfully increased tuition over time and decreased the discount rate from 61% (2020-2021) to 55% (2023-2024) and projected 52% (for 2024-2025 budget) by working with the athletic coaches to curb discounts to student athletes. There is the same limit for the institutional scholarships to non-student athletes to maximize income while making exceptions to provide scholarships above the limit on a case by case basis for mission aligned purposes (e.g., students who are children of missionaries). For the 2024-2025 budget assumption, TUG tuition is 5% higher and other graduate tuition is 2.7-3.8% higher than the previous year.

In addition to tuition income, HIU leadership has been focused on increasing auxiliary income, which has dropped from 2023 to 2024. For facility rental, HIU leadership recently implemented a policy to require a 20% deposit at the time of booking to minimize the risk of cancellation, which affected the institution negatively in the current fiscal year. As a last resort measure, HIU leadership plans to access some of the equity value of their Fullerton campus (currently estimated to be $75-85 million per President Alexander) as collateral for borrowing with the Solomon Foundation, their current lender. The Solomon Foundation is a church extension fund that lends to churches and faith-based organizations.

As of FYE 5/31/23, HIU had long term debt of $18.7 million and $1.2 million of post-retirement benefit obligation outstanding. Since then the university has repaid the outstanding amount borrowed from the endowment with proceeds from the sale of part of the Nebraska

Christian College campus. In November 2023, HIU sold a part of the NCC property for $8 million in total proceeds (50% in cash and 50% in a 6% seller note). HIU still owns 33-35 acres in Omaha that is valued at $1.3 million.

FYE 5/31/25 budget for HIU generally assumes the same enrollment as the current year. While no new significant enrollment growth is projected, it will be important for HIU to achieve the higher retention rates assumed in the 2024-2025 budget. The retention rates are assumed to be as follows in the budget: 82.6% TUG, 80.6% OUG, 87.7% Graduate for Fall 2024 and 90.6% TUG, 79.2% OUG, 86.5% Graduate for Spring 2025. These rates are higher than the historical average for HIU.

At the time of the visit, several new initiatives were underway aimed at increasing enrollment and income. For example, HIU leadership has agreements in place with corporate partners to drive OUG enrollment for mostly first generation college students that work for these partners. The beta test for this program is slated for Fall 2024 with official launch in Spring 2025 with 15-25 students. This partnership has the potential to utilize excess capacity in online programs and increase student enrollment without additional costs (for the initial 100 students). Potential new enrollment from this partnership is not budgeted for 2024-2025, so this provides upside to the financials if it is successful. (CFR 3.4)

Two new programs are approved for launch in Fall 2024: a B.A. in Communication Studies to potentially increase enrollment for TUG and a Teacher Induction Program to increase e revenue stream for Graduate Education enrollment. Also, an in-person doctorate in Marriage and Family Therapy (DMFT) was launched in January 2022. Lastly, the HIU leadership is exploring building a STEM center at the Fullerton campus and extending programs into the STEM field. While the explorations of these programs came out of the program review process to increase the potential reach of HIU and to drive enrollment growth, their success and impact on the finances of

HIU is unknown at this time. The team recommends closely monitoring these efforts and making changes real time as needed to increase the chances of success.

In the short-term, prioritizing the highest yielding strategies that have either worked in the past or have the greatest probability of success for increasing student recruitment and retention will be critical to maximize available resources. For example, if word of mouth recruitment or personal referrals have been the most effective and common way for students to enroll at HIU, increasing student referrals through a campaign to engage current/former students, partners at local high schools, and supportive churches/organizations may bring better results than a marketing push for online students that may not have any connections to HIU. Given the market saturation and costs involved with online marketing, it will be important to understand HIU's competitive positioning for various online programs and focus efforts that have the greatest chances of success. While the team appreciates the many new approaches that HIU leadership is exploring, it is essential to have a clear strategic focus to meet short term enrollment targets. For all programs and especially for the graduate program, addressing any quality and student support issues will be imperative to building the reputation of HIU and bolstering retention. (CFR 4.7)

In April 2023, HIU leadership submitted the application for $3.3 million in funding from the Employee Retention Credit which was facilitated by CapinCrouse, a tax and audit firm serving nonprofits. If these funds are further delayed or do not come in, they will once again rely on leveraging the Fullerton campus as collateral. HIU leadership recognizes this is not financially sustainable. They shared that they have cut expenses to the greatest extent possible without affecting student facing areas of the university at this point. There is a risk that if the institution cannot increase enrollment and total revenues, HIU's leadership will need to potentially cut expenses in the student-facing areas, further exacerbating the financial strain of the institution. (CFR 3.4)

HIU's President and the Cabinet, along with the Board of Trustees, are well aware of the financial issues of HIU and working to increase enrollment and other non-tuition income while managing expenses. Excluding the COVID-related government funding through the Paycheck Protection Program loans which were forgiven, HIU would have had almost six years of net losses from FY 2018-2019 to FY 2023-2024. HIU leadership has budgeted a net loss of approximately $800,000 for the next fiscal year (2024-2025) as well. It is critical to the institution's financial viability that HIU leadership increase enrollment and gain traction in advancement along with other income generating activities. HIU leadership needs to expand advancement activities beyond what has worked in the past to explore new approaches and broaden relationships for funding opportunities.

According to the advancement report (as of April 15, 2024), Total Gift Income has significantly decreased since 2018-2019, going from $2.7 million to approximately $850,000 for FYE 5/31/24 due to decreased giving from donors and churches. While HIU leadership is exploring a STEM program and center that may provide more opportunities for funding through a capital campaign, it will be important to expand partners and donors who are mission aligned outside of the current giving base and deepen connections with alumni and others who value HIU and its legacy for institutional advancement independent of the STEM initiative. Strengthening advancement will not only support the current budget but also build a base for increasing the university endowment and ensuring financial sustainability in the long term. (CFR 3.4, 4.7).

Organization Structures and Decision-Making Processes

The organizational structures and decision-making processes are clear and consistent with the mission and purpose of the institution. (CFRs 3.6, 3.7) The team was impressed with the engagement of the independent Board of Trustees who were well aware of the opportunities and challenges of the university, including new programs, enrollment issues, and the shift in the higher education landscape, especially for a smaller, faith-based institution like HIU. They seemed

informed, exercised proper oversight, and held fiduciary responsibility for HIU. The Board conducts an annual self-assessment and has recently revised the board manual to adopt best practices. They conduct an annual review of the President and meet regularly with the Vice Presidents during the board committee meetings. HIU has a full-time chief executive officer and chief financial officer. The institution has appropriate leadership characterized by integrity, responsibility, accountability, and perseverance. (CFRs 3.8, 3.9)

One significant transition currently in process is that the current Executive Vice President of HIU who plays a significant role in the operations of the university is retiring at the end of May. HIU leadership has successfully identified a new Vice President for Business & Finance who starts on May 1st to take on the responsibilities of the current EVP and allow for a month of transition time before he retires.

The team's finding, which is subject to Commission review, is that the institution has provided sufficient evidence to determine compliance with Standard 3, although there are significant concerns about enrollment management and the university's financial viability. The team recommends closely monitoring enrollment and advancement initiatives to address ongoing financial sustainability. Only the WSCUC Commission can make a final determination about compliance.

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

Standard 4 addresses whether the institution engages in sustained and evidence-based self-reflection about how effectively it is accomplishing its purposes and achieving its educational objectives in light of the changing higher education landscape.

Quality Assurance Processes

HIU has made great strides in moving from a limited approach to assessment in the previous visit, to embracing a more meaningful culture of assessment. As aforementioned, HIU has a decentralized model for quality assurance, however, the institution collects direct and indirect assessment data and conducts periodic program reviews (CFR 4.1). Although non-academic programs do not have an established assessment process, they are invited to participated in the academic program reviews.

Academic assessment efforts are interdisciplinary and culminate in an annual Assessment Summit (CFRs 4.3., 4.4). The summit includes the sharing and reflection of data with the deans to support closing the loop, for example, through the presentation of assessment findings, a review of actions completed from the prior year, and the identification of actions for the forthcoming year. During interviews, it was evident that the summit is a celebrated and welcomed event in the HIU community. A recommended next step is to engage additional stakeholders in these processes to ensure alignment of resource priorities and planning efforts (CFR 4.5, 4.6, 4.7), as well as to strengthen the future direction of the institution.

With respect to IR, the previous team recommended that HIU build its IR capacity to monitor student success, and HIU has made extensive progress in its data collection and analysis efforts in this area (CFR 4.2), specifically in the hiring of a director of IR. The IR director develops a comprehensive university Fact Book that provides disaggregated enrollment, retention, and completion data, as well as faculty and financial data. Student data are disaggregated for OUG, TUG, and graduate students, and comparisons to peer schools are also presented. The Fact Book is shared with senior leaders and stored on a restricted university drive (CFR 4.6). Presently there is no public-facing IR webpage, but the director prepares a variety of deliverables and analyses that are reviewed with deans and faculty for decision making.

Institutional Learning and Improvement

The accomplishment of the 2017-2021 Strategic Plan was significantly impacted by the closure of the Nebraska campus and the COVID-19 pandemic, which subsequently negatively impacted HIU's aspiration for net enrollment increases. As evidenced in the KID and supporting documentation provided by the institution, fall enrollment at HIU has been declining since fall 2019. Despite these challenges, HIU was able to establish new academic and athletics programs, and some strategic initiatives were reconfigured in the 2022-2027 Strategic Plan.

In summer 2023, HIU held its inaugural Strategic Planning Summit in order to engage in a deep dive of their efforts to enact the strategic plan. The outcome of the summit was a set of metrics as evidenced in the supporting documentation, which tracks the initiatives, benchmarks, goals, and progress thus far. Goals are summarized and shared with the Board of Trustees and also utilized by the President's Cabinet (CFR 4.6). HIU has aspirational, but ambitious, goals to continue to start new programs; however, it is unclear how these new programs will be supported in such a fashion that does not dilute the current programming, especially given the current constraints of university resources.

Overall, the team finds that HIU demonstrated evidence of compliance with Standard 4 at a level sufficient for accreditation, recognizing that only the WSCUC Commission can make a final determination.

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

HIU offers 4 levels of degrees: Associates, Bachelors, Masters, and Doctoral levels of degrees. The size and compositional framework for each of these levels of degree are consistent higher education standards for these degrees and are readily assessable from the HIU website (CFR 2.2). Each undergraduate degree has both general and disciplinary requirements that fall within the standards that exist within higher education. HIU indicates that the meaning of their

undergraduate degrees is defined by the institutional and program learning outcomes (PLOs), which are clearly accessible on the HIU website and, along with course learning outcomes (CLOs), are standard parts of each syllabus available within the students' LMS (CFR 2.3). PLOs and CLOs are developed and assessed by faculty within each program (CFR 2.4). The undergraduate degrees are infused with standard foundational educational breadth achieved through their general education curriculum, which consists of about 50% of their overall degree requirements spread through the lower and upper division requirements for their degree. Additionally, these degrees are rounded out with concentrated disciplinary curricula representing 40-49% of their degree requirements with the balance available for elective courses of interest. HIU indicates that graduates with UG degrees will be equipped to enter the workforce or graduate school in their chosen field of study, be prepared to act as responsible citizens and be empowered to fulfill the university mission to serve the church and positively impact the world for Christ (CFR 2.2a). HIU graduate degrees, in addition to empowering students to fulfill the university mission, also prepare students through specialized concentrations of study that allow them to obtain professional licensure, where needed, and to advance in various professional roles in the business community. Admissions requirements and academic expectations are readily accessible in the academic catalog from the HIU website (CFR 2.2b).

The quality of HIUs programs is evaluated in both their annual and their 5-year program review cycle through assessment rubrics for each of the learning outcomes associated with their programs of study. The annual program assessment tracks several KPIs including enrollment, retention, and graduation rates with reports accessible from their website under "Consumer Information" (CFR 1.2). In program review, individual student achievements are aggregated for each program and measured against standards of performance identified by the faculty in each program for each learning outcome. Examples of these program reviews were provided to the onsite visiting team for their review, and they were found to contain both rigorous assessment of

the integrity of the programs and showed excellent use of data to make necessary adjustments to ensure continuous improvement of their programs. Additionally, the onsite visiting team discussed the process of program review with several stakeholder groups, including the Assessment and Program Review committee and the vice president for academic affairs with the academic deans of their colleges. These discussions confirmed that HIU had a well-developed academic assessment and program review process that broadly engages faculty and administration in place and that they were using it to ensure the quality and integrity of their degrees (CFR 2.6, 2.7, 4.3). Finally, the onsite team was able to meet with both undergraduate and graduate students representing both distance education and onsite programs. These interviews largely confirmed student satisfaction with the quality of their programs and level of support they received from HIU faculty and staff with one notable exception. Several students from one strategically important graduate program indicated growing dissatisfaction with both the quality and level of support they were receiving, noting recent transitions adding a related program was siphoning off resources and attention from the one they were enrolled in. Conversations with various staff and administrators affirmed the plausibility of this with people and resources perhaps being stretched too thin during this transition. Through these conversations, the visiting team learned that quality assurance was functionally set at the college level rather than at the university level, opening the possibility of unevenness in student experience between different programs. Additionally, the team reviewed several classroom observation forms and there is inconsistency in the classroom observations evaluating and assessing student engagement. It is recommended the academic leadership team standardize the classroom observation form across online and on ground offerings with a rubric implemented along with existing sections for qualitative feedback. The onsite visiting team encourages HIU to set university-wide standards of practice for assessing responsiveness to student concerns about quality and support to ensure that all programs across all colleges are meeting the same high standards of success that student reported for most of their programs.

The standards of achievement that HIU uses for each of their PLOs vary depending on discipline. Where available, professional standards of achievement are used as assessment benchmarks (e.g. Education CTC or CAPE standards, Counseling professional competency standards, etc.). When outside standards are not available, deans and faculty in the programs set benchmarks based upon their collective professional expertise (CFR 2.4). These benchmarks are evaluated by faculty during each program review cycle and results are used to modify and improve the curriculum and programs (CFR 2.4). Assessments occur at both the programmatic and individual course levels using both direct (e.g. signature assignments, end of course or program projects, etc.) and indirect (student surveys of perceived learning) assessments that seek to measure achievement for both CLOs and PLOs. Each LO has an associated benchmark standard of achievement associated with it and aggregate results are used to evaluate course and program quality.

Overall, the team's finding, which is subject to Commission review, it that HIU's articulation of meaning, quality and integrity of their degrees, and their operational means of assessing this, fall within the standard higher education expectations for offering and maintaining quality programs and learning experiences for their students.

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

HIU provided ample evidence in its institutional report and support documents that the institution assesses core competencies and PLOS and uses the results for improvement.

The Core University Competencies (CUCs) of oral and written communication, information literacy, critical thinking, and quantitative reasoning are developed and demonstrated by the completion of the bachelor's degree. The CUCs are embedded in the general education program learning objectives and major studies learning, and correlate directly to the five core competencies listed in the WSCUC Handbook.

The PLOs, which include the CUCs, help create a standard for students graduating from each program. Data are gathered regularly on the PLOs through both direct and indirect assessment. For direct assessments, clear rubrics are used that spell out standards of performance. Data from the assessments are used to determine if the program are meeting their goals and what areas need to be improved. Five-year trend data provided by the institution showed that students performed well in oral communication, critical thinking, and quantitative reasoning; however, evidence that students achieved the outcomes of written communication and information literacy was inconsistent. HIU produces a "Closing the Loop" report, which spells out areas for improvement in each program and documents what actions were taken to address those.

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

In its institutional report HIU defines successful students are those who are growing in knowledge and skills, both personally and professionally. During student interviews, undergraduate students supported this sentiment by stressing that they are not viewed as a "number" and that professors at HIU care about them holistically. Students expressed that they were supported in their programs and appreciated the small class sizes, as they felt it contributed to their close relations with their faculty. Academic advising, moreover, was also mentioned as an institutional strength, and was highly rated in the student surveys provided as evidence.

With respect to supporting their students, HIU has a Student Success Team that is comprised of representatives from academics, athletics, admissions, student financial services, housing, and wellness, as well as academic advisors who work collaboratively with coaches and the registrar. The Student Success Team meets regularly to review institutional data to address current needs (CFRs 2.10) and to identify at-risk students. The director of IR, for example, has conducted analyses investigating outcomes related to student success as evidenced in appendices and interviews (CFRs 2.10, 4.2). Analyses have centered on populations of interests, such as

student athletes. During interviews it was expressed that because of their interdisciplinary and collaborative approach, the Student Success Team is able to support at-risk students expeditiously, which is done on a case-by-case basis. Although this "all hands on deck" approach is admirable, the team recommends that HIU strengthen its student success efforts by making better use of current data and analyses to develop more strategic, long-term approaches.

Besides academic support, HIU also provides a food pantry that is honor-based. In a typical year, the pantry is restocked weekly with perishable/nonperishable foods and toiletries. Although the monetary donor unexpectedly ended their support, the institution still remains dedicated to ensuring that the pantry continues.

Student Learning

HIU implements a variety of pedagogical practices to foster student learning. Evidence of student learning is collected through informal (participation in events, source evaluations, surveys, and focus groups) and formal (written reflections and presentations) assessments as stated in the institutional report and interviews. However, these practices may not be equitable across programs or modalities, as it was expressed during student interviews that some courses are too dependent on PowerPoints and lack peer and faculty engagement with the materials. Students further stressed that there were courses in which they felt that they were teaching themselves due to the overwhelming number of student presentations. Outdated course materials and the caliber of some faculty was another area of concern mentioned by students. It is recommended to diversify the pedagogical approaches, particularly for online students, to strengthen student learning and success.

Faculty responsiveness was an area of strength and frustration expressed by undergraduate and graduate students. As aforementioned, some students indicated a perception of caring and accommodating faculty, whereas others stated that faculty were hard to reach and had to be "chased down." Another area of concern expressed was in relation to the communication of

changes in assignment due dates, such that these changes are verbally communicated in class, but are not reflected in Canvas and thus contributes to confusion. Last, and as previously stated, MFT students in particular felt that faculty were nonresponsive to their academic needs. In light of this, it is recommended that a process to establish, monitor, and assess standard response time expectations be implemented across all academic programs for questions and concerns raised by students (CFR 4.1, 4.3, 4.4).

Retention and Graduation

HIU's commitment to collecting and analyzing data is evident through their IR work and data analyses (CFR 4.2), such as HIU's Impact of Athletics on Student Success. This report demonstrates that the institution is examining factors that could positively or negatively impact the success of their students. However, it is unclear how this report, and other data-related deliverables, are used for institutional decision-making or specific actions that have resulted from these analyses.

With respect to traditional measures of student success among first-time full-time (FTFT) undergraduates, one-year retention rates for the fall cohorts between 2017 and 2022 were 58%, 71% 78%, 66%, and 66% respectively. It important to note that retention rates at smaller institutions are often susceptible to large changes from year-to-year due to reduced population sizes. Four-year completion rates among FTFT for the fall 2015 and 2016 cohorts were both 32%, and six-year completion rates for the same cohort years were 42% and 48%.

FTFT retention rates are roughly on par with the average rates observed across HIU's WSCUC peer schools, whereas the six-year graduation rates are lower than the average observed among peers. Regarding degrees conferred, the HIU Fact Book shows a declining trend of degrees conferred between the 2018-2019 (339 degrees) and 2021-2022 reporting years (305 degrees). While associate degrees have grown, bachelor degrees have declined.

In light of these data, HIU has engaged in efforts to examine its retention of non-traditional students, as referenced in the institutional report and indicated in interviews; however, it is unclear what meaningful methods or actions have resulted from these efforts. When asked to report on the top three reasons students are leaving HIU, a clear answer was not articulated. However, it was mentioned that transfer students are experiencing burnout, and serving first-generation and at-risk students is challenging due to their competing life demands, such as off-campus employment or family responsibilities. It was evident from these interviews that HIU is employing great efforts to triage and retain its current at-risk students; however, strategic and focused intervention efforts, particularly for future HIU students, were not as clear.

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

Quality Assurance

HIU has a self-evaluation process in place, in terms of Program Review and Assessment, to ensure the quality of curriculum and course offerings, but the visiting team noticed there was some unevenness observed in the Canvas representatives of online and on-ground courses and in interviews with students. There is no Instructional Design team at HIU. Rather, all courses are created by 3-4 full-time faculty and then checked for quality assurance by the college dean. This has led to some inequity in courses wholly dependent upon the skillset of the faculty to create discussion thread topics, media, or other resources solely based on their own personal backgrounds, talents, and experiences.

HIU would benefit from some standards for content creation and valuation to ensure a standardized and robust student learning experience. Therefore, the staff, faculty, and administration are admonished to monitor, measure, and modify online courses to ensure consistency of rigor and include co-curricular activities that will provide an equivalent learning experience with on-ground courses and programs (CFRs 2.1, 2.3-2.5, 4.4). Furthermore, creating

university-wide, industry-established standards for online courses that ensure compliance with WSCUC distance education guidelines, particularly in the areas of student verification and classroom observation, would be helpful.

Program Review Results

One key result of how information coming from Program reviews is being used at HIU is in the creation of new concentrations within majors or programs to offer students to expand their portfolio, increase enrollment, and satisfy student interest and industry requests. The examples shared with the team were: concentrations on financial planning and entrepreneurship, a communication studies major, some dual enrollment opportunities with local high school seniors, dissertation submissions, a Teacher Induction Program, a bi-vocational degree in ministry, the Certification in Financial Planning (CFP), and creative writing. These increased offerings for students are a differentiator from what was being offered more than 10 years ago, and faculty noted their appreciation for this academic freedom to innovate and respond to community and student needs. This also highlights how the data collected in the external review process with the program advisory board and employer supervisors providing feedback on industry trends is used at HIU to inform curriculum development decisions. (CFR 4.5)

However, due to their portfolio offerings with several concentrations, there are several courses with small student class sizes of fewer than five students that could be affecting student engagement and learning by not being with more students to foster discourse and academic rigor. The institution is encouraged to consider this and monitor for improvement as needed.

Assessment Results

Assessment, in general, is a strength at HIU. There is ample evidence provided in the various program review reports that it is a meaningful process and directly assesses student learning in its programs, including rubrics to directly assess programmatic learning outcomes by

analyzing trends over a five-year period. All five of the WSCUC core competencies are now evident in the program learning objectives of HIU's five colleges and across all majors.

HIU has processes in place to ensure accountability for timely assessment that includes each college producing an annual assessment report. This report is presented by the college deans at the Annual Assessment Summit each summer. It is thorough and includes not only assessment data for PLOs but also other student success indicators, such as scores from faculty evaluations, the Student Satisfaction Inventory (SSI), student surveys, focus groups, alumni assessments, retention and graduation rates, and the National Survey of Student Engagement (NSSE). Action plans are put into place where opportunities for improvement are identified, and previous actions taken with results in former summits are reported for a status update. There is a final executive summary compiled by the Director of Institutional Research aggregating all the colleges together for a comprehensive view of the overall academic health of the university (CFRs 2.1, 2.3, 2.4, 4.3).

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

Finally, HIU is nascent in its efforts to assess achievement in non-academic programs but has invited different teams spearheading initiatives in the university around mental health and spiritual life to join the University Assessment Committee and the Annual Assessment Summit to share their findings. They also have their own Key Performance Indicators (KPIs) and define their assessment culture as emerging within the university (2.11, 4.1).

Data-Informed Decisions

As aforementioned, since the previous visit HIU has invested in building its IR capacity (CFR 4.2) and examining data to inform decision making. For example, in addition to the previously discussed bivariate analysis of average grade point averages across online and on-ground courses, the IR department also provides data for program reviews, including disaggregating retention and completion rates for OUG and TUG among the different colleges, as well as enrollment data and indirect data from national and in-house surveys (CFR 2.10). For indirect data, the sample sizes are often limited such that data is predominantly examined at the aggregate level for most outcomes. HIU expressed during interviews that they are aware of this limitation and are looking to implement additional in-house surveys to mitigate this challenge. During interview, the IR direct indicated that data are reviewed with leadership, deans, and the student success team, among others.

Distance Education

A review was completed on HIU's distance education courses and programs using WSCUC's "Distance Education Review-Team Report" form (Appendix B). HIU began offering distance education courses over 23 years ago and currently has 33 online programs. This aspect of the report was completed by conducting interviews with the Vice President of Academic Affairs, College Deans, faculty, and students, as well as through the review of Canvas course shells and online and on-ground classroom observation forms.

Most of the requirements were met (see Appendix B). However, the institution has not demonstrated sufficient evidence of compliance concerning the need for student identification verification with a secure login and passcode and a proctoring process that supports distance education courses and learning.

Furthermore, the establishment of a consistent, university wide classroom observation form shared by both on-ground and online classes with a rubric for the evaluation of substantive

interaction would outline clearly the activities counting as student/instructor substantive

interaction and bring the institution into compliance with this area.

(CFRs 1.2, 2.10, 4.1, 4.2, 4.3)

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

HIU leadership is facing some difficult financial challenges along with other smaller, faith-based institutions across America. They have some strategic initiatives that may provide opportunities like the new programs and the corporate partnership to provide online undergraduate education to their staff which could potentially lead to increased enrollment. On the other hand, competition is fierce for online programs and the market demand for faith-based undergraduate education is decreasing. HIU has focused on offering athletics as a co-curricular option for undergraduates and increased their offering in the graduate programs that are growing, but they have not yet seen enrollment growth as planned.

One of the most significant challenges HIU is facing is that the online education space is saturated and highly competitive. While they had historical advantages as an early adapter to online education, now it is no longer their strength as evidenced by the decrease in OUG enrollment. Also, the marketing landscape for OUG programs are vastly different than HIU's historical strength of relationship-based recruitment. California is a particularly intense competitive market with lots of local and national competitors.

Another global trend is the decrease of traditional undergraduate students overall as they opt for other learning opportunities like certifications and more directly work related opportunities. There may be opportunities for HIU to serve non-traditional students or provide non-degree programs to address the educational needs of the market.

As discussed in the Standard 3 review, financial viability is a significant concern for the Board and leadership at HIU as they face strong enrollment "headwinds" as the Board put it. Even

though they can leverage the equity value of the Fullerton campus, it is not a sustainable strategy especially as interest rates are higher and their interest expense on borrowing is higher than income on investments. Also, HIU leadership has already made significant cuts to expenses, so there is no further room for cost cutting, especially as the university is striving to grow strategic programs, invest more in student success to increase retention and graduation, and provide more graduate program support which is an area of growth currently. While the financial challenges of the university have been persistent, the Board, President, Cabinet, faculty and staff all seemed confident they will be able to weather the storm and had a persevering hope in their collective ability to adapt and make difficult decisions. The team commends HIU leadership for their resilience through challenges and adapting to use new approaches to meet the demands of a changing higher education landscape while recommending that HIU leadership strengthens the long term financial viability of the institution in various ways as discussed in this report.

Component 8: Optional essay on institutional specific themes

HIU did not submit an optional essay.

Component 9: Reflection and plans for improvement

HIU engaged in a robust self-study process and were able to clearly identify their major strengths and challenges, demonstrating a realistic understanding of themselves and a commitment to learn and grow as an institution. Their reflections on their strengths aligned with the visiting team's assessment, identifying a very strong commitment to the institution's Christian mission, a loyal and resilient group of faculty and staff with longevity at the university, and a well-developed assessment and program review process to promote continuous improvement and ensure high quality student learning experiences.

Likewise, the HIU reflections on their challenges aligned with the visiting team's assessment as well, identifying financial health and compliance fueled by needs to improve in

enrollment/retention management, donor development and identification of alternative revenue streams.

The quality of the reflections in the Institutional Report were largely good but did fall short of the team's expectations in a particular area. While the team felt that HIU had demonstrated a strong capacity to collect the necessary data that it needed for assessment, planning and decision making, the analysis and interpretation of the data was not at the expected depth necessary to lead to clear and prioritized action steps. This observation is addressed in other areas of the team's report with specific examples provided.

The plans for improvement outlined in the institutional report were ambitious and it was not always clear what data was being used to support some of the goals and targets HIU identified within its strategic plan. Additionally, the report left questions and concerns for the visiting team about the strategic planning process and the level of stakeholder engagement with it. This was a major line of inquiry for the visiting team, which ultimately concluded that HIU's strategic planning process was very robust and involved a wide range of stakeholders, was broadly owned across campus, and provided a sense of excitement and optimism for the HIU community.

Section III – Other Topics (such as Substantive Change)

Not applicable.

Section IV – Findings, Commendations, and Recommendations

The team commends HIU faculty and staff for their:

1. Strong loyalty to the institution, demonstrating an enduring commitment to its mission, and for its caring faculty and staff who excel in their endeavors to support students and develop them into servant leaders.

2. Perseverance and resilience through challenging circumstances and adapting to use new approaches to meet the demands of a changing higher education landscape.

3. Comprehensive strategic planning process that meaningfully engaged multiple constituencies and resulted in a plan that articulates ambitious goals that are responsive to the institution's strategic position, define the institution's future direction; and have informed resource allocation.

4. Institutional ability to collect and systematically use academic assessment data as part of program review to ensure continuous improvement of academic programs and inform decisions about new program offerings.

The team recommends that HIU:

1. Strengthen the long-term financial viability of the institution by:

    a. Developing strategies, forecasting, and analysis processes that simultaneously address current finances and long-term financial sustainability.

    b. Expanding advancement strategy beyond what has been done historically and prioritizing building the university endowment.

    c. Examining and optimizing the program portfolio to remove redundancies and improve curricular efficiencies in class sizes and faculty teaching load.

    d. Developing proactive plans to address deferred maintenance issues with priority for those that impact the student experience.

    e. Diversifying income and increasing other funding sources. (CFRs 3.4, 4.7)

2. Improve enrollment management and grow student enrollment by:

    a. Investing in building internal capacity in the enrollment management operation in order to ensure the institution's strategic goals and enrollment targets are met.

b. Strategically focusing on high-yielding admissions outreach and marketing efforts, including building fruitful partnerships and expanding alumni engagement in recruitment efforts. (CFRs 3.4, 4.7)

3. Prioritize student retention and success by improving the analysis and interpretation of existing data to develop high-impact strategies and practices that proactively strengthen student retention for at-risk populations in addition to the individual early alert efforts currently employed. (CFRs 2.10, 2.6, 4.3)

4. In order to strengthen HIU's reputation and influence, improve the quality of the academic experience by moving from a distributed to a centralized model for quality assurance practices by:

    a. Creating university-wide, industry-established standards for online courses that ensure compliance with WSCUC distance education guidelines

    b. Establish, monitor, and assess standard response time expectations across all academic programs for questions and concerns raised by students in its programs. (CFRs 4.1, 4.3, 4.4)

Appendices

The report includes the following appendices:

A. Federal Compliance Forms
1. Credit Hour and Program Length Review
2. Marketing and Recruitment Review
3. Student Complaints Review
4. Transfer Credit Review

B. Distance Education Review

Appendix A.1. - Credit Hour and Program Length Review Form

Material Reviewed	Questions/Comments (Please enter findings and recommendations in the Comments sections as appropriate.)
Policy on credit hour	Is this policy easily accessible? ☒ YES ☐ NO
	Where is the policy located? https://www.hiu.edu/about-hiu/consumer-information.php
	Comments:
Process(es)/ periodic review of credit hour	Does the institution have a procedure for periodic review of credit hour assignments to ensure that they are accurate and reliable (for example, through program review, new course approval process, periodic audits)? ☒ YES ☐ NO
	Does the institution adhere to this procedure? ☒ YES ☐ NO
	Comments: Course approvals, program reviews, and regular syllabi review allow faculty to assess the accuracy of the credit hour calculation.
Schedule of on-ground courses showing when they meet	Does this schedule show that on-ground courses meet for the prescribed number of hours? ☒ YES ☐ NO
	Comments: Annual course schedules are available online with days/times listed. https://www.hiu.edu/undergraduate-on-campus/academics/course-schedule.php
Sample syllabi or equivalent for online and hybrid courses *Please review at least 1 - 2 from each degree level.*	How many syllabi were reviewed? Four
	What kind of courses (online or hybrid or both)? Both
	What degree level(s)? AA, BA, MA, Doctoral
	What discipline(s)? English, Education, Language, Theology
	Does this material show that students are doing the equivalent amount of work to the prescribed hours to warrant the credit awarded? ☒ YES ☐ NO
	Comments:
Sample syllabi or equivalent for other kinds of courses that do not meet for the prescribed hours (e.g., internships, labs, clinical, independent study, accelerated) *Please review at least 1 - 2 from each degree level.*	How many syllabi were reviewed? Five
	What kinds of courses? Labs, directed independent study, internship
	What degree level(s)? BA, MA
	What discipline(s)? English, Human Services, Anatomy & Physiology, Education, Psychology
	Does this material show that students are doing the equivalent amount of work to the prescribed hours to warrant the credit awarded? ☒ YES ☐ NO
	Comments:
Sample program information (catalog, website, or other program materials)	How many programs were reviewed? Three
	What kinds of programs were reviewed? Education, Ministry & Biblical Studies, Psychology
	What degree level(s)? BA, MA
	What discipline(s)? Education, Ministry & Biblical Studies, Psychology
	Does this material show that the programs offered at the institution are of a generally acceptable length? ☒ YES ☐ NO
	Comments:

Review Completed By: Margaret Kasimatis
Date: 4/26/24

Appendix A. 2. – Marketing and Recruitment Review Form

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

*§602.16(a)(1)(vii)

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

Review Completed By: Rebecca Choi
Date: May 2, 2024

Appendix A.3. – Student Complaints Review Form

Material Reviewed	Questions/Comments (Please enter findings and recommendations in the comment section of this column as appropriate.)
Policy on student complaints	Does the institution have a policy or formal procedure for student complaints? x YES ❐ NO
	If so, Is the policy or procedure easily accessible? Where? Information about how to file a complaint is outlined in the student handbook and accessible from HIU's website.
	Comments:
Process(es)/ procedure	Does the institution have a procedure for addressing student complaints? x YES ❐ NO If so, please describe briefly: Student academic/non-academic grievance policies are described in detail in the Academic Catalog on pages 82–84. Formal grievances must be submitted by students in writing to either the Vice President of Academic Affairs or the Vice President of Student Affairs. Once filed, a committee is assembled to review the grievance.
	If so, does the institution adhere to this procedure? x YES ❐ NO
	Comments:
Records	Does the institution maintain records of student complaints? x YES ❐ NO If so, where? The catalog indicates that minutes of the grievance procedures are maintained in a confidential file of the committee's proceedings.
	Does the institution have an effective way of tracking and monitoring student complaints over time? x YES ❐ NO If so, please describe briefly: According to HIU documents, the Vice Presidents of Academics, Finance, and Student Affairs oversee the processes within their respective areas to ensure a satisfactory resolution. Records are maintained in the relevant office as appropriate. However, in interviews with students there seemed to be some complaints that were not resolved.
	Comments:

Review Completed By: Jazmin Zane
Date: 4/25/2024

Appendix A.4. – Transfer Credit Review Form

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

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

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

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

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

Review Completed By: Kirstie DeBiase
Date: April 24, 2024

Appendix B – Distance Education Review

Institution: Hope International University

Type of Visit: On-Site Accreditation Visit

Name of reviewer/s: Kirstie DeBiase and Kerry Fulcher

Date/s of review: April 24-26, 2024

Section Completed: _X_ A OR __B

SECTION A: Institutions with Approved Distance Education Programs

1. Programs and courses reviewed (please list)

Course Number	Degree Program	Program Level	College	Module/Term
CSL6400	M.S. Counseling	GRAD	Psychology & Counseling	Spring Module 1
EDU5640	M. Ed	GRAD	Education	Spring Module 1
BIB6273	M. Divinity	GRAD	Ministry & Biblical Studies	Spring Module 1
BUS6620	MBA	GRAD	Business & Management	Spring Module 1
CSL5130	M.S. Counseling	GRAD	Psychology & Counseling	Spring Module 1
HIS3325	BA Liberal Studies Teacher Preparation: Social Science	OUG	Education	Spring Module 1
BIB2600	BA Church Ministry	OUG	Ministry & Biblical Studies	Spring Module 1
HUM2100	BA Gen Ed	OUG	Arts & Sciences	Spring Module 1
BUS4371	BA Business & Mgmt: Sport Business Management Concentration	OUG	Business & Mgmt	Spring Module 1
COM2211	BA Gen ED	OUG	Arts & Sciences	Fall Module 3

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

HIU began over 23 years ago with distance education. It has (33 online programs with a total of 495 students for enrolled in online classes in 2023-2024.

Trends: IPEDS Enrollment for Fall Semester

IPEDS Report Date: annually, October 15

CSUF only, audit, ESL and certificate programs are not included

	2020-2021	2021-2022	2022-2023	2023-2024
Traditional Undergraduate Headcount	431	433	439	412
Traditional Undergraduate FTE	410	421	425	402
Online Undergraduate Headcount	221	187	151	138
Online Undergraduate FTE	185	155	123	112
Graduate Headcount	543	520	526	518
Graduate FTE	484	453	458	457
Headcount Total	**1195**	**1140**	**1116**	**1068**
FTE Total	**1079**	**1029**	**1006**	**972**

FTE for undergraduate programs is calculated based on 12 units for full-time enrollment (# of FT students plus number of PT units/12). FTE for graduate programs is calculated based on 9 units for full-time enrollment (# of FT students plus number of PT units/9).

The investment HIU has made in the infrastructure to deliver programs to the online marketplace provides significant opportunities for growth as an institution. This, coupled with identifying and focusing resources on current academic offerings and selecting new programs that are market-appropriate, provides an opportunity to build brand reputation and broaden appeal to prospective students. The online undergraduate student market includes a broad spectrum of age distribution with national and global reach. Most students in this market include individuals who are seeking entry-level positions or career changes and desire a degree that will allow them to advance in their current field. Many already have some college work and want to complete their degree. A small percentage will pursue an associate degree.

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

   Interviews with the VP for Academic Affairs, College Deans, faculty, and students. Reviewed the Canvas course shells for content and substantive interaction. Reviewed six online classroom observation forms and seven on ground classroom observation forms.

Observations and Findings

Lines of Inquiry	Observations and Findings	Follow-up Required (identify the issues)
Fit with Mission. How does the institution conceive of distance learning relative to its mission, operations, and administrative structure? How are distance education offerings planned, funded, and operationalized?	Distance education is a priority at HIU as it provides flexibility and a creative, responsive approach to course offerings for athletes and adult, working, non-traditional students. The online courses and programs are held to the same standards as the ground. The online modality allows students to continue in their ministries within their communities without interruption while expanding their education.	
Connection to the Institution. How are distance education students integrated into the life and culture of the institution?	HIU offers support and co-curricular opportunities such as club membership, streaming of athletic games, and small group spiritual growth for their online student body.	Distance education students want more clubs offered, for example, there is no food pantry or food funds available for distance education students specifically to meet needs.
Quality of the DE Infrastructure. Are the learning platform and academic infrastructure of the institution conducive to learning and interaction between faculty and students and among students? Is the technology adequately supported? Are there back-ups?	HIU faculty and students use Canvas as their LMS and the institution has adequate technological support for distance education bandwidth. All distance education IT issues are submitted to the Department of Learning Technology for resolution.	
Student Support Services: What is the institution's capacity for providing advising, counseling, library, computing services, academic support and other services appropriate to distance modality? What do data show about the effectiveness of the services?	All distance education students attend a New Student Orientation and have a Student Success course, as well as are assigned an Academic Coach from orientation to graduation. This coach serves as an advisor and supporter for all issues, academic and co-curricular, for an on-time graduation. There are also links to support in their portals for IT help, library, wellness, and student affairs.	

Faculty. Who teaches the courses, e.g., full-time, part-time, adjunct? Do they teach only online courses? In what ways does the institution ensure that distance learning faculty are oriented, supported, and integrated appropriately into the academic life of the institution? How are faculty involved in curriculum development and assessment of student learning? How are faculty trained and supported to teach in this modality?	All faculty, including full-time and adjunct, teach in both the undergrad and graduate online programs. The Department of Learning Technology supports faculty in setting up and maintaining their courses. They also respond to IT tickets submitted for issues. Online faculty are invited to and encouraged to attend all campus activities, faculty in-services, program reviews, and commencement.	
Curriculum and Delivery. Who designs the distance education programs and courses? How are they approved and evaluated? Are the programs and courses comparable in content, outcomes and quality to on-ground offerings? (Submit credit hour report.)	On the design side, there are 3-4 full time faculty who are creating all the courses for HIU. The Dean or Chair has the responsibility to conduct a quality review and determine whether the course meets the standards. The Department of Learning Technology can help with design, but there is no Instructional Design or media team. They use the tools that exist in Canvas and share best practices in faculty meetings.	
Faculty Initiated Regular and Substantive Interaction. How does the institution ensure compliance with the federal expectation for "faculty-initiated, regular and substantive interaction"? How is compliance monitored? What activities count as student/instructor substantive interaction"?	The only observable area for student/instructor interaction in the online shell was in the threaded discussions. The Deans observe the faculty interaction and complete classroom observation forms.	Create a consistent classroom observation form for both on ground and online with a rubric with categories for evaluating substantive interaction.
Academic Engagement. How does the institution ensure compliance with the federal expectation for "Academic Engagement"? How is compliance monitored? What activities contribute to academic engagement?	The HIU academic engagement is in alignment with the Carnegie classification in terms of credits and clock-hour activities. The online activities that contribute to academic engagement are discussion boards, announcements, and uploaded files to the LMS course shell.	

State Licensure Requirements. Describe, as appropriate, the institution's process for disclosing to students how state licensure requirements are met by distance education programs, whether licensure requirements are not met by programs, or whether the institution has not determined where licensure requirements are met by the programs.	HIU complies with the state licensures for the College of Psychology and Counseling and for the College of Education for their programs. There is 15% of the student body who attend HIU outside of CA.	
Student Identification Verification and Privacy. What is the institution's process for student verification, e.g., a secure login and pass code; proctored examinations; other technologies or practices that are effective in verifying student identification? What precautions are taken by the institution to protect technology from cyber security intrusions on its or outsourced systems? Are additional student charges associated with the verification of student identity disclosed at the time of registration or enrollment?	There is no student verification software or process. The only proctored exams are for college algebra when the final exam is taken in person for both on-ground and online students.	The institution needs to come into compliance with this.
Retention and Graduation. What data on retention and graduation are collected on students taking online courses and programs? What do these data show? What disparities are evident? Are rates comparable to on-ground programs and to other institutions' online offerings? If any concerns exist, how are these being addressed?	The data are being collected in the Fact Book and shared with relevant stakeholders. At the college level, there are no disparities in retention and graduation, but at the program level, some disparities do exist.	Programs are advised to set benchmarks they aspire to attain for graduation and retention rates, as well as the rates of peer institutions.
Student Learning. How does the institution assess student learning for online programs and courses? Is this process comparable to that used in on-ground courses? What are the results of student learning assessment? How do these compare with learning results of on-ground students, if applicable, or with other online offerings?	HIU has a sophisticated and comprehensive assessment process that collects and analyzes appropriate data. There is equal effort and attention applied to both online and on ground offerings with comparable results.	The next steps would be to have clearly outlined assessment plans of how the vast amounts of data are being utilized to improve student learning.

Contracts with Vendors. Are there any arrangements with outside vendors concerning the infrastructure, delivery, development, or instruction of courses? If so, do these comport with the policy on *Agreements with Unaccredited Entities?*	The faculty at HIU design, develop, and teach all the content within their courses. The business program uses Cengage for assessments and math uses ALEKS.	
Quality Assurance Processes: How are the institution's quality assurance processes designed or modified to cover distance education? What evidence is provided that distance education programs and courses are educationally effective?	There is no university-level quality assurance process. It is decentralized. However, since their full time faculty population is so small, best practices are shared across this group.	The next steps are for HIU to establish a university-level quality assurance process that includes collecting, analyzing, and interpreting data; tracking learning results over time; using comparative data from external sources; and improving structures, services, standardizing processes, curricula, pedagogy, and learning results for their distance education courses.

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