

HOPE INTERNATIONAL UNIVERSITY

Response to Final Team Report

Prepared for WASC Senior College and University Commission

June 12, 2024



Hope International University appreciates the opportunity to respond to the WSCUC Visiting Team Report and to add to its dialogue with WSCUC in this accreditation reaffirmation cycle. This response is in two parts: 1) Actions taken by Hope International University since the conclusion of the site visit on April 26, and 2) Team Report Points of Clarification.

Actions taken by Hope International University since the end of the site visit on April 26

CFR 3.1 See Team Report, pages 13-14, comments on staff capacity.

- HIU's Vice President for Enrollment Management hired a TUG Admissions Director, an HIU alumna with five years' experience leading and coaching relationship recruiting at Grand Canyon University.
- HIU's Vice President for Enrollment Management hired a new, experienced Assistant Director of Graduate Admissions who has completed GAP (Graduate Admissions Professional) training.

CFRs 2.3, 2.8 See Team Report, page 10, comments regarding faculty resources to address AI and academic integrity.

- HIU's Vice President for Academic Affairs hired a Writing Resources Coordinator pursuant to Strategic Initiative 1.2 of the HIU Strategic Plan to bring additional resources to student support and retention. This faculty rank individual will also have a substantial role in assisting students and faculty to ensure academic integrity in the submission of written assignments.

CFRs 4.1, 4.3 See Team Report, pages 31-32, comments regarding 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 [to] outline clearly the activities counting as student/instructor substantive interaction . . .”

- The HIU Deans Council adopted standardized faculty/course peer evaluation templates, parallel templates for online classes across the university and for in-person classes across the university. [See Appendix A: Instructional Evaluation Forms.](#)

CFR 2.1 See Team Report, pages 23 and 36, comments regarding a more centralized quality assurance, including across the university standards for faculty response times to student inquiries/messages.

- The HIU Deans Council adopted “Guidelines for HIU Instructors” to establish university-wide standards and expectations for teaching faculty, fulltime and adjunct. [See Appendix B: Guidelines for HIU Instructors May 2024.](#)

CFR 2.1 See Team Report, pages 23 and 36, comments regarding a more centralized quality assurance process.

- The Dean of College of Arts and Sciences appointed Dr. Curtis Holtzen, a veteran faculty member with extensive experience in online teaching and supervision, to be the quality assurance overseer of online general education courses. Dr. Holtzen will receive faculty load units for functioning in this capacity.

CFR 2.1 See Team Report, pages 23 and 36, comments regarding a more centralized quality assurance process.

- HIU is subscribing to Quality Matters, a subscription which includes QM training for two university employees. Veteran faculty members from the College of Arts and Sciences and the College of Psychology and Counseling will be the first to engage in the training.

CFRs 3.3, 4.7 See Team Report, page 18, comments on the Advancement Report

- HIU's Vice President for Institutional Advancement hired a full-time development officer, starting June 1, filling a key position that had been vacant for much of the 2023-24 fiscal year. As the Team Report noted, 2023-24 was a down year in Annual Fund giving, primarily due to a drop in Estate Giving and the continual decline in church support. However, it was the first time in the past 5 years that the Institutional Advancement Department did not meet its Annual Fund goal. The \$2.7 million raised in 2018-19 that was cited as a benchmark in the Team Report was augmented by a 1-time gift of \$1.5 million from a single donor.

Team Report Points of Clarification

- **MFT Student Input.** Overall, there are 6 references to complaints about the MFT program (M.A. in Marriage and Family Therapy) conveyed to the visiting team based on input from a small pocket of students which met with team members on April 25 (see references on pages 7, 12, 17, 23, 26, 27). The visiting team framed these student complaints about the MFT program as an exception to overall student satisfaction with their academic programs across the university. For example, on page 12 the team noted a complaint and followed up with "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." The president appointed a Task Force to follow up on the student complaints received by the Visiting Team and conveyed by the team chair to the university president on April 26. The Task Force submitted its report to the president on June 7, 2024. [See Appendix C: MFT Program Task Force June 2024.](#)

While the Task Force found evidence from indirect assessment based on student end-of-course surveys that contradicted some of the student complaints (for example, high ratings on faith and learning integration and on faculty engagement), and discovered from additional inquiries that other complaints were aberrations particular to individual students' peculiar perspectives, actions, or inactions, the Task Force did not simply dismiss the complaints from these students out of hand. Each complaint was taken seriously and investigated. Where corrective or reiterative action was indicated, those actions were completed or set in motion. Moreover, a more comprehensive survey of MFT students and psychology graduate students overall was constructed and will roll out to students on June 12, 2024, to provide more generalizable information on student satisfaction.

- **Online Courses.** On page 28 of the team report, this statement appears: "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." It is unclear to us whether the assertion is that all online courses are being created by 3 or 4 full-time faculty or rather that each course is created by a team of 3 or 4 full-time faculty. Neither description truly fits how

online courses are created. In fact, one faculty member (usually, but not always, a full-time faculty member) with expertise in the subject matter area is assigned to write the course and is compensated accordingly. To assist the course writer there are syllabus guidelines/templates, best practices from course design models and from consultations with faculty peers, the Carnegie Standard for hours of student learning, and technical assistance provided by the HIU Department of Learning Technology. The course is designed in accordance with the Program Learning Objectives it is assigned to achieve, and the course assignments are aligned with the Course Learning Objectives linked upward to the Program Learning Objectives. Within this framework, the faculty course writer chooses strategies for student learning that they determine will engage students well and achieve the course and program learning objectives.

On page 5 of the team report, HIU was commended for steps taken pursuant to the 2016 recommendations to ensure consistency of rigor in online courses and to include comparable/equivalent co-curricular activities for online students. Now, on page 28 of the 2024 team report, HIU is 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.” HIU is interpreting these statements to mean that it responded well to the 2016 recommendation and is now in 2024 being recommended to take additional steps to achieve further progress in this area.

- **Enrollment Management.** The Team Report recommended strategic focus on “high-yielding outreach and marketing efforts” (Team Report, page 36). At page 17 of the Team Report this example was provided: “. . . 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.” HIU is understanding this recommendation on Enrollment Management strategy as a call for greater attention and focus on *operational strategy*, in addition to the *overall strategy* set forth in the Strategic Enrollment Management Plan provided in the list of documents requested by the visiting team by March 27, 2024, prior to the team on-site visit.

It is hoped that inclusion of these items in HIU’s response to the Team Report demonstrates HIU’s focused attention on the Team Report contents and recommendations, and offers additional context, clarity, and explanation from HIU.

Appendix A: Instructional Evaluation Forms

In-person Instructional Evaluation

Instructor: Course title: Term & module evaluated: Date of evaluation: Evaluator:	Meets Expectations	Needs Improvement	N/A
1. Canvas course shell accurate (e.g., syllabus, links, assignments, gradebook, dates).			
2. Grades are up to date in Canvas with helpful and timely written feedback. Students are required to submit assignment through Turnitin where appropriate.			
3. Instructor is a well prepared, organized, and engaging presenter.			
4. Instructor uses teaching materials effectively (e.g., handouts, AV, whiteboard, technology).			
5. Instructor treats all students respectfully and encourages diverse points of view.			
6. Instructor is a subject matter expert who teaches with clarity and engages various learning styles.			
7. Instructor engages students in thinking about faith and learning.			
8. Instructor encourages students to think critically and to explore new ideas.			
9. Instructor facilitates participation by asking questions and giving clear answers.			
10. Instructor promotes student success (including through appropriate resources and interventions like Hope tutors, Dropout detective, Grammarly EDU).			
Commendations/Recommendations:			
Faculty Response (Optional):			

Online Instructional Evaluation

Instructor: Course title: Term & module evaluated: Date of evaluation: Evaluator:	Meets Expectations	Needs Improvement	N/A
1. Canvas course shell accurate (e.g., syllabus, links, assignments, gradebook, dates).			
2. Grades are up to date in Canvas with helpful and timely written feedback. Students are required to submit assignments through Turnitin where appropriate.			
3. Instructor maintains timely and consistent communication with students (e.g., threads, emails, announcements).			
4. Instructor teaches effectively and regularly engages in threaded discussions.			
5. Instructor treats all students respectfully and encourages diverse points of view.			
6. Instructor is a subject matter expert who teaches with clarity and engagement.			
7. Instructor engages students in thinking about faith and learning.			
8. Instructor encourages students to think critically and to explore new ideas.			
9. Instructor facilitates participation by asking questions and giving clear answers.			
10. Instructor promotes student success (including through appropriate resources and interventions like Hope tutors, Dropout detective, Grammarly EDU).			
Commendations/Recommendations:			
Faculty Response (Optional):			

Guidelines for HIU Instructors

Student learning is the ultimate goal of all HIU instructors, even more particularly student learning that achieves established course and program learning objectives. We want to teach our students in a way that engages them in their own learning, encourages and cultivates intellectual curiosity, and provides professor input, facilitation, and feedback so that students learn, grow as learners, and are able to demonstrate what they have learned.

The **online** classroom is significantly different from the traditional classroom. While engagement and instruction of your students is still of utmost importance, there are different ways in which that is achieved in the online platform. Being “present” as the professor in an online class is especially important. Regular, purposeful, personable, sensitively crafted written communication is even more important in an online class than it is in in-person instruction.

Hours Expectations for Instructors

Under California labor law, HIU is required to compensate **adjunct** faculty by an hourly rate of pay rather than at a comprehensive total dollar amount for teaching a course. Depending on what level and length of class is being taught, as well as on the level of graduate degrees earned by instructors, that hourly rate will vary between \$30 and \$40 an hour. Because this method of compensation is mandated by the state, the university has set standard maximum hours estimates for teaching different types of classes. To receive the standard compensation for a class, instructors must report the maximum hours established for the type and length of class they are teaching.

HIU recognizes the challenges of class size with regard to instructor time in a course. Our expectation is that instructors will plan accordingly based on class size. Larger class sizes will require instructors to be creative, while still being engaged and attentive, in instructor involvement and feedback. In smaller classes instructors will be expected to invest more time with their smaller number of students.

Overtime pay is on rare occasions necessary and unavoidable, but instructors must email their college dean for pre-approval when it seems likely that overtime hours may be required. HIU is committed to fairly compensating instructors, but instructors’ reporting of overtime hours cannot be open-ended, and the university urges instructors to manage time within the maximum hours established for their class.

One example of a compensation table – this one for an OUG (online undergraduate) 3-unit, 8-week course – is given on the next page. Different compensation tables apply to different levels and lengths of courses. A full display of compensation tables across the university is included as

supplemental information that accompanied the faculty contract you signed when you were hired (or rehired).

For a typical **Online** Undergraduate class, the estimated time required for teaching a 3-unit course with at least seven students is 70 hours. To receive the maximum payment for a full class, instructors must record 70 total hours deployed over the eight weeks of a course. The following chart shows the breakdown for hours expectations and pay for courses with enrollments of less than seven students.

ONLINE UNDERGRADUATE COURSES (OUG)			
Maximum hours for a 1-unit course = 24, compensated at \$30 per hour			
Maximum hours for a 2-unit course = 47, compensated at \$30 per hour			
Maximum hours for a 3-unit course = 70, compensated at \$30 per hour			
	1 unit	2 units	3 units
All OUG Online Courses			
Maximum payment per unit value of course, full enrollment (7 or more students)	\$720 Max time = 24 hrs	\$1410 Max time = 47 hrs	\$2100 Max time = 70 hrs
Less than full (6 or less students) standard courses will be paid at the Independent study rates per student per unit.	1 st = \$105 = 3.5 hrs 2 st = \$210 = 7 hrs 3 st = \$315 = 10.5 hrs 4 st = \$420 = 14 hrs 5 st = \$525 = 17.5 hrs 6 st = \$630 = 21 hrs	1 st = \$210 = 7 hrs 2 st = \$420 = 14 hrs 3 st = \$630 = 21 hrs 4 st = \$840 = 28 hrs 5 st = \$1050 = 35 hrs 6 st = \$1260 = 42 hrs	1 st = \$315 = 10.5 hrs 2 st = \$630 = 21 hrs 3 st = \$945 = 31.5 hrs 4 st = \$1260 = 42 hrs 5 st = \$1575 = 52.5 hrs 6 st = \$1890 = 63 hrs
To receive maximum compensation for enrollment, work and record maximum hours defined per student per unit.			

*Online undergraduate courses are specifically designed to accommodate both lower enrollments and higher enrollments. If a course includes at least 7 students, then instructors are eligible to receive the maximum compensation according to Recorded hours worked. If a course includes less than 7 students, it is expected that fewer hours will be required to teach the course (3.5 hours maximum per student per unit). Conversely, if class size is anticipated to exceed 22 students, instructors will be offered additional compensation per student if the instructor agrees to add extra students. If enrollment reaches 27 students, a new section will be opened with the original student enrollment split evenly between the old and new sections.

Education level of instructor is not factored in compensation for OUG courses.

Recording Hours

Instructors need to record hours for each day that hours were worked. They need not clock in and out every time they are in Canvas. The total time worked that day can be entered for the day. Hours are recorded using HIU’s UKG timecard system, found at my.hiu.edu Recommended best practice is that instructors will record hours at the end of the day for each day in which hours are worked.

Unnecessary overtime hours must be avoided. Overtime is incurred when:

- more than 8 hours are worked and recorded in a single day.
- more than 40 hours are worked and recorded over *any* 7-day period.
- hours are recorded on more than 6 consecutive days.

If you forget to enter hours worked in a previous pay period (pay periods are 1st – 15th of each month and 16th – last day of each month), you must email payroll@hiu.edu and inform them that

you forgot to record hours. They will process this request and either issue a separate payment from our normal direct deposit system or include those hours in your next paycheck based on your stated preference.

Course Preparation

Instructors of in-person courses, who are often making adjustments to course design and strategies for their on-campus courses, will receive notification of access to the Canvas shell for their class(es) from the Department of Learning Technology (DLT) more than 2 weeks before the start of the course.

For 16-week courses that begin in August, accessibility should be available by June 15 each year. For 16-week courses that begin in January, accessibility should be available by December 15 each year.

Online courses are pre-designed and course components are pre-loaded. Nevertheless, it is important for online instructors to check through their course to make sure everything is correct and in working order for students. You should receive an email at least 2 weeks before the start of your course that the course “shell” in Canvas (HIU’s Learning Management System - LMS) is available and accessible to you as instructor.

Log into your course and look through the tabs, ensuring links work and information is correct. If not notified of course access by DLT staff at least 2 weeks prior to the course start date (or if you need to ask for assistance accomplishing any task in Canvas) contact DLT@hiu.edu.

Once you have access to your course, it’s important that you . . .

- Review and make (or report to DLT or your supervisor) necessary corrections to the syllabus. Check to ensure that the syllabus matches Canvas content.
- Make sure textbook listings are correct in both the syllabus and any other place the text appears in the course.
- Review every unit and content item within the course, making corrections as necessary.
- Check open and closing dates for all units and all content items/assignments within each unit.
- Ensure all Canvas components are fully visible, clearly explained, and functioning properly (test all links and exams).
- Check the Canvas gradebook, ensuring it reflects every graded task/assignment for which students will receive points toward their final course grade. Also, remove or hide all extraneous items in the student view so that the gradebook isn’t cluttered or confusing for students.
- Report any technical problems (such as media presentations not loading or non-functional links) to the Department of Learning Technology at dlt@hiu.edu or 714-879-3901, ext. 3999.

- Post a welcome announcement (or send an email to your students through Canvas) and write a faculty bio in Canvas before the course opening date. This is a good practice even if you are going to be meeting students in person in for in person instruction.

Online Instruction - Threaded Teaching

In most cases one of the most important duties of an online instructor is facilitating forum discussions (also called “Threaded Discussions” or “Discussion Boards”). Online courses are student-centered seminars, meaning students must take the initiative and responsibility regularly to participate in the course. At the same time, Instructors direct the pathway of the conversation.

Instructor presence is vital to show that students are not alone in the learning process. However, instructors should be cautious that their participation does not stifle or inhibit student discussion. Instructors should seek the right balance.

Early in discussions (usually early each week) instructor prompts/comments should be open and probing questions encouraging students to delve deeper into the material and address the topic more fully. As the week draws to a close, instructor comments can be designed to draw the discussion to a close, tying up loose ends or inviting on-going reflection beyond the immediate discussion.

A good rule of thumb is that instructors should reply to each student at least once each week. Additionally, you should try to find 1-2 students each week to engage more significantly as discussion partners, posting 2-4 times for each one. Participation at this level should result in an instructor posting at least 15 times during the week. Instructors should also log in to the course 4-5 days each week. While you do not need to post if there are no new discussion threads, active attention to the course will ensure you are aware of the direction the class is going and prevent things from getting off track. Instructors may need to correct misinformation (due to students misunderstanding the material) or step in to mediate overheated exchanges between students.

Online Instructors - Video/Audio Lectures

If you did not create the lectures for the course and have not watched them before, you should watch the videos or audio PowerPoint lectures in the course. This will ensure that you know the material students are experiencing and can answer questions they may have after the lectures. You can also confirm that the video/audio is functioning properly or have inoperable or poorly functioning video/audio corrected before students engage the lecture.

Online Instructors – Reading(s)

If you have not read the required texts and other readings, you should do so. This will ensure you are aware of the material students are learning and can answer questions they may have after the reading. If you do not own the textbooks, you should get them before the course begins. Instructors are responsible for obtaining their copy of textbooks. Most publishers offer discounted desk copies for instructors, and some publishers offer free desk copies.

Faculty Absences

If, because of illness or some emergency situation, you are unable to meet your in-person class, you must notify the Office of the VP for Academic Affairs (Administrative Assistant, Kim Johnson, kjohnson@hiu.edu 714-879-3901 x1246). You should also notify your Department Chair or the Dean of your College.

If you have a planned absence (for example, attending a family wedding, memorial service, or presenting at an academic conference), you should provide the Dean of your College with timely notice of your intention to miss class and coordinate an alternative class session for your students. For example, you should arrange to have a colleague teach the class or have a guest presenter, a film, a research or information literacy presentation by one of our professional librarians, or some other valuable learning experience planned for your students that is appropriate for your class and its learning objectives.

If, for whatever reason, you are unable to engage your **online** class students, you must notify the Dean of your College immediately so that arrangements can be made to serve your students.

Assignments and Grading

It is imperative that graded work be returned to students in a timely way. This will ensure students have time to comprehend instructor comments and expectations before their next assignment is due.

- Shorter assignments should be returned with evaluative comments and scoring (including rubrics, when applicable) within 3 days after students have submitted them on time in Canvas.
- Longer written assignments should be returned with evaluative comments and scoring (including rubrics, when applicable) within 7 days after students have submitted them on time in Canvas.
- Results for most quizzes and exams, unless there are substantial written components in them, should be displayed in Canvas within 24 hours of completion.

Provide appropriately detailed feedback on all graded tasks and written assignments so that students will understand clearly why points were deducted and what they could have done to improve their work and earn more/full points.

Students must submit written assignments in Canvas. The *Turnitin* feature is required so that Similarity Reports and Originality Reports for monitoring academic integrity are generated and documented. Violations of academic integrity are reported to the office of the Vice President for Academic Affairs (Administrative Assistant, Kim Johnson, kjohnson@hiu.edu 714-879-3901 x1246). You may also choose to consult your faculty supervisor or college dean.

Instructors should also return graded assignments to students using Canvas. If you have questions about how to do this, please contact the Department of Learning Technology at dlt@hiu.edu or 714-879-3901, ext. 3999.

Final grades are due one week after the Friday of the final week of the class.

For **Online** courses of 8-weeks or less, it is even more imperative that student work be evaluated, scored, and returned in a timely way.

Forum discussions should be graded within 1-2 days, minor assignments should be graded within 3 days, and major assignments should be graded within 7 days.

Grades of Incomplete

Students who have medical or mental health emergencies or family crises that prevent them from completing your class successfully may petition for an Incomplete in your class. The Petition for Incomplete is available on the HIU website:

https://www.hiu.edu/uploads/documents/41189217_petition_for_incomplete.pdf

Medical or mental health emergencies must be supported by documentation from qualified medical/mental health providers. As a rule, students should have completed more than 50% of the class in order to qualify for an approved Incomplete.

On the Petition for Incomplete form, there is information required from the Instructor.

- A listing of the assignment/work items that remain for the student to complete.
- The number of hours estimated for the Instructor to grade these items. This is necessary to authorize additional recorded hours for faculty compensation.
- A default grade; that is, the overall grade (based on all course requirements) in the class the student would receive if no further credit-worthy work was received. This grade will usually be an F or a D. The student has 6 weeks from the end of the course in which to satisfactorily complete the remaining work. If nothing is received after the 6 week period, the default grade is the official grade on the transcript. If work completed by the student results in a higher grade, the Instructor will initiate a grade change with the university Registrar's Office.
- Instructor's signature for approval. An approved Petition must also receive the signature of the Dean of the College.

Instructor Communication with Students

Instructors should be sure to regularly check their HIU email for university-related correspondence, including emails from students. Instructors should be especially alert for email pertinent to their class(es) two weeks prior to the start date of their class(es) through two weeks following the end date of their class(es).

Student questions and concerns must be addressed by the instructor immediately. ***Please respond to student emails or inquiries Monday through Friday within 24 hours.***

Although in-person communication is preferable in most instances where it is feasible (for in-person classes, of course), it is often better for substantive communication to be in writing for clarity, agreed upon extensions and arrangements, and documentation of communications. For such formal communications, instructors should use their HIU email account (or through the Canvas Inbox feature) and communicate with students only through the student's HIU email address (or through the Canvas Inbox feature).

Do not send student grade information (points, percentages, or letter grades) through email. Instead, refer students to their Canvas gradebook.

Instructor Administrative Responsibilities

Recording Attendance for in person classes is vital, for it verifies actual student engagement in the courses for which they are enrolled for student financial aid purposes. Emails and instructions will be sent to you by academic staff to prompt you to record attendance in the Faculty Portal in a timely manner.

In **online** classes student non-participation, non-engagement in the course (i.e. a student is not logging on and not engaging Discussions or submitting assignments) by the end of the first week of the course should be reported to the academic advisor/academic coach through Dropout Detective.

Dropout Detective is a system within Canvas used to monitor at-risk students.

A Dropout Detective report should be submitted for students who have not participated or are earning less than 70% after the first week. Subsequent to the first week, struggling or failing students, students who are not attending or engaging in the class, or students who are missing assignment due dates should also be entered through Dropout Detective so that assistance, accountability, and intervention can be brought to help the student.

Completing a Dropout Detective report/alert will signal an Academic Advisor/ Academic Coach to reach out to the student to help facilitate/motivate their success in the course.

Assistance with Dropout Detective is available through Dr. Karen Clark, Student Success Coordinator, kmclark@hiu.edu (714) 879-3901 x1263

At Course End, when final grades are complete, please review your grade book, making sure there is a grade for each item; that is, that all cells in the gradebook for every student and assignment display a number, even if it is zero. Grades will automatically be pulled from your gradebook by the academic records system one week after the class ends, and a complete gradebook is vital to ensuring this transfer happens seamlessly. An incomplete gradebook can produce an erroneous grade in the system that, until reported and corrected, may negatively impact a student in terms of academic or financial aid standing.

Assessment

Your course will likely have embedded in the Canvas shell a mechanism for **Direct Assessment** of a student artifact produced by students in your class. This mechanism calls on you to rate (with a few clicks of radial buttons) the students' work on a 1 to 5 scale according to the assessment rubric provided alongside the rating apparatus. Please understand that this direct assessment rating is entirely separate from grades you assign in your course.

After a course is completed and grades are submitted, **Summative Course Assessments (SCAs)** are instructor reports based on student evaluations of the course, along with the instructor's

perceptions and analyses of what took place in the course. The point of the SCAs is assessment of student learning in the course with an eye to making improvements in student learning the next time the course is taught.

Through end-of-course surveys students evaluate elements of the course, and this survey data is used for what the university calls **Indirect Assessment**; that is, what students say about their own learning and their experience in the course. Instructors are then provided with a summary document with numeric ratings on survey items, along with written student comments. This is the material which they use to compose the 1–3-page SCA report.

A template document is provided for the report. Instructors may save their SCA and revise it each year instead of writing it from scratch. This is a vital part of the university's assessment program, a feature that has been commended by accreditors, and it is required of all faculty. Please continue to check your HIU email for a couple of weeks after your course ends so that you can see and respond to this email.

The SCA will usually take about 1 hour for a faculty member to complete. This is a compensated hour that should be recorded in UKG for the class you taught.

Best wishes for a very satisfying teaching and learning experience!

And thank you for your hard work!

Appendix C: MFT Program Task Force June 2024

MFT Program Task Force

Report Assigned by President Alexander; Submitted as Directed, June 7, 2024
Compiled by Dr. Edgington (VPAA), Dr. Steele (CPC Dean), and Dr. Yang (COE Dean)

1. **Assignment One** – Address Issues in MFT brought up by the WSCUC Visiting Team Chair, April 26

a. Complaint about a last minute change of instructors the day before the start of class.

Late change in instructors is extraordinarily rare. While we will continue to seek to avoid this, we believe the university can't guarantee that changes won't occur. There are rare situations with changing instructor circumstances/availability and shifting course enrollments which require added sections or consolidated sections. The university must on these rare occasions make changes to meet student needs, adjust to exceptional faculty situations, or wisely steward university resources. In this particular case, under-enrolled Thursday courses led to course cancellations and reassignment of FT faculty to Tuesday courses, replacing scheduled adjuncts.

b. Faith Commitment and Faith "Fit" of Some Adjuncts Questioned

Having investigated this, we believe the student input came from a single student whose theology and assumptions about what faith and learning instruction looks like are very narrow and sectarian. Student end-of-course surveys (indirect assessment) for the program rate faith and learning integration with consistent high scores between 4.0 and 4.6 on a 5 point scale, which meets or exceeds the established benchmark of 4.0

c. Complaint about modifications to a course syllabus mid-course

This occurred in Psychopharmacology (3 sections, including one added late to accommodate higher enrollment). The Syllabus and Canvas content didn't match in one section until it was reconciled by program director. The complaining student was contacted by both the program director and the Dean to explain what had happened and how it had been corrected.

Instructors need to retain discretionary ability to make corrections or clarifications to the published syllabus when necessary. It is academic policy across all colleges that beyond corrections, any assignment or due date changes can only be made when the result is in favor of the students. In addition, changes to the syllabus must be published to students in writing, as well as explained with clarity by the instructor to students.

d. Complaint about an instructor pushing most instruction off on students.

Student presentations or discussion leading can be a very effective pedagogy. However, the instructor must frame and explain what is being done and why, and the instructor must be engaged in appropriately guiding, facilitating, and

evaluating of student learning in the instructor role. Again, indirect assessment from student survey data on instructor engagement consistently yield 4.0 or higher ratings on a 5-point scale. The situation prompting the complaint was an aberration; the CPC Dean is ensuring that expectations for instructor engagement are clear for all instructors, adjunct and fulltime, and that all syllabi are reviewed for appropriate instructional design and pedagogy.

- e. Complaint that instructors were not replying to students in a timely way.

It is already a published standard for the MFT program that instructors must reply to student messages/inquiries within 24 hours, Monday through Friday. To reiterate the policy consistently across the university, in May 2024 Deans Council just approved a *Guidelines for HIU Instructors* document to be used in onboarding new full time and adjunct faculty and in refreshing and monitoring continuing full time and adjunct faculty. The 24-hour response standard is stated in a section about communicating with students.

- f. Although graduate students in psychology are regularly surveyed, in response to complaints heard from a few MFT students at the end of April, it was decided to seek graduate student input in psychology programs more broadly through deployment of a survey now.

A survey has been constructed and issued to MFT and MSC students June 12.

- g. The suggestion more broadly made by MFT students in their meeting with the WSCUC visiting team, was that the MFT program had been deprived of adequate fulltime faculty resources due to their redeployment to the DMFT program.

The Dean of CPC has mapped fulltime, doctoral level faculty deployment of units in 2023-24, which shows 51 units deployed to DMFT and 68 units to MFT.

- h. One student complaint was that an adjunct instructor didn't seem to know basic knowledge (specifically, differential diagnosis)

The instructor in question will not be continuing with the university. The actual situation was a student question asked just as class time was ending. The instructor said he would answer next time. Either the instructor really didn't know or he should have given a quick answer with a promise to go deeper next time or an offer to dialogue with the student "offline".

2. **Assignment Two** – The Task Force was directed to explore the training platform: *Quality Matters* –The Visiting Team noted inconsistencies in rigor and depth of engagement for both faculty and students in some online classes they examined.

HIU will initiate a Quality Matters membership for \$1,925, which includes training for two people. We think Robin Felix and Curtis Holtzen, veteran faculty with rich experience in online teaching and learning, are the best candidates for this training. Our plan is that they will be our "scouts" to report on their training

and the implementation of appropriate steps to standardize online coursework for HIU. Representatives from the other three colleges (CBM, COE, and PCCMBS) can be sent for training, as well, if it is determined to be an effective next step.

3. **Assignment Three** – The Task Force was directed to ensure that all active course syllabi are reviewed before the course is next taught with an eye for accuracy, alignment with Canvas content, appropriate rigor and overall quality of the course.

This was accomplished across the university for all Fall Module 1 2024 courses, either by Deans or their fulltime faculty designees. This review will continue to roll out in advance of course starts through Fall and Spring semesters, through all five modules, and prior to other course starts.