

Institutional Overview

Our history.

George Fox University is the oldest Christian University in Oregon. More than 115 years ago, evangelical Quaker pioneers helped settle the rich Chehalem Valley of Oregon, which is now known for its premier vineyards. One of the settlers' first priorities was the education of their children. They established the Friends Pacific Academy in 1885, which focused on Christian instruction. At the same time, the founding pioneers were looking ahead and dreaming of a college to provide further and more advanced education. The dream became a reality on September 9, 1891, with the opening of the doors of Pacific College and the enrollment of fifteen students on their first day of classes.

Since then, the institution has experienced major changes, including a new name. In 1949, because of the existence of many other colleges called "Pacific," the school was renamed "George Fox College" in honor of the founder of the Friends (Quaker) movement. The college remained an intimate learning environment in its early years and received regional accreditation in 1962. Over the next 20 years, the college would add facilities and increase the academic rigor of its programs. During the 1980s, George Fox adopted an innovative mindset and rapidly expanded its program offerings, which triggered a growth spurt that continues to the present day. In 1996, with the addition of several graduate programs, the college changed its name to "George Fox University." During the next 14 years, the University experienced rapid growth, quadrupling in size.

George Fox University today.

Today, George Fox is Oregon's nationally recognized Christian University, providing students with personal attention, global opportunities to learn and serve, and a supportive community that encourages academic rigor and spiritual growth. We offer bachelor's degrees in more than 40 majors, adult degree programs, five seminary degrees and 11 master's and doctoral degrees. While our programs hold state and regional accreditation, many of our programs have earned national disciplinary accreditation:

- The Undergraduate athletic training program is accredited by the Commission on Accreditation for Athletic Training Education
- The Undergraduate engineering program is accredited by the Engineering Accreditation Committee of the Accreditation Board for Engineering and Technology
- The Undergraduate music program is accredited by the National Association of Schools of Music
- The Undergraduate nursing program is accredited by the Commission on Collegiate Nursing
- The Undergraduate social work program is accredited by the Council on Social Work Education
- The School of Education is accredited by the National Council for Accreditation of Teacher Education
- The George Fox Evangelical Seminary is accredited by the Association of Theological Schools in the United States and Canada

- The Graduate school of Clinical Psychology is accredited by the American Psychological Association

More than 3500 students attend classes on the University's residential campus in Newberg, and at its Portland, Salem, Redmond and Boise centers. In 2010-2011, *Forbes* ranked George Fox in the top 150 colleges in America and among the nation's top Christian colleges. Most recently, the University again received a first-tier ranking and "Best Value" listing for [U.S. News & World Report](#) magazine in its 2012 "America's Best Colleges" issue.

Preface

Institutional updates.

Brief update on institutional changes since last report.

It has been less than a year since our Year One report was submitted. In an effort to provide context for the review team, we have included the updates listed in our last report first and then conclude this section with a brief description of major University updates in the last nine months.

Year one update.

George Fox University has continued to grow during challenging financial times. In the fall of 2010, we welcomed our largest freshman class of students in the history of the University. Additionally, we have 120 Chinese students, our largest international group, studying on campus and have enhanced our English Language Institute to better serve these students. Our traditional undergraduate population has grown to 1780 students and our graduate and adult degree completion populations have remained steady with 1697 students.

The University continues to seek to improve teaching and learning on campus. A full-time Dean of Instruction launched [new teaching and learning initiatives](#) in the fall of 2010. During the 2010-2011 school year, 50% of the faculty voluntarily participated in faculty development opportunities with 28% of faculty engaged in a professional learning community centered on a teaching and learning issue. In addition, for the first time, a full-time Director of Assessment will join the Academic Affairs office in the summer of 2011.

While GFU has conducted online coursework with graduate students for many years, during the summer of 2010 we conducted our first online summer school for undergraduate students. Eight general education courses were offered with each course filled to capacity. Plans are underway to expand the number of courses available online during the summer of 2011.

The University is in the process of reviewing its program offerings to determine their alignment with our mission and their effectiveness in preparing students. As a result, we are thinking very carefully about the addition of new programs. Two new programs have been approved since our last report and one new program is in the development phase.

The Department of Educational Foundations and Leadership (EDFL), in the School of Education, has received approval to offer an [Educational Specialist](#) degree (Ed.S). This program will create opportunities for candidates to enroll in a comprehensive program of post-master professional development courses consisting of a 14-hour core curriculum and an added 18-hour specialty strand for the purpose of earning Oregon licensure or endorsements. This program meets the needs of current teachers and administrators who are interested in continuing professional development resulting in a practitioner's degree program, midway between the master's and the EdD program.

Our School of Education offers a Master of Arts in Teaching degree in various locations within the state of Oregon and in Idaho. The state of Idaho, recognizing the need for qualified teachers to teach in an online environment, has implemented an Online Teaching Endorsement to support teacher certification in content areas. Our Boise MAT program has received University approval and approval from the State of Idaho to offer the [MAT Plus Online Teaching Endorsement](#). This endorsement includes both coursework and internship in the online environment. The program requires candidates to meet the ten accepted Idaho state standards for online teaching.

Year three update.

George Fox University again broke enrollment records in the fall of 2011 with a total enrollment of 3,524. Our traditional undergraduate population has grown to 1,893 students and our graduate and adult degree program populations have remained relatively steady with approximately 1,631 students.

Our new Director of Assessment is leading significant work on our campus. She is bringing unity to our multiple assessment efforts by creating a comprehensive University assessment plan. Additionally, she is co-leading curricular and assessment efforts with our general education curriculum. Our *Excellence in Liberal Arts Foundation* core theme has undergone extensive revision as the core theme team has worked in tandem with the General Education Committee to create valid and reliable assessments of student learning.

The [George Fox Evangelical Seminary](#) (GFES) and the North American Institute for Indigenous Theological Studies (NAIITS) have begun a relationship to support Native North Americans in the area of theological education and development. NAIITS is primarily a Native-North-American-led organization, which is dedicated to introducing change in the education and practice of evangelical Christian mission and theology – particularly as it is directed toward indigenous communities. On June 12, 2010, GFES and NAIITS signed a Memorandum of Agreement, which promises to further each institution's goals and values. The proposal to offer a Master of Arts in Ministry Leadership (MAML), in cooperation with NAIITS, was approved by NWCCU on March 21, 2011.

As the landscape of higher education changes, the University is carefully reviewing their programs at the main campus and at our satellite campus sites to determine their effectiveness and financial viability. As a result, new program development has slowed as the University optimizes their current offerings. However, the University is investing in the development of a [Doctorate in Physical Therapy](#) (DPT), consistent with the University's long range plan. George Fox received approval for this substantive change from NWCCU on October 24, 2011. Additionally, their professional organization, Commission of Accreditation in Physical Therapy Education (CAPTE), conducted an on-site visit January 24-25, 2012. The program will launch in the fall of 2012 with a cohort of 32 students.

The University has welcomed two new executive leaders during the 2011-2012 school year. July 1, 2011, [Mr. Ted Allen](#) joined our team as the new Chief Financial Officer. Mr. Allen is enhancing

the budgeting and financial processes on campus and creating a long-range plan for continued viability. Additionally, [Mr. Brian Gardner](#) has been hired as our new Vice President of University Advancement. Gardner will oversee all gift development and external relations programs of the University. Mr. Gardner comes to us from Wheaton College (Illinois) and began his work at George Fox on February 22, 2012.

Responses to evaluator recommendations.

We are grateful for the commendations and recommendations that our Year One Evaluation Panel shared. Their recommendations have been an important part of our work to advance our core themes this year and begin to more thoroughly define mission fulfillment.

Recommendation 1: *The Evaluation Panel recommends the development of clear standards for mission fulfillment. (Standard 1.A.2)*

Response 1: In our updated Standard 1.A.2, we have shown how our core themes align with our mission outcomes and how each core theme, and its accompanying objectives and assessments, serves as the primary assessment for a given mission outcome(s). Mission fulfillment is defined in detail in section 1.A.2. “Key” objectives and their associated assessments, when taken together, for each mission outcome become the basis for mission fulfillment.

Recommendation 2: *The Evaluation Panel recommends completing the planned development of all identified “assessable measures of development” and developing specific criteria for “competency” in differing assessment measures used to determine successful achievement of objectives associated with Core Themes. (Standard 1.B.2)*

Response 2: In our updated Standard 1.B.2, we have identified assessable measures as well as the criteria for competency for all of the core theme objectives. Community input has been invaluable in the development of these criteria. We utilize the continuous improvement model in establishing, reviewing, and revising our assessment measures and thresholds of achievement. During the fall of 2011, our [Executive Accreditation Task Force](#) (EATF) in conjunction with the [University Assessment Committee](#), and our Core Theme Teams further developed and identified assessable measures for all of the objectives in all four core themes as well as thresholds of achievement as criteria of competency. The EATF then reviewed and approved these updated standard one objectives, measures and thresholds.

Addressing feedback noted on pg. 4 of Year One Peer Evaluation Report, “it is possible that too much is being asked of the NSSE assessment tool, particularly in relation to the objectives tied to core themes 3 and 4,” we have revised and identified a set of assessments that are both direct and indirect measures of achievement for not only core theme 3 and 4 objectives as recommended, but for all objectives in every core theme. Although the NSSE assessment tool and other survey instruments are still being utilized as measures, there are additional direct measures used in conjunction with them as criteria for meeting the objective.