

The Bulletin



of the Worldwide Church of God and Ambassador College

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ACCREDITATION REPORT

Special from Garner Ted Armstrong

May 25, 1977

Dear Fellow Ministers in Christ: GREETINGS!

I much appreciate your kind letters of support and the phone calls I have received during recent trying times, most especially with regard to the merger of the Big Sandy and Pasadena colleges. I am confident that we will see a great strengthening of the college as a direct result.

Pursuant to this, I thought it fitting that we let all of you read the complete report as compiled by the Western Association of Schools and Colleges following their in-depth campus visit.

The report you will read is the exact word-for-word evaluation which will be given to the Senior Commission in June.

I hope you will read every word!

Frankly, I know there are many of you fellows in the field who have been totally unaware of the major improvements and developments which have taken place in the college in the past few years. We are in every sense of the word a *fine* small, church-related, college with a fully professional, top quality academic program.

I thought it might be interesting and educational for all of you, most of whom are graduates of one of the colleges, to read this appraisal of Ambassador College as we appear through the eyes of professional educators and academicians.

—Garner Ted Armstrong

From the Vice President for Academic Affairs

With the news of college consolidation and the forthcoming decision from the Western Association of Schools and Colleges (WASC) concerning accreditation, it is perhaps a good time to once again address some fundamental questions: Just where is Ambassador College going; how will it be directly affected by accreditation; and more importantly, how will its service to the Church be affected?

First, let's look at accreditation. Many things have been said about it, but what exactly is it? Contrary to some beliefs, accreditation is not done by government agencies in this country as it is in so many others.

The practice of private accrediting associations goes back to the turn of the century when European institutions held a low opinion of American colleges and universities. Different associations of educators began forming with the intent of doing something to increase the quality, credibility, and overall standards of higher education in the United States.

Some of those earlier efforts attempted to establish criteria which would indicate a "good" institution or a "bad" one. There were problems, however. Higher education in this country is as diverse and varied as there are separate institutions. There is as much diversity among

colleges and universities as there is among churches. In fact, that is one of the beautiful things about the freedoms and liberties we enjoy. No one imposes upon our religious freedom and no one should impose on our freedom to have a college or university with a totally unique approach and personality.

For several decades, those embryonic accrediting associations went through various stages of development. They have now united the entire country with a system of regions and one independent, private accrediting association for each region. For the state of California, that is the Western Association of Schools and Colleges.

Along with physical development, the associations have also arrived at new criteria for accreditation. No one college or university is held up as *the* example for all others to follow. Rather, the intent is to evaluate each institution in the light of its *own* unique purposes, goals, and objectives. The association then looks to see if those stated purposes are being met in the most professional, fair, efficient, and effective ways.

The WASC Handbook of Accreditation (August 1975 edition) gives this summary: "Accreditation is a voluntary process involving an association of schools and colleges to encourage high standards of educational opportunity for all students. It attempts to attain this objective by asking each participating institution 1) to conduct appraisals of its own purposes and educational procedure; 2) to request and consent to an on-campus visit by members and representatives of the appropriate commission; and 3) to agree to make available all records and documents that may pertain to the evaluation of the institution. A fundamental principle of accreditation is that each institution will express, adopt, and adhere to declarations of purposes that are suitable to the nature of the institution itself and equally appropriate within the framework of higher education. Accreditation evaluation attempts to assess the effectiveness of the institution in achieving its stated purposes. No specific pattern of organization or instruction is prescribed by the accrediting agency. Rather, the institution is expected to provide evidence of educational outcomes in harmony with its objectives and appropriate purposes."

The process of seeking accreditation has brought a number of changes to Ambassador College. Those changes have meant more effective and professional standards for our faculty and administration.

There are some areas where we have not changed, however. Ambassador College still

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teaches, with the same resolve as in 1947, the unique beliefs and teachings of the Church. Our foundational principles will *never* change.

The expansion of the college, to its present size and scope, allows us the capacity to offer more major courses of study than in previous years. These new majors, taught in the Church-influenced environment, help prepare our youth for meaningful careers and sound spiritual lives. More than ever, we are literally teaching young men and women how to live as well as how to earn a living.

The students are also receiving financial aid for their education from sources which were simply not available a few years ago. Since we became a candidate for accreditation, our students have become eligible for various types of financial assistance programs of the government and other agencies. If we are granted accreditation, our students will become eligible for even more forms of assistance outside of the Church.

Offering the finest form of higher education with Church influence is perhaps the single greatest contribution the college is making today. But there are a number of other benefits as well.

Ambassador College is also continuing its commitment to professional development of the minis-

try. That was evidenced with the recent commencement of the first class to complete the Certificate of the Ministry program. In this and other programs, the college is striving to serve more efficiently the specific needs of *today's* Worldwide Church of God.

—Michael P. Germano

EVALUATION TEAM REPORT

The following evaluation team members from the Western Association of Schools and Colleges—the Accreditation Commission for Senior Colleges and Universities based at Mills College, Oakland, California—visited Ambassador College, Pasadena, on March 21-23. Their official report to WASC, reproduced in its entirety, follows the team roster.

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GENERAL RECOMMENDATIONS

1. Plans for alleviating space problems, in the library and elsewhere, and provisions for the employment of additional full-time faculty should be given high priority.
2. Without abridging the present supportive relationship between Ambassador College and the Worldwide Church of God, a complete separation of Church and College must be established and maintained. This would also make possible financial reporting more in line with standard college practice.
3. Since several persons hold major roles in both the Worldwide Church of God and Ambassador College, unusual care must be taken to

avoid the conflict of interest which such dual responsibilities can generate.

4. Each department should assess its capabilities and limitations so that plans for the future are in harmony with an institutional commitment to carefully controlled growth.
5. The proportion of the budget devoted to physical plant and support services should be reviewed so a more equitable relationship with the academic program can be established.
6. A program to help members of the Board of Trustees understand their duties should begin immediately and should be a continuing and explicit effort.
7. The Executive Committee of the Trustees should have its role, including authority and composition, developed and assigned by the full Board.
8. Faculty involvement in such areas as budget development and handbook revision should be sought out and formalized.
9. Administrative relationships and titles need to be stabilized and a comprehensive management study undertaken.
10. Procedures for involving students in campus governance need to be reviewed, and helps for students should be as responsive as possible to actual student needs.
11. Course sequence needs to be made more realistic, and facility/equipment in the joint sciences should be upgraded substantially.
12. A conscious effort needs to be undertaken to insure that able and dedicated women on the faculty are appointed to committees concerned with full college policies.
13. Steps should be taken as soon as possible to see that the campus is prepared for an OSHA inspection.

INTRODUCTION

The gracious environment of Ambassador College set the tone for an evaluation that was able to combine candor with great goodwill. The result was a sense of having gotten through to basic issues very quickly. This was the more remarkable since the institutional *self-study had tried to involve so large a part of the campus community that focus and consistency were occasionally lost.* Fortunately, many of the threads left dangling in the self-study were rewoven rather easily on site. It will be important, however, for the College to mount a continuing examination of its purposes and the procedures by which these are to be accomplished effectively.

Special care will need to be taken to keep Ambassador College from becoming a contested symbol within the Worldwide Church of God or a means by which those dismissed from the Church or the College seek redress. After careful examination of all documents filed with the Western Association, the evaluation committee could find no current evidence of policies or procedures which would bring into question the appropriateness of our visit. While the history of the College is more troubled than one might expect in an institution so young, there appears to have been a consistent, good faith effort during the last several years to bring Ambassador nearer the main stream of private higher education. This is not to suggest that it is losing the intense identification with its sponsoring Church which has been a hallmark of this school from its inception. It does suggest, however, that the College seems anxious to meet accreditation standards which do not compromise its conservative theological or religious orientation.

Those who supplied the rather extensive records we examined or who arranged the intensive interviews we asked for deserve special thanks. They were unfailingly responsive and contributed notably to the tone of openness and trust which the committee experienced. A comparable trust needs to be fostered among administration, faculty and students. Preparation for the accrediting visit has gone a long way toward resolving the reservations which have inhibited the full utilization of every group and resource on campus. The College is to be explicitly commended for the fresh approach it is now taking toward how it is governed and operated.

ADMINISTRATION

Since its last evaluation visit, in 1974, Ambassador College has undergone marked administrative changes. A new President and an almost completely reconstituted Board of Trustees are among the most significant of these, but important allocations of responsibility—as documented by the latest organizational chart—were still being made during the first few months of 1977.

The fact that the structure of the College permits it to respond quickly to developing needs is impressive, but rapid change can also suggest that administration is not taken very seriously or that precise relationships and clearly defined areas of responsibility simply do not exist. The fact that the President is now committed to spending the major part of his time on campus and to involving himself in the administrative affairs that are the

special province of the chief executive officer is a hopeful sign that the entire administrative picture at Ambassador is now being stabilized.

Board of Trustees

In the 1974 evaluation report, it was suggested that the Board "should be enlarged and should provide for a greater mix." It was also recommended that the Board include an Executive Committee. Both of these suggestions have been implemented. The Board now consists of 15 members and, while all are still a part of the Worldwide Church of God, they now include both minority and lay representation. An Executive Committee has also been appointed, but the whole reorganization is so recent that it is barely underway.

In extended interviews with four members of the newly constituted Board, it was evident that they took their appointments very seriously, but explicit training to help Board members undertake and understand their duties should begin immediately and should be a continuing and explicit effort. Complete and consistent minutes of both Board and Executive Committee meetings should be kept meticulously.

Organization and Operation

A review of current administrative and academic organization at Ambassador suggests that relationships and titles need to be formalized. In practice, there is a reasonably genial understanding of duties and reporting lines, but the role of the Dean of Faculty (1977-78 catalog description) or Vice President for Academic Affairs (latest organizational chart) must be clearly defined and stabilized. Currently, in areas such as the development of a faculty handbook or general program planning there is more ambiguity than one would expect in an established four year institution.

Fortunately, there is a high degree of commitment among those in major administrative positions and an apparent willingness to allocate responsibilities appropriately. No major realignments seem to be called for, but the general administrative structure needs to be set and adhered to.

The actual operation of the College is occasionally excellent—the office of Public Information is a case in point—and usually crisp. In fact, support services at Ambassador are generally superior to those found at comparably sized schools whether public or private. It is in the area of shared governance in academic matters that some questions might be raised. Faculty members are not quite sure what is expected of, or allowed, them in mat-

ters of College governance generally, or even in academic planning. While faculty reactions have been sought for in the past, explicit procedures to capitalize on faculty input seem to be inadequate.

Financial Resources

The financial and business programs of Ambassador College appear to be under competent leadership, and improvements over earlier procedures in accounting, budgeting, organizational design and personnel policies are evident. A sound debt retirement program is underway, and the institution appears to be operating with a balanced budget.

Yet much remains to be done if the College hopes to present a picture of financial accountability that is truly convincing. While it appears that an effort has been made to separate the Worldwide Church of God and Ambassador College, there still appears to be an intertwining of assets, liabilities and operation, and this is reflected in the last audit made available to the visiting committee.

It is possible that the College would benefit substantially from a very comprehensive management study, including a thorough audit, by a nationally recognized firm. Ambassador really has no choice, if it chooses to be and remain accredited, but to demonstrate that the College is a distinct entity from the Church. This should also help in improving communication with respect to budget preparation and in the on-going sharing of budget data.

In examining the budget of the College, one is struck by the amount devoted to facilities in contrast with that allocated to the educational program. The attractiveness of the physical plant and campus is everywhere in evidence, but only a few academic programs appear to receive comparable support. (See Educational Programs below.)

The Worldwide Church of God is to be commended for its generous support of the College. The development program just getting underway may help ease major dependence on current Church assets, but there was no reason to believe that the Church is either unrealistic in forecasting or uncommitted to underwriting the costs of developing and maintaining Ambassador as a thoroughly respectable—even model—institution.

PHYSICAL FACILITIES AND EQUIPMENT

The visitor to Ambassador College cannot keep from being awed by its beautifully integrated campus. Its effect upon staff and students, as well as

visitors, cannot help but be a positive and lasting one.

The lovely ambience of Ambassador is obviously the result of careful planning, skillful maintenance and imaginative restoration. It would be difficult to think of a campus in which the old and the new have been integrated so effectively. Students are clearly proud of their surroundings, and the interiors of living quarters, as well as classrooms and general purpose buildings, are impressively free from the juvenile marring that so often disfigures campus facilities. Deterioration appears to be at a minimum; custodial services are certainly above average, and there is a campus-wide respect for the College environment that cannot be praised too highly.

Physical Plant crews are engaged in preventive maintenance, but there is a pervasive sense of catering to beauty as well as function. A large share of the credit for such a successful marriage must go to the building and landscape architects, who have managed to give a feeling of openness and freedom within rather severe space limitations. Additional space is currently being sought and is truly needed. Only a few departments have superior facilities, but some are exceptional. (These, as well as specific deficiencies, will be discussed under Educational Programs and Library and Other Learning Resources.)

The auditorium deserves explicit comment. While it may be lacking in some backstage facilities, it is a beautiful, functional addition to the campus, and having such a building makes possible the scheduling of many presentations under almost optimal conditions.

The cost of maintaining such a magnificent campus needs to be scrutinized carefully, however, so that the College cannot be justly accused of being more interested in how a program is accommodated than in the program itself. A lovely facade is no substitute for a solid, if plain, academic effort.

In the midst of so much that is more than adequate, the lack of accommodations for the handicapped is the more surprising. Restroom facilities, ramps and drinking fountains are only a few of the more obvious shortcomings. If these can be attended to before an OSHA inspection—which is inevitable—they can usually be worked into current budgets. Once an institution is cited for deficiencies, it is given little consideration getting up to an acceptable standard.

Current energy problems may make it necessary to review the use of some landscaping features, such as fountains and running streams, but the

same kind of innovative planning that has gone into the design of the campus as a whole should prepare the College to respond imaginatively to any reasonable restriction.

LIBRARY AND OTHER LEARNING RESOURCES

Storage and retrieval of print and non-print materials are organized under good principles of library science at Ambassador College. Policies of selection and retention of materials are established and executed with faculty and student needs in mind. Over the past three years the Library has experienced gratifying growth and development which, if continued, promises to aid the Library in becoming the most important intellectual resource of the academic community. The other learning resources (audio-visual, tutorial and in-service educational aids) have been developed to form an important adjunct to classroom instruction. The splintered physical location of the learning resources at Ambassador College, however, makes it impossible for the staff to achieve its goal of maximum service to the campus community.

Organization

The professional librarians have full faculty status and, as such, are entitled to the benefits as well as the responsibilities of such recognition. The Director of Learning Resources is immediately responsible to the Vice President for Academic Affairs and a member of the Curriculum and Educational Policies Committees. The Director is entrusted with planning and administering the Learning Resources budget, responsibilities which he shares with his staff.

The department is organized in a non-traditional manner, however, with Library Production Services and Library Support Services listed as appendages to a higher concept of "Learning Resources." This kind of an arrangement allows for a director, who is an educational psychologist with no professional academic training in library science. With the present personalities on the staff, the current arrangement is a congenial one and, in practice, seems to work well. Assuming different individuals and circumstances, however, the present organization could destroy the proper balance between traditional library services and considerations of educational technology. The committee urges the College to review the present

organization carefully. It may not be the best long-term arrangement.

Staff

The two librarians who manage the library services are highly dedicated individuals who spend an unreasonable amount of time and effort on their jobs. There is a need for three to four full-time people to keep pace with the growing materials budget and increased service demands. Since 1973-74 the library materials budget has grown from \$23,000 to its current level of over \$119,000. During the same period the budget for "other library purposes" (including staff) has remained relatively the same. The two budgets should reflect an incremental balance. Increasing work-study students without adult support will only lead to waste and inefficiency.

Budget

The funds provided for the support of the Library and Learning Resources will in large measure determine the quality of the product. The College is to be commended for its increased expenditures for library materials in recent years. This level of funding, if continued, should insure excellent support for the educational program at Ambassador.

The director does need an adequate budget for non-print materials, however, including funds for replacement of audio visual equipment as well as for the purchase of new items. He also needs the same freedom in utilizing these funds that he now has with library materials generally.

Collections

With the rapid rise in support for library materials in the past three years, the Library is beginning to achieve its goal of quality and quantity. Building a quality collection of intellectual tools is a gradual process, dependent on careful selection policies, explicit faculty participation and a generous budget. While comments as to needs and specific subject areas will appear throughout the report, the reference collection is well developed, and the current periodical holdings of almost 1200 titles is generous for a college of this size. The current practice of developing Library support in a particular area before a major is offered—as in political science—deserves special commendation. Special attention may need to be given to areas which are long established to see that they have the back files or other titles needed to support fully the current programs of the College. Great care should be exercised in beginning graduate

level work in either business or theology. Library support at this level-takes on a more sophisticated, and much more costly, character.

Building

The present facilities for the library/learning resources collection and services are a serious inhibition to the development of effective academic support. Scattered physical locations, inadequate storage facilities and two classification schemes are simply the most obvious of the current disadvantages. A central location with adequate space for the current collection and operation, as well as expansion capability, is imperative. Even the Fine Arts Library should be incorporated into the new building, except for a small departmental collection of musical scores and working tools. The committee considers the present physical configuration of Learning Resources as the major problem which this area faces. One location should also help speed up the process of converting to a single classification system. This may require a special appropriation for additional staff, but one scheme in one location will be of great value to students and faculty.

Services

The present Director has made commendable strides in changing the character of Learning Resources from something resembling a museum to a working laboratory. Special mention must be given to the workshops in audio-visual media and instructional development, the Master Teacher programs, the Library Explorer program, the Pathfinder Guides, and the tutorial programs. Additional adult-support staff will strengthen the reference service. Students and faculty are entitled to the visible services of an intelligent, capable reference librarian during peak hours of library operation.

Summary of Recommendations

The following suggestions are given in an approximate priority order:

1. Provide Learning Resources with one physical location and reasonable space for expansion.
2. Look carefully at the organization of Learning Resources in terms of achieving a proper balance between traditional library functions and educational technology concerns.
3. Employ, as soon as possible, three or four full-time staff to keep pace with an increased materials budget.
4. Continue current budget levels for library material with annual increments for inflation.

5. Provide a visible budget for equipment, and freedom to spend this budget, as is currently possible with the materials budget.
6. Scrutinize the periodical titles in light of curricular offerings and usefulness to College students.
7. Provide more "visible" reference-librarian services.
8. Accelerate the book classification conversion from Dewey Decimal to Library of Congress.
9. Cull outdated textbooks which are disconcertingly numerous.

EDUCATIONAL PROGRAMS

While it was not possible to consider every academic program in detail, since that was an application for initial accreditation the committee tried to look at as many programs as possible. The result was a pattern that is often seen in developing institutions: an extraordinary range in both actual and potential accomplishment. Since the academic programs of the College are not evaluated by department in the self-study, an internal assessment of strengths to be built upon and weaknesses to be attended to was missing. Five-year department plans, however, were in existence for most areas and were reviewed in the Dean's office. Though excellent in demonstrating course offerings and staffing requests over the next few years, they reveal no common thread of financial, facility or enrollment data for the institution which would make them part of a coordinated whole.

From a review of faculty requests contained in the plans, one could picture the College in five years as enrolling 2000 students, offering additional majors and at least one masters program. While the administration has wisely requested controlled growth, faculty members' perceptions of available funding and readiness for institutional expansion raise questions about the need for frank, broad, College planning sessions. At the present time, faculty have had little experience in assessing departmental needs, even though intensive self-analysis at the departmental level should be the beginning for broader analysis. Hopefully, the superb facilities, eager students, and rhetoric of excellence—which are all much in evidence—will not diminish recognition that frank appraisals are the impetus for solid development.

The following departments and areas have been chosen for explicit discussion because they are typical of general strengths and weaknesses and, at the same time, illustrative of special concerns.

Speech Communication

The department is in the hands of a seasoned administrator who has brought to the College several well-qualified instructors. Of the six full-time members in the department, four currently hold the doctorate. Some additional part-time service is also provided by other College personnel. The program now offers a major and, though only in its second year, lists twenty-one majors and thirty-six minors.

This department appears to be commendably strong with competent instructors representing a range of preparation and academic experience. Progress in the last few years has been well-conceived and effectively carried out. Students feel that they are receiving a superior education and are enthusiastic about the program. Projections for the future are ambitious but may not mesh well with institutional capabilities. Both space and equipment are limited and should be addressed before additional growth is permitted.

Mass Communications

The department offers nineteen courses that stress the practical and vocational aspects of mass communication, i.e., radio, photography and print. The faculty consists of two well-qualified full-time members (one with a doctorate) and a chairman who provides limited teaching assistance since he also serves the College as Director of Public Information. There are currently twenty-five majors in the department.

Under close analysis, this program appears to be minimally staffed for the offering of a major. The current chairman is extended with other responsibilities and is serving while more permanent leadership is sought. Special enrichment for students is afforded through involvement in an excellent student-operated campus radio station and in other opportunities for service with campus publications. Limited television experiences are also being arranged with the extensive and superb equipment used by the Worldwide Church of God in their productions.

The program appears to be so vocationally oriented that the basic theory class listed in the catalog was dropped for spring semester due to lack of enrollment. This deserves attention, since the theory behind mass communications should be a fundamental segment in a program that has its setting in a liberal arts college.

Additional staff is needed, ideally in the form of a chairman who can give major attention to the academic program. The department should seek to

strengthen its ties to the liberal arts objectives of the College, without sacrificing the fine practical orientation so necessary in the effective application of mass communications theory.

Behavioral Studies

The Department of Behavioral Studies embraces psychology, sociology and anthropology. The department is administered by a capable chairman of considerable experience who is one of the two full-time members in the Behavioral Studies Department. Psychology is the only discipline to offer a major and, with 54 majors, has one of the largest enrollments in the College. The chairman teaches two classes a semester in psychology, and the remaining offerings are taught by five faculty members who either hold major assignments elsewhere or teach at least half-time for other departments. Sociology and anthropology are service areas with minimal offerings.

The department affords a good array of courses and experiences for the student, but the absence of laboratory work in experimental psychology is felt keenly. Such a lack is not surprising, however, when one person has to assume more roles than he possibly can. The need for additional full-time personnel in this area is critical.

History

This department offers twenty-three courses and is staffed by two full-time and four part-time faculty members. Curriculum has expanded in recent years, and a fair selection of courses in Ancient, Medieval, American and European History is now offered. Single courses in Asian and Latin American History are included. While the department lists sixteen majors, it has not experienced any growth since the inception of the major program in 1974.

The size of the department makes for outstanding opportunities in the classroom, but departmental personnel must cover such a wide spectrum of courses that it is difficult to give even limited attention to training needed by students desiring a foundation for graduate work.

Political Science

This is a small service department that currently lists twelve courses in the catalog. Only four were offered in the spring of 1977, however. The staff is adequate for the limited purposes of the department, although there is some talk of additional offerings when one part-time instructor completes his doctorate and comes to the faculty on a full-time basis.

This department is distinctive in being endowed with \$300,000 for faculty salaries, which obviously generates some interest in the development of a major. The Library has even started to gather the materials needed to support such a program. Careful thought needs to be given to such a decision, however, lest a new major in political science simply join with others which are understaffed and spread too thin.

Business and Economics

This department offers eighteen courses in business, four in economics and ten in computer science. The single major in the department is in business administration. This major, however, does offer the student the opportunity to emphasize accounting, management theory or management information systems. The department serves the largest number of majors in the College (sixty-five) and its graduates will constitute one-fifth of this year's graduating class. The staff is composed of a full-time chairman and sixteen part-time instructors. The chairman is exceptionally well qualified. He holds a doctorate, has a variety of academic and business experiences and has demonstrated superb recruiting capabilities in bringing so many able, adjunct instructors to the campus. Despite the unusual ability of the chairman, and the expertise of the part-time personnel, however, full-time appointments are necessary. Departmental administrative duties, teaching responsibilities and student counseling for a large number of majors simply spreads one person too far. Facilities and equipment for instruction are excellent, and faculty and students have access to the campus computer via a classroom terminal.

Biology/Geology

The biology division lists sixteen separate course offerings, not including independent study in the 1977-78 general catalog. The preliminary fall schedule for 1977 tentatively lists a continuation of General Biology 1, Anatomy and Physiology 1 and adds Vertebrate Biology and Entomology. Each of these courses includes a three-hour laboratory component. Assuming the General Biology 1 and 2 and Anatomy/Physiology 1 and 2 and continue to alternate each semester, as shown in the five year plan, that leaves eight major courses, exclusive of independent study, to be reasonably spaced for biology majors to take within a normally contained four-year baccalaureate program. The logistics of such an arrangement need to be carefully analyzed, not only for current students

but for transfers who hope to complete a major in biological science within four years.

One course in geology is currently being offered each semester, with nineteen students listed in the fall of 1976 and eighteen students listed in the spring of 1977. Considering that the five-year plan projects geology as a new minor by 1980, the department needs to plan its course offerings carefully if it expects a student to be able to earn a minor in that subject in a four-year period.

Each of the sixteen courses in biology listed in the 1977-78 catalog shows a three-hour laboratory component. Although a number of general laboratory topics are listed in the syllabus for Biology 1, it is difficult for an outsider to determine the nature of the laboratory experiences provided for the students. There needs to be substantive evidence provided to show that the laboratory work in biology really meets what might be expected of such work elsewhere. For instance, the laboratory component of Biology 2 includes field trips to the Los Angeles Museum of Natural History, the Los Angeles Zoo, The Botanical Gardens and a three-day trip to the desert. Although such field trips provide unquestionably valuable learning experience for students, it is difficult to determine the interrelationship with Biology 2 course content without having specific objectives and measurable outcomes in the laboratory component of the course identified.

All the biology and geology laboratory classes are offered in five standard size classrooms, some of which, at least, have substandard and inadequate laboratory installations. Peripheral cupboards in the geology room contain a good collection of rock and mineral specimens, G picks, assorted digging tools and a few microscopes in usable condition for historical and physical geology. The relative absence of charts, models and other basic laboratory equipment and instruments generally found in first year physiology and anatomy laboratories was notable, although some equipment (which had been moved to the microbiology and genetics labs) was not examined. Additional storage and display space seemed to be a real need. When space and equipment can be provided for all laboratories, such programs will be clearly strengthened.

Chemistry/Computer Science/Physics/Mathematics

The course offerings during the school year of 1976-77 in chemistry, computer science and physics are consonant with the catalog listings. A question which naturally arises, however, is the

constraint placed on small colleges in continuing to offer courses with one or two enrolled per class. An additional constraint that needs to be carefully examined in chemistry is the necessity for designing Chemistry 101, 102, 225 and 227 so as to provide a solid foundation for chemistry majors while at the same time providing service courses for home economic students.

Physical facilities are adequate for student involvement in the laboratory components of both chemistry and physics. The instrument room appears to be used, and, in general, the instrumentation appears to be adequate to good. A somewhat cursory observation of the general accessibility of equipment and instruments, however, causes one to question if the emphasis in the laboratory is as strongly focused on providing opportunity for wide-spread student involvement as it might be. Research interests of faculty at an undergraduate institution must always assume a secondary role.

Research

The professed goals of Ambassador College relating to research need to be examined by each department, and an appropriate application made within the context of each subject matter area to implement such goals. Each department needs to develop (or utilize) standard criteria to evaluate the outcomes of combined instructional and research activities. Because academic emphasis at Ambassador College is on student development and instructional programs, academically oriented research should be viewed as complementing and enhancing the instructional program. Research, rightly understood in terms of Ambassador College goals, should be an integrated and enriching aspect of the instructional program.

Planning

A common thread appearing in all of the departmental five-year plans in the joint sciences is the logistical problem of a student who wants to major in any one of these areas being able to get the required courses within the normal, four-year period. This problem needs very careful inter-departmental analysis, and it certainly will require expert advising for all students desiring majors in these fields. The phenomenal expansion of the various components within the joint sciences department logically calls for a departmental coordinator, apart from the administrative staff, who can devote more time to synchronizing a coherent, functional and cooperative academic program. For instance, better utilization of exist-

ing equipment in the chemistry department could make it available for use in biology, geology and physiology courses.

There is evidence of thoughtful planning in projecting science course offerings for the next five years, but there needs to be evidence of continuous appraisal of the current programs as well if there is to be an equitable and wise use of materials and resources.

Home Economics

The newly developed home economics major offered eleven courses during the fall semester of 1976, with 120 students enrolled in classes ranging from five to twenty-six students each. Only three courses listed in the general catalog are yet to be implemented as the program develops.

The physical facilities are adequate and serviceable for the present number of students. The instructional staff includes three full-time and one part-time faculty members with M.S. or M.A. degrees, but now that home economics is offered as a major it is important that some members of the staff obtain the Ph.D.

General Studies Program

There are approximately thirty students involved in this interdisciplinary program. The number of students served each year stays constant. Designed for students who want a broad undergraduate experience, this program seems to have been carefully thought through and skillfully implemented. Since many of these students go into professional education, care has been taken to see that they are put in contact with those who can advise them properly as they move toward professional certification.

Continuing Education

The 1977-78 general catalog professes to offer late afternoon and evening classes and special courses designed to meet specific needs or interests of the public. No brochure presenting detailed descriptions of these course offerings was evident, but a class schedule was available.

The catalog states that Continuing Education unit courses are designed to meet the personal enrichment, recreational, vocational and practical needs of the public but also states that such programs are not transferable into degree ones. While it is a common practice to offer non-transferable Continuing Education units as a general public service, it is possible that the Continuing Education program at Ambassador might need to concentrate on either extended day credit classes or

the Continuing Education enrichment unit. It is fatally easy for a small college to spread itself too thin in trying to expand its influence.

Music and Art

Currently, the Department of Music and Art is composed of art, dance, music and theater arts. It would seem appropriate to consider a better identification for this grouping. A department of Fine Arts, Creative Arts or Visual and Performing Arts are a few suggestions. Coordinators could see that these areas interacted appropriately.

Art, as such, is not yet fully established as a discipline on the campus, in spite of the listings in the catalog. Faculty assignments are limited, and space is minimal. A solid review of the curriculum should be made and a person or persons engaged to implement a realistic plan. Some general survey efforts—possibly team-taught with humanities or music—might be possible, as well as a basic skills course. At the present time library holdings are woefully short, and the entire program is hardly in the budding stage as yet.

In contrast, dance is a blossoming program with able direction. The curriculum seems to be well thought out though quite traditional in character. Realistic classroom and performance experiences are being provided, with the only major problem being a possible overloading of staff. The enthusiasm of those teaching in this area is commendable, but at some point a decision must be made concerning the ultimate size of the program and resulting demands for capital improvements and operating budget. If a few carefully selected faculty could be employed, so that there could be a logical sequence of courses from lower to upper division levels, this program would continue to develop impressively.

Currently, music requires more space and faculty staffing than any other performance area at Ambassador. If there are some obvious weaknesses in the faculty, the utilization of visiting and part-time artists/teachers is exceptionally good. The curriculum appears to be imaginative and quite acceptable, but there needs to be a realistic look taken at current housing. Storage space, for instance, is woefully inadequate, causing a great deal of disarray and lack of organization in the building. Many rather costly items have had to be stuffed in places that make them vulnerable to damage. The recital hall is very pleasant, but there is no back stage area. Equipment, which is very good in some areas, is lacking in others. Few really good band and orchestral instruments are available. Ensemble music for both large and

small groups is woefully lacking, although a start has now been made in this area. Apparently tape recorders are not easily available either, although they could be used advantageously both in the studios and in the fine arts library.

The fine arts library *must* have more attention. Actually, it would seem desirable to have this operation become a part of the main library but continue to be housed in the fine arts building. It would be a small task to move this part of the collection totally into the Library of Congress classification—thus simplifying the cataloging process. General culling needs to take place, and the choral library should be separated out entirely. Faculty should become more involved in both the accessioning and the use of materials for this library. A small micro fiche reader could be acquired, and a vast amount of the known music materials in scores could be purchased in this form. Periodical holdings (current issues) are adequate, but back issues are clumsy to get at and aren't used much because of this. Incidentally, there appears to be no shelf list or catalog for fine arts periodicals in the library.

In view of the fact that a student may declare music as a major, it behooves the adviser to become much more attentive to accumulative records. These are confidential documents and, in a sense, a progress contract between the adviser and the advisee. The syllabi are important record documents also and must be brought up to date on a continuing, regular basis. This is a responsibility of the department—not the Learning Resources Center.

The arts area, in general, has shown rather exceptional growth in organization and management over the last few years. It has a yet untapped potential, but appears to be well under way.

The theater arts program is at about the same level as the art department. Some modest expansion in this area might be appropriate, however, since an introductory course in drama or film as a theater art could easily be brought about.

The major strength in the fine arts/performing areas at Ambassador are obviously in music and dance. Art and theater art can serve very well with some adjustments. While the physical plant needs attention, it can surely suffice momentarily. Library needs are real, but significant steps can be taken without too great an expense. Specific leadership is strong, and budget and administrative support are generally good. Students, as well as faculty, are fortunate in having magnificent performances available on their campus through the Ambassador International Cultural Foundation.

Such opportunities are an integral part of a liberal arts education.

INSTRUCTIONAL STAFF

With very few exceptions, faculty morale at Ambassador is high. There is a pervasive sense of dedication and a feeling of being in on the start of something very exciting. Salaries are surprisingly good for a Church-related College, and offices are often spacious and comfortable. Even faculty who are not members of the Worldwide Church of God—and there are an increasing number of these—seem to have little trouble in feeling at home.

Yet there are scattered clouds which keep the weather slightly overcast. Benefits for faculty and staff are still very modest, and statements concerning academic freedom and tenure are mint-new. A general handbook is now available, but faculty had relatively little to do with the final document.

Several departments are adequately, even excellently, staffed. In the Biological Sciences, for example, three well-prepared teachers form an instructional base for what could be a fine program. Other areas have notably able teachers, but, more often than not, they are trying to teach too large a variety of classes or must divide their efforts between administration and teaching in ways that are at least distracting. The College seems to be forward looking in granting full faculty status to its professional librarians, but this recognition is flawed by the extraordinary loads they must carry.

Perhaps the most serious problem that academic instruction at Ambassador faces is its reliance upon part-time faculty. In Psychology, for example, a major is available, but there are currently no full-time faculty members beyond the chairman. This is repeated in Business and Economics, where an excellent chairman has sixteen part-time faculty as his staff. While this does provide the College with the special expertise it might not be able to supply otherwise, the cost in aborted departmental development is obviously heavy. Almost every discipline needs additional full-time, career faculty, but the need in some areas is critical. This is underscored when one notes that the self-study confidently projects additional degrees in the next year or so. It is the strong recommendation of the evaluation committee that no new majors be authorized until current ones are adequately staffed and funded.

The rather awkward use of task forces to prepare the 1976 self-study illustrates how little

members of the campus community at Ambassador have hitherto been involved in analysis of the academic and administrative operation of the College. The fact that a number of task forces were called upon, however, is a very hopeful sign. It surely encouraged wide-spread participation by Board members, administration, faculty and students. If part of the result was a self-study that didn't always mesh, its very imperfections were authentic evidence of group effort.

Women Faculty

The College has a competent, highly motivated and institutionally dedicated cadre of female faculty members; but, for the most part, their contribution in academic or administrative roles is relatively untapped. Although women are generally involved in campus committee work, representation on committees involving College policy and decision making is a sensitive issue with them. The current concern of women faculty, however, seems to be less focused upon their own acceptance on campus—most of them are quite comfortable in their professional relationships—than with matters such as benefits which are a concern for both men and women. It might be desirable, though, to establish an informal faculty women's organization to provide a greater opportunity for them to experience personal growth and to feel a stronger sense of belonging within the institutional structure.

STUDENT PERSONNEL SERVICES

Student personnel services at Ambassador College form a valuable part of the total educational program, and an impressive variety of services is offered. These are administered in a flexible, informal manner consistent with the size of the College, and seem to be quite consistent with their stated purpose, which is to "assist students in reaching their optimum potential in pursuit of their educational objectives." Professional staff members seem highly competent and dedicated, and facilities are generally adequate and well-maintained. Students report favorable attitudes toward both the variety and quality of the services provided. Overall, it is apparent that the student personnel services are having a constructive impact on the lives of Ambassador students.

Admissions and Registration

The office of Admissions and Registration is well equipped and efficiently administered. A com-

mittee screens each applicant for personal qualities of integrity and stability in addition to academic promise. The posture of the College is to be selective but not exclusive. Some sixty percent of Ambassador students score in the upper third on College aptitude tests. The College conducts a four-day orientation program for new students each fall, and this has proven highly effective. Employees of the school display a high degree of friendliness and courtesy and are to be commended for their success in establishing a warm personal relationship between the entering student and the institution. All admissions and registration policies are coordinated across campus. Class lists, grades and other data are routinely provided and records are adequately protected.

Student Activities

The College provides an ambitious program of extracurricular activities. Students have numerous opportunities to participate in music, drama, dance, student government and other organizations and clubs. The Dean of Students provides effective coordination and leadership for all activities. He is assisted by an able professional staff and a group of talented student body officers who are selected by him after receiving recommendations from the student body. Generally, students seem satisfied with this arrangement, although many report a preference for student body elections. Students are not represented on the major administrative or policy making bodies of the College but enjoy open access to both the Dean of Faculty and the Dean of Students. Rights and responsibilities of students are clearly described in a student handbook. Due process is assured in disciplinary matters. Financial backing seems adequate for student body activities, and the students are to be commended for raising some \$12,000 each year through various work projects. In general, the quality of the student body activities seems high. Some married and off-campus students, however, report that their needs are not served as well as those of the single, on-campus students.

Advising and Counseling

Each student has a faculty adviser to assist in educational and personal concerns. Resident assistants, teachers (many with ministerial training), and professional personnel workers are also readily available. Students appreciate the attention and concern they receive. However, a number of them express disappointment with the technical competence of their faculty advisors in such areas as curriculum content, degree requirements, transfer

problems, and the use of data in diagnosing student difficulties and capabilities. There is no woman counselor on the professional staff. An excellent program of career services has been developed recently. It provides assistance designed to help students understand themselves better, explore occupational options, make rational career decisions, and secure satisfying employment. A well equipped testing facility and career library is also available. The College is to be commended for its efforts in this important area.

Athletics and Physical Education

The sports-minded student at Ambassador has an excellent opportunity to participate in athletic competition. The school sponsors intercollegiate teams in six sports for men and five sports for women. There is also a strong intramural program involving some eight different sports. In addition, every student is required to complete four consecutive semesters of physical education activity classes. Facilities and budgets are adequate to support the various classes and teams. Staff members seem competent and committed to building life-long habits of physical fitness and recreation through sports activity. The athletic director reports to the President and enjoys enthusiastic support from administration and faculty. Admission procedures and requirements for athletes are the same as for other students. The College is to be commended for its even-handed approach in serving the athletic needs of both men and women.

Student Support

In general, the student support areas are performing their functions in an acceptable manner. The health center is tucked away in the basement of an old home, and the facility is less than ideal. Proper health care, however, is provided through the services of a competent physician and two registered nurses. The College requires a medical exam and health insurance of all students. A hospital is conveniently located just five blocks from campus. Most students live in College owned dormitories that are safe and clean, if not always equipped with adequate study facilities. The food services enjoy a good reputation, and the dining facilities are comfortable and aesthetically pleasing. The bookstore carries all required texts and a small stock of school supplies and supplementary reading. The store, however, is quite small and has no sundries or convenience items. Students do have easy access to other stores adjacent to the campus, however.

The College is to be commended for its impressive progress in securing financial assistance for students. Since acquiring "candidate for accreditation" status in 1975, it has been very active in obtaining government aid. Approximately seventy-five percent of the student body receives financial assistance of some kind. Except for a number of scholarships awarded to musicians, athletes, resident assistants and the student body president, financial assistance is based on student need. Alumni activity has been very limited, but a current list of names and addresses is maintained and plans are underway to contact alumni and "friends of the College" for service and development purposes.

Conclusion

The student personnel services of Ambassador College have many commendable strengths. They are led by a gifted administrator who enjoys excellent support from a staff of competent, professional co-workers. The student body leaders are talented and devoted to serving their fellow students. These professional qualities in administration, faculty and students, coupled with a genuine friendliness and trust among all concerned, create an environment well suited to student growth. There are also some areas where adjustments could strengthen an already sound program.

The following suggestions are offered for consideration:

1. Study ways to insure that the extracurricular needs of married and off-campus students are adequately served.
2. Insure that faculty advisors are properly trained in aptitude and interest test interpretation, degree requirements, transfer problems and career issues.
3. Secure the services of a professionally trained woman counselor.
4. Study the feasibility of selecting student body

officers through elections rather than appointment by the administration.

5. Study the feasibility of providing formal student representation on the major administrative bodies of the college.
6. Provide an improved health care facility.
7. Expand the bookstore to provide more supplementary reading and perhaps some convenience items.
8. Strengthen the alumni program.

CONCLUSION

At a time when Church-related higher education is in a mildly beleaguered state, Ambassador College may be able to put together a combination of liberal arts instruction in an explicitly religious setting that will draw on a rich tradition in American education. As others have found, however, that tradition alone may only serve as a gracious delay in the pernicious anemia which afflicts so many private colleges today.

Few Church-related institutions have been able to keep religious imperatives and academic aspirations in dynamic balance, for the challenge is less one of commitment than it is of skill. There are few successful models and even fewer generalizations that appear to help. Those schools which have survived—and thrived—have usually done so by being able to capitalize upon a sense of being needed and appreciated that is felt by every segment in the campus community. Delight and pride in another's achievement may be vicarious, but it can be real and impelling. The relative lack of complexity in most small colleges makes it possible to avoid hostility in accommodating difference and to acknowledge individual contributions. In words that should have a special significance at Ambassador College, "...there should be no schism in the body, but that the members should have the same care, one for another."