

OFFSITE REVIEW (OSR) SUMMARY OF LINES OF INQUIRY GUIDE

Directions: This form is to be completed by the team at the conclusion of its daylong Offsite Review of the institutional report and supporting materials. The form will be sent to the institution within one week by the WSCUC liaison, and a response to section IV will be sent back from the institution eight weeks in advance of the Accreditation Visit. This form can be in a bulleted list, outline or narrative format. Please do not delete this first page, i.e., this cover page. Instead complete information as requested and submit it with the Lines of Inquiry.

OFFSITE REVIEW (OSR)

Institution under Review: **San Diego Christian College**

Date of Offsite Review: **October 19 – 20, 2015**

Team Chair: **Dr. Jim J. Adams**

The Offsite Review team recommends the following actions be taken:

Proceed with the Accreditation Visit scheduled in: **March 2 – 4, 2016**

Reschedule the Accreditation Visit to: _____

The reason(s) the Team recommends rescheduling the visit is/are:

Due date for institutional response to Section IV (specify exact date):

January 6, 2016

San Diego Christian College

WSCUC Off-Site Review Visit Team Report

I. Overview of the lines of inquiry

This document identifies eight lines of inquiry for the Accreditation Visit (AV) that are derived from the institution's report. In addition, this document includes questions or issues the team discussed during the Offsite Review (OSR) that may be pursued during the visit. The team does not expect or invite a written response to these questions before the Accreditation Visit. The only written materials that the team expects from the institution before the visit are those listed in Section IV: "The team requests that the institution supply the following additional documents and information before the Accreditation Visit."

II. Commendations:

The team commends the institution for the following accomplishments and practices:

- A. SDC's continuing efforts in the areas of academic program review and assessment, including excellent policies, processes, and syllabi development.
- B. SDC's transparent and well-disseminated student policies and a much-improved web presence.
- C. SDC's clear, meaningful, and widely distributed mission, values, vision, and institution-wide learning outcomes.
- D. SDC's attainment of operational independence while at the same time maintaining a strong relationship and commitment to their faith family.

III. Lines of inquiry:

The team has identified the following eight lines of inquiry for the Accreditation Visit:

- A. The process that was used to develop the most recent SDC Strategic Plan, current progress toward accomplishing plan initiatives, and use of the plan to shape budgeting processes.
- B. Board of Trustees and executive-level leadership roles, structures, and processes as it relates to areas such as strategic planning, policy development, advancement, and two-way communication with the various stakeholder groups.
- C. The processes for formative and summative assessment of student mastery of program-level learning outcomes as it relates to general education, core competencies, traditional residential majors, APS F2F, APS Online, and co-curricular programs.
- D. The SDC Program Review processes and current activities particularly as it relates to APS F2F, APS Online, and co-curricular programs.
- E. SDC's faculty, particularly as it relates to qualifications, workload, scholarly activity, and professional development.
- F. SDC's current activities and plans to increase retention and graduation rates for the various student groups including the student-athletes, APS F2F, and APS Online student populations. How does the relationship with their third-party student recruitment firm work in regard to retention and graduation of the students they recruit?

- G. SDC's current financial health including the underlying financial planning model assumptions and its predictive accuracy, as well as the outlook for long-term financial viability and sustainability.
- H. SDC's institutional research and assessment (IRA) software tools, and procedures to utilize those tools. How are the IR functions distributed across various departments at SDC? What processes are in place to make use of IRA data in the strategic planning and annual budgeting processes?

IV. Request for additional documents and information:

Below is a list of the additional documents and information that the team requests the institution to supply prior to the Accreditation Visit. The only written documents and information the team expects before the visit are listed in this section. The team does not expect or invite a written response to any of the questions posed or issues raised in other sections of this form.

- A. A detailed summary listing of SDC faculty by program that gives a clearer understanding of the faculty qualifications as it relates to their teaching assignment. The team's interest is primarily on the full-time faculty, but they would also like to have key adjunct faculty included where appropriate.
- B. Several departmental strategic plans that show the linkage to the institutional strategic plan (pg. 79).
- C. A copy of the Advancement Department current Strategic Plan.
- D. The annual goals lists for several faculty and staff members that were established as part of the performance evaluation process showing their connection to the SDC institutional strategic plan (pg. 79).
- E. A detailed listing and explanation of the assumptions (e.g., enrollment, fund-raising, & program growth) that were used in developing the 5-year financial plan.
- F. A description of the Key Performance Indicators (KPIs) used to monitor financial health. Be sure to include SDC's composite financial index and USDE composite score currently, and for the past three years.
- G. An analysis of the detailed projections and actual financial results for 2013-14 that shows how the financial planning tool performed.
- H. Copies of any additional program reviews that have been completed in co-curricular departments.
- I. A copy of SDC's contract with their 3rd party provider for recruitment services.
- J. SDC's marketing strategic plan recruitment goals and performance analysis.
- K. The teach-out plan for the Rivendell program that was submitted to WSCUC.
- L. Any additional annual assessment review reports for APS F2F and Online programs.
- M. Any operating policies and procedures handbooks for APS online programs.

V. Individuals and groups to meet during the visit

The team requests that the following groups and individuals holding the specified positions be included on the schedule for the Accreditation Visit.

- Assessment committee
- Student grievance committee
- Co-curricular committee
- Chief Financial Officer
- Chief Executive Officer
- Accrediting Liaison Officer
- A group of staff members
- Board of Trustees
- A group of traditional students, a group of student-athletes, & a group of APS students.
- Groups of FT and adjunct faculty for both traditional and APS programs
- Accreditation steering committee
- APS leadership
- Diversity committee
- Athletic leadership (AD, VP, and several coaches)
- President's Cabinet
- Retention committee
- Advancement department

In developing the schedule for the visit, the team will provide additional information for the preferred assignment of visit team member(s) to meet with each individual/group. In addition, the team may identify additional individuals or groups with whom they wish to speak. They would also appreciate SDC suggesting any additional individuals/groups with whom they should meet based on the lines of inquiry outlined above.