SAN DIEGO
CHRISTIAN COLLEGE

WSCUC SPECIAL VISIT REPORT, 2019

Nature of the Institutional Context and
Major Changes Since the Last WSCUC Visit

San Diego Christian College has maintained a 41-year relationship with WSCUC, beginning as an accreditation candidate in the 1970s. In 1984, full status was granted by the Commission, bringing the college into the wider community of higher education. This report is designed to serve as a straightforward response to the recommendations of the 2016 team visit, answering directly the standards and guidelines that properly align good practices within the institution through the accreditation partnership.

Since the previous comprehensive report, the diversity of the student population at SDCC has moved from a fall 2009 majority Caucasian representation of 68% to the fall 2017 Caucasian population of 40%. The increase of normally underrepresented groups of American culture has become the majority of the students served throughout our programs, including a good inclusion of "first generation" college attendees. Recent substantive changes (aviation management, communication, and psychology) have added more programs to our online offerings and have allowed our recruiting partner to form a stronger base of learners. A new BA degree in Leadership and Justice was initiated in spring 2015 and presented a strong attraction for both traditional and non-traditional modalities. Since then, several options for modality delivery have been piloted. We have utilized hybrid, hyflex, and online courses to create flexibility for our traditional students, taking advantage of strong instructors using

multiple technologies. We believe that learning can be achieved in many forms and hope to increase accessibility to alternative pathways for our students as they reach for their educational goals.

The main campus for SDCC operates from its newly secured campus located at 200 Riverview Parkway in Santee with additional office and athletic training facilities and a 66-unit apartment complex located less than 1.5 miles from the main campus. Currently, the college operates leases for athletic competition with local community colleges and other city and partner facilities. These partnerships have served the institution well as we continue to seek to build our own student residence and athletic facilities. The prospect of full facilities on the main campus will generate more campus community and the opportunity for Santee residents to attend both academic presentation and sporting events.

San Diego Christian College was primarily an undergraduate college offering associate's and bachelor's degrees through traditional and non-traditional modalities that included on-site, off-site, online, hybrid, and hyflex until the recent approval of its first two graduate degrees. In 2015, as a part of its strategic planning process, the college was approved to offer a Master of Arts in Teaching that was associated with its long-standing approved California Teaching Credential (TCP), and secured the approval for the Master of Science in Leadership the following year. Both these degrees have proved successful and have already generated the first graduates.

Our relationship to WSCUC since 2008 has been close and engaging. There have been visiting teams in 2008, 2012, 2014, and 2016. Our campus has collectively dedicated our focus to achieving the marks of viability and sustainability desired from our accreditors and our Board of Trustees, and ones that we believe should be marks of our identity. With the recent relocation to the new campus facilities, we recognize that some of our institutional foundations look more like a young organization than one with forty-five years of higher education history, but we celebrate the maturing and deepening processes found in this report.

The preparation for this Special WSCUC visit was conducted through our ALO, who gathered data from all parts of the organization to present the culmination of how the SDCC community addressed the concerns and implemented strategic initiatives toward continuous improvement. To accomplish this, the President employed a strategy that has helped with prior WSCUC preparations, launching a new President's Executive Task Force (PTEF) immediately following the 2016 WSCUC Review to bring the necessary resources together to address the team's Recommendation, and the Cabinet was used to provide leadership, outline due dates and identify structures of accountability to ensure that accomplishment of the strategies and goals that were established. This report will provide the evidence of this process and will demonstrate what has been accomplished through the work of PTEF.

To prepare for the 2019 Special Visit, each of the five recommendations were assigned to delegates of the PETF whose scope of work focused on the related topic. The following committees were identified to support the continuous improvement plans: Co-Curricular, Multi-Cultural, and Enrollment and Retention. Commencing during the summer of 2016, the PETF met regularly to plan, implement, and report the results of various initiatives taken to address the recommendations from the 2016 visit. The task force was led by the ALO. As a result of organizational structure changes, the ALO assignment transitioned to the Vice President for Academics in May 2018. In the following paragraphs, the work of the PETF is presented. The five recommendations are addressed with a brief background to provide context, an explanation of strategic initiatives implemented, and planned initiatives for each.

Major changes since the last team visit include the following:

1. **Returned to a traditional faculty advising structure rather than the graduation coach for traditional students:** This initiative was related to continuous improvement efforts and included student feedback and evaluation of retention and effectiveness. It was implemented

in the spring of 2018, with a partial transfer and then complete transfer of responsibilities back to faculty in the fall of 2018. The most recent feedback has been positive (see Appendix 3.3). Additional training to support faculty takes place through the Office of Records.

2. **Implemented additional resources for academic support in fall 2018:** These included hiring an Academic Support Specialist and creating an Academic Support Center. This initiative was based on feedback from the faculty and student evaluation of needed services to support the academic success.

3. **The Master of Science in Leadership, our second graduate program, launched:** First year report from the feedback loops indicated that expectations were met. Looking forward, our goals include additional graduate degrees that support the undergraduate course offerings.

4. **Additional square footage was purchased to increase the main campus footprint:** Campus surveys were used to determine the greatest need and it was determined that this resource would be dedicated to serve student life. Additional square footage was also added to the athletic training facility. This was dedicated to student classrooms, athletic training, and other co-curricular needs.

5. **The Administrative Forum was implemented:** The goal of this group is to support strategic communication, planning, and continuous improvement efforts. Initially, this leadership forum was developed to support the President and Cabinet during leadership position transition and replacement. Recently, the President determined this decision-making body proved valuable and has resolved to continue to convene this group of campus leaders.

RECOMMENDATION ONE

Following unsuccessful attempts over past years to institutionalize and regularize cocurricular reviews, it is critical that SDCC take immediate steps to complete all overdue reviews and continue to carry-out future co-curricular processes on the established cycle. (CFRs 2.7, 2.11)

The development of co-curricular assessment at San Diego Christian has been a growing and evolving process over the past five years. Although the progression was slow at the start, it took shape and now is an active and engaged process within the assessment culture at the college. This was accomplished through the formation and development of the Co-Curricular Committee, and its appropriate structures and procedures, which have served to establish a firm foundation for continued success. What follows is a description of its inception and SDCC's concerted effort to strengthen this area of the institution.

The issue of co-curricular assessment was first brought to light during the 2012 WSCUC visit, which advised the institution to begin to address the need for appropriate assessment in all programs, which possess clear learning outcomes (CFR 2.7). In response, the SDCC Assessment Committee began to develop plans to suitably address this issue. Initial steps began the following year with the appointment of the Director of Student Life to the Assessment Committee, along with subsequent training in conducting program review. The co-curricular programs were identified, and the process of formulating and articulating individual learning outcomes commenced. A trial run of the first official co-curricular program review commenced with Residential Life, and it set the stage for the progression of how programs would be assessed in the future.

The next major advancement came following the 2014 WSCUC Special Visit, which once again highlighted the need to continue developing co-curricular assessment, including the lack of

appropriate data collection. In response, the President instituted an official change to the overall committee structure of SDCC and launched the specific Co-Curricular Assessment Committee, chaired by the Director of Student Life, aimed at increasing the focus and attention on assessment of the identified curricular programs. The committee was directly tasked with collecting and analyzing co-curricular assessment data year to year that would serve the overall assessment committee in yearly program reviews. The brand-new committee made some important initial gains in forming assessment matrixes for each program; including learning outcomes, assessment measurement tools and responsible parties, as well as a yearly schedule for co-curricular program reviews (see Appendix 1.1).

Despite these initial gains however, the work over the following two school years remained more theoretical, as actual assessment data was rarely collected and stored proficiently. This was due to both the challenge of developing a new assessment mindset among the various co-curricular program leaders to appropriately gather information and evaluate, as well as continued staff turn-over, which made consistent collection and analysis untenable. Though acknowledgment was given to the improvements and gains made during the previous four years, it was also stated that the institution still had further progress to be made. As a result, the team's recommendation became the driving focus of the committee in the 2016-2017 academic year (see Appendix 1.2).

In the wake of the 2016 WSCUC visit and its subsequent recommendation, the Co-Curricular Committee was turned over to the new Director of Student Life, now Dean of Students, who sought to respond to the challenge by building a clear and workable strategy for long-term success which could be shielded from the effects of future staff transitioning. The following strategic initiatives were implemented.

STRATEGIC INITIATIVES IMPLEMENTED

1. During the 2016-2017 academic year the following objectives were established: (1)

    Performed a comprehensive review of all co-curricular programs, beginning with a re-

evaluation and completion of the master list of all co-curricular programs, along with the multi-year calendar of when each program would receive a full review (CFR 2.7) (see Appendix 1.3); (2) Engaged in a full assessment and edit of all program learning outcomes, which were updated and finalized in each program's assessment matrix (see Appendix 1.4); (3) There was also a complete evaluation of every stated (versus actual) measurement tool, either currently in place or proposed. These learning outcomes and measurement tools were finalized through the combined participation of the committee and each program leader over the course of that year.

2. Created a standardized form of communication and data collection with the various co-curricular program leaders, many of whom were now invited to sit on the committee. Each committee member was assigned to one or two specific programs to ensure open communication with the program leader and to guarantee completion of each program's assessment plan and the collection and storage of the relevant data each year (see Appendix 1.5). This increased the overall level of accountability and helped to clarify expectations among the various program leaders, ensuring that even if they were replacing a previous staff member, they would still be properly informed and trained in the process.

3. Developed a clear and easy data management structure within the school's Learning Management System (LMS), eventually shifted to the new Student Information System (SIS), whereby yearly data could be stored and kept in place when needed for future program reviews.

Following the 2016-17 academic year, the committee was able to collect and store semester and year-end assessment data for eight of the ten co-curricular programs, a tremendous leap in effectiveness from previous years. It was also able to complete the student ministry program review.

The 2017-18 academic year continued this model with relative ease, despite more staff transition. The Resident Life Director, Campus Life Manager, and Flight Team Director all departed the

institution during that school year, creating some challenges for data collection. However, the model put in place the previous year allowed for a high level of data collection which will aid tremendously in future program reviews (see Appendix 1.6). The committee is confident these program reviews will be completed and will yield data to implement appropriate and effective changes to support student learning in and out of the classroom.

RESULTS AND OUTCOMES

There is a vital aspect of SDCC's response to the WSCUC Recommendation in this area that also must be considered, which goes well beyond simply demonstrating appropriate data collection. For simply gathering information is of no use if that data is not considered in light of future decisions and allowed to influence and guide the decision-making process of the institution. It is safe to say that the data collected over the past few years has clearly and distinctly affected program improvement. Key examples for continuous improvement through the analysis of the data can be seen in the co-curricular areas described below (CFR 2.11).

Student Leadership Programs: In effort to better gauge learning and leadership development among programs, all student leadership positions were consolidated into one master group with similar expectations, scholarship awards and evaluations (see Appendix 1.7). SDCC also made it a requirement for these leaders to live in student housing in response to data collected regarding the lack of community at the resident apartments. A comprehensive evaluation matrix was created that assesses growth and development in our institution's three key values; Excellence, Service, and Identity.

Campus Life: The Associated Student Body of SDCC was re-designed to better meet the needs of the community following a full student survey of campus community. This led to the creation of *Campus Assistant Leadership* positions under the umbrella of Campus Life in place of a traditional ASB model (see Appendix 1.8). These student leaders follow the successful RA model which has received such high ratings from our student assessment data.

Alpha Student Experience: The Alpha First Year Student program was redesigned to increase overall impact and student satisfaction through greater flexibility of meeting times and locations with online content as well as a shift to co-ed groups. Again, these adjustments were in response to assessment data collection and review (see Appendix 1.9).

Service Life: The Student Ministry program was reformatted and rebranded as *Community Engagement* within the new Service Life Department, to better reflect the mission and vision of the college and value of service (see Appendix 1.10).

Resident Life: The overall staffing of the Resident Life Department has been reduced and restructured from 2 full-time Resident Directors, to one full-time Resident Life Manager and one part-time graduate assistant. This decision was made after an extensive benchmarking review of other institutions, as well as an internal assessment, and are a part of Recommendation Five (see Appendix 1.11).

Spiritual Life: Following a full review of chapel surveys and student responses, the chapel planning and implementation process was redesigned to create a greater level of student interest and involvement; including more creative elements, adjustment to length and inclusion of alternative chapels (see Appendix 1.12).

PLANNED INITIATIVES

As the Co-Curricular Committee continues to develop and streamline the assessment process, the members will meet regularly to analyze and assess previous year's data, as well as stay in continued contact and communication with each program leader to ensure relevance and continued data collection. The total amount of assessment data collected in 2018 has increased substantially from previous years. This is the plan, as the committee continues to strengthen its processes and relationship with the program leaders. The committee will also continue to work with the program leaders to adjust measurement tools as appropriate and to complete any missing data from previous years.

Finally, a 'year in review' summary document will be created to highlight the main assessment findings at the close of each subsequent school year, beginning in 2018-19, which will use info-graphs to highlight the main findings in each program. Through these changes and adjustments, along with a commitment to excellence and continued diligence regarding this recommendation, SDCC is confident it will thrive and excel in its program assessment for years to come.

RECOMMENDATION TWO

SDCC continues to press forward with the in-process efforts to integrate administrative technology systems that can provide efficient access, summarization, and reporting of the institutional information critical to data-informed decision making across the institution. (CFRs 3.5, 4.2)

San Diego Christian strives for innovative and excellent processes and systems to help further the vision and mission of the institution. Adoption of technology is done with an emphasis on the correct tool for existing workflows and tasks, as well as an outlook for future growth, functionality and adaptability. An important aspect to this is an on-going evaluation of current technology and procedures to ensure the needs of the institution are continually being met by the systems that are in place. It is, of course, impossible to account for all future possibilities and technological trends or best practice, and although careful planning was enacted in the past adoption of systems it had become apparent that legacy SDCC systems were starting to reach a point where they were no longer adequate. Prior to the 2016 visit, SDCC had identified integrated technology processes as a concern and had initiated assessment of these challenges to seek solutions. The 2016 WSCUC recommendation caused the institution to strategically accelerate this assessment and to make recommendations for technology solutions.

STRATEGIC INITIATIVES IMPLEMENTED

Technology Taskforce: The first step in this process was a restructure of the current Technology Taskforce to be the driving force of the identification of current technology gaps through an inventory of core systems and an institutional-wide needs assessment, with the intention of providing recommendations for moving forward with more efficient workflows and more robust administrative technology. In the past, the Technology Taskforce had a focus of evaluating classroom hardware/software, department assessment, and providing a medium for institutional stakeholders to provide feedback on technological issues in a more open-ended way. The Technology Taskforce acted as a direct communication path between institutional users of technology and our IT provider. To interact more specifically with the WSCUC recommendation the purpose and scope of influence of the Task Force was revamped to assess and improve the utilization, quality and efficiency of administrative technology and institutional data.

Essentially, the scope of influence was to identify administrative technology and software in use and to identify possible integration points of software to improve efficiency and quality of data flow across the institution (see Appendix 2.1). Ultimately, the goal was to improve data-driven decision making by evaluating the quality of existing data and retrieval practices, to normalize reporting processes and by making recommendations to implement data improvement if needed. The task force also evaluated administrative technology and existing policies and workflows to determine effectiveness and efficiency at an institutional level. Gathering input from stakeholders and making recommendations for technology and workflow changes were imperative.

Core users and key stakeholders of administrative technology were identified to be a part of the task force. The task force also had intentional cross-over with members who were part of both the Technology Taskforce and other institutional committees. This allowed for direct communication between the assessment of technology and the review of each department's Standard Operating Procedures (see Appendix 2.2).

Inventory/Assessment of Current Technology: The task force began by looking at existing documentation, including the most current System Design Document that was available at the time (see Appendix 2.3). This document provided a flow chart of existing systems, showing where authentication was occurring, data exchange between systems, and systems that were siloed from the others. From this document, the task force could determine the focus of systems on regarding evaluation of reporting practices (CFR 4.2), data consistency, current workflows, completeness of past training (CFR 3.5). Those systems were: Empower (Student Information System), Edvance360 (Learning Management System), Velocify (lead management system), Regent 8 (financial aid management), Heartland/Papercut (POS, printing), Office365, LiveText and TurnItIn. LiveText is assessment management software. TurnItIn is plagiarism software. Stakeholders and superusers of each system were identified, many of them already having representation on the task force, and further information and input was provided by the Dean of Assessment, Student Life, Human Resources, Advancement/Alumni, Student Accounts and Financial Services.

Through the evaluative process, it was determined that SDCC had grown beyond the designed capability of some systems. This created a need for some workaround solutions which were becoming less effective. Some gaps in system compatibility were also discovered, which created some complex authentication processes as well as complicated the dissemination/access to institutional data (CFR 4.2). At the core of this was Empower (Student Information System). SDCC had been using the Empower system for more than 15 years. Initially, Empower was fully capable of supporting and managing all of the institution's data and reporting needs, and it worked incredibly well when all its processes were self-contained. As SDCC's needs grew and additional systems were adopted to do things that were outside the scope of Empower's design, system compatibility issues started to become apparent.

The first example of this was regarding identity management/authentication. Empower was adopted by the institution at a time before permissions or rights driven access to the network were necessary. Because of this, Empower was designed to be the central hub of network/system identity, where usernames and password were created. When the time came that a more robust network access model was needed with different access levels for different types of user groups, SDCC started making more use of the Microsoft tools to manage identity, particularly Active Directory. Empower was not able to receive information directly from Active Directory to create or initiate account identity, a workaround load was created so that accounts were still created in Empower and then pushed out to Active Directory. This created password sync issues at times and overly complicated the login process.

Empower was also not able to communicate directly with Edvance360 (learning management system) to automatically receive data for things like grades and attendance. This created a situation where this type of data needed to be managed in two places by faculty to make the most out of each system. Grades and attendance data were mandatory in Empower so student progress and financial aid could be tracked internally but faculty also needed to keep this information in Edvance360 up-to-date if students wanted to track their course progress in real time (CFR 3.5 & 4.2).

All these factors together made it obvious that the task force needed to work on identifying a replacement for Empower that would better serve the current and future needs of the institution. The Dean of Strategic Innovation began researching to find possible replacement options that the technology taskforce could evaluate with feedback from each stakeholder. The taskforce looked at several options including those from Ellucian, OpenSIS, PeopleSoft, GradPro & Populi. The task force included the following criteria for evaluation: cost, ease of use and ability to fill institutional needs, future scalability and IT support needed. Through this vetting process, Populi was identified as the best possible replacement based on these main factors: Complete replacement for all Empower/SIS functionality (CFR 3.5 & 4.2); Additional functionality that Empower did not have – Populi would

also be able to replace other systems for a more streamlined experience – Populi also replaces Rave, Radix, Edvance, Skedda, Oohlala & payment portal webforms (CFR 3.5 & 4.2).

Populi would also provide features that were not available in any of the systems already in use at SDCC: User-friendly institutional reporting tool (CFR 4.2); Two-way texting; One-Click degree audits (CFR 3.5); SIS access via mobile app (CFR 3.5); Performance dashboard & student tracking for graduation/success coaches (CFR 4.2); Chapel attendance and service hour tracking; Discipline & Room management (see Appendix 2.4).

Once Populi was identified as the choice for replacement the Dean of Strategic Innovation initiated a demo account so that each taskforce member and other identified stakeholders could fully demo and navigate through the system and provide input on any observations/questions. The Technology Taskforce also collected information and input from contacts at other institutions who were in process or had already implemented Populi, as well as information from internal staff who had experience using Populi in other organizations. Taskforce members and other identified stakeholders spent two months navigating through the Populi demo account and collecting feedback/addressing questions. Once this phase was complete with majority positive feedback the Dean of Strategic Innovation created an implementation guide and timeline which was approved by Technology Taskforce, the Administrative Forum, and the Cabinet (see Appendix 2.5). The migration process started in Summer 2017.

RESULTS AND OUTCOMES

Populi Migration: In preparation for the migration into Populi, Technology Taskforce and the Dean of Strategic Innovation updated the institutional System Design Document (see Appendix 2.6) to visualize where date integration points between systems would be and where authentication of users would be occurring, showing a much more efficient, simplified and fail-proof process. Also identified were the steps needing to be completed to ensure a successful migration including: Evaluation of IT

department to support migration process; Creation data migration team consisting of individuals from Admissions, Registrar, Billing & Financial Aid, Student Life, Advancement, Dean of Records & Dean of Strategic Innovation to assess quality and accuracy of data post-migration (CFR 4.2); Training (CFR 3.5)

IT Department Evaluation: SDCC uses a third-party IT provider. They were instrumental in transitioning the institution more fully into the Microsoft Office365 technology suite, which included the initial setup of Active Directory/ADFS and the servers support via Amazon Web Services. Although they were successful in much of the Microsoft based administration, they were not successful in full integration with many of our institutional tools that could be integrated. The evaluation of the last few years of technology service identified a lack of service in these key areas: Consistent staff; Documenting network administration systems & processes; Network Security; Knowledge of application programming interface (API).

This combined with the lack of API experience, the Managed Solution engineers did not give SDCC confidence that they would be able to complete a successful and fully implemented migration. The Dean of Strategic Innovation began looking for possible IT solutions. After research and deliberation, SDCC migrated IT services to a new provider, MindShift. They worked more extensively with education-based clients; and being a subsidiary of Ricoh, they were already familiar with the Ricoh products SDCC was using. MindShift also had engineers with more specific API and other programming knowledge and demonstrated the ability to support SDCC better on an administrative and programming level.

The transition to MindShift was not without its challenges, mainly due to the lack of documentation from the previous company. As the transition occurred, MindShift also needed to reverse engineer. They had better expertise in this area, and they also began building the necessary documentation to be

able to better support SDCC moving forward in the future, with a much more successful support desk system.

MindShift Migration Contribution: MindShift contributed a major role in the system migration process by implementing a redesigned login process, providing programming input and working directly with vendors regarding administrative system configuration to ensure full compatibility between Populi and other SDCC systems. Appendix 2.7 includes more details on the migration process, including: Single-Sign-On, Data Exchange, Data Migration, Data Testing & Finalization, Training, Go Live Process, Edvance360 version 8, and Heartland/OneCard to Badgepass/TotalCard Migration (see Appendix 2.7).

PLANNED INITIATIVES

The Technology Taskforce has created a survey that will be distributed to students, staff, and faculty that will gather SDCC system user satisfaction data. Communication from individual departments up to this point has been largely positive and optimistic (see Appendix 2.8). This will enable the Taskforce to better improve overall user experience of SDCC systems. The Dean of Strategic Innovation is tasked to perform efficiency and effectiveness reviews, propose solutions, and collaborate with all departments to implement those solutions, and to perform departmental functional reporting review and determine timing and location of these reports for consistent use. Also, the Dean of Strategic Innovation is tasked with working with developers to design a reporting dashboard where all current technology systems push data to a single database. This would allow institutional administrative reporting that can better enable data driven decisions.

RECOMMENDATION THREE

SDCC should engage teams such as the Multicultural Committee and the Enrollment and Retention Committee in the use of data to track diverse students (domestic and international) and to identify

strategies for engagement and intervention to promote retention, persistence, and graduation. (CFRs 1.4, 2.2a, 2.10)

In response to the recommendation, the college modified the direction of the Multicultural Committee. Historically, the committee focused on cultural spotlights, trying to highlight various ethnic and subcultural groups to show the value and worth of those who are different from ourselves. Although valuable, the committee determined the spotlights would be more effective if accompanied by student input and intentionality regarding retention, persistence, and graduation. With this lens, the Multicultural Committee turned its focus to evaluating the current condition of the college, and how well the needs of our students were being met, particularly those from minority ethnicities. As a result, the purpose of the committee became date-driven, using feedback from the Enrollment and Retention Committee, student surveys, and newly implemented Community Diversity Dialogues to steer the direction and efforts of the Multicultural committee.

STRATEGIC INITIATIVES IMPLEMENTED

Data Dissemination: Following the WSCUC visit in 2016, the Dean of Assessment & Institutional Research prepared and distributed student profile data to help better inform various departments about the changing demographics of the student population in all programs. These profiles are now routinely distributed in the fall to leadership and to key committees that are tasked with addressing student needs. Changes have also been made in the review of learning outcomes data, allowing for more disaggregation of program results. The new SIS has allowed us to now tag first generation students and that will allow for better tracking and additional disaggregation of data moving forward.

Enrollment and Retention Committee: In 2016, equipped with the results from the Student Satisfaction Inventory, the Enrollment and Retention Committee conducted focus groups with students to better understand their experiences, perceptions of services, and areas that could be improved to increase retention, persistence, and graduation for all students and non-majority groups specifically

(CFR 2.1). Aside from campus improvements and various service suggestions (addressed in other areas), the results indicated a need for increased academic support. Disability and tutoring services were highlighted (CFR 2.1).

Multicultural Committee: During this time, the Multicultural Committee surveyed students during the annual Multicultural Chapel week to determine the various groups with which students identify and what the college could do better to support them (CFR 1.4). Also, the Multicultural Committee hosted the colleges first Community Diversity Dialogue. The goal of the event is to provide a platform for members of the campus community to address culture-related concerns proactively, curiously, openly, and with the goal of celebrating diversity in its many forms. The event included an opportunity for students to participate in a "privilege walk" to help the students understand the range of life experiences had by their instructors and their peers. This was followed by an open forum where students were encouraged to share their experiences at San Diego Christian College, both in and out of the classroom. We intentionally addressed activities such as athletics and Resident life. Overall, the data collected indicated SDCC students are comfortable sharing their experiences and had mostly positive things to say regarding their comfort level and feelings of belonging and security. There were a few reports of racial slurs or offensive comments, but most of these were attributed by the students as acts of careless or ignorant talk, rather than being overtly aggressive or threatening. The students were asked about having special events such as Mexican food for Cinco de Mayo, or having Black Choirs or preachers speak during Black History month. Interestingly, the students saw these gestures more as affectations rather than being integrated into the fabric of who we are as an institution. The students were not opposed to these gestures but wanted to see a more holistic integration of diverse cultures as a core component of our community (CFR 1.4).

In 2017, the Multicultural Committee adjusted its approach and diversified committee membership in ethnicity, gender, age, and in having faculty, staff, and students, as members of the

committee (CFR1.4). There was intentional focus on holistic integration, rather than special events. The members of the committee were encouraged to affect change and provide a place of openness and dialog within their spheres of influence on campus. Some examples of what the committee members promoted include: special events and outings to the Museum of Tolerance in Los Angeles, Chicano Park, and Manzanar, the World War II Japanese internment camp. Members also made efforts to encourage students to be more aware of their history and the uniqueness they have to offer the campus community. The committee also focused on helping students integrate from their sub-groups to interact with the community at large. Symposiums were held to discuss current hot topic issues such as, immigration, DACA, the border wall, travel bans, cultural appropriation, the fight over monuments, the rise in white supremacy and nationalism. (CRF 1.4).

RESULTS AND OUTCOMES

Results from the focus groups, surveys, and Community Diversity Dialogues prompted the following initiatives (CFR 2.10):

Disability Services Coordinator: Previously described within a different campus role, this position has been reevaluated and modified to better serve student needs. In addition to assisting students with disabilities, tracking students' progress will also include those admitted on academic accountability and on probation (CFR 2.2a).

Academic Support Specialist: Different from previous hourly tutoring services, this position is part-time and will include the facilitation of high-achieving students serving as tutors (CFR 2.2a) (see Appendix 3.1)

Student Life: Six multicultural chapels have been scheduled for 2018-2019 (see Appendix 3.2). With results from the Enrollment and Retention Committee and Multicultural Committee student-focus group data. The recommendation was made to the Spiritual Life Committee to implement three chapels

per semester that will address relevant cultural interests. Each chapel will be evaluated to ensure student feedback continues to guide the direction of these efforts (CFR 1.4).

General Education: The General Education Committee has identified and encouraged courses that have intercultural and worldview elements. This is a requirement for our learning objectives. The Service Life department has collaborated with academic Department Chairs to facilitate the implementation of service learning projects in core classes (CFR 2.10). Seminars were offered on various contemporary and controversial issues, gender orientation, the difference between sex, gender, and sexual orientation, confederate flags and monuments, immigration, DACA, etc. (CFR 1.4). Genograms were created by and shared among the students and ethnographies were written in Psychology, Humanities, and Communication classes. A genogram, like a family tree, includes a visual representation of relationship and psychological factors that may be hereditary (CFR 2.1).

Admissions Committee: As we reviewed admissions applications, we realized the need for further academic and spiritual support for some of our students. We offer provisional acceptance to those students who don't fully meet our admissions criteria, but who the committee believes can succeed in the institution with additional help, increased monitoring of student success has been implemented through academic and spiritual accountability.

PLANNED INITIATIVES

Moving forward, creating feedback loops to evaluate the success of the initiatives implemented are a main priority. A regular-scheduled assessment of the academic support services will begin Spring 2019. As we continue to collect and review data, we have planned the following initiatives to also help promote retention, persistence, and graduation.

Financial Aid Workshops: We have two Financial Aid Workshops planned (December 2018 and January 2019) to prepare students for the 2019-2020 academic school year. These sessions are open

to both our current and prospective students. The purpose will be to help students complete the Free Application for Federal Student Aid (FAFSA), discuss scholarship opportunities and explain loan options (CFR 2.10).

Career Services: Offer more opportunities for students to engage in career fairs and career assessments. A summer career fair has been scheduled to help students find work both on and off campus to help support their education (CFR 1.4).

<div align="center">

RECOMMENDATION FOUR

</div>

SDCC continues to closely monitor the 5-year budget forecasting tool and the overall financial health of the College, as demonstrated by self-identified Key Performance Indicators, such as the CFI and USDE composite score. Also, the Institution is urged to closely monitor, and refine as appropriate, the new personnel and process changes initiated to address oversight of Admissions and Financial Aid. (CFRs 3.4, 3.6, 3.7)

San Diego Christian College (SDCC) places a strong emphasis on fiscal responsibility. The institution recognizes the importance of maintaining financial reporting that supports the maintenance and operations of the physical facility and the development of staff and faculty to ensure that the College can support the academic, social, spiritual, physical, and emotional needs of students to successfully accomplish the mission of the institution. Following the 2016 WSCUC reaffirmation visit, the President through the President's Executive Task Force (see Appendix 4.1) assigned WSCUC Recommendation #4 (CFRs 3.4, 3.6, 3.7) to the Chief Finance Officer (CFO) and the Acting Dean of Enrollment Services. To provide direction for this recommendation, it was determined that SDCC would divide this recommendation into two parts. The first part would focus on the financial key

performance indicators (KPI's) that would provide benchmarks to demonstrate a healthy financial report for the institution. The second part of the recommendation focused on developing a plan for the oversight of the admissions and financial aid systems, processes, and personnel. The following action steps were developed to provide leadership for this recommendation: 1) The CFO would work with select cabinet members and the campus community to identify KPI's that division and department leaders of the institution could use to understand and support the financial health of the college; and 2) the Acting Dean of Enrollment Services would work with select cabinet members and Human Resource personnel to study higher education enrollment management models and to recommend a future organizational structure to support the area of Enrollment Management.

STRATEGIC INITATIVES IMPLEMENTED

Regarding the Financial KPI's, the first strategic initiative implemented was to create purpose statements that would be used by those in financial reporting to identify the indicators that could be used by campus leaders to make informed financial decisions. The following statements were developed to guide and communicate this process: (1) KPI's should be used to inform and involve individuals who are responsible for planning and budget controls; (2) KPI's should require inputs, parameters, metrics and factors involved in decisions that will impact current and future budget models; (3) KPI's should offer plans and suggestions for a healthy fiscal organization that will promote the goals associated with Vision 2019 (see Appendix 4.2).

With these purpose statements guiding the thoughts, the next action step was to identify useful KPI's that could support the purpose statements.

The strategic initiatives implemented regarding the Enrollment Management research and organizational plan were also framed on developed purpose statements to guide the process for making recommendations for a future Enrollment leadership model. The purpose statements included an

objective to study higher education models for enrollment services/management; and second, to create a realistic enrollment management plan resourced to support Vision 2019 (see Appendix 4.2). The second initiative was the actual presentation of an organizational plan to organize the current and future resources for admission, marketing, financial aid, and student billing (see Appendix 4.3).

RESULTS AND OUTCOMES

Financial KPI's: Since the 2016 WSCUC report, the college identified the following Key Performance Indicators (KPI's) to monitor the fiscal health of the College. The first KPI identified was a balanced budget. This was identified as an essential KPI. The College's financial statements are audited annually by a certified public accounting firm and are made available for the public. The College has balanced the budget for the past three years. Long-range planning, communication, and fiscal responsibility from division and department leadership help to define the operational goals that have established these balanced budget trends. The current financial strength of the College is evidenced in its June 2017 Balance Sheet (See College Audits), which shows assets of $17,437,903, long-term debt of $8,189,775, and net assets of $5,386,480 (CFR 3.4).

The Composite Financial Index (CFI) Score was selected as a second KPI. Title IV standards state that an institution must have a CFI score greater than 1.5 to be considered "financially responsible and eligible." The College exceeded this benchmark in 2016-2017 (see Appendix 4.4) and has a current goal to strengthen this score to 2.0 by 2020 (CFR 3.6).

Third, the President and CFO established regular enrollment review cycles to inform the five-year budget forecasting tool and the current budget targets. Regular enrollment reports are provided by the Admissions Departments, and budgets are reviewed and adjusted based on these reviews. Any adjustments to the budget are communicated to department leaders. Department leaders work with

their senior leadership members and their departments to adjust plans and make decisions with funding increases or decreases (see Appendix 4.5).

To support these goals and objectives, the Board of Trustees to action steps to ensure fiscal responsibility with financial reporting and long-term viability. First, the Board added members with higher education financial expertise. Second, the Board created an Investment Committee to monitor the financial statements and to ensure appropriate responsibility, accountability, and integrity with the financial resources and college assets (CFR 3.6).

It should be noted that during the middle of the Special Visit Planning, the former CFO resigned from the College to return to private practice. An interim CFO with over 10 years of higher education experience as a College CFO was appointed by the President with Board approval. After an extensive candidate search and interview process, a new CFO was recently hired. During this transition, other KPI's such as FTE Benchmarks, desired percentages of operations expenses by major divisions of the college, and a Long-Term Debt Percentage Policy have been suggested for monitoring the financial health and to strengthen fiscal responsibility. These benchmarks are planned for consideration over the next academic year under the direction of the new CFO.

Enrollment Management: The President's Executive Task Force assigned the review of SDCC's Enrollment Services/Management organizational structure to the Acting Dean of Enrollment Services. At the time of the 2016 WSCUC Visit, an interim Dean of Enrollment Services had just been appointed to oversee this area due to the registration of the Vice President of Student Services. These departments were tied to goals and objectives established by the College's strategic plan initiatives, so the President wanted to study Enrollment Management frameworks in higher education and to consider how best to organize and maximize the valuable resources identified in this area of the organization.

To accomplish this objective, the Acting Dean of Enrollment Services met with the Human Resource Director, the Vice President of Administration and the Vice President of Academics to study, outline and present a comprehensive Enrollment Management Division with organizational charts and job descriptions (see Appendix 4.3). At the outset, higher education enrollment management literature was studied, and the organizational charts and current human resources were analyzed. The team also gathered inputs from both internal and external resources. Ultimately, a plan and timeline (see Appendix 4.6) were presented to the President for his review since the previous Enrollment Management position was represented on the Cabinet (CFR 3.7).

The first stage of the plan reviewed existing job descriptions that would support a comprehensive reclassification of the departmental responsibilities. After this stage, a plan was presented that first hired a Dean of Enrollment Management to oversee the registration, admissions, student accounts, and financial aid departments. This individual would report to the Vice President of Administration and Advancement and serve on the newly created Administrative Forum (see Appendix 4.7), a senior leadership council including deans and vice presidents to supply data and to support the President for decisions and strategic initiatives. This position was hired in the Fall, 2017, and the strategic goals and objectives are under development for these departments.

PLANNED INITIATIVES

As stated earlier the following KPI's have been suggested as additional benchmarks to measure fiscal strength and health: 1) FTE Benchmarks (i.e FTE/Revenue; FTE/Instruction), 2) desired percentage of operation expenses by major divisions of the College, and 3) policy on Long Term Debt Percentage. With the hire of new personnel, these KPI's will be reviewed by the newly appointed CFO who will develop a plan for implementation. Regarding the recent Enrollment Management structure, with the CFO in place, the supervision of financial services will shift. The new CFO will provide

leadership resources and mentoring for Student Financial Services to develop and implement a departmental strategic plan.

RECOMMENDATION FIVE

SDCC carefully balance their vision and planning for future programmatic expansion with the present foundational need to adequately equip current personnel, and the need to resource existing academic and student service programs. (CFRs 3.3, 3.5, 3.7)

The 2016 WSCUC Visiting Team recommended the College "balance their vision and planning for future programmatic expansion with the present foundation need to adequately equip current personnel, and the need to resource existing academic and student service programs (CFRs 3.3, 3.5, 3.7). Since enrollment growth is an initiative of Vision 2019, SDCC's 5-year strategic focus, the President through his Executive Task Force assigned WSCUC Recommendation #5 to the Chair of the Strategic Planning Committee with the task to define objectives and deliverables that would provide assurance that resources would develop sufficiently to support the academic and student services programs and personnel (see Appendix 5.1).

To provide direction for this recommendation, it was determined that SDCC should study what resources it had, what it needed for the future, and to plan development activities for today and tomorrow's employees. To accomplish this objective, the following action steps were taken: (1) Understand the college's desired FTE budget ratio; (2) Research peer institutions in higher education for service personnel ratios to identify best practices; (3) Involve stakeholders to build a foundation for desired performance levels through the annual evaluation process; (4) Create conversation with divisional and departmental leadership to define and identify superior performance level (see Appendix 5.2).

STRATEGIC INITIATIVES IMPLEMENTED

To better understand the need for resources and personnel, a group of individuals, identified by the Chair of Strategic Planning, began meeting to identify the strategic initiatives that should be implemented to equip current personnel and plan for resources needed in the future. The following initiatives were planned and implemented: 1) articulate and better understand SDCC's values, 2) implement staff training and development activities, and 3) study higher education benchmarks in academics, admissions, athletics, and student services (see Appendix 5.3).

During every new employee's interview, it is common practice for the President to meet with each person to describe SDCC's vision, mission, and values. Through conversations and other events, it was revealed that while the Vision Statement and Mission Statement were formal documents—SDCC's Value Statements were more talked about and assumed. During the summer of 2017, that the Values Statements were formalized, articulated succinctly, and now displayed clearly so all current and future SDCC staff and faculty could share them internally as well as externally (see Appendix 5.4 & Appendix 5.5).

To accomplish this task, the President asked the entire SDCC Community to participate in a Values activity during the 2017 annual year-end luncheon. The activity produced pages of rich data that were used by a selected task force for analysis. The Values Statements were formalized and shared with all employees at the "2017 State of the College Address." The President acknowledged the work that took place to synthesize the data into the three value statements. Each Value Statement was supported by white papers written by various faculty and staff (see Appendix 5.6, Appendix 5.7, Appendix 5.8, & Appendix 5.9). These formalized value statements are now used to inform our culture and define how we are supported in the work at SDCC (CFR's 3.3; 3.7).

Next, the Human Resource Department initiated a plan that would develop faculty and staff through training and staff development activities (CFR's 3.5). This plan created several opportunities

for faculty and staff to participate in various activities that emphasized self-awareness, strengths and personality types (see Appendix 5.10 & Appendix 5.11). These individual and group activities were led by the human resource personnel and took place during orientation activities, staff retreats, weekly director meetings. Along with these intentional development activities, standard operating procedures have been developed to support a knowledge base within jobs and performance evaluations now include personal metrics and goals (CFR 3.5).

Another intentional strategy implemented to support and understand the needed resources necessary to adequately equip current personnel was a benchmarking activity. In April 2016, a committee consisting of leaders from various departments met consistently to learn from each other and share data collected from other higher education resources (see Appendix 5.12). This information was used to make recommendations for how best to plan for current and future resources and services that would support the enrollment growth strategic initiative (CFR's 3.3; 3.5; 3.7). Committee members were included as new areas of study were added. The initial goals of the committee were to understand desired SDCC full-time equivalent budget ratios, to research peer institutions and other higher education resources to develop benchmarks, to have leadership conversations about developing service benchmarks that would support SDCC's growth model and innovation goals, and to create department/division templates that could be used and adapted to support staffing models (CFR's 3.7).

The outcomes of this two-year initiatives were the development of a common understanding for personnel benchmarking at department and division levels, the identification of comparative peer benchmarking groups, and the valuable conversation with cabinet members and department leadership to identify gaps between demand and supply of personnel (CFR's 3.5, 3.7).

RESULTS AND OUTCOMES

In Fall 2017, an entire academic department budget was built to monitor the cost of instruction per student per department. This was a major undertaking. This information is used to analyze cost of each academic department and their majors. While decisions to suspend low-matriculation academic programs are arduous, this benchmarking resource proved beneficial to make informed decisions.

Spring 2017, the initial benchmarking projects were communicated to campus leaders and informed the budgets and strategic plans. The benchmarking projections included most campus departments, and the work was led by the committee members in their respective departments. Through monthly meetings, progress reports shared the findings of the various projects. The activities of the benchmarking committee also determined that having consistency within the college for benchmarking institutions would prove beneficial. This led the committee to establish a group of colleges that represented a "Standards" category. To meet the broader needs of some campus departments, the committee also created another group of benchmarking categories with a set of colleges to represent a "Middle" ranking and an "Aspiring" ranking. The benchmarking project is used to determine levels of resources needed to support the enrollments in the major service departments on campus (CFR's 3.5, 3.7).

Fall 2017 unveiled the newly articulated value statements. These were presented through the President's annual campus address in August and quickly became a part of the campus vocabulary. The value statements are used with development activities to support faculty and staff through committee meetings, human resource training, community forums, and strategic planning (CFR 3.3).

PLANNED INITIATIVES

Finding great talent is a desired outcome of the SDCC organization. It is a constant objective to support, equip, and appreciate the staff and faculty who serve the SDCC community on a regular basis. It is often stated that SDCC's faculty and staff are committed to the mission and vision of the

institution (CFR 3.3). To continue these trends the Human Resource Department has plans to offer further activities, training, and organizational models that will support the current and future needs of the personnel and to invest in their professional development. Benchmarking data will continue to be collected, analyzed, and reviewed to provide the best possible scenarios to meet expectations for both the organization level of accomplishment and the desired outcomes for personnel. Job performance and metrics will continue to be a future focus. This again will support levels of expectation and provide more clarity on goals and achievement. Finally, the college leaders will seek to model servant leadership consistently (CFR 3.3, 3.5, 3.7).

Identification of Other Changes or Issues the Institution is Facing

Currently, the institution is in a transition phase with the new CFO. This includes a shift in the Dean of Enrollment Management role and brings all campus financial services under the supervision of the CFO to allow the Dean of Enrollment Management to focus solely on increasing student enrollment, retention, and persistence to graduation. Feedback loops will be implemented Spring 2019 and will include campus-wide input.

Concluding Statement

As has been the case with prior recommendations from visiting WSCUC Teams, the 2016 feedback has served to challenge SDCC to deepen its effort toward being a true higher-learning organization. Benchmarking and internal assessment activities have helped to underscore areas of strength and areas for improvement. The campus dialog about co-curricular assessment has helped to build bridges between the academic and student life divisions that work to serve students more effectively. Students, faculty and staff have benefitted from work done to integrate the use of

technology on campus. In addition, data is more accessible for program decision-making at all levels. Continued work is needed and in process to strengthen resources available through the new Student and Faculty Support Centers developed in Populi. Major progress has been made with monitoring of financial data at the institutional level. Access to data at the department level is still a work in process.

Support services for students have improved in quality and numbers served, especially in the areas of academic and financial services. Turnover in staffing continues to present challenges but efforts to better document standard operation procedures (SOPs) in each department are helping to better equip new employees. The use of data to evaluate learning outcomes for students across all programs is making strides, and tools are being refined to make comparisons useful for future program planning. Overall, the institution is continuously working to reflect and make decisions that are intentional, and data driven. In the years to come, we look forward to developing a set of feedback loops that will help us to refine and improve the initiatives promoted by the last WSCUC visit.