Section One: Introduction to the Institutional Report

San Diego Christian College (formerly Christian Heritage College) has maintained 38 years of accreditation with WSCUC, beginning as a candidate in the 1970s. In 1984, full status was granted by the Commission, forming a culture of higher education learning and improvement over the past several decades. While some of those years brought challenges for one reason or another, SDC has developed a consistently cooperative partnership with our accreditors in order to establish a quality higher education organization for the good of our students, employees, and community. Because of the frequent attention to accreditation, mostly related to finances and governance, the horizon in the vision for the College was often stunted. Leaders of the College often minimized risk as potentially placing the institution in peril, neglecting the reality that only through risk and independence could this institution move from "in peril" to a viable higher educational organization that contributes health to its community. In view of this recent history, it is the deliberate purpose of San Diego Christian, its Board, and Cabinet leadership, to present factually-based evidence of our mission to the WASC Senior College and University Commission (WSCUC). This report is designed to serve as a straightforward response to the required prompts, answering directly the standards and guidelines that properly align good practices within the institution through the accreditation partnership.

Less than ten years ago, San Diego Christian College (SDC) was placed on Show Cause by the Commission for issues related to governance, student assessment, and financial viability concerns. The Show Cause status in 2006-07 generated concentrated activity for the SDC Board of Trustees. After the resignation of the former College President in 2006, our status with the Commission became jeopardized. Institutional governance was intercepted in the process of the

separation of the President from the organization. While the Board made the final decision, the Commission rightly understood that outside forces determined the proceedings. Forming a Presidential Task Force, the Board hired Dr. Paul Ague as the new President in July 2007. When the Commission returned for the Educational Effectiveness and Capacity Review cycle in 2008, they found that "the institution had made progress in each of these areas, with remarkable progress in several areas, particularly with regard to a newly engaged Board and the appointment of a qualified President" (2008 WASC Commission Letter). That letter accompanied both a respite from repeated concerns with a formal 2016 scheduled visit, and presented three concerns which formed a required 2012 special visit—"financial sustainability, strategic planning, and continued progress on assessment of learning."

The 2008 visit by the Commission was one that could have prompted danger within this institution. As a College, however, we addressed the core complaint of our organizational structure and internal autonomy. With a new President who did not have any obligation to the leadership of the founding church, and whose property housed the College, the Commission removed our Probation status. While this was a tremendous improvement, the College had lost over one hundred students, and this loss negatively impacted fiscal management. Under the new governance, the often-used appeal for help from the founding church was no longer an option. From that time on, there was no organizational element left that allowed the founding church to "govern" the College's business or organizational practice.

Fallout from the Show Cause ruling created a difficult struggle, but the new President brought experience from his former institution in entrepreneurial enrollment building. Enrollment building through traditional and non-traditional means advanced with the initiative to activate more employees as recruiters of students. Many positions could attract students with

more training and focus on the recruitment process. This was achieved through faculty, athletic, and music team connections. Additionally, a Vice President for Enrollment and Marketing was hired to increase the focus and strategies for increased enrollment in the traditional college populations. The new President's experience to develop online educational programs began to take shape at SDC as early as 2009 with some pilot programs launched through the Adult & Professional Studies program (APS). Though the foundational elements of recruitment were inadequate, the College spent two decades developing faculty and course constructions to offer core programs in a degree completion model. These programs provided great foundations for the online modality. A third party contract formed the recruiting base for the program that increased quickly with majors in human development, Christian ministry, and business management. This structural change started the core of SDC's current online offerings. These new programs moved SDC from a perennial college of 400 to a growing educational institution.

Enrollment by Programs, 2008-2015

Program	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Traditional	343	373	372	413	443	468	494
Non-traditional	36	49	141	211	327	413	409
Teacher Credential	26	18	23	14	13	22	39
Total	405	440	507	638	752	844	878

The enrollment increases in the traditional program tended to place the College closer to the community demographic than it had been previously. Since the previous comprehensive report, the diversity of the student population at SDC has moved from a fall 2009 majority Caucasian component of 68% to the fall 2014 Caucasian population of 42% (approximately half with the unreported race option on the survey). The increase of normally underrepresented groups of American culture has become the majority of the students served throughout our

programs, including a healthy inclusion of "first generation" college attenders. Recent substantive change requests (aviation management, communication, and psychology) have added more programs to our online offerings and has allowed our recruiting partner to form a stronger base of learners. A new BA degree in Leadership and Justice was initiated for the spring 2015 semester and promises to present a strong attraction for both traditional and non-traditional modalities. In the 2014-2015 academic year, several options for modality delivery were piloted. We have utilized hybrid, high-flex, 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 do more to offer accessibility to alternative pathways for our students as they reach for their educational goals.

In 2012, San Diego Christian College adopted a curricular program in Minnesota that leased facilities at Bethany Global University. College leadership structured an existing curriculum to fit with the general education requirements of SDC and form an AA program in liberal studies. Through the structural and substantive change process, WSCUC conducted a site visit and approved this venture to expand the program base as a cohort model of learning that has been successful in launching students to four year campuses, including the main SDC campus in Santee. This cohort learning model prompted the Academic Division to create an the Aletheia Honors Program for fall 2015 for high achieving academic students to complete their general education program on the main campus using interdisciplinary teaching models with a focus on community engagement.

New Programs	2010-11	2012-13	2013-14	2015-16
Traditional				Leadership & Justice and Honors Program
Non-traditional	Online (Business, Christian Ministry, Human Development)	A. A. Minn	Online (Psychology, Communication, Aviation Mgmt)	
Teacher Credential				M.A. in Teaching

In fall 2015, San Diego Christian has a main campus at 200 Riverview Parkway in Santee with about 500 traditional students and an equal number in non-traditional programs in Minnesota (AA), online (AA and BA), main campus degree completion model (BA), and Teacher Credential Program (TCP), which was recently approved to offer additional courses to launch our first graduate program—a Master's of Arts in Teaching. Its thirteen majors in the traditional program and six majors in the non-traditional programs continue to advance the mission of the College across modalities. The main campus continues to increase facilities to house core functions. As part of the takeover of a campus that was designed for multiple businesses in each building, SDC is part of a master HOA for a project in Santee behind the main Town Center shopping mall. The only remaining business in the core campus area occupies an entire building and has been a good neighbor to the College.

At the time of this writing, the land assigned for student apartments has been secured, and a strategic timeline to build three apartment buildings has been implemented. In the meantime, the College secured a master lease in 2013 for a 66 unit apartment complex located 1.5 miles from the main campus. This facility houses resident students. Along with van pool access, this property has served the College programming and academic needs of its residential students

since relocating to Santee. It is probable that the five year lease on that property will be used to manage the building of apartments through the construction phases on the main campus.

The other key element in the campus facility plan is a dual-purpose athletic center that would also house our Performing Arts department needs and the chapel program. Additionally, the College has worked with the County of San Diego and the City of Santee to secure a working plan for the construction of the athletic center and associative athletic fields for the College's eleven sports. Since moving to Santee, the athletic department has developed partnerships with nearby community centers, the Santee Sportsplex, community colleges, and area K-12 schools with appropriate facilities. These partnerships have served the College well as we continue to offer quality athletic programs and facilities for our athletic teams. The prospect of full facilities on the main campus will generate more campus community and the opportunity for Santee residents to attend both academic presentations, sporting events and theatrical productions.

In all of the transition, SDC has focused on two elements it desires not to change—the distinct sense of community on our campus and the Christian distinctives of our mission and vision. Some challenges for community exist with programming in diverse locations; however, being in Santee has connected us in a positive way to the local community of the College. To build College community, programming at every location has been a priority. There are functions at the apartment complex, the main campus and at various athletic facilities including the intramural programming at the Sportsplex and the Boys and Girls Club of Santee. The focus of much of our Associated Student Body leadership has been to create engaging events in the SDC community and into the Santee community. The College's identity continues to develop with facilities of our own, including being able to decorate for Christmas within our own

aesthetic. In 2015, SDC was voted by Santee residents as the community's favorite large non-profit company.

The Board of Trustees continues to carry the core responsibilities of the College's identity in its mission and vision. In 2014, the Board revised both core statements to focus the College on a trajectory formed by the relocation to Santee. The Board of Trustees is comprised of eleven professional men and women who resonate with the mission of San Diego Christian College. There are eight men and three women on the Board, whose regular employment ranges from author/speaker, retired military, pastors, attorney, educator, and a state representative. Over the past few years, the Board has also completed a full revision of the Board Policy Manual, including an amended review of the CEO. In addition to an annual review of the President, the Board conducts a more comprehensive review prior to the offer of a new contract. At the end of the most recent review, the Chairman of the Board expressed that the President has led SDC in taking the "necessary steps for the college to become self-sustaining, accredited, and a godly educational institution." The Board Policy Manual supersedes and guides all other SDC manuals that are developed on campus. The Manual also designates an annual retreat for Board development, which is led internally by the Board Vice President. The Board also continues some form of development at each meeting and conducts an annual self-review of its work and membership. Financially, the Board's fiduciary responsibility is carried out through a review of SDC's financial status at each meeting and the approval of the formal budget. The Chair of the Finance Committee and the CFO of San Diego Christian maintain contact outside of scheduled meetings. There is a separate Audit Committee of the Board, which includes some outside professionals, but the full Board approves the audit and the 990 each year. (3.9, 3.6—see *Board Policy Manual* and *Board Member Bios* exhibits)

It was the Board of Trustees' stated ambition to hold to the core elements of quality educational programs that have existed over the history of the College while opening up the potential of a new location, community, and technical capacity. The employees of the College, both faculty and staff, have maintained their focus on this mission and offer to church families and the local community educational programs that advance students from many walks of life. The institution's formally approved statements of mission and vision are appropriate for an institution of higher education and clearly define its essential values and character and ways in which it contributes to the public good. The Board, administration, faculty, staff and students are aware of our mission to bring truth and purpose through educational training and to impact the community through the next generation of leaders. Our graduates are skilled in their chosen discipline and trained to live out a morally healthy life and contribute to the solutions of an organic community. Our outcomes seek to bring awareness to the issues of the contemporary world and discuss the proper response to challenges as people of faith. In this mission and vision, the strengths of SDC hold meaning for our programs and our community. (1.1)

While it was not that long ago that San Diego Christian College was placed on Show Cause with WSCUC for issues of governance and financial viability, changes in campus culture and relocation have placed that issue in the distant past. Our relationship to WSCUC since that year has been close and engaging. There have been visiting teams in 2008, 2012, and 2014. 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. We do realize, concurrently, that some of our institutional foundations look more like a young organization than one with forty-five years of history, but we celebrate the maturing and deepening processes found in this report. Preparation for each of the three last

WSCUC visits was conducted through our ALO, who worked to gather data from parts of the organization and present them in our written report. The Cabinet of SDC brought the leadership voice to the reports and outlined due dates and structures of accountability. As had been our practice, the response to the previous list of WSCUC recommendations served to establish important steps of maturing as a smaller private institution. Over the past eight years, this practice has changed. San Diego Christian College is now engaging proactively with peer institutions to a greater degree as a part of the response to WSCUC recommendations, instead of reacting to offer changes in response to identified issues. The state of autonomy for SDC today, and its ability to construct a positive future, is vastly different from its profile eight years ago. (see *Cabinet Member Bios* exhibits)

As part of the new status with the Commission in 2008, the lack of progress in three areas became the focus of the 2012 WSCUC visit. The visiting team identified a need for a five-year financial plan, a stronger strategic planning process, and improvement on late completions related to academic departmental reviews. Getting control of the financial model challenged SDC's leadership in several ways. The loss of students meant that considerable cuts of personnel needed to be made, in addition to hard choices concerning programs and support levels. These difficult choices to "right size" the organization forced departments to operate within actual resources as opposed to the often hopeful contribution line that rendered most budgets unachievable. A rooted "shared service" component with Shadow Mountain Community Church processed payables and reported projections that clouded a clear understanding of College finances. It was not until 2011 that SDC moved to utilize Chaney and Associates as our company for financial services. This shift in control to SDC brought about the ownership of financial plans directly to the Board of Trustees and College leadership. By the 2012 visit, the new President

and CFO had created a baseline for financial planning. This began a rolling five-year model that is actively used by College leadership.

The second 2012 focus point was strategic planning. While there had been some seasons of stronger planning in the organization's history, most of it surrounded the financial desires of personnel who viewed the process as one to make requests of the organization. While this was not the intended goal of SDC's planning process, the community demonstrated a shallow understanding of things related to a strategic plan. It was difficult to plan the future in a frequent state of retrenchment. Nevertheless, the College acted to assign a veteran employee as the Dean of Assessment and Planning. Her focus on these two areas built on a strength of her leadership in the academic division. With her new position, the planning process gained the traction necessary to plan beyond immediate needs. The visiting team noted their sense of growth in this area, but were not convinced that there was a stable planning process in place for future developments.

The third focal point centered on a lack of follow through on academic department reviews. By 2012, the plans for all departments to complete a review within a six year period had led to a number of reviews that had not been finished. While there was improvement from 2010-2012, there were still reviews that were not able to be presented to the team as planned. This element, along with the unfinished state of the other two issues, led the team to require a 2014 visit on these same issues. Their sense of improvement did warrant, however, the removal of warning from San Diego Christian College.

In 2014, the Commission sent another team to the new Santee campus of San Diego Christian to review the progress on the same three issues. After four years of improvement and black budgets, SDC had a strong working financial model that allowed for accurate projections and enough discretionary funds to be sustainable. The strategic planning process was moving

from a Cabinet controlled model to a constituent model to allow for more campus voice in the process. While the inclusion of more "directors" across the campus on the Strategic Planning Committee broadened the process, it also diffused the focus of the group away from strategic goals. Nevertheless, the results reflected better practices for planning and assisted in the sense that the SDC goals permeated the community. By 2014, the tardy department reviews and all other scheduled ones were presented for review by the WSCUC team. Additionally, there was significant work moving forward in co-curricular assessment. Overall, the team encouraged our efforts with a strong review of our work. Of course, there was a list of items that were recommended for SDC improvement. These recommendations created the impetus to restructure some of our informal or operational structure.

The response to the WSCUC Commission letter in June 2014 occurred at the same time that the Board of Trustees completed a five-year project to refresh the Mission and Vision Statements of the College. Those statements became the marching orders for campus leadership, and what amounted to eight phrases of recommendation from the visiting team became the foundation for institutional change. It was clear that SDC had to deepen and mature its communication systems internally through active change. The President restructured the committee arrangement and added several committees to the usual list. The key change in the operational elements for SDC came in the formation of the President's Executive Task Force. This Task Force brought Chairs of eight committees into a regular dialog about operational progress at SDC. The eight committees, including newly formed Technology Task Force, Advancement Committee, and Co-curricular Committee, matched the eight recommendations of the 2012 visit team. In order to complete the communication chain, every other institutional committee was connected to this President's Task Force through one of the eight reporting

Chairs of those committees. Leadership on this task within the College was placed within this group that intentionally had membership from several levels of the formal organizational chart.

The current priorities of SDC rest in the work of the President's Task Force and a revised Strategic Planning process. The new mission and vision statements of the College from the Board of Trustees presents three areas of focus for future College development: academic equipping, a biblical worldview, and cultural involvement. In order to communicate these important distinctives throughout the organization (faculty, staff, and students), the content of the mission/vision statements has been publicized in many oral and written forms. Through Strategic Planning, each department has revised its plans to align with the new focus areas and associative statements under each one of them. The committee compiled a list of departmental statements and formed a subcommittee for each of the focus areas to define elements that move the institution forward. Additionally, the President formed a new five-year vision to 2019 that re-energized the campus after the work done to move it to its Santee location. That vision has been affectionately called "point B" within the community, and the planning committee used that target to guide the priorities from campus input to the strategic plan. (see *Institutional Committee Structure Chart / SDC Strategic Plan* exhibits)

In 2014, the President assigned strategic planning to our Dean of APS (non-traditional programs). Focusing on the broad inclusion of the campus community, the Strategic Planning Committee worked to communicate the new mission and vision down to the individuals of the organization. The plan was communicated through the divisions (defining the terms), to the departments (new goals and action plans), and to the desks (individual action steps to support the department, division, and institution). This last step continued to be carried out through the annual review process in February 2015. The presence of the Strategic Plan has been thoroughly

inculcated into the SDC culture through a variety of "A to B" moments, the recitation of the "six big rocks" from the President's vision 2019 statement, and a host of work assigned to each employee to complete. Overall, the presence of consistent communication and the good attitude of the employees has generated a clear understanding of the next forward steps for San Diego Christian. (4.6, 4.7)

A final component to the new mission and vision statements was a revised set of Institutional Learning Outcomes for SDC. These ILOs continue the long history of instructional excellence that has consistently been the hallmark of the campus. The focus on authentic Christian elements in the learning process has set the organization apart from others and advances the well-being of the overall public community. These elements will be reviewed more comprehensively in other sections of this report, but it should be noted that the educational aspects of SDC have remained central during the financial shift to sustainability and geographic changes in location. The Assessment Committee of SDC has developed public records essential for accountability to the public domain and posts our retention rates, graduation rates, and like data on our website. (1.8)

In the preparation for the WSCUC report for 2016, several decisions relocated the formation of this comprehensive report in office of the Vice President for Academics. In the summer of 2014, a committee of the VP of Academics, the Dean of APS, the Dean of Assessment and Institutional Research, and the President met to work through the standards and guidelines of the Commission. This group initiated the process for collecting evidence through the committee structure (especially the WSCUC Steering Committee) of the College. Our Vice President for Academics accepted the responsibility to write the initial narrative of SDC covering the past eight years. As a first step, he assigned forty important points of data collection needed

to properly build a comprehensive report to the Commission. These forty items were assigned to various parts of the campus community, in conjunction with the WSCUC Steering Committee, and funneled into the report. The second decision was to utilize comprehensive reporting, rather than a theme, given our short history of success as an independent institution of higher education. Finally, the report would be used to reflect carefully at these past eight years to celebrate success and identify the next steps of improvement and the institution continues to build its identity as a private Christian liberal arts college.

Section Two: Compliance with Standards

San Diego Christian College regards its relationship to the WASC Senior College and University Commission as essential to its success. The Self-review under the Standards, conducted in the summer of 2014, prompted key decisions for completing this comprehensive review. The previously mentioned group of organizational leaders worked through the standards and evaluated strengths and weaknesses of the organization accordingly. The subsequent list of forty-one standard-based reports came out of that work. The need for improvement within the designations of the committee was filtered through the committee structure and Chairs of committees as needed. This was done a year prior to the need for a completed report. The Compliance Checklist was twice reviewed by the same group of organizational leaders in the process of completing the requirements of the comprehensive report, and the SDC WSCUC Committee pulled information from the organization through each deadline (December, February, and April). The first full assessment of the Checklist was done in March by the Vice President for Academics and the Chair of the WSCUC Steering Committee to gauge the need to address elements missing from the assessment plan for institutional success. A final push for

April deadlines and community awareness was elevated to insure deliverables related to evidence collection on campus. (1.8—*Self Review under the Standards / Compliance Checklist* exhibit)

In May 2015, this group met to evaluate the progress of the evidence plan, full coverage of the Checklist and WSCUC Standards, and the progress in the written report. It was also decided at that time that a full evaluation review of the report (to be completed by July 27) would be conducted on August 3rd. At that time, the group conferred about key elements for institutional learning and improvement, as well as a plan for development to be injected into the campus community for 2015-2016. At that meeting, the group identified four areas of improvement, which led to detailed plans in section nine of this report. Section nine will also be balanced out with the elements we learned were exemplary or strong elements from the process of conduction this self-study.

Key elements in the checklist point to the way the institution "represents its academic goals, programs, services, and costs to students and to the larger public." As an institution that relies primarily on the satisfaction of its students to meet budget demands, SDC leadership is sensitive to the service provided to them. While we have always been intentional to follow federal guidelines on marketing and recruitment of students, over the past two years there has been a concerted effort to improve both the communication of programs and policies, and the technology available to inform students of their progress and financial options. In the most recent iteration of the College Catalog, and on web pages, transfer students are informed about the ability to complete a degree in the two years that most transfers desire. The College has specific transfer policies in place within our general attempt to pave accessibility and remove cost prohibitions. Because our general education has specific needs for a completed bachelor's degree, there are some areas that inevitably cost the student time. We do, however, offer to work

with community college students to help them identify courses that would transfer into their intended program of study. A full discussion of the general education revision of 2012 will be discussed in Section 5: Student Learning.

In fall 2014, each academic department worked through the potential of completing their academic degrees by a transfer from a community college or other four year school. If the normal Associate of Arts recipient could not be completed in the remaining two years, those degrees carefully list all prerequisites necessary to complete the degree in two years. These prerequisites are available to the public on the web and through admissions counselors and student success coaches. Likewise, since the new Aletheia Honors Program changes the sequence of general education in each department, master schedules for each major are available on the web. There is little missing for full-time students to be able to plan their completed degree on a timetable fully within expectations as defined. When a prospective student would like to have his or her transfer credits evaluated, the admissions counselor and the student success coach works through policies set by the registrar's office. All admitted prospects who have paid the required deposit are passed on to the proper student success coach each Monday. By Friday, the student has his or her transcripts evaluated and courses in place for the first term of attendance. (2.14)

As recruitment of online students poses a more stringent scrutiny within the public domain, SDC and its recruiting partner have taken exceptional care to market and recruit within federal codes and regulations. SDC's online recruiting service provides a national awareness of SDC programs through an approved annual marketing plan that is reviewed by SDC. Monthly marketing meetings are structured to review marketing initiatives and insure a consistent and clear message that aligns with SDC's mission. These face-to-face meetings along with the day-

to-day conversations with the recruiting service indicate a solid working relationship between the two organizations. There is a spirit of cooperation to meet the outlined goals and objectives in SDC's strategic plan for the online programs and enrollment growth.

In addition to the public posting of better communication about completed degrees, SDC has changed the structure of its traditional student services in enrollment, financial aid, registration, and student accounts in 2014. Wanting to be more proactive and professional in our advising system, the College chose to implement a Student Success Coach model. This structure first took shape in student support for non-traditional programs and proved to offer more accurate information to students in the degree audit process. Use of technology also allows students to see their progress and choose options to complete the degree. Opening up multi-modality options has also allowed students to create flexibility in completing degree requirements while maintaining the outcomes associated with programs and courses. For transfer students, our enrollment team has direct access to these coaches, who are able to offer immediate unofficial transcript evaluations to interested students so that they can know, with better certainty, how many semesters are needed to complete their degree at SDC. Coaches in both the traditional and APS non-traditional programs are trained and reviewed by the SDC Registrar for transfer credit accuracy and policy. All recruiting materials, through the traditional admissions office or with our online partner, depict an honest assessment of programs and timelines into which they recruit students. The cost of attendance calculator was added to the website within the requirements of the Department of Education several years ago. When asked to provide accurate information on standard costs, fees, and special assessments, the SDC staff copied the information from the website demonstrating our intended transparency. (1.6; 2.14)

In 2014, SDC invested in Regent 8, a comprehensive software application, and its associative application called SNAP to allow students to create scenarios for academic success (available for the 2015-16 academic year). This software package allows our students to create scenarios of life and how they would impact their time and money requirements for a degree, calculating their total out-of-pocket funds, loans, grants, and even how much part time work a student would need to build a fiscally responsible semester. Included in the application is the total money owed to loans and the repayment amount at each input made by the student. Coaches, as their main point of contact, connect students through the processes into financial aid awarding and student billing. As a partner to the student and to the faculty, they build bridges to learning, financing, and completing their degree and beyond to employment through our Career Services department. Throughout this system, all students are served regardless of their modality, financial status, ethnicity, gender, or whether they qualify for institutional aid programs.

All students have published policies for conduct and behavior requisite to quality academic instruction. The College clearly publishes these policies on the web and in the academic catalog and program handbooks. Employees in the service areas are helpful in directing students to the right resources to understand the implication of policies or to direct them to the appropriate professional staff. Our financial aid staff conduct their business within the Department of Education's stated guidelines, including releasing refunds appropriately. Students in need of disability support are able to utilize our Disability Support Services Office to inform faculty and facility needs for learning adjustments for success in learning as presented in their documentation. The College also is careful to identify issues related to human subject research. Our Institutional Research Board (IRB) approves all student and faculty research that

involves human subjects and must be consulted before any SDC student or other people are used as a research subject.

The student grievance process is written into the catalog for each program modality as students may have need. Organizationally, we prefer the student, as an adult, to make amends through direct conversation. If the student is unwilling to have that conversation, he or she may approach a Coach or other trusted staff or faculty member. If that is not acceptable to the student, there is a formal appeal available directly to the appropriate department's director. Beyond that, we offer a Department of Education process to students through the Federal Ombudsman by mail, phone, or through a website. If the student feels unsupported through the process and desires an appeal, he or she can initiate the appeal to the appropriate Vice President. This process is utilized very infrequently. Records of any grievances are kept for reference for the appropriate six years (SDC policy is a minimum of 7 years). While most of our records have been stored electronically in a student's file through a document imaging system, there are still levels of paper files in some areas of the organization. Likewise, if a complaint comes to a department through a phone complaint, the message or dictations of the conversation are saved in an electronic file apart from the student's formal academic record. This is usually related to financial aid or satisfactory academic progress. In July, SDC added grievance steps in compliance to the new regulation on for our website to comply with federal regulations. These require the college to provide students and prospective students with contact information for filing complaints with state officials or agencies that would handle any student complaints.

In 2012, the Academic Affairs Committee worked through the institutional and federal policies for a proper Credit Hour Policy. The policy that was proposed was passed by the faculty, the Cabinet, and the Board of Trustees. The policy reflected several components that San Diego

Christian College believes are essential for optimal student learning. Because there were courses taught in a traditional Carnegie system and others that were taught in our non-traditional 5-week online modality, and relatively undefined elements of music lessons, labs, and independent studies, the institution required a policy that would identify a proper credit hour definition for all standard and non-standard courses. The Committee settled on a 37.5 actual time element per unit of credit in all programs. As noted in the Credit Hour Policy, a standard course in the traditional program would have as many as 37.5 hours of seat time with 75 hours of assigned work out of class. Our 5-week online courses would need to assign 112.5 hours of assigned work including lecture capture, online forums, group work, etc. A 1-unit lab or music lesson would need a minimum of 37.5 hours of work/seat time. With the College looking more and more into hybrid or elements of the "hyflex" model, the Credit Hour Policy continues to guide the instructional design elements for any modality. When we added our first graduate program for fall 2015, we decided that the Credit Hour Policy for a 3 unit course should be raised to 150 hours or 50 hours per graduate unit. (1.7—see *Credit Hour Policy* exhibit)

Academic policies are clearly stated in documentation, though that does not insure that students are diligent to know the policies that govern their attendance and grading in courses. One challenge for a smaller college like ours has been to update all areas of the web and print media with policies when changed. An example of this is faculty established a C or better grade for courses in the major. This was changed on the web and the catalog, but was not updated in a rarely used Faculty Advising Handbook. When a student presented her case from that document, the College allowed their C- to count toward graduation. That Handbook has been replaced by Student Success Coaches. Behavior or conduct has led to a few dismissals over the past few years (alcohol, plagiarism, acts of violence). The College has structures in place beyond the

Student Life personnel to ensure a proper appeals hearing as needed if a student would like to file a grievance about a decision to expel a student for conduct issues. (1.6)

Section Three: Degree Programs—Meaning, Quality & Integrity

Degree programs have been shifting to more outcome-based assessment for the past twenty years. There have been two key reasons for this development, and both of them trigger the meaning of the degree at SDC. The first is that student learning has required the faculty to restructure degree programs in terms that students and their parents understand. To accomplish this, departments have been designing curriculum around departmental mission statements (see *College Catalog* or Web) focused in terms identifying student learning outcomes. All departments have completed this structure. Along with it, each department has developed a curriculum map that guides faculty to introduce, develop, or master a particular component to the degree structure for the student. This is often done through a key assignment that is collected in student files/portfolios. The most important component of the curriculum map is that it gives meaning to the individual course in the program. It makes the connections from one course to the other more valuable than total credits and student grades. Whether the student grasps the projected integration clearly or not, the instruction guides them to make referential applications within courses in their degree program. The learning through this process deepens and becomes more correspondent to skill development within the specialization of the field. By the time the student completes the senior capstone project, all components of the departmental mission are assessed, collected, and achieved at a level of proficiency commensurate to the degree program and the grading rubrics.

The second push for restructuring has been the public interest to translate a completed degree to marketable employment. As a private institution, we must balance the unique faith-based mission with the burden carried by families who attend the institution with little or no governmental aid. Because our students often graduate with college debt, it is incumbent on us to devise programs that develop marketable skills within the field-based learning. All departments are mindful of the core learning valued by public accreditors and have worked to implement curricular designs to develop these skills. These are also assigned, collected, and assessed within the curriculum map for the degree program. In the process of collection, various rubrics for institutional programs have been approved for use. In the past few years, significant discussions about rubrics have resulted in assessing students across the rubric columns, calibrating rubric scoring across faculty, and support sessions for rubric use. We believe that students who graduate will take skills and a field-based knowledge set to boldly enter the job market of their degree field.

The specifications within programs through curriculum maps and the recent focus on marketable skills within programs has generated new thinking about the meaning of our degree programs. Graduates from San Diego Christian will have all the knowledge to move to graduate school in their field, a set of core skills that translate to employment, and a faith perspective that generates purpose for their life. This is academic equipping in a whole-person model. Our associate degree focuses on the specialization in writing, oral presentation, information literacy, and quantitative functions. Students will also begin collegiate level critical analysis in many of the courses related to worldview and general knowledge. In the bachelor level, competencies are increased and deepened to prepare the learner to enter graduate school. Part of this preparation at the bachelor level is the continued general education requirements in the junior and senior years.

For all two-year and four-year students, a general education capstone course has been developed for general skill assessment and competency measurement. Along with the specialization of the field (depth) and often a particular emphasis geared for employment, the graduate carries knowledge, skills and a biblical worldview into their next chosen step. Within our worldview teaching and based on our third institutional initiative, all students participate in service learning projects. It is our desire to build an interest in academic learning and service in such a way that our graduates continue a lifetime of active learning and serving in their homes and communities. At SDC, the move to a community that wants to partner with us in the service learning component has strengthened our ability to construct out-of-class learning in this area. Most departments have a structured internship program and have forms and other evaluative instruments to assure that academic learning has progressed with each assignment. The college's assigned supervisor and the internship supervisor form a team for the particular learning outcomes of each student's internship or service requirements. (1.2)

Meaning of Degree

The meaning of a degree at San Diego Christian continues to be a dialog within the faculty as social issues challenge learning from previous models. From a teaching focused, field-based knowledge system of the 1980s, to the student-outcome based curriculum of the past two decades, it is clear that higher education will need to make adjustments to the ever-changing world. Changes on the horizon will challenge what we think to be true in the present, forcing reflection about the meaning of our degree programs through each departmental review. In the meantime, a variety of discussions has taken place in the faculty about where SDC is today and how we understand the meaning, quality, and integrity of our degree. Initial conversations began about two years ago in the Assessment and General Education committees using the Lumina

Foundation's Degree Qualifications Profile (DQP). Early in the fall 2014 academic year, the regular faculty received a copy of the DQP to establish a benchmark of competency for understanding current language for degree standards and meaning.

In February, the Faculty Forum took a half of a meeting to discuss degree meaning and found consensus on the faith values that we inculcate throughout our programs. Prior to the meeting, the faculty were sent the components of Standard 2 to prepare for the discussion. The Faculty identified the character side of an SDC education that carries weight into the public workplace. There was a healthy discussion on the remaining degree targets by program—for grad school preparation, specific skills for job placement, or for liberal arts "whole person" learning. Regardless of the degree program represented by the faculty, there was a clear expectation established for students to be trained in academic skills and knowledge in rigorous programs that include SDC's faith integration. In all cases, there was agreement that a degree from San Diego Christian does more than train the mind, as there is a holistic approach to equip all aspects of the human learner. In this way, the elements of a SDC degree yields a cohesive whole that is more valuable than the individual courses that make up the program sequence. Subsequent discussions in Academic Affairs and the Academic Council affirmed the conversation that took place with the faculty as a whole, but noted that there was less input on how that degree design can be assured to have quality. Consequently, further discussion was added to the capstone agenda in May with departmental faculty. There was a concern in Academic Affairs that the term "liberal arts" designates an old school approach that may not be as marketable. Committee members agreed in the meeting that SDC should do a better job marketing the value of a liberal arts education along with the marketing approach to job skills and placement.

Program faculty were asked during the May 2015 Capstone Review meetings to consider how they communicate the meaning of the degree programs they instruct and support. Most identify the program learning outcomes outlined the meaning of the degree and pointed to the catalog and web statements as representations of what the degree means. Many discussions focused on how to better capture the faith related elements as distinctives of a San Diego Christian degree program. Others discussed the differential in outcomes for students who enter as transfers when compared with those who complete all their degree work at SDC. Each department will be working in this next year to better represent their degrees on the web pages associated with the degree programs and the faculty will continue to dialog about quality indicators for the degree programs

SDC endeavors to strengthen our graduates in all functions of life so that they will strengthen their communities. To do this, we have allocated resources to generate more engagement with the wider academic community for our employees. With our peer review component and increased attendance at academic conferences, we are positioned to stay in tune with subsequent changes. Not only do we intend to adjust to the challenges, but we aim to be on the edge of innovative opportunities for multi-modality learning with the technology available to deliver quality academic programs beyond the walls of physical buildings. These too, must be structured to deliver assurance about the meaning and value of the degree program offered. As technology impacts learning delivery systems, it also requires us to increase functional use of technology within our program's learning activities. Competency in technology within student learning generates greater potential for success for graduates.

As part of the professionalization of our institution, we activated further development of technological advancement to propel us towards our institutional objectives. The logical timing

to transition the technological infrastructure and processes was when we moved to a new campus. We engaged with a dedicated IT partner to provide services, training, maintenance, and additional development. The IT partner has two employees who work predominantly at our campus assisting in user training (faculty, staff, students), infrastructure management, and general helpdesk requirements. Training took place through most of the 2014-2015 academic year in a program called Tech Tuesday. Each Tuesday was focused on a specific technology item on campus and all personnel were invited to attend for training. After the move, the average age of a computer on campus decreased from eight to four years old. We increased our fiber optic connection from 50mb to 100mb. Now, our students and employees operate on a "one-card" campus so that they can use their ID card for snacks, apparel, printing, meal plan, and access to certain areas of campus. Phones have been replaced with internet accessible phones so that connection is 24/7 as long as a Wi-Fi signal is available. (3.5)

The move from El Cajon to Santee added a measure of technological success for instruction as well as SDC added new technology in every teaching room. The new classrooms utilize the finest teaching systems available and are equipped with the capacity to develop more video capturing for online learning. Currently, several faculty are experimenting with this option to generate more face-to-face feel in our online programs. It is our belief that learning emanates from relationship and causes our faculty to be creative in the methodology used to deliver online academic courses. The move also challenged us to think about online delivery models for our programs. Using Edvance 360 as our LMS establishes the ability to connect assignments to assessments and students to faculty. This platform has become more visible to our internal community as we have chosen to develop it as a communication tool for campus-wide dissemination of information.

Quality of Degree

San Diego Christian seeks to produce quality in our degree programs through challenging but engaging educational programs, increased performance outcomes, and a staffing plan that supports the curriculum and student learning. Building on the meaning of the degree, the quality benchmark can only be achieved when leadership creates a base of students who can achieve outcomes built into the program. This starts in the entry-level requirements of our programs. The institution has set standards for admission for learners, and those who are deficient in these standards are reviewed by the Admissions Committee who evaluate the potential of the student based on the level of deficiency balanced by recommendations, essays, and follow up conversations. Those who are enrolled on probation are supported by accountability structures, student success coaches, study table, tutoring, and a community of support. A summer 2015 proposal intends to bring together support elements and promises to start the structure of a full academic service office. Regardless of entry deficiencies, they will need to reach levels of competency expected at each level of learning through their program. (2.2)

Our standards of student learning begins with the Institutional Learning Outcomes (ILOs) that were revised along with the mission and vision statements in summer 2014. The SDC ILOs are posted on the web and in the catalog and prescribes learning outcomes for all degree seeking students. The institutional ILOs are as follows:

1. Obtain a foundational knowledge of the humanities, sciences, and social sciences in a life-long learning framework.

2. Specialize in at least one academic discipline with specific career and life applications.

3. Demonstrate effective communication and social skills.

4. Apply critical thinking skills to scholarly, professional, and personal endeavors.

5. Exercise commitment to a lifestyle that identifies God's preeminent perspective on life based on biblical principles and godly character.

6. Interact effectively through cultural and global involvement in preparation for a lifestyle of service.

These six standards set the framework of our degree programs. ILO one and two establish a GE and major focus for bachelor level programs. ILO three and four identify core competencies that an SDC graduate must achieve. ILO five and six grounds the mission and vision of the College into degree programs. All of our courses have a syllabus template to evaluate course outcomes to both program and institutional learning outcomes, in addition to unique outcomes the course requires.

Standards of student learning through outcomes has been developed through annually contracted faculty and engaged adjuncts within the academic departments. The Assessment Committee and the Dean of Assessment and Institutional Research, along with the department review, assure the wide communication of the importance of student-based learning outcomes. The faculty, both annually contracted and adjunct, are instructed to reflect those learning outcomes at three levels—institutional learning outcomes, program learning outcomes, and course learning outcomes. A syllabus template has been devised to simplify the process for faculty and trigger reflective thinking as to the rigor and outcome goals of the course being taught. The Academic Affairs Committee reviews all syllabi for adjuncts and a good sampling of syllabi for regular faculty. An assessment form is generated and filed when the syllabus is accepted, but is sent to the faculty member when the syllabus does not meet SDC standards. Unaccepted syllabi usually lack something in the area of biblical integration, credit hour alignment, or other significant institutional requirements. If the course has a "key assignment" for assessment, it is clearly noted in the syllabus for collection. All key assignments are evaluated through institutionally approved rubrics and meet institutional standards for good student work. The student is measured by assignment in the curriculum map, the course is

measured by the curriculum map and assessment plan, and the program is reviewed every six years in the program review process. (4.1—see several sample *Syllabi* exhibits)

As department leaders worked with the DQP, the conversation was advanced in regard to the quality of our degree programs. While SDC measures its benchmarks slightly differently, most department chairs noticed a significant parallelism to the DQP and institutional mission and outcome development. Important discussions proceeded on the differences between their five areas and those of WSCUC for core competencies. Additionally, as SDC moves to graduate degree offerings, the DQP has generated specific requirements to differentiate degree competencies across the curriculum. The framework has allowed the faculty to measure our mission and academic values against a publically supported standard and improve our targets and delivery of academic learning. The element that seems to need additional support to measure the quality of collaborative learning and applied learning that occur across the curriculum. The capstone projects of some departments, like business, have this element embedded, but most programs have a very individualized structure to measure student outcomes of mastery. In all, faculty expertise as curriculum experts and student evaluations of the rigor in our programs demonstrate that students are challenged in a way that improves them as learners in the whole person equipping SDC seeks to achieve.

The faculty of SDC have consistently provided extremely high commitment to institutional purposes. This element is generated by our strong faith statements within a society that generally has minimized worldview convictions over pragmatic programming. We find that having a base of like-minded academic professionals brings a strong intention to the work of faculty. We have worked harder to be inclusive of the adjunct's role in department development since our size has created challenges on other fronts. Adjuncts are hired under the same doctrinal

statement across all programs and modalities. In this way, they demonstrate a keen interest in moving our unique institutional mission forward. There has been significant input through adjuncts in programming, student management, outcome development, and curriculum for years. Adjuncts often improve curriculum in their area of expertise, including changing programs in regard to emphases, courses, or the curriculum map. Adjuncts are often a part of academic Department Meetings, attend and/or speak at Department Chapels, and join in departmental social events. Lately, there has been a greater focus on adjunct inclusion for the capstone overview and department meetings. An adjunct is also able to secure some professional development funds through the Faculty Development Committee's pool of funds for faculty growth. (3.3)

The core faculty have demonstrated commitment to the mission and competency in their field. As the institution's student numbers grow, the academic division has devised a benchmarking system to plan for additional faculty needs. In the process of hiring new faculty, there has been an effort to bring in faculty with terminal degrees. This has led to an increased percentage of faculty with terminal degree training, which improves our ability to advance to the master's level of degree offerings. While our student population has changed significantly in diversity, our faculty hiring has been a bit slower in reflecting that improvement within the institution. We think diversity gain has little to do with applicant affinity to our mission, but that our focus on terminal degree holders limits the pool of qualified candidates who also would increase our diversity. Regardless, there has been an increase of faculty from a variety of ethnic backgrounds who have added to the academic environment in a positive way.

SDC has also increased its terminal degree holders through advanced training. Current faculty are in or have been able to pursue Ph.D. or other terminal degree programs with

institutional help in time release and/or financial assistance. Though the recent financial struggles and relocation has restricted institutional support, the College leadership endeavors to assist any employee who wishes to advance their career path through education. Several have been approved for assistance through our policy to help up to 50% of our employee's continued education. In recent years, one administrator has completed an advanced degree and two others have been in pursuit of an advanced degree. Release time and some financial help has helped two faculty members move toward a terminal degree. Three staff members are in terminal degrees at this time and six others have completed or are in degree programs that advance their expertise as a higher education professional. Overall, our faculty are encouraged to complete a terminal degree if at all possible, attend conferences on a regular basis, stay current in their field, and improve their teaching as a regular practice. With teaching at the focus, we have not demanded published scholarship, but SDC continues to advocate these activities and endorses the work of those who have completed published work. (2.8, 3.1)

Our faculty have an extensive process for hiring, promotion, evaluation, and workload. All faculty, including adjuncts, meet with various Vice Presidents and the President before being hired. After hiring, they are evaluated by their Department Chair every semester they teach. All courses are given Student Evaluations that allow input from the learners on the success of the course and the quality of instruction. Annually contracted faculty are given a faculty interview to allow for affinity to SDC academic mission and goals to permeate the hiring process. Along with supervisor and student evaluations, they have an annual review process early in the spring semester prior to the issue of the subsequent year's contract. SDC does not have tenure, but the faculty and staff pay scales allow for step increases and the Faculty Handbook clearly outlines the promotion process. At least one faculty member has been promoted the past four years.

Additionally, faculty who have a series of positive reviews and meet other distinguished marks can apply for "merit recognition." This status adds funds to their contract for meeting desired levels of teaching and scholarship. SDC has used a workload form to understand diverse elements to faculty assignments. A thirty point level is considered full time, and any teaching or work conducted above that level incurs a separate stipend for the work. All of these needful measures assist our promotion of internal scholarship and build incentives for faculty to improve themselves as they improve programs. (1.7, 2.8, 3.1, 3.2—see *Faculty Handbook* exhibit)

The structural change to add a graduate level in our programs definitely guides recent decisions in the hiring and retention of faculty. While our Education Department has run a 30-unit-post-degree program for teaching in the State of California for many years, it has not been offered as a master's degree program. When we hired for the department in 2013, it was essential to hire someone with a terminal degree who could begin a study of additional courses needed to complete a program at that level. This will be our initial master's offering and has been approved as a Master of Arts in Teaching degree for fall 2015. The current teaching certificate program already has differentiated outcomes from the liberal studies major that is the bachelor level degree in that department. The new master's program is conducted in blocks based on where the student is in his or her program and career goals. The student will need to possess a bachelor's degree to move into the master's core courses. The Education Department currently has a 50% level of faculty in the department with terminal degrees, and utilizes a majority of terminally educated adjuncts for its courses in the 500 level, and only terminal degreed faculty for its 600 level research courses. Subsequent prospective degrees at the master's level, like Psychology and Bible, have a strong base of terminal training in the core faculty. The Business Department, however, did not have a faculty member with a terminal degree. Hiring in the spring of 2015

filled this gap with the hiring of a new business faculty member, with the intention to hire one more person with a terminal degree in a specific business field in the next two years. SDC plans to add two master's programs in the 2016-2017 academic year and one additional degree every fall for the next two years after that. This projection is based on the backbone of our financial model and through our strategic planning process. (4.7)

Integrity of Degree

Program review at San Diego Christian commenced in the late 1990s and eventually became the standard for every academic department. Several components make up the department review, which has become our internal system for assuring that our degree programs have the quality we seek and integrity to our mission. Program review focuses on the student learning outcomes and capstone achievements of graduates. Often this is a compilation of the Capstone Review three-hour sessions that each department must finish the week after graduation. These sessions have produced great elements of reflection, good notes on progress, and next steps to build successful programs at SDC. Beyond learning, program review assesses resource support needed to deliver the program. This is done both for traditional programs and those in the non-traditional area in our APS programs. Each program review must also include a review from an outside professional in the field, who gives a strengths and weaknesses evaluation of the program. For some programs, in which a certificate program or outside accrediting element exists, this area is also included in the review. When completed, the final review is received by the Dean of Assessment and sent to the Vice President for Academics for review. Each review contains forthcoming steps of action and those with budget ramifications proceed into the Strategic Planning discussions.

It is our conviction that our Program Review process has improved our programs, both curricular and co-curricular, in significant ways. Program Review has prompted the use of curriculum maps, departmental mission statements, rubrics and calibration training, and collaboration between and among faculty at different levels. It has also generated dialog outside the walls of the institution to other higher education institutions on academic practices and benchmarking. It is in this process that we have been able to find strengths and weaknesses in the integrity of the programs offered in the College. It has become clear that the second round of program reviews has been more instructive for a comprehensive plan of program assessment. Because of program review, SDC literature and catalog information directs interested families and peer institutions to understand our measures for the quality and integrity of each degree program. While each department can assess issues related to retention and graduation, most recent Program Reviews have continued the challenge to represent the place of our graduates in society. Recent work in retention through the Student Life Department led to an 82% retention in 2014 for new transfer students while holding to a 72% retention rate for first time freshmen. The hiring of a full time Career Counselor also targets our need for improved retention statistics. In the past two years we have added the use of VALUE rubrics from the Association of American Colleges & Universities in order to compare assessments to peer institutions. Those outcomes are analyzed in section four and the full details of retention is given in section five.

Section Four: Educational Quality—Student Learning, Core Competencies, and Standards of Performance at Graduation

Higher education, within a biblical worldview, remains the purpose of San Diego Christian College. Within this larger field, we are intentionally focused on the development of

our students in every measurable maturing aspect of life and learning. Academically, we have been assessing our standards for most of our forty-five years as an institution. As the environment of higher education and assessment of student outcomes changes over time, SDC has structured methods to ensure that achievable standards are set and measured. With the onset of core competencies as a relevant and necessary measurement, we have moved forward into assessment plans that address these new measures of excellence. This section will overview learning standards of performance and address the analysis of core competencies in our programs.

Educational Quality

When San Diego Christian College was founded in the 1970s, most college outcome work centered on Bloom's taxonomy of higher level articulation of material. While this still remains a usable learning structure for the development of courses, programs need to assess the larger view of transferrable competencies across courses beyond the field of their program. Each academic department examines the curriculum annually to improve quality in the measures of outcomes related to the field of study. While much of this analysis will be covered in section six, it is important to look closely at this time at the core focus of our academic programs—the capstone.

Every program at SDC—traditional, AA, GE, APS (non-traditional)—has a capstone requirement. We believe that core measurements of proficiency are measured in these designed elements in the curriculum. For students who have completed a full four-year degree, they will have both a GE and major capstone measurement. The first program that utilized the capstone element was located in our traditional programs. Currently, each traditional academic program has placed this element in the senior year of the major within their curriculum map. The map

itself feeds the elements of coursework into the capstone experience. Within the program, majors proceed along the curriculum and are introduced to key intellectual skills at some point. In a subsequent course, they have that skill developed. In the capstone, these skills are measured for mastery. Most departments, include approximately ten of these elements that are measured with evidence for mastery.

The capstone project is the core of our assessment plan because it assesses these core elements of learning for the program. Each department meets with the Dean of Assessment and Institutional Research for a three hour block of time after the academic year to account to the plan. Student work is brought to evaluate the department's success in attaining the specified outcomes. This three hour meeting includes a reflective look and a plan for the next academic year. In August, an afternoon at faculty orientation is dedicated to continue the May dialog and prompt agreed-upon improvements into the curriculum for that year.

While all programs have a capstone and standards of learning to assess, they may structure the capstone in a variety of ways. In most cases, a significant research project offers an assessment of the student's learning across the majority of key learning outcomes. If there is a lack of certainty within the capstone in a particular area, the department must assign a key assignment in another course that requires evidence to ascertain proper achievement in learning. For some departments, core outcomes can be measured with assignments related to internships or within another structured learning assignment. Because each capstone element is designed to measure mastery of competencies in each program, the department has to introduce and develop each of these elements within the curricular design. This progression of learning embeds these core elements deep into the design of each learning program. For graduation, the student's

mastery of program outcomes requires a grade of C or better in their capstone and other coursework in their major.

In our non-traditional programs, our students have the same structure of introduction, development, and mastery of key outcomes. For the capstone in these programs, the student demonstrates mastery of the elements through a sequence of learning in research and the development of a senior project. As many of our students complete their capstone away from campus, learning is measured through their ability to demonstrate research and writing skills in the production of a significant study related to their field of study and work ambitions. This design had been partially implemented in the nineties, but fully implemented since the last comprehensive accreditation visit. Whether online or in our face to face program, the senior project produces significant evidence of student learning. Our APS curriculum team and research faculty assess the success of this work through the same rubrics used across the campus for core competencies. The APS rubric, approved through the APS Senate, is used in the research capstone and is the equivalent of other institutional rubrics. It measures mastery in writing, information literacy, critical thinking, oral communication, and faith integration.

The most recent additions to SDC's curricular programs are the Associate of Arts level, including the specific program on our Minnesota Campus. AA students on the main campus are enrolled into our PHIL 202 Christian Ethics course and measured for outcomes associated with lower division learning goals. Our Dean of Assessment and Institutional Research works with instructors/professors to implement the learning plan and obtain assessment evidence and proper measurement. On the Minnesota Campus, the capstone outcomes for the AA are embedded in the literature course at the end of the program. The Dean of APS, the Program Director, and core faculty worked to develop the outcomes related to the program and SDC GE requirements and

designed key assignments into the course. The students on that campus are evaluated with approved rubrics to evaluate core elements of all our students in the AA level. For our four-year students, their GE learning continues across all four years. In their senior year, they take PHIL 402 Ethics and Contemporary Thought where they have signature assignments and take the Academic Profile Test for national comparisons. When our students successfully complete their general education courses, they will be able to demonstrate competency in our six ILOs and our general education learning outcome elements. The catalog demonstrates that our general education program takes a student through fourteen learning outcomes within the categories of Christian worldview; communication and collaboration; global awareness and appreciation for diverse perspectives; critical thinking; and habits of mind, body, and heart. These areas better define general education elements within the SDC mission and vision statements. Majors then take these core competencies and develop adequate measurements beyond these basic learning outcomes and tailor them to the needs of the program.

Finally, as we seek to add graduate work in our education department, the faculty and the Dean of Assessment and Institutional Research have developed higher level outcomes for student learning. These outcomes reflect a step of learning above the current post graduate outcomes that the Education Department has used for many years as part of the Teacher Credential Program. Our new M.A.T. requires a completed baccalaureate degree for admission and requires increased levels of rigor in coursework. While waiting to implement our assessment plan for the M.A.T. with our first cohort, our substantive change document demonstrates a thoughtful development of competencies appropriate to graduate student outcomes. Heavy in research, the graduate degree at SDC demands a more comprehensive expertise of its M.A.T. students. All professors teaching at the master's level coursework will have a terminal degree. (2.2b)

Core Competencies

While programs may have additional elements of mastery to assess by program, there is an institutional requirement to develop and measure mastery of the core competencies as required in the 2013 Handbook. As capstones developed over the past fifteen years, there was significant discussion about the proper measurement of elements like critical thinking, information literacy and written communication. In each capstone, these elements became embedded across the curriculum. In most cases, institutional rubrics were developed and used for mastery. As the assessment discussion progressed in the past ten years, these elements have been structured into each program. At the same time, a culture of oral communication proficiency related to the capstone has been developed. For each student, there are at least two points of measurement of their oral communication outcome development. The final one of these is embedded into the capstone as a core element for success. For the capstone project, seniors must schedule a public presentation of their learning. Several faculty and many students attend these public presentations. The public delivery of the capstone work has produced a beneficial expectation of achievement for soon-to-be graduates and confirms the institutional communication to students that they will be measured for appropriate standards of educational excellence as they progress in their program. The rubrics developed through faculty or adopted from reputable organizations help us identify success in learning and confirm that we have taught the student portable skills for life. (2.2a)

The first of the core competencies to gain traction within faculty discussions was what was originally called "writing across the curriculum." This concept began in the 1980s and led to many specific requirements in curriculum to insure that an SDC student presented adequate competency in written communication. After 2000, the faculty created a variety of program specific rubrics and implemented a College approved writing rubric for standard evaluation. The

Dean of Assessment and Institutional Research has conducted annual training for rubric calibration and has rallied the collection of evidence generated through its institutional use. In the past five years, policy changed to evaluate all students for writing competency through the institutional rubric. This replaced our older model of a sophomore writing sample and remedial courses which were difficult to administrate. We have had an institutional rubric in place for writing since 2005. In 2008 it was modified to the format we are now using in LiveText for assessments of writing across the curriculum. Rubric calibration exercises were conducted with faculty fall 2013 and fall 2014. We first began collecting writing samples in the fall of 2013. In the first year it was mostly the formative assessments that were collected, beginning with a baseline assessment in EN 101 and 102. Samples were also collected from all literature courses, a few discipline specific writing intensive courses, and a number of capstone courses. Unfortunately, student profiles had not been uploaded in the first year so data could not be disaggregated; however, in the summer of 2014 the student profile data was added and we now have the capacity to disaggregate by race and gender.

In 2014-2015 summative assessments were possible with a broader collection of student capstone papers. Capstone results for race did not show significant differences in average writing level performance, but they do show a difference in the range of performance. Review of the first two years of using LiveText indicates that rubric calibration exercises need to be done on an annual basis and all adjuncts teaching writing intensive course need to be included. More degree programs need to identify a sophomore or junior level course within their programs for writing assessment and feedback. Late this spring, the writing intensive rubric was added to the APS and online writing courses using Edvance. Those results will be tabulated to provide a point of comparison between the different formats for instruction. All of the capstones have

research writing measured for mastery. The most recent results of writing identified a standard level of insufficiency at about 10% for the cohort of lower level students, but a significantly lower mark for quality of sources at 32%. This has become a key area to support and develop in our students.

This past year, there was a focused effort to orchestrate the different uses of oral communication into the same system as our practices related to written communication. To bring some consistency to academic measurements, SDC chose to use the Value Rubric of Oral Communication from AAC&U (Association of American Colleges and Universities). This was approved by the Faculty Forum and piloted in the spring of 2014 using LiveText. This rubric is used in eight courses across campus to develop formal presentation skills. Each department then utilizes a formal presentation measurement in their capstone work. In the first semester there were issues with uploading the video samples which indicated that faculty and students needed a bit more training to improve the collection of samples. More detailed written instructions were provided for courses in the fall of 2014 and the Dean of Assessment and Institutional Research provided in-class training for the COM 102 (Public Speaking) courses and several of the senior capstone courses. Submissions yielded a smaller than expected sampling of senior level work, but still there is a better sample than in the prior year and students are slowly beginning to develop the elements that can provide a profile of their work across their academic experience. Faculty will be reviewing the results from the first year of oral communication results this fall in orientation. Once we have established a stronger sample base, the College will be in a position to seek out peer institutions that are using the VALUE rubric to provide for an external comparison.

Two of the other core competencies have a long but unfocused history of measurement in our academic programs. The General Education Committee and SDC librarians have pushed for

information literacy on the campus. This dialog has also been around for nearly two decades, but only recently became more codified within curricular systems. An Information Literacy Task Force in 2008 drafted an Information Literacy Rubric which has not been widely adopted. For most programs, the inclusion of items in the Writing Intensive Rubric seemed sufficient. However, the Writing Intensive results in the first year indicated that the selection and use of quality courses and the correct formatting of citations was one of the more consistent weaknesses in students writing across all levels. It was agreed in the spring 2014 to use the Information Literacy Rubric with capstone courses in the 2014- 2015 academic year. Not all degree programs participated in the first attempt, but it did provide a good first look at using the rubric. Results indicate that faculty and students need training in the use of the rubric and it needs to be reviewed across the curriculum in students' programs. Our most quantifiable work on information literacy has been the librarian's study of capstone sources across degree programs. The APS research faculty and capstone rubric also formally measure information literacy. Over the past several years, evidence has demonstrated that our students need for more informative teaching on the difference between a usable source and a good source. As the faculty become more engaged and informed on student source choice and library resources, there has been an increased collaboration between them and library services.

The Assessment Committee has recommended adopting the VALUE rubric for Information Literacy instead of the one developed institutionally. This would again open the option for external bench marking. For many programs and courses, there is now a Libguide to assist the student to locate quality sources for their research projects. The influx of quality databases and e-books has increased all of our student's access to the proliferation of sources in the electronic world. During the 2014-2015 academic year, SDC sought to identify areas of

competency that needed strengthening. We have identified information literacy as one of those areas. SDC uses an Information Literacy Rubric in several developmental courses and again with all capstones. In order to improve student research practices, the College purchased the information literacy software program called Credo. This system assists in building rigorous instructional design, forming the information literacy platform, and gaining outcome assessment and analytics on research. We will promote this product throughout our programs and use it to improve student work.

Critical Thinking/Analysis has been a central dialog among faculty for several decades, but few departments had a rubric or measurement system to quantify student accomplishment. Recently, the General Education Committee defined critical analysis as a students' ability to "recognize their own presuppositions, sociopolitical, ethnic, religious, academic, regional, gender, and class biases." Our definition maintains that critical thinking includes being "open to consider other points of view, and be empathetic towards those who do not think or believe like themselves." It includes "synthesizing existing ways of thinking and creating new ways to approach and solve problems." Institutionally, there have been several rubrics used to measure critical thinking competency.

This spring the College administered the Proficiency Profile from ETS as a means to evaluate student skill levels close to graduation in quantitative reasoning and critical analysis. Final results have not been tabulated; however, at a cursory review there were concerns regarding students' responses to questions. The College has a long history of using the Proficiency Profile (or its prior equivalents from ETS) as a general education assessment tool to provide a means to benchmark general education learning against other institutions of similar size and focus. The Academic Profile Test was first used in 1993 and was used annually through

2002 (*attached table*). Comparisons of the data with other institutions found our students performing at similar levels across all areas but did draw attention to the need for more work on critical thinking. The test format changed a bit in 2002 and while the college continued to use the test annually, the reporting format changed. A composite was done for a five year period in 2012 (*see attached*) and a decision was made to form another means to gather the data. Student were not taking the exam seriously, and it was determined that moving from a large group administration and tying it to a course would be best. The GE Committee identified the GE Capstone course (PHIL 402) as the best choice; however, that course is large with close to fifty in the course. The faculty member was supportive but student responses again showed indifference because the test holds no personal value for them. The Kinesiology department created its own Critical Thinking rubric which it has used for the last two years (results in LiveText). The general education committee will be analyzing the results and determining next steps.

The evidence we do have demonstrates that our graduates perform academically on par with other graduates across the nation. As a college that opens access to under-prepared students, we believe this demonstrates excellent academic training of core competencies. Capstone meetings this spring also included discussions about how departments might assess seniors at the program level in quantitative reasoning and critical analysis. Several departments have increased the level of math required for the degree but they have not embedded means of evaluating those skills at the program level.

All core competencies, except quantitative reasoning, have been measured by departments in their capstone work. Only a few of the academic departments include a quantitative mastery element in the capstone. For all students in majors that do not require the

quantitative element, the GE requirement has been the benchmark for collegiate competency. While this element needs further discussion and implementation, competency is required by grade and has been evaluated as successful. The strategic initiatives for the academic division aims to implement a better assessment of quantitative reasoning for SDC graduates. The 2015-2016 academic year will be the first to include the faculty developed social science statistics course, which was implemented to introduce and develop quantitative skills for several non-science majors. Our business and many science majors take the math oriented statistics course and several are required to implement the use of statistical analysis in their capstone work.

While we have not yet done benchmarking with the core competencies, there are several degree programs that have already put in place avenues for bench marking learning outcomes for their students. The Business Department participates in a national business simulation game that posts scores for comparison of programs. Our students have done increasingly well. The Biology degree program has been using the ETS Major Field Test in Biology for the past three years. The results helped to reveal gaps in the biology curriculum that were confirmed during the process of program review. Plans are now in place to make changes to the Biology degree program to strengthen the gaps. The Psychology program has discussed using the Major Field Test in Psychology, but they are also exploring using another test format that is similar to the professional testing required for licensure. The Kinesiology program has been restructured for specific professional programs which have licensing exams which will be used to provide a measure of student learning outcomes in the future.

In the process of studying the outcome data for graduates of San Diego Christian College, there is a defining element that warrants our attention moving forward—quality of sources and using them to support an argument. While most of our students have achieved what can be

competency in all of our designated areas, it appears that our students from lower socio-economic public secondary programs are underprepared for research requirements in college level learning. The academic division is looking into a support system for our students who demonstrate barriers in language and prior training for college success. While we have implemented some help in a variety of programs, a more comprehensive support program needs to encompass all elements of an academic support center. This would include accountability, tutoring (both face-to-face and technologically based), second language support, and mentoring for development. The beginning of this work began in summer 2015 as this report was written and will be proposed as a more comprehensive package for funding in spring 2016.

Section Five: Student Success—Student Learning, Retention, and Graduation

The success of a student at San Diego Christian drives our institutional mission, our goals, and our plans for development. Central to our mission is the need to address and measure success in our co-curricular programming in addition to a robust academic assessment program. We define student success in a whole person development model—academic, spiritual formation, and community engagement. These are our three core values that emerged from our Board of Trustee vision statement and drove the restructuring of our operational structure to implement strategies for successful student learning throughout the organization. An SDC student should be known by his or her academic acumen, biblical worldview, and active community involvement.

Student Learning

The academic programs of SDC rest on institutional and general education learning outcome foundations and advance to courses within majors from eleven departments. These outcomes are reflected in all institutional course syllabi reviewed systemically through the Academic Affairs Committee. The general education curriculum underwent a significant structural change in 2007-2008. Realizing that some of our required courses lacked purpose for student learning, a new set of liberal arts requirements focused on specific competencies advanced through the General Education Committee, to the Faculty Forum, and to the SDC Cabinet. Core distinctives were retained in multiple disciplines and enriched with intentional assessment of SDC's biblical worldview, increased rigor in writing, and structured research intensity. The natural sciences section now requires a physical and biological science with one laboratory learning experience. Humanities offerings remained constant with a research-writing course, but added a writing intensive literature requirement to that component. Rather than a course as our Survey of the Humanities, students are required to take a fine arts course from several that meet the outcome requirement of being embedded in cultural elements. In the social sciences, student requirements shifted to a history course, an American institutions course, a social science with cultural elements, a speech course, and a language option. Finally, courses in the area of personal development include a course on finance, one on health, and an activity requirement. In all, the newer general education course requirements formulate a package of core liberal arts elements aligned with competencies that all educated students should possess. (1.2; 2.3; 2.4)

Major courses build on the general education core in a variety of ways appropriate to their field of study. Nevertheless, all major programs are required to demonstrate continued writing aptitude, formal presentation, and a capstone used to measure successful learning. The

writing and presentation elements from the general education curriculum must be advanced and deepened in the upper division curriculum. All departments have outcomes related to this process and have curriculum maps that identify where in the curriculum this evidence is collected. Building from this position, all departments structured outcomes for additional learning necessary for equipping students academically. All department SLOs are derived from the ILOs and specific to the standards of the academic program. The capstone project in each department is central to the collection of SLOs related to the standards required to meet our academic standards. As part of the class structure, these correlate with Student Success Coach (SSC) advising and library support. (2.3; 2.4)

The SSC in the Office of the Registrar maintains the satisfactory academic progress role, along with financial aid regulations, to help students maintain satisfactory progress toward completing graduation requirements. Each student has a degree audit on file and they meet every semester with their SSC to review progress. Transcripts are updated regularly to insure accuracy and the Registrar or the Vice President handle very complicated transfers where policy may not be clear. All degree audit functions are in process toward an electronic tracking system that students will have "live" access in the near future. (2.12)

The consistency of learning from program to program has rested in the Program Review Process that started over fifteen years ago. While some departments understood the process quickly and have completed three full reviews, others have been nurtured through the process by educational leadership. In the past three years, with increased attention from academic leadership, there has been a complete department review that has included a qualified outside reviewers input on strengths and weaknesses of our programs. Each review has included a set of next steps in both program focus and needed budgetary support and has also been sent to the

Vice President's office for review and feedback. In all, the success of the capstone project and the utilization of the Program Review process has rendered more objective assessments of our SLOs and ILOs. Upon graduation, all SDC students are competent in relation to the ILOs and the SLOs within their academic department, but also have been instructed in Christian character and a whole person biblical worldview. The Assessment Office now has a multi-year plan for program reviews for both academic and co-curricular departments.

Assessment of the six ILOs has been structured into a multifaceted plan. The first ILO, foundational knowledge, has been measured with the ETS Proficiency Profile (formerly the Academic Profile Test and MAPP), and alumni surveys. The ILO that drives our desire to see each graduate specialize in career and life applications of their discipline is affirmed through our capstone process and internships. The third ILO, effective communication and social skills, has multiple measurements: the SDC writing intensive rubric, the VALUE oral communication and teamwork rubrics, and NSSE (National Survey of Student Engagement). The SDC critical thinking and information literacy rubrics, along with the ETS Proficiency Profile, are used to assess critical thinking skills in scholarly, professional, and personal endeavors. Our desire for a commitment from our students to live a life based on biblical principles, the fifth ILO, is analyzed through our work in student ministry requirements, biblical world view survey and essay, and NSSE. Finally, NSSE and VALUE rubrics assess how our students interact through cultural and global involvement. These measurements have targets or benchmarks, a specific time for data to be collected, people responsible for that collection, process flow for communicating that information, and how analysis or results will be reported. The oversight of this ILO assessment plan rests in the office of the Dean of Assessment and Institutional Research.

Student support has matured and deepened in the past few years to assist success for students who may struggle with college level work. Over a decade ago, a writing lab and math tutoring were made available for students, but targeted needs of developing skills in association with our remediation courses. For 2015-2016, the academic division from both traditional and non-traditional areas will assess academic services into a structured support system. The institution has been structured with considerable residential services and has counseling services available for all students on the main campus. The new system of Student Success Coaches allows students a place to gain advice for a variety of issues, including financial aid and payments in addition to advancement in their academic program. Our Disability Service Program has been utilized by a growing number of students with learning challenges and has had success in allowances granted by professional assessments of needs.

In one of our most recent improvements, SDC has retooled the career services in the student life department. Where we had a deficiency in tracking graduates and serving students with career options and guidance, we now have focused attention. In 2013, a head of Career Services was hired half time and extended to full time in 2014. Through this hire, an intentional program has been established to offer counseling as well as events such as a graduate fair in the fall and career fair in the spring. This has promoted connections to markets in the local community. It has also started the process of locating our graduates in the marketplace to better evaluate the useful preparation of our academic programs. We have been able to learn that 53% of our graduates are employed full time or part time in a job related to their field of interest. Another 30% are employed in a job unrelated to the course of study. Finally, 7% were pursuing a graduate degree as their main focus after obtaining a degree from SDC, leaving 10% between jobs or in transition of some kind. (2.13, 4.5)

San Diego Christian College has demonstrated significant improvement in the area of assessing student learning related to co-curricular support of student learning. Our student services division includes four staff members to support veterans and SDC students from all programs. Career counseling and placement now has a full time staff member and two part time student workers to help with testing, interviewing, writing resumes, placement, and alumni support. We employ resident directors and resident assistants to serve residential life. Our Health Services has a part time nurse who is on call 24 hours a day and three professional counselors with various hours to assist students in life education, crisis, or referrals. Athletics employs three administrative staff and seven full time coaches, a head trainer, and several part time support personnel for coaching and training. All of these programs are developing student outcomes that can be mapped to institutional learning outcomes. At the time of this writing student leadership, resident life, commuter life, career development, spiritual life, ASB, DHML leadership program, and student athletics have attached specific learning outcomes to their co-curricular programming. These programs are scheduled for program review in the upcoming years, while the resident life program and DHML completed their program reviews in 2014-2015 (resident life nearing completion).

To properly conduct program review in co-curricular programs, the Assessment Office helped define a program review template that aided staff to undertake a thorough examination of student learning and outcomes related to their program goals. The resident life program review is in its final stages of completion, but has formed some new thoughts about how to serve students and build community. In the Dr. Henry Morris Leadership Program (DHML), the Director noted that there has been substantial growth in the program in both numbers and quality of mission and purpose. She also expressed that the program has held strong retention numbers and that students

in the program have a high level of satisfaction. Her main recommendations moving forward were to form a clear process of information collection as the program director and retain records better in the student information system to connect with alumni. (see *DHML Program Review* exhibit)

Retention

San Diego Christian believes that retention strategies matriculate into positive graduation rates. As has been the practice of many smaller institutions, a student's identity to a component of the campus has been a building block to success in both areas. In the 1990s many SDC leaders understood that recruiting into identity programs would create better retention and therefore enrollment. As a smaller institution in a multi-use facility, there was often space concerns for those programs. The 1990s saw the creation of sports teams, followed by a Speech and Debate team and the development of a working ASB. In the last ten years, a flight team in the Aviation program and worship teams added to those identity components. Six years ago, a Leadership Program named after one of the founders of the College, Dr. Henry Morris, added some fifty students on the campus. Additional sports for softball and tennis have added more options for the Athletic Department to assist in recruitment, but mostly to give that sense of belonging to students. SDC realizes that these zones of identity are crucial to the completion of the degree. As students connect deeper into their degree program and other co-curricular options in the learning community, they tend to be more interested in remaining in that community.

Retention	Fall 08	Fall 09	Fall 10	Fall 11	Fall 12	Fall 13
Total Enrollment	422	439	494	630	742	914
FT First Time Class	56	63	72	84	93	125
Retention Rate	55%	61%	48%	62%	67%	68%

Learning from this success means to look at these figures objectively. While students are interested in connecting to a group of likeminded students, they also want to have a role in the group of their choice. For a time, the DHML leadership program offered students a program and scholarship to attract them on campus. Nevertheless, without a purpose attached to their leadership development, they left more often than we would desire. In 2013, an internal study identified this issue and formed more structured leadership positions for students in the program. We have seen more active engagement in this group over the past two years. In athletics, a new recruitment program was put in place to encourage coaches to build enrollment in the quest to become more competitive. This strategy worked, but there was an adverse component to the process—teams became too large to offer a significant role for each person on the roster. The dip in fall 2010 retention reflects the fallout from many athletes who were frustrated with their connection to the team and left after one year at SDC. Those who were recruited to fill the team wanted to be an active part of the competitive team instead of being on the practice squad. With some leaving and expressing a lack of "playing time," the Athletic Department defined the right size of roster for retention success. There are now minimum (for enrollment building) and maximum (retention support) roster sizes for each athletic team. The importance of building a longer term, institutionally mindful retention plan led the President to form the Retention Committee in summer 2014 and connect it directly to the Executive Task Force.

The reason our enrollment increased in the above chart even with a loss of retention in our traditional program in fall 2010 was the growth of newer online programs. Naturally, we were concerned that an influx of students not connected to our community could affect our overall retention rate. To intercept this potential problem, SDC did three things to assist the online student population and hold retention steady through the subsequent years. The first

retention element was to give support to students in our online programs. From the start, we assigned students to advisors who served as mentors to students and maintained a personal connection. This led to the creation of specific "graduation coaches" for students in online programs who have increasingly devised bridges to success for new online students. The second retention element was intentional faculty development on student engagement via online platforms. SDC faculty who teach in online programs are required to keep a personal connection with each student in the class. We believe this has helped retain students in the online modality. The third element of retention for online programs has been to align our recruitment partner to our SDC ethos and proper readiness for online learning. Our first students entered our biblically integrated curriculum and some were not fully aware of our mission and vision and several were not prepared with IT tools in the onboarding process to succeed. With a change in company, an intentional orientation class, and an entry course track, SDC has provided a gateway to success before we place the student into courses that are actually within their course of study. Our online retention numbers are much improved, and will be demonstrated in subsequent years of retention reporting.

A key measurement for our increasing service to our community has been the increase in underrepresented populations at SDC. While it could be argued that our "identity" goals intentionally yielded our diversity results, we believe that our intentions were based on a sense of equality. We believe that God has placed in each person a value and purpose regardless of race, gender, or other biological criteria. We have found that having core groups within identity units has brought more of the same biologically identifiable students. For example: we hired an African-American women's basketball coach and noticed an increase in African-American women's basketball players. Nevertheless, those players also became important to the identity of

other African-American women whose activity identity was in another section of the campus. Likewise, Hispanic soccer players have yielded Hispanic baseball players, which has attracted Hispanic aviation students. Fairness in creating opportunities has been the foundation of our amazing growth in diversity on the main campus. Over the past six years, our numbers now align more with the AICCU Independent California Colleges and Universities demographic of 42% Caucasian, 6% African American, 21% Latino/Hispanic, 6% unknown, and 25% other in their 2014-2015 report.

Student Populations	Fall 09	Fall 10	Fall 11	Fall 12	Fall 13	Fall 14
Caucasian	68%	49%	43%	40%	38%	42%
African American	6%	9%	13%	16%	15%	13%
Hispanic	14%	18%	16%	15%	15%	20%
Other	9%	9%	6%	7%	8%	10%
Unknown	3%	15%	22%	21%	24%	15%

A report from our Multicultural Committee Chair expresses some of the excitement we feel toward a nicely diversified campus student population. Since our last comprehensive WSCUC report, we have brought in students from thirty countries. As part of the administration's, faculty's, and staff's commitment to diversity, this committee has specific awareness days for various ethnic groups on campus and has added events and chapel speakers of color into our programming. There are also specific days or awareness for ethnic foods in our cafeteria. The committee has affirmed our "representation of different groups in the various constituencies" at SDC through recruitment, event planning, and the hiring process. Our full-time employees or annually contracted faculty now represent over 20% of our campus, an element that is improving but still needs our attention. Even as we improved our diversity

numbers, we also moved our full-time, first-time bachelor's cohort retention from 68% for fall 2012 up to 73% for fall 2013.

In our spring 2015 reports, we were specifically interested in how our growth in underrepresented populations had compared to other graduates. While the numbers for increased disaggregation held back some categorization, we were able to produce some encouraging measurements from our writing intensive rubric and the information literacy rubric in the capstone. In the writing intensive rubric, our 19 ethnic students performed consistently just a shade lower than our 47 non-ethnic students. Both groups posted their lowest scores on mechanics and quality of sources, while the assignment requirement difference was largest (3.789 to 3.957 as a mean). As we looked at the information literacy rubric in the capstone, there were several areas where the mean was more than .2 higher for the non-ethnic population of 45 students (evaluating information critically, using primary sources, and research plan). On the other hand, the ethnic student population of 19 students scored higher on research objectives, accessing information, and integrating information. With small numbers in the test groups, this can only be a subjective analysis until we have a greater longitudinal element along with the small cohorts in the study. Still, earlier preparation for college appears to be one factor that we can glean from the categories where difference is somewhat greater.

Beyond program review and some demographic studies, our student assessment plan has utilized nationally normed instruments for many years. The Proficiency Profile (formerly APT) has been a consistent measure of our student core learning for years. NSSE has repeatedly shown that SDC has a good connection with students. We have 88% of our students who are satisfied with their educational experience and over 90% who are enriched spiritually. Another 82% say they have participated in community service or volunteer work. As expected, all of our student

satisfaction numbers improve with the senior cohort as we compare them to our first year students. This is most noticeable in the student engagement numbers related to student-faculty interaction and enriching educational experiences. These are areas that demand that we look more intently at GE faculty connections and entry level engagement for both better learning and retention.

Graduation

The obvious goal of retention is two-fold: the cost of recruitment is far higher than the cost to retain a student, and graduation is the goal of every program. We believe that our graduates are better equipped for a society that needs ethically directed workers and that they each have an amazing story to tell of their success. They also make more engaged alumni as the institution seeks to connect with constituents whose lives have been changed by the College. With that foundation in mind, our IPEDS 6-year graduation rates for the past seven cohorts are: 32% in 2008, 36% in 2009, 45% in 2010, 28% in 2011, 39% in 2012, 33% in 2013, and 41% in 2014. Both the peak of graduation in 2010 and the lower rates in recent years require some explanation. The 2010 rate reflects a cohort of students who enrolled in the College when our accreditation probations were significant. These were students who were fully committed to our mission and chose to finish their degree before the accreditation status changed. Students who needed more units to reach completion became part of the group of students who left the institution. Some lower numbers in recent years reflect both the broadening of our enrollment into increased athletics and increased transfer student populations, which are not able to be included in our graduation rate numbers. Also, since our non-traditional programs are young, the included cohorts in graduation reporting reflects mostly those who have left instead of those who

are continuing and will finish in the next year or two. In 2014-2015, 69 non-traditional graduates, our largest group, received bachelor's degrees from SDC.

Section Six: Quality Assurance and Improvement:

The quality assurance of academic programs falls under the Academic Division, but extends to co-curricular programs as well. Significant portions of assessment have been discussed previously, but the impact of many components and the process has not been clearly identified to this point in this report. This section will look closely at the designated process for improving student learning at San Diego Christian. It will analyze both the process of assessment and subsequent changes, as well as how that process has been adjusted as a learning institution.

Program review continues to be the institutional framework to bring a detailed analysis of various programs into examination. The first successful department reviews were completed in the late 1990s and included only rudimentary elements of assessment in relation to student work. Most of the early reviews, which were all from academic departments, identified shortcomings within capacities to advance the program into the higher educational community. More often than not, there was a clear shortfall of resources allotted to the program in order to build sustainable academic models. The limited resources of the institution left most of these reviews as well-intended, but ineffective works of the struggle that affected learning in a variety of ways. Still, the process of conducting reviews created options of improvement that often did not need significant resource allocation to make positive strides that improved teaching and learning. It was through those early reviews that the faculty learned that a curriculum map gave intended structure to outcome goals. They also learned that rubrics allowed for comparative analysis over time that increased effective applications to grading student success. (4.4)

By the time the academic departments entered a second round of program review (2007-2012), each one identified a curriculum map, outcomes and assessments, and the capstone project that would collect evidence of mastery related to each program learning outcome. In this second round of reviews, there was also some realization of improved budgets. The program reviews continued on a schedule that the Dean of Assessment and Institutional Research maintained throughout this timeframe. The new round of reviews demonstrated significant improvements in the area of student learning focus. As teams from WSCUC have engaged on our campus, the faculty have been praised for their clear prompting for programs to keep learning as the focus. In recent visits, SDC has been requested to make better progress on co-curricular reviews of programs that should demonstrate student learning inside of those programs. This is the current state of program reviews for the campus. While the academic division finished its second round and initiated some third time reviews, the co-curricular programs have initiated their first round of reviews. Issues with changing personnel and some reluctance to engage in the process stalled this area, resulting in recent mandates from the administration to conduct program reviews across the campus. The Dean of Assessment and Institutional Research, along with the Co-curricular Committee, has defined the timetable for all learning oriented programs to complete program review in the next few years.

As mentioned earlier in the report, the co-curricular side of institutional and student learning has taken a significant turn toward setting appropriate and effective academic standards for student outcomes. A brief review on spiritual life yielded a starting point for co-curricular reviews, but this past year, SDC structured operational requirements for success in this area through the formation of the Co-curricular Committee. This Committee was formed with direct attachment to the Executive Task Force led by the President. Its objectives for the year was to

identify learning outcomes across all co-curricular programs, form an attachment to the Assessment Committee, and assist in the program reviews of the DHML program and residential life. These are very beneficial first steps for SDC. We now have a five year schedule for co-curricular program reviews with program outcomes in various departments mapped to institutional learning outcomes.

Program Review

The academic culture of SDC has moved to a regular cycle of program review, which is laid out over a six year period by the Dean of Assessment and Institutional Research. Program review templates are used to bring consistency to the review process. In 2013, SDC purchased LiveText as a system to codify the reviews and generate reports for institutional learning. Heads of departments are scheduled for review and serve on the assessment committee for the year of review for training and accountability. Over the course of the year, elements of the total review are produced. Some of these are in narrative form, some represent general analysis, and some are surveys that allow for student and alumni input to the review. For academic departments, the annual review of the capstone work becomes a foundational element in the review process. With this element firmly ingrained in the culture, the program review often focuses on elements that have not been embedded into the instructional routine. In this most recent iteration of program review, each review is required to have an outside reviewer from another institution of higher education who gives suggestions for program improvement. In many cases, capstone work between academic departments and sister institutions has generated both affirmation and change in the way the curriculum progresses. Overall, the process of program review has influenced the educational experience for students as a systematic improvement tool. (2.6, 2.7—see *Program Review Schedule* exhibit)

The program review template has undergone significant revisions as the Assessment Office and faculty work through the findings and recommendations for improvement. The current version has been generated in association with the recent purchase of LiveText as a tool. This was done through the Assessment Committee and approved through the faculty governance structure. The committee also reviews the completed program review and follows up on the implementation of its findings. Additionally, discussions with other institutions, conferences, as well as a continued dialog in faculty development and forum, have brought changes to the instructional pedagogy used for traditional learners that changes reviews and instructional outcome measurements. Most of the current faculty, annual and adjunct, utilize significantly more collaborative elements and technologically driven means of instruction. In several faculty orientations, pedagogical methods have been presented to encourage better learning through better teaching. Understanding the current generation's learning modes has also been a recurrent theme in the development of faculty. All of these elements become parts of the review process for departments of instructional learning. (see *Program Review Template / Samples* exhibits)

Once the review is completed, the head of the department submits the review to his or her Vice President for conversation. Part of this submission includes a list of recommendations in the form of an action plan that would advance both the divisional strategic plan and the specific program as it matures. Those recommendations enter into the conversations related to budget both in the Strategic Planning Committee and in the Cabinet Planning retreats. In the end, resources have been generated over the past four years that specifically advance program review requests. The other element that occurs from the program review is a demographic cross check with IPEDs and other national reporting instruments so that the organization can more clearly understand the outworking of changing demographics as new sectors of students find SDC to be

the place to fulfill their educational goals. Data challenges over time and inconsistency in reporting functions through technology have left some desired reports off the table, but new systems have been secured to resolve these ongoing challenges. Since relocation in 2014, four significant technological programs were added to the upgraded system mentioned in the move to Santee. These programs were installed to pull better reports from our student information system so that we can analyze things with more scrutiny. While we are in final testing on two of those systems, our new program for recruiting and enrolling a student has tracked our potential students more accurately and has automated several components of our communication. The final two parts will allow the student to update their academic record and SDC account in real time. (3.5)

Use of Data and Evidence

The usefulness of data has moved significantly from anecdotal evidence to structures in the past five years. At this point, key data has been identified, but the usefulness of our SIS system tends to prompt barriers in the reporting functions. As a result, some of our best information continues to be a long process of tying various parts of reports together to make a chart of core data for decision making. Key elements have been compiled into a fact book, but there has been some inconsistencies in the data that feeds the reports that should feed the information. This is an area that has been addressed and new systems were launched in summer 2015. So far the projections of some of our new system tools are promising.

As the higher education environment moves to more public accountability, so has the SDC public presence. Currently, we have all costs, benefits, policies, procedures, program applications, and grievance processes posted on our public website. The College Catalog, manuals, and other reference tools are available for anyone to use for informed decisions. Over

this past year, the Vice President for Advancement and Administration formed a Policy Committee to update the main institutional policy manual and has implemented a new system to oversee all SDC manuals used by various departments. A form for changes and annual evaluations was approved and was implemented in August 2015 employee orientations. The Policy Committee designated a hierarchy of institutional manuals: the Institutional Policy Manual, which guides the Departmental Policy Manuals, which defines standard operating procedures. All departmental updates and proposed changes are due to College leadership in August 2015. (see *Institutional Policy Manual / Annual Review Policy* exhibits)

The same office keeps current organizational charts for internal and external use and conducts annual employee evaluations at the beginning of each calendar year, usually completing the staff evaluations in January and faculty in February. All internal and external data are updated in regular annual systems. There has been some progress in incorporating institutional research into various job descriptions as there is not an institutional research office in the College. The recent change in title to Dean of Assessment and Institutional Research allots a measure of authority to her to organize a data collection system over the next year. The institutional leadership is committed to a culture of improvement and the evidence that makes decisions to that end more accurate, but there has been a sporadic reporting of data in recent years. This will be a focus in the next few years as SDC streamlines and builds efficiencies needed to expand its student populations as projected. (1.7, 4.2)

In the face of data challenges, administrators and department directors have developed useful practices and Excel spreadsheets with important details to help make key decisions. A weekly report of enrollment comes in from several departmental angles to help determine student populations to verify a properly working financial plan. Several of those reports have led to a

summer 2015 project to complete a Standard Operating Procedure across departments to include processes, data collection and reporting, and integration of data for institutional leadership. All departments practice strategic planning, which is gathered, analyzed, and interpreted as part of the strategic planning cycle. In this past year, the new strategic initiatives were pressed down into the organization from directors to the action plans of each employee. A new proposal template was created to assist requests from all levels of the organization to submit worthwhile concepts. (4.3)

The academic division operates its leadership authority in alignment with institutional administrative requirements and authentic faculty governance. The Faculty Development Committee handles most HR functions for faculty including revision of governance manuals, the Forum Constitution, and placement of applicants on the Faculty Pay Scale. The Vice President for Academics consults with the Committee and HR to approve those items that are consistent with the SDC mission and institutional well-being. After passing the Forum, some items require Cabinet or Board engagement for approval. For faculty, there is a clear statement that academic freedom exists within the guidelines of the Community Covenant and the mission/doctrine of the College. Diversity with our evangelical core elements is quite evident not only by program emphasis but also in the manner in which the faculty member chooses to develop our biblical worldview elements into the learning processes of teaching, researching, and writing. Violations of College and Community agreements are processed through the appropriate channels defined in the Faculty Handbook. (1.3, 2.9, 3.10—see *Organizational Chart* exhibit)

Faculty organizational structures have remained consistent through the first forty years of SDC, but recently have been adjusted to support the increased non-traditional program offerings. The traditional faculty have generally been the only annually contracted faculty and are

organized by academic departments. In 2012, a divisional structure was implemented to increase interdepartmental interaction and to streamline operational necessities. The divisions of Natural Sciences, Social Sciences, and Humanities were formed with a loose organization for Business and Education in one other division with general education. The Deans of these divisions formed a new Academic Council under the Vice President and have served as an advisory and operational group of academic leaders on campus. The main work of departmental standards remains with the Chair to establish degree requirements, rigor, outcomes, and standards of performance. In 2013, a non-traditional Academic Senate was formed to assist with the issues that occur between traditional academic calendar years and to handle the need to address concerns within the quicker timeframe that modality requires. The Academic Senate runs parallel to the Academic Affairs Committee in the traditional program, and its recommendations are passed to the Academic Council as parallel to the Faculty Forum. For 2015, SDC started the process of building specific duties with some annually contracted faculty to serve in the non-traditional program offerings. Three faculty were identified as those who teach across modalities, have a passion for online learning, and could establish a beginning core of faculty assigned specifically to APS. These three will teach several courses in APS programs (online or on ground) and serve as content experts on the APS Academic Senate. (2.1)

The quality of academic training and further development of the faculty are key elements to maintaining strong academic programs at SDC. One of the desired elements is to strengthen our faculty with the number of terminal degrees in their field. The 2011-12 faculty had 35% with terminal degrees. In 2014-15, it rose to 43%, and will be at the 50% mark by the 2015-2016 year with two additional faculty completing their terminal degree. We have also increased the headcount of annually contracted faculty by 40% over that time to address some departments that

had been understaffed during the years of downsizing. As part of our relocation evaluation, all faculty and staff were queried on some basic elements of the property. In that survey, 82% noted an improved office environment, only one thought that the facilities lacked clear markings, and all of the employees who responded noted that moving to Santee was part of our mission and strategic initiatives. (see *Operations Manual* exhibit)

The move to Santee has opened new technological arenas, and many faculty are taking the challenge of presenting more engaging subject matter with these new opportunities. There are new ways to build competencies and evaluate performance through both hardware upgrades and software packages either through the LMS or under separate systems. SDC continues to add support systems through technology to develop scaffolding for students not fully prepared for college work in one area or another. The new software package called Ed Ready is designed to remediate math skills so that a student can test at a better level when they enter coursework at SDC. The quality of skills developed in this program over the past six months has brought promising discussions for renewed systems of support in remediation. In summer 2015, SDC added a technology package called Hippocampus to support a wider range of academic subjects in natural sciences, social sciences, and humanities, in addition to math support. Faculty are working with our LMS course design team to build content as support for learning in many classes. Another new program on information literacy, Credo, will fill the void that exists in student research. As mentioned earlier, the need for a more robust learning support has been identified for improvement as SDC improves retention of students and build persistence toward graduation. (2.5)

In order to help faculty use technology and data to an advantage as professionals, training must meet innovation. Recent faculty orientations have focused more in the area of technology

and almost everyone needs additional support during the semester. There are key development activities every new academic year to focus on technology in and out of the classroom, systems for reporting, LMS use, and assessment updates, among other details. Each year a plan of action for the year is presented and the Vice President engages faculty in support of the academic vision and changes in pedagogical methods. (3.3)

Engaging adjunct faculty to recognize the learning standards from course to course across the program is also a focus for orientation and development opportunities. Over the 2014-2015 academic year, the VP for Academics asked all department chairs to send areas where adjunct faculty were either developed or engaged in activities beyond the contractual terms for teaching a course. Beyond the several hour orientation at the beginning of each semester, adjuncts get additional training in several departments. Some departments have additional annual training and all of our Chairs offer one-on-one training to help as needed. For online adjuncts, there is a specific online training course to build consistent standards in that modality. All adjuncts are evaluated during their assignment, both by their supervisor and the students through our LMS. Because of the size of our annually contracted faculty, many curricular changes come from our adjunct pool of professionals who resonate with our mission and want to see it expand. Several emphases have developed this way. An Example of this was the new Leadership & Justice degree that was both envisioned and developed with adjunct input. Several departments demonstrated adjunct governance in decisions on core texts, programming, and building research into students. Several departments include subscriptions to adjuncts for pedagogical development either electronically with a newsletter or best practices in teaching. (3.3)

Section Seven: Sustainability—Financial Viability; Preparing for the Changing Higher Education Environment

The financial health of San Diego Christian College is one of the most improved sections of the institution. Since the designation of "show cause" in 2007 and the visit of 2008, the issue of financial viability has been an ongoing project for improvement. It was clear that the Commission releasing the "Show Cause" designation in 2008 was a great boost to the institution, it did not solve all the financial struggles that kept SDC on the accreditation calendar in 2012 and 2014. With each visit, the improved situation continued to bring stability and confidence to the organization.

Financial Viability

In the most troubling days of the organization, after losing over 100 students for fear of losing our accreditation, the financial performance did not match the organization's true potential. The realization of reduced revenue in those difficult years required the institution to make strategic decisions and launch specific initiatives. With the leadership in the hands of the new President, measures were taken to improve the financial standing of SDC. The first step was to build back into the organizational structure additional points of income. Having a background in both enrollment (to improve the traditional numbers), and experience in building online learning environments (to gain a new income stream), combined to generate the kind of numbers needed to offset the increasing costs of higher education. The concurrent second step was to "right size" the organization through budget and personnel cuts. The process of eliminating 35-40 percent in expenses was a challenging prospect and forced a lean organization from which the organization could grow into successful planning.

The improved numbers in the traditional program established a positive trajectory after the 2008 WSCUC visit through a confident eight year grant of probationary accreditation. Still, this was only a first step. There needed to be a focus on recruitment that helped build a campus community of students that were aligned with our mission and purpose of the organization. The initial growth gained a boost from many areas, one being some innovative recruitment tools in the athletic department that took the number of student-athletes from 105 in 2008-09 to 248 in 2014-2015. The recruitment of athletes through a new set of committed coaches started with some variance on educational mission fit; however, there has been a clear improvement in recent years. The cohort of student-athletes recorded a higher GPA than the other students in the traditional program during the 2013-2104 academic year. The financial improvement from a better athletic department philosophy has been tremendous. The impact of this growth has been important for the institution to build sustainability as well as to add to the SDC community involvement.

The building of the online programs to augment the existing "degree completion" model also generated the necessary income to build a future for SDC. The one advantage in the existing structure was a fifteen yearlong existing curriculum as a degree-completion model. Adding a carefully constructed third-party contract to recruit students into online programs created a new capacity to extend our faith-based curriculum into this new platform. The first company used for this endeavor recruited students and built the LMS shells for our courses that our faculty used in the learning process. SDC carried the retention process and academic advising so that the student had adequate support from our team of professionals. While most of the students from this first outsourced recruitment company persisted well, there was an increased desire to recruit students who match our mission and purpose as an institution. In 2013, a shift to a new company has

generated a better mission alignment with our institution and their program for recruitment and follow up. In the shift, the retention and student support mechanisms have been retained by the recruitment company, while SDC has taken on the process of building the academic course shells for the online programs through our curriculum and instruction team. This alignment between companies has created a healthy understanding of ownership for the whole learning process in our organization, while holding all the admission decisions and academic governance power in the hands of the accredited institution.

Through all of this development, our degree completion program of two decades has also been strengthened. As the decline in students took place in the traditional program in 2007-2009, the adult program also plunged in numbers from a high of over 200 in the 1990s to a low of 36. This reduction in number is only partially attributed to the accreditation struggles that greatly affected enrollment in the day program. The combination of two successive directors who did not perform on the recruitment side of building the program also led to these lower numbers. Fortunately, the hiring of the new President also brought the deep experience of his spouse to lead our non-traditional programs—a position she held at Crown College in Minnesota before moving to San Diego Christian. The improved use of marketing and hard work in promoting our adult programs yielded higher enrollment numbers, and the improved numbers were supported by inquiries that were generated though the recruitment efforts of our online partners. Finally, the addition of an Associate's program in Minnesota has added additional revenue to the college's bottom line. In the fall of 2014, the various non-traditional programs totaled 409 students—229 as online learners, 116 in the on campus degree completion program, and 64 in the Associate's program in Minnesota. These expanded learning modalities have expanded our mission to a

broader audience and generated key financial resources to bring sustainability to San Diego Christian College.

While the improved position of the college in relation to its finances warrants some celebration, there would be no real sense of structural health without improved financial planning and better processing systems. As finances continue to challenge sister institutions across America, the leaders of SDC have been mindful of the importance of these issues. The issue of financial planning has remained a core issue within our accreditation since the 2008 extension and the visits of 2012 and 2014. For the 2012 visit, the decision to change financial service companies not only advanced clarity in the way we understood the ins and outs of budgeting used across the campus but also brought a reduction of $117,000 annually from the previously mandated use of shared services from Shadow Mountain Community Church (SMCC). As the 2012 WSCUC visit approached, the first solid five-year financial model was created to project financial revenue and expenses over a legitimate trajectory. While this model has undergone changes, this was a significant step to assist the decision making process of College leadership. This five-year plan is used to project our financial health and set the baseline for strategic planning. One of the key improvements to the prospect of moving to an independent campus occurred when three significant gifts were donated to aid the potential move to Santee in 2014. These gifts would not have occurred if SDC was not able to show positive financial projections and a clear path forward into the next five years.

By the time of the 2014 visit, the College had just moved to its new campus in the heart of the community of Santee. In that process, several additional actions brought about improvements to planning and the fiscal standing of the organization. A new CFO was hired to draw from his knowledge of higher education and financial accounting processes with newer

technology. This has aided the understanding of SDC financials for all departments throughout the campus. The changing from shared use systems on the Greenfield Campus turned to new systems in Santee. Like financial services, a change in processes has yielded better support to the organization. (3.8)

As we enter the 2015-2016 fiscal year, the elements of financial growth and financial management continue to drive better choices for College leadership. The five-year financial model has been in use for a full three years and is updated by the President and the CFO monthly. At the end of the year, the actuals are inputted and a new year is added with projections and analytics that aid in the secure future of the College. The ability to change numbers in enrollments and see the effects of those changes five years down the road brings a sense of clarity that the institution has never possessed in the past. For the College as a whole, the solidification of financial processes and resource management through systems like the five-year plan have greatly enhanced the sense of stability and viability as we look into a host of options in the advancement of our mission and the building of our campus. Even with an impending "teach out" of our Minnesota Campus program, the projections of increased online learners in fall 2015 more than offset this income stream. It should be noted that at the submission of this report the full details of this terminated program were not complete. SDC is in dialog with the WSCUC office about this process on a regular basis and will present an official plan as details are processed.

The College has been positive four of the last five years in its change in net assets. The unrestricted net asset deficit was eliminated for the fiscal year ended June 30, 2012 with a balance of $3.5Million. The leadership set strategic marks to properly set aside the larger donations to secure the relocation project. While the College experienced increased growth and

continued to build its reserves in net assets, the fiscal year ended June 30, 2014 audit presented

some extraordinary issues listed below:

(1) The College was not able to transfer all its real property for the Greenfield Campus
property. This required a right down of assets of $2.5Million that resulted in a Loss of
Disposition of Asset of $295k.

(2) The College borrowed $6Million to build out and provide furniture, fixtures and
equipment for the new Santee location. The relocation build out required an additional
$1.7Million of funds to complete. The leadership had planned for this possibility in the
prior fiscal year ended of June 2012 and 2013 by creating strategic reserves.

(3) The College was not able to realize its non-traditional margins as previously
experienced in its non-traditional program in the transition to a new recruiting partner
during the fiscal year ended June 30, 2014.

(4) Finally, the College made an accounting change for its deferred revenue in
connection with the audit firm. The affected net change reduced income by $750K. This
is a timing event that will inevitably be recognized in the future fiscal years.

The College leadership believe that fiscal year ended June 30, 2014 was an isolated year. The

audited financial statements for the fiscal year ended June 30, 2015, included in this report, prove

the College experienced one-time challenges in FYE 2014 and has been able to recover with

FYE 2015 ending with a positive change in net assets. (1.7, 3.4—see *SDC Audits* exhibits)

Financial Revenue (in million dollars)	Fall 09	Fall 10	Fall 11	Fall 12	Fall 13	Fall 14
Traditional	7.3	8.0	9.5	10.8	11.9	13.4
Adult On Ground	.5	.9	1.4	.8	1.1	1.2
Adult Online	.06	.4	1.5	3.4	2.8	2.9
TCP	.13	.19	.11	.1	.14	.25
Total	8.0	9.5	12.6	15.2	16.1	17.8

The current financials for San Diego Christian College demonstrate vast improvements

over our previous financials. For 2014-2015, the College operated a $17.8 million budget to

support the academic programs, the physical campus, and employees of the organization. As part

of its strategic plan, a select portion of the budget continues to be allocated to the necessary build

out of the main Santee Campus. It is projected to complete both the student housing and athletic facility projects within the 2019 vision. In both cases, the current outlay of funds to conduct these functions off campus projects within the five year plan to include these finished campus facilities. Through the increase of financial health, the organization continues to increase support for academic components of the budget at a greater rate than operational costs. This includes direct faculty hiring, and support in academic support, student services, and many other items that have been detailed in the earlier sections. The projected budget of 2019 in that built-out campus would be raised to $29 million with 600+ students in the traditional program, 150 students in the adult face to face program, and 1,200 students in a variety of online programs including graduate school. We believe that these are conservative numbers of projection as the metrics of growth for the past five years bears out reliable patterns. (4.6)

With the transformational aspects rendered in the relocation to the Santee Campus, one of the more difficult priorities has been to communicate clearly our core mission in Christian higher education. Our alignment and commitment of financial resources back into academic support remains the highest priority. With all the activity and uncertainty of a final campus product in play, communication has had to be repeated often. Fortunately, the financial resource allocations of the College continues to bear out this commitment as the reality of the financial plan. Student learning success generates most of the program support allocations as our budget has increased. The decisions for this action has been achieved through the institution-wide collection of stakeholders through our Strategic Planning Committee and steered into proper allocations through the approval process at the Cabinet level. Over the years, program support has paralleled the associative need to have developmental funds for those who run these programs. Over the

past three years, developmental allocations have increased to make professional improvement a reality for both faculty and staff.

Changing Higher Education Environment

As San Diego Christian College looks into the future, it stands in better position than any time in its history. Beginning with solid leadership, our ability to connect with the broader academic structures has been greatly enhanced. More and more of our employees, both faculty and staff, have attended conferences and have been able to collaborate and cooperate with people who hold their position at another learning institution. The understanding gained at conferences and/or seminars within a department changes the way the organization carries out its conversations. This has led to the increasing professionalization of the organization through benchmarking, best practices, technological developments, and a general sense of doing things right. As our employees engage in these higher education structures, the College becomes more integral in the landscape of faith-based higher education dialog. We believe that we are poised to be part of the leadership within these cultures. (3.7)

Leaders have already emerged from within the employee base of SDC. The Director of the SDC Library served as a Board Member for the Association of Christian Librarians (6 year term). Our Dean of APS served as President of Christian Adult Higher Education Association (CAHEA). In spring 2016, SDC will host the west coast chapter of the Evangelical Theological Society on its Santee campus, and previously hosted the regional SAFECON event for aviation flight teams. We have employees who serve in a variety of fields: in athletic training (NATA) and rating (NAIA), financial aid, CHEA, and as the President Representative of the GSAC (athletic conference in the NAIA)—now serving on the Executive Committee of the NAIA. These are new avenues of learning for SDC. Several of our employees have published materials

and presented research at conferences, professional meetings, and seminars. One additional connection for the College's employees has been seen in the quantity who have returned to get an advanced degree in the past eight years. In recent years, SDC gave time and financial assistance to four employees to complete an advanced degree. Another nine employees had the support of the organization as they pursued degrees while working full time at SDC. Their presence, while employed at SDC, brings new knowledge and contemporary relevant topics of discussion on the campus. This has also added to our ability to meet the evolving nature of higher education.

As we engage in the culture of higher education, through funding and an increased allotment of time, we believe that we will continue to move from a singular focused Christian liberal arts college to a multifaceted presence with multiple modalities and entrepreneurial freedom. Using the whole person learning that comes from our faith-based liberal arts platform, SDC has built whole person learning through our online platform. As we keep the academic standards high and focus on student learning outcomes, we believe that our Christ-centered instruction can work in a variety of learning platforms (traditional, online, hybrid). We are willing to mix these as they best support learning outcomes and the course content required to drive those outcomes. In fact, it is because of our embrace of technology, something we once shied away from, that we can address the individualized nature of learning that fits a busy society and the newer generation of unique learners. We believe that we have demonstrated that the consistent use of a curriculum map, structured student learning outcomes, and solid assessment plans that include a rigorous capstone allows flexibility for the learners we think are our next customers—specialized, mobile, and focused. Our connection to Eduventures has kept us in touch with the learning issues and regulations that we have added to our strategic dialog. While

we have moved properly to outcomes and blended learning models, we must stay connected to a strong retention culture and stay in front of the regionalization of online higher education and the continued scrutiny of higher education as a whole.

The cost of education and the increase of student debt causes us to measure increases carefully as we continue to build accessibility and grow our underrepresented populations. Our students, especially in the traditional program, reflect a changing pool of students who have demanded a more active learning model. This changes our pedagogy and focuses our efforts to connect our faculty to active learning potentials. As we follow the research of organizations like the Association of American Colleges and Universities, it affirms our work with accessibility and first generation college students. We seek to enhance support for these students and build stronger signature assignments to develop a sense of accomplishment earlier in the educational process. The visibility of student success to our community and to their families will build value for them and our college. This also demands that we keep our tuition at a level that is commensurate to our facilities and programs. We have kept our overall costs at a place where we believe there is a balance between accessibility and financial sustainability.

Like all smaller institutions, several news items of recent years have prompted us to stay alert to the changing environment of our religious based private institution of higher education. Our Strategic Plan includes the analysis of the wider threats and opportunities that form this changing environment. The closing of sister institutions has caused us to build a strong foundation for enrollment initiatives and to focus on developing fundraising enterprises. Issues within the components of the Higher Education Authorization Act and other national social issues have led us to keep attuned to developments through our affiliations with the Council for Christian Colleges and Universities and state organizations have been vital as we navigate

ramifications to our mission. On a more positive national note, the declining prospects for the "for profit" institutions encourages us to continue to build our strength on this base that has performed well and looks to be a strength for the foreseeable future. It is clear that we operate in a vastly changing environment, but we are better connected and informed today than we have been in the past. Our current five-year plan has been clearly stated to our community as the next step as we build for the next forty years.

Our strategic planning cycle is a continuous evaluation process and provides quarterly updates to the Board of Trustees. Through the work of the Strategic Planning Committee, the planning cycle will gather data from external and internal sources; analyze the data through various perspectives and lens, review the plans; make recommendations, and report accomplishments. Annually, the institutional goals will be assessed through the evidence reported from the department and program data, and this data will inform the Annual Executive Summary to demonstrate accomplishments toward the goals. (3.7)

The strategic planning cycle collects data from both external and internal sources. The Strategic Planning Committee will gather data through environmental scans and other industry reports to evaluate SDC's strategic plan, "Vision 2019." Internally, the SDC community will be involved in the planning cycle through four-levels of participation: instruction, implementation, individualized, and informed. (4.7)

Instruction:	The divisions will provide instruction for understanding SDC's strategic initiatives and institutional goals. Annually, these goals are defined, informed, and supported through the college's divisions and Strategic Planning Committee. The Strategic Planning Committee will solicit external and internal data to add depth and meaning to the institutional goals.
Implementation:	From the instruction received, departments will develop goals and objectives for implementation. The implementation of the outlined department and program goals will operationalize the strategic initiatives in

order to measure how well we are reaching the overarching institutional goals. The Strategic Planning Committee will gather and collect data from the department and program reports and proposals to evaluate needs and accomplishments, which include prioritization of the budget recommendations.

Individualized: The third phase of the plan is individualized through every SDC employee's job descriptions and job responsibilities. This will produce action steps related to department and program objectives to move the strategic plan forward toward the intended goals. This will provide an opportunity for the Strategic Plan to be reviewed through the performance evaluation cycles.

Inform: Finally, through the instruction, implementation, and individualization, the President's Executive Summary will inform SDC's internal and external constituents what has been accomplished to reach the stated institutional goals through the work across all divisions.

As we focused our efforts toward our new campus in Santee, we believe we have re-invigorated our mission and ignited a healthy and active strategic plan. At this time, every academic and staff department own a departmental strategic plan that is tied to SDC strategic initiatives and institutional goals. There is an institutional plan for SDC, an academic division strategic plan that advances the institutional plan, and each academic department has their own mission and plan that fits within those organizational plans. Almost every department started an annual review report of their work to advance the mission of San Diego Christian over the previous year. The few that did not complete this report will be asked to complete it during faculty preparation in August. These plans provide evidence and strategies to carry out Vision 2019 and are built into the strategic planning cycle. Through the performance evaluation process, all faculty and staff have identified goals in their function and job description that are tied directly to the strategic plan and institutional initiatives. Committees and community meetings have been utilized to communicate "strategic planning moments" and "A to B moments" to embed institutional goals and plans into the fabric of the organizational culture. Even at the Board of Trustee meetings, the Director of Strategic Planning renews and updates the work of

the community to stay on track with the mission and vision they passed in 2014. Finally, to support the recent work in this area, SDC has commenced an annual Executive Summary that can be used for promotion and communication of the programs and products of the College. This will be completed by the end of summer 2015 and released as part of the employee orientation in August. (4.6)

Section Eight: Institution-specific Theme(s) (optional)

An institutional theme was not used by San Diego Christian. We believe that the size of our organization allows us to fully display our position as an institution through the standards and guidelines provided by WSCUC.

Section Nine: Conclusion—Reflection and Plans for Improvement

The work conducted to complete this self-study for the spring 2016 comprehensive review continues the process for San Diego Christian to mature as an institution of higher education and to deepen its professionalization within its programs and processes. We have learned in this process that our identity has become our most cherished asset. While many colleges and universities may neglect this element, we understand that having our own campus in our own community has elevated our sense of mission. We have a landscape around us to develop and construct a future that tangibly fulfills our mission in our student populations. We have secured a sense of sustainability in the growth of assets as well as a smart financial model. This new identity also connects us to external partnerships. We have deepened our relationship with WSCUC over these past eight years in a very positive sense, and our near-constant dialog with our accreditors came at a time when accreditation itself has undergone significant changes.

It has been good to be in the center of that conversation. We have deepened our partnership with sister institutions and sit as a peer with them at conferences and professional meetings. As to community involvement, we have merely scratched the surface in our connection with the city of Santee. Our employees and students thrive on this connection, and we see it as a core function for our public purpose and a key element to our educational purposes.

Eight years of restructuring has produced another element of reflection that we believe yielded positive results—enrollment growth. There has been life generated within the institution as we add programs and extend our mission to varied populations of learners. In these eight years, we have processed through two structural changes adding both an AA degree and our first master's degree. Additionally, we have made several substantive changes that have focused us on accreditation standards and elevated our organization. The numbers themselves are a clear picture of progress. We had been a small traditional college for four decades, but that organizational structure witnessed a sharp decline in enrollment. We had an adult program at night, but it too had diminished in size. Today, we have a growing traditional program, a thriving adult program, new online programs, and our first steps toward graduate education. We have increased from 405 total students to 878 in fall of 2014. We believe we will pass the 1,000 mark within this fiscal year.

A third element we want to highlight as learned through the process of this report is the development of diversity on our campus. We continue to celebrate the lives of people from many backgrounds and intentionally construct community based on God's goodness and grace for all people. Our leadership has been intentional to increase our Cultural Intelligence (CQ) through conferences, articles, and participation with other institutions. We have implemented support measures needed for our first-generation students and the unique challenges they face. We

believe that we are not far from having a distinctive in this area to promote as a core component to our mission and programs.

Some of the growth in our diversity has come from the growth in our forward thinking. While this may also be connected to relocation and identity development, we know that our staff and faculty have sought to build flexibility in our educational programs to meet the demands of a changing world. Where we once felt constrained, we now champion adaptability as a core value to form learning models for mobile learners without compromise of outcomes. We are now on the cutting edge of technology as it relates to educational programs and processes. We know we need to continue to deepen our drive in this area. Learning and technology must be united to build outcome based, flexible learning models. This is our fourth significant learning component from this self-study.

Finally, we have learned that all of our employees know some of our organization in very relevant ways. Our decision to cast a net of information from across campus departments to feed a full picture of SDC has enriched the experience of leadership and front-line workers. Through this process, SDC understands its organizational core values in the everyday outworking of our mission because of the inclusive nature of building this report. We learned that some of our departments amazingly advanced our mission, while others need greater support. All of this has advanced our organizational knowledge in a way that helps us meet the challenges through decisions based on better information.

The process of forming this report and engaging our community certainly exposed some areas that need focused attention. The first focus the committee identified was a need for SDC to have comprehensive and consistent data reporting. This, too, will be important to bring a professional quality to our decision making models. We have already engaged departments in the

policy manual process to construct clear standard operating processes for their area. We learned that we need a system in which our data records are collected in a regular cycle on an annual calendar. We also need to advance our data in regard to the success of our alumni in the workplace. The next steps on these issues has been enacted.

A second challenge identified by the committee was our need for standardized tests in our academic outcome benchmarking. As the U. S. Department of Education increases pressures for accountability on federal funding, they continually seek quantifiable markers to warrant the extension of funds to students in higher education institutions. While we have built systems to achieve this, we face roadblocks to clear success: the size of our samples often presents challenges, the efficacy of our collected data has been diminished by a lack of student effort to produce his or her best work on our testing apparatus, and some of our instruments lack national norming capacity. As we deepen our practices in core competencies, our next step is to engage faculty leadership to establish standards for each competency in each program.

Two other areas caused deeper attention because they have only recently been developed and need oversight to develop into mature practices. One of those is our co-curricular program review developments. The progress made to establish a review culture in non-academic areas must be deepened throughout the organization. It is an important development to have staff understand that student learning occurs in all the areas of the organization. The other development that is young and needs nurturing is our improvement concepts in the area of academic support. As this report clearly showed, we cater to a different demographic of learners than we did eight years ago. Many of them come to SDC with deficiencies in academic training, so we are developing new systems of support to undergird learning as they persist toward graduation. New programs in Credo, Hippocampus, Ed Ready, and online support all aim to aid

the remediation needs of some and the learning support of all SDC students. Successful students will result in retention and therefore graduation. The new support center is about to launch as of this report's due date, and our coach model will support our students through their learning challenges. Still, these are newer ideas that need our attention in the coming months and years.

As we close out this report, it would behoove us to land on the items that emerged to us as exemplary—student learning and community engagement. Our use of outside reviewers in our department reviews and our capstone work has demonstrated how meaningful the educational experience is for our graduates. We contend that they are well-prepared for life's next challenge as they move forward. The capstone itself demonstrates evidence of learning at a deep level, and our commitment to the process has led us to refine and improve this instrument over many years. This becomes an example of how deepening and maturing a program can result in quality measures of success. Community engagement, one of our identity choices, has been a rewarding experience for many aspects of our learning community. As we learned freedom without constraint, we learned that choices of institutional focus were available to us in ways not dreamed of before. We choose to involve ourselves in our community to make a difference and teach collegial collaboration to our students. We expect to be firmly rooted in the community of Santee by the time we write our next report for re-affirmation of our accreditation.