

## OFFSITE REVIEW (OSR) SUMMARY OF LINES OF INQUIRY GUIDE

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

### OFFSITE REVIEW (OSR)

Institution under Review: Sonoma State University (SSU)

Date of Offsite Review: May 2, 2017

Team Chair: Dorothy Leland

#### The Offsite Review team recommends the following actions be taken:

Proceed with the Accreditation Visit scheduled in: October 24-26 2017

Reschedule the Accreditation Visit to: \_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

**Due date for institutional response to Section IV (specify exact date):** August 1, 2017

I. Overview of the lines of inquiry.

This document identifies 5 lines of inquiry for the Accreditation Visit (AV) that are derived from the institution's report. In addition, this document includes questions or issues the team discussed during the Offsite Review (OSR) that may be pursued during the visit. The team does not expect or invite a written response to these questions before the Accreditation Visit. The only written materials that the team expects from the institution before the visit are those listed in Section IV.

II. Commendations. The team commends the institution for the following accomplishments and practices:

- a. SSU's thoughtful engagement in the review process.
- b. Clarified organizational structure to maximize institutional effectiveness.
- c. Used diversity, retention, and graduation data to inform changes in admissions and student support services.
- d. Recognized the importance of how sustained conversations around Council of Public Liberal Arts Colleges plays into institutional distinctiveness.

III. Lines of inquiry. The team has identified the following lines of inquiry for the Accreditation Visit:

- a. What does it mean to be a Sonoma Student graduate (undergraduate and graduate)?  
How is this supported:
  - at the institutional level (Distinctiveness, COPLAC, Social Justice, Liberal/Applied);
  - in General Education;
  - in program of study;
  - via co-curricular activities?
- b. The team has noted expectations in previous WASC accreditation communication for further development of assessment activities. The institutional report and addendums continue to indicate inconsistencies in progress. How will the institution address gaps in learning outcomes and close the loop in assessment processes to improve student learning? Specifically:
  - What progress has been made since the last reaffirmation?
  - What is the timeline for additional progress?
  - What barriers or cultural issues has the institution encountered in developing assessment activities?
  - What strategies have been identified to overcome these barrier?
- c. How does the institutional budgeting process align to the strategic goals and priorities?
  - What is the long term financial model?

- What institution, system, national climate trends might feed into the model?
  - Are there areas of concerns?
- d. In your upcoming strategic planning renewal, what model and processes does the institution intend to use?
- How will your theme of collaboration and innovation inform the upcoming strategic planning process?
  - How will the institutional plan be aligned with other institutional planning processes?
- e. What are the diversity challenges, strategies and goals for students, faculty, and staff beyond goal of achieving Hispanic Serving Institution status?

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

- a. List of committees and composition that touch on strategic planning, resource allocation, and assessment.
- b. Final Program Review Policy and Procedures

V. Individuals and groups to meet during the visit. The team requests that the following groups and individuals holding the specified positions be included on the schedule for the Accreditation Visit.

In developing the schedule for the visit, the team may identify additional individuals or groups with whom they wish to speak.