

**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.

Team Chair: Fred Fehlau

Date of Offsite Review: November 8-9, 2017

Institution under Review: Otis College of Art and Design

**OFFSITE REVIEW (OSR)**

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

 X\_ Proceed with the Accreditation Visit scheduled on: April 17-20, 2018

 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):**

Finalized by February 20, 2018 (8 weeks prior to site visit)

*03/30/1015*

1. Overview of the lines of inquiry.

This document identifies 8 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.

1. Commendations. The team commends Otis College of Art and Design for the following accomplishments and practices:
	* For a clearly written self-study, with attention to past WSCUC recommendations.
	* For progress made to date on assessment and program review.
	* For investment in facilities and housing.
	* For specific progress on institutional research practices and personnel.
	* For initial attention to faculty development.
	* For investment in faculty salaries and benefits and completion of collective bargaining efforts.
	* For development of online learning and e-portfolios.
	* For commitment to diversity with an increased focus on faculty recruitment and hiring.
	* For contributions to the public good, a commitment to social entrepreneurship, and community outreach.
2. Lines of inquiry. The team has identified the following lines of inquiry for the Accreditation Visit:

# 1. Assessment: (CFR 2.2, 2.3, 2.4, 2.11, 4.1, 4.2, 4.3, 4.4, 4.5)

* How are institutional learning outcomes and core competencies connected to the Creative Action curriculum and most importantly, to specific program learning outcomes?
* How is Institutional Research connected to assessment and data-informed decision making; for example, how does indirect evidence such as employer surveys, student surveys, and alumni surveys factor into institutional and program assessment?

# 2. Program Review and Budget: (CFR 2.3, 2.4, 2.7, 4.2, 4.3)

* How has your program review process evolved since the last WSCUC comprehensive review?
* How are program review outcomes and annual assessment practices connected to budget decisions?
* How does reallocation of resources take place?

# 3. Student Success and Advising: (CFR 1.2, 1.4, 2.12, 2.13, 2.14, 4.1, 4.2)

* Have you observed any trends in placement data or internships?
* How do you use Returning/Leave data?
* How do faculty and student affairs collaborate in forwarding student success?
* How is the quality and effectiveness of advising measured? What data do you collect? Do you disaggregate EL domestic and international students?
* How do you see international student advising and mentoring evolving?
* How does Otis address the need for staff and faculty development in support of international students?

# Governance: (CFR 3.6-3.10)

* How will the community be included in your upcoming strategic planning process, including any changes to the mission statement?
* With new leadership on board, how is Otis aligning its strategic priorities between the existing strategic plan, board priorities, and other institutional stakeholders?

# Strategic Planning/Financial Sustainability: (CFR 3.4, 3.5; 4.6. 4.7):

* What types of initiatives are being undertaken to achieve your enrollment growth goals?
* How are facilities, IT infrastructure, and salaries/benefits factored into long-term planning in light of growth in enrollment?
* How does IR and specifically, retention/leave/return data, factor into short- and long-term planning?

# Diversity/Inclusion: (CFR 1.4, 3.1)

* How do you plan to improve the alignment of faculty and staff with current and future student profiles?
* How does curricular and co-curricular content align with goals for greater inclusion?

# Graduate Programs: (CFR 2.2.b):

* What are the expectations about the new graduate dean’s role and the future of the graduate programs?
* What are your current in-process assessment practices for graduate students, e.g. first- year review/assessment and capstone? How do those practices inform program review?

# Extension Education: (CFR 4.7)

* What portion of your extension education program qualifies for federal student aid?
* Given that you grant transfer credit for extension education courses towards degrees, how are assessment practices for these programs aligned with program and institutional assessment?
1. Request for additional documents and information. The team requests that the institution supply the following additional documents and information before the Accreditation Visit:

(Please note that 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.)

# Data about growth model, retention, leave, and return

* **Copy of the 2017 financial audit**
* **Multi-year budget with underlying assumptions in Excel format**
* **New strategic five-year plan (draft if not approved yet)**
* **Updated organization charts**
* **Advising and mentoring process description**
* **Advising and mentoring communication plan as referenced in the report**
1. 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.

The team indicates below the grouping of the meetings anticipated:

# President, Provost, Associate Provost

* **Board Members**
* **Chairs of undergraduate programs**
* **Faculty session**
* **Student session**
* **Staff session**
* **Community Open House**
* **Associate Provost, Assistant Director of Teaching and Learning Center, Director of IR**
* **President, Provost, Associate Provost, CFO/Controller, Assessment Committee Chair/Member**
* **Academic Advising Coordinator, Academic Mentoring Coordinator, Student Affairs personnel related to Advising, a Faculty Mentor, Director of IR**
* **Provost, Chairs of Academic Senate and Academic Assembly**
* **Provost, CFO, VP Development, VP Facilities, and Director of Human Resources**
* **Provost, Associate Provost, Graduate Dean, Chairs (of academic programs), Chair of Diversity Taskforce, Directors of Admissions, Student Affairs, and Human Resources**
* **Provost, Graduate Deans and Graduate Chairs**
* **Associate Provost for Assessment, Coordinator of Extension Education**

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