Category Improvement Updates

Revised Item Response to Comments from Systems Appraisal Team

Category 1:

1P6b – Within Professional Studies we feedback outcomes assessment data into both our faculty development activities as well as our majors reviews. Professional Studies has historically engaged in a series of faculty development activities to strengthen our faculty and well as to strengthen the learning experience. We use feedback from learner projects/portfolios, alumni survey outcomes, and learner satisfaction indicators as key factors in considering faculty development workshop directions. Additionally, each major is put on a cycle where it undergoes a "major/program review" on a regular basis. When a major/program review is conducted, the following occurs:

A major/program review includes affiliate faculty members teaching in the program, main campus faculty members, and members of the Professional Studies administrative team. Focus groups including representatives of area employers and/or advisory council members provide a practitioner's point of view and are used to triangulate sources of information.

When a major/program review is conducted, it evaluates the following:

- Overall Curriculum
- Learning Outcomes and Outcomes Assessment Data
- Individual Classes and Sequencing Issues
- Textbooks and Other Class Resources
- Course/Credential Templates – Review of faculty credentials necessary to teach specific classes within the program
- New Developments and Cutting-Edge Trends
- Marketing Plans

1P9 – We have taken steps to create a Student Success Center this year. We remodeled an area of a building, undertook the necessary work to make the building handicap accessible, hired a part-time worker to provide tutorial services and to schedule student tutors. The Student Success Center is under the supervision of the Associate Vice President of Retention. The Associate Vice President of Retention has also been using data from the CSI to guide efforts to improve the Essential Skills course sequence for probationary students.

1P10 – There are a number of co-curricular activities on the main campus. Although they have not yet been systematically addressed, a few changes have taken place in the name of program improvement. In the area of teacher education, a process has been developed to ensure classroom observation hours for on-line students. Also, the Athletic Training program has rewritten policies to better integrate practicum experiences for the students. There are strong mentoring components associated with the youth symphony, Discipleship Southwestern, and Leadership; all of which aligns with one of the institutional outcomes.

IP11 – The *Principles of Good Practice for Assessing Student* Learning, developed by the American Association of Higher Education provides the following conceptual framework which forms the basis for the assessment process at Professional Studies:

- The assessment of student learning begins with educational values

  Institutional outcomes form the basis of program outcomes and are the foundation of the assessment plan.

- Assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in *performance over time*.

  Projects have been evaluated, results recorded and compared with past results over a period of twelve years

- Assessment works best when the programs it seeks to improve have clear, explicitly stated purposes.

  Program outcomes have been developed for each major and rubrics to be used for assessment are derived from those outcomes.

- Assessment requires attention to outcomes but also and equally to the experiences that lead to those outcomes.

  Capstone projects in each major allow the learner to articulate completion of program outcomes and to reflect on the significance of that learning both personally and professionally.

- Assessment works best when it is ongoing, not episodic.

  The PS assessment plan has been active and in effect since 1997.

- Assessment fosters wider improvement when representatives from across the educational community are involved.

  Assessment results drive faculty development, periodic major reviews of majors, and discussions with advisory council focus groups.

- Assessment makes a difference when it begins with issues of use and illuminates questions people really care about.

  Assessment results are used to design and maintain currency and relevancy for learners in the majors.

- Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change.

Assessment is one tool used to drive continuous process improvement in Professional Studies in conjunction with assessing the needs of the community, and providing the impetus for growth and change among its learner population.

- Through assessment, educators meet responsibilities to students and to the public.

  Assessment is one tool used to develop curriculum which meets the needs of the learners to ensure that they are adequately prepared to meet the demands of the workplace, that they can demonstrate responsible citizenship and an adherence to Christian values, and they can be leaders in a world without boundaries.

1P12 – As a part of Transparency by Design, Professional Studies is participating in an alumni survey process. The 14 institutions which currently constitute Transparency by Design have agreed to ask five common questions which will allow for comparability of data across institutions. Those questions include:

- Describe your overall satisfaction with your experiences at Southwestern College.
- Is the education you received at Southwestern College relevant to your career?
- Would you recommend Southwestern College to others?
- Do you have plans to seek additional education?
- How satisfied are you that Southwestern College helped you meet your program outcomes?

Data are available using this new survey format for graduates from the past 2 graduation periods (August 2008, December 2008). Alumni surveys have been used for a number of years to glean insights from graduates with some slight modifications in survey formats and questions.

1P13 – While we continue to build up to our institutional assessment project, student assessment at the program level is continuing. We recently prepared for, and passed, NCATE. The visit was both timely and useful, however, because it helped to education faculty on basic assessment strategies and the need to set both standards and outcomes. The college also responded to, and won, a grant from the state of Kansas. The funds from that award have paid for a special instructor who was focused on improving retention of nursing students who might otherwise leave the program for academic reasons.

Category 2:

2P2 – A clearer link between the strengthening of distinctive objectives and the overall enhancement of the college will be developed. A newly formed Planning Coordination Team was formed with the following purpose and results.

Purpose: Improve faculty and staff involvement and linkage to planning, assessment and budgeting.

Each staff and faculty member of the college develops a personal management plan with their supervisor each year. All personal plans will relate to their division &/or department (unit). All faculty and staff should know, understand and execute their work in alignment with their unit plan. Personal plans will address the upcoming year beginning June 1. Individual plans need to be done by April 1 each year. Yearly evaluations for employees need to fit a timeline appropriate for the unit.

Each unit of the college will submit their plan to the Planning Coordination Team (PCT) for review. (The PCT will function until the process runs smoothly) Unit plans must be completed by July 15 of each year and need to address 2 years out.

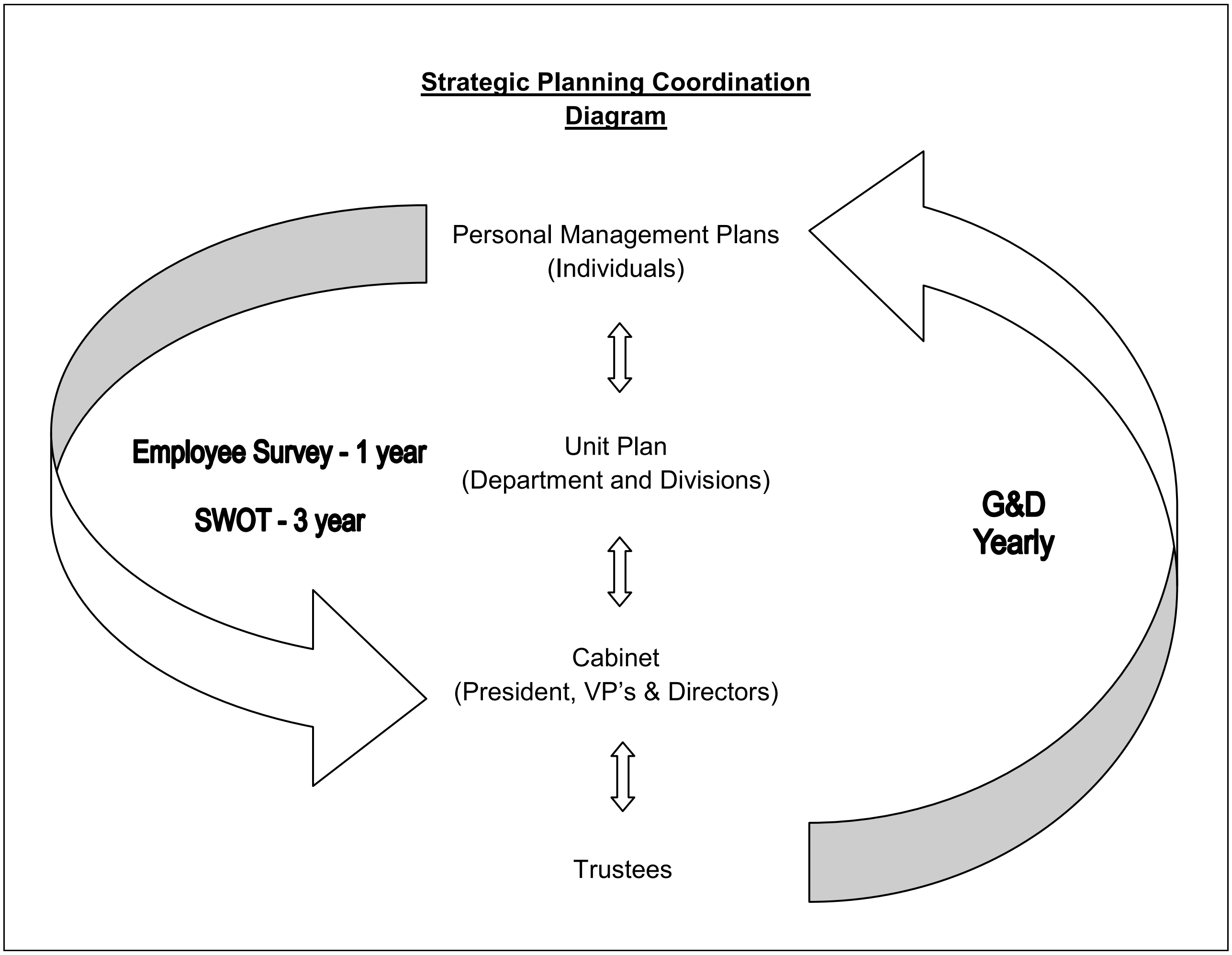
The (PCT) will consist of Steve Wilke, Andy Sheppard, Tami Pullins, Ben Lim, and Margaret Robinson. The (PCT) will review all unit plans and function as a task force supporting all plan development and do the following:

1. Review for cross unit opportunities for collaboration and cooperation.
2. Review for resource needs across the unit plans.
3. Review for assessment plans with clear measurements, processes, outcomes and timelines.
4. Review and organize a summary of plans for key goals and outcomes.

Each member of the administrative council will bring the unit(s) plans under them to the whole council. The administrative council 3 year plan (directions) will be completed between July 15th and Sept 15th each year. This plan will provide input for the Trustees 5 year goals.

The Trustees will approve a strategic plan each April with 5 year Goals and 3 year Directions. The yearly steps will be found in the unit plans.

**The process above is visualized in the diagram on the next page and the form used is presented in the following page.*


Strategic Planning Coordination Diagram
Personal Management Plans (Individuals)
Unit Plan (Department and Divisions)
Cabinet (President, VP's & Directors)
Trustees
Employee Survey - 1 year
SWOT - 3 year
G&D Yearly

Suggested standard form used at the Unit Planning Level.

Unit Planning Report

(Must be submitted to Steve Wilke by July 15, 2009)

(For July 1, 2010-June 30, 2012)

Unit name______________________ Date submitted____________________

A major objective for this unit is:

The current and planned activities to meet this objective are:

The desired outcome from this objective is:

The following metric will be used to measure outcome:

The timeline for planning, implementation and evaluation is:

2R3 – A more inclusive decision making process will include a Futures Task Force appointed by the president and designed to lay the ground work for ownership, assessment, and improvement of the college's distinctive objectives. The Task Force identified 4 areas of distinctiveness. All employees processed these at an event called "big picture day". The Trustees also processed the 4 areas of distinctiveness as well as the Goals and Directions at their January 2009 meeting. All recommendations from the Task Force and the Planning Council will reviewed and ready for approval at the April meeting of the Trustees.

2I2 – Targets will be identified and goals established using the unit planning form mentioned earlier in this document. The Administrative Council will work closely with the Trustees in planning, monitoring outcomes and budgeting.

Category 3:

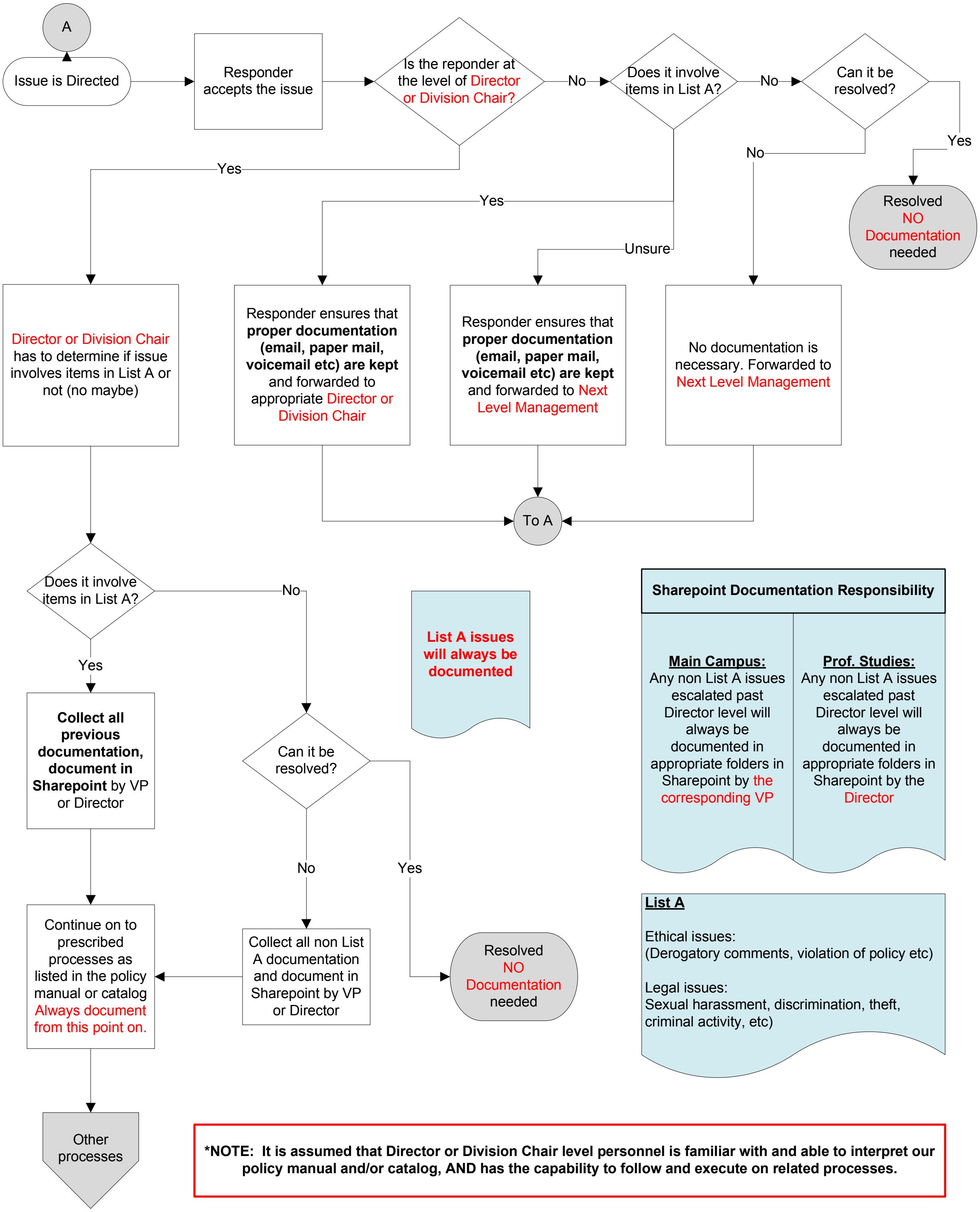
3P1 – One example from Professional Studies relative to involvement of employees in understanding and changing students' needs would be the all Professional Studies staff meetings we hold every 6 weeks and/or weekly PS Updates. These meetings include analysis and discussion of key inputs (e.g., feedback from Entrance Seminar Surveys, results from the National Survey of Student Engagement, key PS Dashboard Indicators). Much of Destination Graduation! is also focused on insights gleaned from multiple vantage points and it includes action plans.

3P5 – One example of how the college uses environmental scanning to impact on decision making and the overall planning process would pertain to the person who was recently hired as the Director of Academic Advising and Learner Engagement. The college was interested in learning better ways to impact on the persistence rates of Professional Studies learners. As such, leadership explored learner engagement models and success coaching models and looked at external companies that provide those types of support services to college and universities. The decision on the part of the college was to build our own system (the Southwestern College way) relying on our internal expertise. So, the college went out and hired a person with this expertise and we're using their knowledge and experience to reshape how Professional Studies fundamental works with learners. It is our goal to become the benchmark in this area.

3P6 – The College has various documented process for complaints to be processed, and have in various forms collected and maintained "complaints" files. However, this has been a little haphazard and without proper process or documentation. Recently, a team was formed to review and consolidate the various means of handling complaints. The result of the project was to separate "handling" of the complaints, which we found to be well documented in our policies, manuals and catalogs, from the process and decision points for "documenting" each complaints. The following process map is in the process of being vetted. Once the process is confirmed, the project team will develop the training and documentation sites as stated in the process.

The following diagram illustrates the process map.

Process for capturing formal complaint documentation



***NOTE: It is assumed that Director or Division Chair level personnel is familiar with and able to interpret our policy manual and/or catalog, AND has the capability to follow and execute on related processes.**

3P7 – While not reflective of an over-arching “process”, within Professional Studies I can think of several examples where learner/stakeholder feedback is used for improvement:

a. End of Course Evaluations provide an opportunity for learners to share insights about their course, their instructor as well as the textbooks or other resource materials used in the course. These insights form part of the foundation for major/program reviews as textbooks are analyzed as part of that comprehensive process. The learner perspectives are considered in addition to insights from faculty members. These comments will prompt changes in the master textbook list.
b. National Survey of Student Engagement – NSSE results are used by Professional Studies personnel to shift faculty development workshop directions and impact on adjustments in learner services.

3R4 – Within the last several months, Professional Studies has been working to develop and deploy a plan to provide greater detail concerning lead generation sources within PowerCampus. Understanding exactly where an inquiry or lead originated, will help the college make decisions about how to best use it resources concerning relationship-building efforts. Having developed relationships with all community colleges within the state of Kansas, it is essential to be able to track those institutions for which we receive the greatest number of leads. The goal is to developed a tiered system focusing greatest effort on the community colleges which result in the greatest number of transfer learners. We’ll continue to engage with all community colleges, but some will receive different levels of resource investment on the part of the college personnel.

This same principle is being applied to Education Service Officers at military installations. All will receive communications from Professional Studies personnel through the year, but the top tier installations will receive a greater level of personalized contact.

4P1 — The identification of specific credentials, skills and values are found in the policy manual on the website (www.sckans.edu/policy). Criteria for appointment to specific faculty ranks are listed under section 4.1.1.3. The faculty's code of ethics is found under section 4.5. Policies governing affiliate instructors for professional studies are found in section 6.4; administrative/staff responsibilities and code of conduct are found in section 5.10.

Required credentials and skills are determined by the individual position and skill sets needed to perform the duties of that position. Qualifications and references of candidates are reviewed by the selection committee prior to the invitation to a personal interview.

It is the intent of Southwestern to hire faculty who have earned, at the minimum, a master's degree, preferring faculty with doctorates. Official transcripts of all advanced degrees are required for inclusion the faculty member's file.

When a full-time faculty vacancy occurs, the dean of faculty institutes a search. Candidates are then brought to campus for a series of interviews with the selection committee and with informal groups with representation from all areas of the campus.

The hiring of administrators and staff is under the leadership of the head of the department. A selection committee is formed for the hiring of administrators and similar interviews of candidates occur.

4P2 — Recruiting for various positions depends on the type of position being recruited. Most staff positions are advertised locally and filled locally. Faculty positions are filled via a nationwide search in most instances. The same is true with senior administrative positions. Refer to Policy 4.3.1 Faculty Governance and 5.4 Administrator/Staff.

Faculty searches include presentations by the faculty candidate for students, administrators and staff.

New employee orientation with the department supervisor and benefits administrator takes place the first few days of work. The director of human resources or that person's designee offers a comprehensive employee orientation at the beginning of the spring and fall term. The intent of the orientation is to bring the employee in contact with the various resource persons and learn more about the departments and divisions of the college.

The dean of faculty is in charge of new faculty orientation.

4P3 – The Administrative cabinet meets on a weekly basis with the President and most of the vice presidents of the departments meet with their department staff on a weekly basis. Faculty meet together on monthly basis.

The Benefits committee meets monthly from April through August and at other times as needed to review and recommend benefit programs and health coverage. This committee does influence change and recommendations are made to the President and Vice President for Finance. Other committees are Faculty Governance (can influence change), Planning Council (does not influence change but monitors processes). Refer to Policy 1.6-1.6.1.4 and 1.7-1.7.3.8 for selection process to these committees.

The College utilizes Campus wide email, the Jinxtale email, the Southwesterner quarterly alumni publication and web pages on the website for the various programs and departments for communication and information

4P6 – The performance appraisal is a key element in the performance management process. When used effectively, the performance appraisal can provide accurate feedback on past performance, significantly enhance employee productivity and satisfaction for future performance, and offer feedback to employees on how to improve and develop in their position.

The performance appraisal system at Southwestern College has the following main objectives:

- To encourage open and on-going communication between managers and employees.
- To identify employee's strengths and developmental needs for their current and future positions.
- To establish goals for the coming year and plans for professional growth.
- To provide a fair and consistent method that evaluates employee performance in relationship to departmental goals and institutional goals.

All supervisors have been trained on completing employee appraisals and forming SMART goals for their staff. These goals directly align or are a part of the department's goals. There will be further planning in January to define Metric ranges and to formalize documentation for goal planning at the Administrative Council level for training in the early spring before the employee appraisal process in March. The next step will be to review and align the decision making and budgeting processes.

Employee job productivity and job satisfaction is valuable in reaching our goals in Criterion 1 helping students learn. The more productive and satisfied an employee is with their job will enable them to relate more positively with our students.
Performance reviews are used to provide employees with feedback regarding their performance. A review is required for new employees immediately prior to the end of the three-month initial employment period.

Yearly performance appraisals will be completed each year by April 30. Employees are given copies of the results in an effort to provide means to improve and meet objectives set by the department and the college. This aligns with Criterion two – Accomplishing other Distinctive Objectives.

4P7 – Employees of the College nominate employees for the awards and the selection is done by the Administrative Council and the President.

In 1989 Ruth and Floyd Fassnacht (a 1929 graduate from Southwestern) established a fund to sponsor an award to be given to those persons who make distinct and positive differences in the teaching climate of the college. Each year at an employee recognition reception a faculty and a staff member are selected as recipients of the Ruth and Floyd Fassnacht Outstanding Faculty and Staff Award. In 2002, the award was amended to include an administrator.

Since 1993 an award sponsored by The United Methodist Church Board of Higher Education has been presented to a faculty member who is characterized by excellence in teaching; civility and concern for students and colleagues; commitment to value-centered education; and service to students, the institution, the community, or church. This award is also presented at the employee recognition reception held in April.

Students of the College nominate candidates for this award and it is voted on by the Student Government Association selects a faculty and staff member to receive recognition at the Honors Convocation held at the end of April. Faculty, staff, and administrator achievements are published in the quarterly alumni publication, The Southwesterner.

Faculty members have access to reimbursement for conference expenses, association dues, professional publications, etc. Faculty members are eligible for a Scholarship/Grant Proposal Merit Award. The college has a benefit whereby any full-time employee can take up to three credit hours a semester without a tuition charge. The stipulations and restrictions of this policy are cited in the policy manual volume 3, section 3.7.3.2.3.

4R2 – Results are provided to President for exit interviews, employee orientation, and employee survey results are provided to all College employees.

4R4b – The College is not currently benchmarking the employee survey with any other peer institutions. This may be an area of research for the future.

4I2 – The Planning Coordination Team is a new team that will oversee departmental goals and objectives for a 2 year plan until processes run smoothly for departments with the College. One of the departments is Human Resources led by the Vice President for Finance, Director of Human Resources and Payroll/Benefits Administrator.

A special committee appointed by the President that takes action every three years is the Task Force on the Future of the College. This task force is made up of the President, three Vice Presidents, two Board of Trustees, two Directors, two Faculty and one Community Representative. Every three years the goals of the College are reviewed and feedback from a (SWOT) analysis of the college’s strengths, weaknesses, opportunities, and threats which contains input from a broad range of stakeholders and Board of Trustees Retreat. The overall ten year plan will be reviewed by the Future’s Task Force along with the three year directions. There is also plans to review the College mission.

The Student Services Team is a new team made up of the Registrar, who chairs the team, Director for Admissions, Director for Financial Aid, Dean of Students, Director for Accounting and Billing Services, Director for Institutional Research, Associate Academic Vice President of Advising and Student Success, (registration processes, retention processes, degree completion to graduation).

<u>5P4</u> – How do your leaders use information and results in their decision-making process?

The college collects a significant amount of data, which they report is used by administration to make decisions. However, there was no description of a decision-making process that sets goals using the data, examines progress, and establishes new goals. The decision process as described in the portfolio does not appear to be very inclusive.

The following key information sources and reports are used in the college's key decision-making processes:

<u>Finance:</u> Budget, three-year financial model; monthly budget compliance report. To monitor budget status, the college's vice president for finance distributes to budget managers a monthly report showing year-to-date expenditures. Budgets with spending overages are discussed by the vice president and the relevant budget manager and adjustments are made as needed. A high degree of transparency in monitoring budgets has essentially eliminated spending overages at the college. The president and administrative council work together, with input from budget managers to construct annual budgets for approval by the board of trustees. The budgets are built with information from previous years, estimates of available revenue, and with reference to identified objectives in the college's annually updated statement of directions and steps. The board of trustees monitors the college's long-term financial health, and provides input and guidance for future budget development by monitoring the college's three-year budget model. Use of this information in goal setting has allowed the college to significantly reduce its reliance on endowment earnings income, improve cost controls, and focus resources on programs that generate revenue for the college.

<u>Institutional Advancement:</u> Weekly gifts paid report, campaign gifts and pledges report, prospect tracking report, LYBUNT report. The president, the vice president for institutional advancement, and advancement staff use these reports to establish giving goals for endowment, unrestricted annual fund, and donor participation.

<u>Enrollment management and financial aid:</u> Weekly report of applications, acceptances, and deposits; semester retention reports. Used to support decision-making by the president and the admission and retention council (which includes vice president for planning, director of admission, associate director of admission, director of financial aid, academic vice president, vice president for student life, associate vice president for retention and student success) on issues related to admission, handling of students conditionally admitted, tuition discount rate, and retention. The admission and retention council annually sets enrollment, retention, and financial goals. The director of admission and director of financial produce weekly reports on admission applications, financial aid offered and accepted, and status of admission prospects for distribution to college employees (coaches, activity directors, academic program directors) to support recruitment efforts. The associate vice president for retention and student success directs an early warning program which issues reports concerning students in academic difficulty.

<u>Professional Studies:</u> Term aggregate enrollment report; term course enrollment report; year to date enrollment and income report. These are used by the president, vice president for finance, vice president for professional studies, director of professional studies to support decision-making about enrollment and finance matters in professional studies. The vice president for professional studies uses these reports to communicate status to professional studies recruiters and advisors and to elicit feedback about ways to improve results. Course and faculty evaluations, used by the director of academic programs and director

of professional studies to support decision-making on evaluation, continuation, faculty development activities for professional studies instructors.

Student Life: Student Satisfaction Inventory, focus groups with students. Used by vice president for student life, dean of students, director of housing, and others on campus to support decision-making about a broad range of student services on the main campus. SSI identifies performance gaps related to student perceptions of which services are important and whether those services are being adequately provided. Student focus groups annually support staff processing of performance gaps and staff design of responses aimed at improving performance evaluations on subsequent SSI administrations.

Academic Affairs: National Survey of Student Engagement; IDEA, teaching evaluations. Used by the vice president for academic affairs, vice president for professional studies, director of academic programs, division chairs, faculty committees to support decision-making about instruction, curriculum design, and faculty evaluation and development on the main campus and in professional studies. These reports permit the academic vice president and division chairs to develop performance goals and improvement plans for main campus faculty members. Similarly, the reports support work by the vice president for professional studies and the director of academic programs to monitor performance by PS instructors, identify issues, and design professional development opportunities for instructor as a group and for individual instructors.

5P5 – How does communication occur between and among institutional levels?

The communication process as described in the portfolio appears to be very top down and lacking in interaction.

Communication within and between levels of the college occurs in a variety of ways. The college typically holds a number of gatherings of all college employees each year. This provides an opportunity for sharing of information and opinion, up, down, and sideways in the organizations. The college-wide planning council, the work of college-wide committees and councils, and the operation of the main campus faculty committee system facilitate effective communication within the college. The president sends frequent updates to the board of trustees and, through quarterly newsletters, to the college's "mission partner" alumni and friends.

5P9 – What measures of leading and communicating do you collect and analyze regularly?

The College has focused evaluation of leading and communicating for the past three years using an employee survey. However, the portfolio did not describe a process for using this data to improve.

The college annually asks its employees to complete a modified version of the Baldrige "Are We Making Progress?" questionnaire. The results of the questionnaire are analyzed by the college's administrative council to identify strengths, problems, and opportunities for improvement. Questionnaire responses are also discussed, in focus groups, by the college main campus staff, main campus administrators, and by professional studies administrators, and the results of the focus group discussions feed into administration council evaluation of steps to be taken for improvement.

In response to questionnaire findings that many employees could not clearly discern how their work plans connected to the college's broader direction, the college has revised performing planning, performance evaluation, and college planning processes. In response to questionnaire findings that many employees felt they did not understand "how the college is doing," the college organized all-employee forums, conducted on Big Picture Day on the main campus and at the Wichita East professional studies center, to present data about the college's performance and elicit questions and guidance from the college's employees about the college's future direction. Employee concerns about the role of administrative software problems in impeding effective performance led to initiation of an AQIP Action Project to address this issue.

5R1 – What are your results for leading and communicating processes and systems?

Although the College collects data to assist employees in doing their jobs better and understanding how their work fits the College objectives, the current data is not trended and comparative data is not current.

Results of "Are We Making Progress?" surveys are at (list link). The questionnaire results indicate that a fairly high percentage of employees (between 85% and 90%) are satisfied with working at the college. The results also indicate that the college's leaders need to work more effectively to:

- Help employees see how their work assignments and performance advance the broader performance objectives of the college.
- Help employees understand the financial situation of the college and, in general, "how the college is doing."
- Remove perceived impediments to effective job performance by employees.

As noted in 5P9, the college has taken steps to improve performance in these areas.

The college is seeking a nationally-normed evaluation of leading and communication that will generate trended and comparative findings.

Category 6:

All of category 6 is being rolled under the SCIQ initiative. The outline for the initiative is as listed below. The target for the initiative is to make continuous process improvements part of everyday function in the College.

Future Focus of the College's Quality Program

Important leadership for the college's quality program is being provided by Ben Lim, the college's vice president for information technology, who has a strong background in quality management principles. The president of the college has charged Mr. Lim to provide institution-wide leadership in improving quality.

In his leadership role concerning quality, Ben Lim has emphasized that there are three primary issues in any attempt to develop a wide-ranging quality program. First is how we define "quality". Second is defining "improvement". And third is a common nomenclature where everyone understands what is being discussed.

Common Language:

The first step taken by the administration has focused on ensuring that college leaders are familiar with the "language" of quality improvement. The basis of the "language" comes from Six Sigma. Initial Six Sigma training has now been provided to all top level management and most 2^{nd} level management of Southwestern College. As the program continues, more and more people will be introduced to the concepts and verbiage necessary to ensure understanding.

Quality:

There are two major aspects of quality. First is the ability to produce consistent, repeatable product. Second is understanding what the customer wants, when the customer wants it, and what the customer is willing to pay for it.

The college is beginning to use the "Process Maturity Model" to address the first part of quality: the capability of a "process". Process maturity is an indication of the level at which a process is complete and capable of continual improvement. There are qualitative measures and feedback loops to support the continual improvement of the process. A process can be defined in one of 6 levels (from level 0 through 5). These levels are generically called; Person Dependent, Process Documented, Partial Deployment, Full Deployment, Measured and Automated, and Continuously Improving. The target, although it will never be fully realized, is for all our processes to be at level 6. There is a standard analysis and audit process that will allow the college to map our key processes to a specific level. With regard to this, the college has has included this past year in our Annual Performance Objectives a specific directive to map out critical processes within each department.

The second aspect of "quality" addresses the issue of the needs the "customer" considers as vital to the products and services. The basic model the college will use for this aspect is called "Critical To (CT) Tree". This model will allow us to link these characteristics to the organization's processes. It uses various tools and surveys to answer the question of customer requirements. One example of what Southwestern has done in this area is the use of an annual employ survey.

Improvement:

Finally, the ability to improve depends on the ability to measure what we **are** doing compared to what we **should** be doing. The two aspects of quality discussed above ensure that we would have consistent and repeatable processes and we know what our customer wants us to achieve. The improvement aspect adds a third tier to our overall model with metrics; (1) of how we are actually performing, (2) of how we compare to our peers and (3) of how we measure up to expectations. This aspect of the program will be the feedback loop to the Process Maturity Model and the Critical To Tree analysis.

We expect that Ben Lim, with the help of his administrative colleagues and wide participation by the college's employees will be able to drive the college's quality program from this conception to reality. The key challenges are: 1) to not view "improvement" as a one-time effort but as a standard of behavior, and 2) to make quality improvement integral to the way the college works, so that quality efforts are not "extra" work but, rather, the way we work.

7P1 – Using Information for Institutional Effectiveness

The main campus has been using iDEA for several years to evaluate the effectiveness of the courses offered. The courses on the main campus, with few exceptions, are delivered on-ground with lecture as the primary approach. Following is a table from the most recent iDEA survey results showing the primary and secondary approaches:

	Percent indicating instructional approach as:	
	Primary	Secondary
Lecture	55%	16%
Discussion/Recitation	17%	19%
Seminar	14%	3%
Skill/Activity	9%	9%
Laboratory	2%	19%
Field Experience	0%	5%
Studio	0%	2%
Multi-Media	0%	3%
Practicum/Clinic	0%	5%
Other/Not Indicated	3%	19%

12 Objectives are suggested and the faculty selects which objectives are relevant to the particular course. It is strongly suggested that no more than 5 objectives are chosen.

	Percent of Classes Selecting Objective as Important or Essential		
	This Group (n=58)	Institution (n=450)	IDEA System (n=44,455)
Objective 1: Gaining factual knowledge (terminology, classifications, methods, trends)	81%	81%	78%
Objective 2: Learning fundamental principles, generalizations, or theories	69%	75%	75%
Objective 3: Learning to *apply* course material (to improve thinking, problem solving, and decisions)	64%	72%	75%
Objective 4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	48%	54%	55%
Objective 5: Acquiring skills in working with others as a member of a team	26%	32%	32%

Objective 6: Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	19%		20%		25%
Objective 7: Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	28%		25%		27%
Objective 8: Developing skill in expressing myself orally or in writing	47%		43%		47%
Objective 9: Learning how to find and use resources for answering questions or solving problems	41%		45%		41%
Objective 10: Developing a clearer understanding of, and commitment to, personal values	16%		22%		23%
Objective 11: Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view	59%		51%		49%
Objective 12: Acquiring an interest in learning more by asking my own questions and seeking answers	47%		46%		41%
Average Number of Objectives Selected As Important or Essential	5.4		5.7		5.7

The average number for this report of 58 classes is 5.4. The students in each class are asked questions to measure to what extent the class met the objectives and the students' expectations. The effectiveness of the individual instructor is also measured.

A summary institution report is provided as well as individual faculty reports. The Academic Dean uses the reports on a divisional and individual level as one measurement as to how the individual instructor is doing and how well the division is performing in delivering instruction to the students. Feedback is given to the instructors who, if their performance is below the benchmarks, are encouraged to find ways to improve their teaching.

A survey of recent graduates of the main campus programs has recently been developed to measure the students' perception of the effectiveness of their education in general in preparing for graduate work or for employment. The response to this first administration is lower than desired but the information received will be helpful. We will work on ways to improve the response rate in the future. This survey will be administered annually and the feedback will be provided to the appropriate divisions.

Professional Studies has developed and are using 5 methods to assess the effectiveness of the programs. The outcomes include:

- **Career Preparation** - The cultivation of knowledge, attitude, creative skills, to excel in life's chosen work
- **Critical Thinking** - The ability to analyze information to arrive at a reasoned judgment of what to do or believe

- **Communication** - The ability to communicate effectively using reading, writing, listening, behavior, media, quantitative data, and technology
- **Ethical Behavior** - The conscious practice and accepted standards of fairness and integrity in all endeavors
- **Leadership** - The ability to create and communicate a vision that inspires others to act or achieve a desired goal

The methods include an alumni exit survey, final project evaluation, data from NSSE and FSSE, and an employer survey. Each program outcome is evaluated with a number of the programs being delivered entirely online. Final projects are evaluated externally with the results used for Transparency by Design. A document with the assessment plan grid and results is available in the attached PS Assessment Plan.

<u>7P2</u> – Meeting Departmental Information Needs

An institutional effectiveness audit was conducted in June, 2008 to discover to what extent each academic and administrative department/unit is monitoring the effectiveness of that unit. During the audit, questions were asked pertaining to current information used by the unit, source of the information, and the need for further information. The majority of the information needed and being used is data the individual unit collects from the administrative database. In some cases, data is being maintained external to the database. For example, the education department's accreditation through NCATE requires the gathering of data which is beyond the scope of the administrative software.

Of the departments that use data found in the administrative database, most are able to create queries and reports that meet their needs. In the cases where they are unable to extract the data or the need is more complex, the requests are submitted to the Director of Institutional Research for assistance. If the requested information will be required on an ongoing basis, the director creates reports, either within the system or in an application the end user can use, and enables the end user to run the reports as needed with very little ongoing maintenance required.

An effort is underway to better communicate and record the information and data each department/unit gathers and maintains with the Director of Institutional Research who is given access to the data whenever needed.

<u>7P3</u> – Setting Information Priorities

The college is moving toward using data more intentionally as a part of continuous improvement. One major change is the implementation of a strategic planning coordination team that is leading the effort to guide units (departments and divisions) to write unit plans that map to the overall strategic plan of the college. Within each unit, individuals will write personal management plans that help their unit to meet the unit's goals. Each plan will incorporate measurements, and where comparative data is appropriate, the comparative data will become part of the improvement plan.

7P4 – Institutional Analysis of Information

There are several data items that both the main campus and Professional Studies have in common, as well as measures and reports. Enrollment headcounts, credit hours generated, and tuition income are the basic and most common. Enrollment reports that coordinate with and lead up to the official census date (20th class date, main campus schedule) are created and distributed to the members of the Administrative Council at the beginning of the fall and spring terms. These reports update the members of the council with the progress of enrollment in both main campus and Professional Studies programs and assists with tuition revenue projections early in each semester. The fourth and final report for the semester is the official census report and is the basis for the statistical tables found in the school's Factbook.

Throughout the semesters, two reports are generated on a regular basis to provide updates. One report goes to the Vice President for Academic Affairs and the chairs of the academic divisions of the main campus on a monthly basis, coordinated with the monthly division chair meeting. This report provides updates on enrollments (headcounts and credit hours) and tuition revenue by undergraduate (aggregate) and by individual main campus graduate programs. It calculates the percentage of the budgeted tuition revenue met to date.

The second report is generated every six weeks to coordinate with the Professional Studies class starts and add/drop periods. The report is provided on the Monday of the 5th week of classes to the college's president, Vice President for Professional Studies, and Vice President for Finance. This report details enrollments (credit hours) by undergraduate and the individual graduate programs by term and session. It also summarizes the net tuition revenue (tuition less tuition discounts) and calculates the percentage of the budgeted tuition revenue met to date. In the process of creating this report, the records in PowerCampus regarding tuition charged to students are reconciled with the general ledger in Great Plains, the software for business office functions (accounts receivable, accounts payable, budgeting, human resources).

The NSSE survey is administered every other year and freshmen from the main campus and seniors from both main campus and Professional Studies are invited to participate. The resulting data is disaggregated and the summary reports on the seniors enrolled through Professional Studies are provided to the Vice President for Professional Studies, and the Director of Academic Affairs at Professional Studies who then shares the results with the staff. The reports are maintained in the institutional research office for summary reporting.

Because of the differences in the two primary programs of the college, specific data and information on programs, classes, student outcomes, etc. are gathered and analyzed separately. PS administers in-house surveys of students to gather information concerning quality of coursework, faculty, and satisfaction with the program. Summaries of information concerning PS are shared at the upper level of the administration through the Administrative Council.

The goal of a current action project is to merge the student outcomes assessment of the main campus and Professional Studies by instituting rubrics that will be used by both.

7P5 – Departmental Analysis of Institution

The institutional effectiveness audit, mentioned before, also provided information as to which departments and units currently have goals that align with the overall institutional objectives and those that do not. The majority do not have written goals and outcomes that are linked to the college's goals. The newly implemented strategic planning team is addressing this need of the college by working with the departments and divisions in writing plans that link to the overall goals of the college.

7R2 – Results Comparisons

Work has begun to be more intentional about benchmarking with other institutions, comparing Southwestern College with similar institutions using data from IPEDS and U.S. News and World Report. We currently use iDEA, NSSE, FSSE, and SSI that provide comparative data. We also receive comparison data from IPEDS and, through the Kansas Independent College Association, we have comparative data with all private colleges in Kansas.

Southwestern is one of 14 pilot institutions in Transparency by Design that began formation in 2006. The annual report template was finalized in 2008 and the first report will be posted on a 3rd party web site during the first quarter of 2009. Transparency by Design received a Lumina Foundation for Education Grant in 2008.

The focus is on the Professional Studies programs as Transparency by Design provides a means for comparison and accountability of adult degree completion programs and online offerings. Four key areas of reporting are: Institutional and demographic information; program learning outcomes; student satisfaction; and alumni outcomes. This is the only consumer initiative that focuses on program level outcomes.

Category 8:

All of category 8 is being rolled under the Organization Planning Coordination initiative. The outline for the initiative is as listed below.

Goal:

Continuous planning improvement process to clarify

8P1a-b – How stakeholders are involved in the development, implementation, and ongoing assessment;

8P5a and 8I2 – How progress is measured;

8P6 – How resources are allocated to the college's strategic plan;

Opportunity:

To examine and review the institution's planning processes and how the strategies and plans are helping achieve the college's mission and vision.

Benefit Assumptions:

1. Stakeholder involvement, more buy-in
2. To develop key in-process measures to track progress towards stated goals. Be equipped to report actual results for completion of goals
3. Define the process for allocating resources that tie resource allocation to continuous improvement goals

Leadership:

Planning Coordination Team, Steve Wilke, chair, and the Administrative Council, Dick Merriman, chair.

Task:

1. Improve stakeholder involvement, especially faculty, staff, trustees, and students in the planning process – The improved process can be referenced in category 2 above (2P2).
2. Identify clear planning goals and measurements for tracking the plan's effectiveness. The improvement here is also captured in category 2 above (2P2).
3. Allocate resources to the strategic plan. This effort is scheduled for the summer time frame to coincide with our budgeting cycle.

<u>9P4</u> – What measures of building collaborative relationships do you collect and analyze regularly?

The college collects some data on collaboration that is "presumed to reflect effective levels of collaboration." There does not appear to be an actual process in place to develop appropriate measures to determine progress and improvement.

The college is conducting in spring of 2009 a survey designed to compile a list of mission-related partnerships. Key partnerships will be selected for development of measures of effectiveness. A schedule for replication of measurement on a regular cycle will be developed.

<u>9R2</u> – Results comparisons.

The college reports limited comparative data regarding building collaborative relationships.

The college may find it useful to use comparative data.

As the college conducts the survey of mission-related partnerships described in 9P4, it will, as measures of effectiveness are developed, be seeking opportunities to develop comparative data to supplement the rather limited comparative measures currently being employed. The college uses Voluntary Support for Education data to compare fund-raising outcomes to those attained by other colleges in the Kansas Independent College Association. The college's SSI data allows comparisons to results achieved at other four-year colleges and in the universe of colleges that administer the SSI.