SOUTHWESTERN COLLEGE

1885

AQIP
SYSTEMS
PORTFOLIO

2011

Table of Contents

Index to Criteria for Accreditation

AQIP ORGANIZATIONAL OVERVIEW

Institutional Overview

Southwestern College was founded in 1885. It is affiliated with the Kansas West Conference of the United Methodist Church. The college's residential campus is located in Winfield, Kan., and serves about 600 traditional-age undergraduate and graduate students. The college's Professional Studies program offers courses, certificates, undergraduate degree completion programs, and graduate degree programs to more than 1,800 adult learners at Professional Studies Centers for working adults online and in Wichita, Kan. (three sites); Junction City, Kan.; and Midwest City, Okla. In all, about 2,400 students enroll each semester at Southwestern College. The college's website may be viewed at www.sckans.edu. In addition to accreditation by the Higher Learning Commission, Southwestern is accredited by the University Senate of the United Methodist Church. Several academic programs have specific program accreditation.

Over the past fifteen years Southwestern College has undergone a planned transformation from its former identity as a residential liberal arts college for traditional-age students to a new identity as a comprehensive college that understands and addresses the educational needs of many different kinds of students.

Southwestern has committed to a leadership position in the use of information technology to support teaching and learning. Each student on the residential campus receives a college-issued laptop computer. The same is true for all residential campus faculty. These laptops are updated, for all users, every two years. The campus-wide wireless network links users to the Internet.

Southwestern has competed effectively in the adult learner market by giving excellent service that responds to the needs and concerns of working adults, valuing prior learning with regard to credit transfer and by offering programs that respond directly to the changing needs of learners and employers.

Southwestern's Vision Statement: Southwestern College is a learning community dedicated to intellectual growth and career preparation, individual development and Christian values, lifetime learning and responsible citizenship, and leadership through service in a world without boundaries. The full statement of the college's vision and mission may be viewed at http://www.sckans.edu/about/mission/.

Context Items

01. Learning Goals, Instructional Programs, and Support

While remaining true to its mission and vision, the scope and complexity of Southwestern College's educational offerings are always changing. The college's Professional Studies program has added degrees and adult learners from both the civilian and military sectors, and now provides instruction at Professional Studies Centers, at military installations, and online. On the college's residential campus major innovations have included a significant revision by the faculty of the college's general education curriculum, a major overhaul of the student advising program, institution of a student success center, and introduction of campus-based graduate degrees.

When the college began participating in AQIP an early Action Project focused on academic outcomes assessment. The college's efforts in outcomes assessment had been scattered, inadequate, and unsuccessful. The Action Project, which is on-going, fostered a consultative process led by faculty and designed to clarify institution-wide student learning objectives. Expressed as outcomes and related demonstrable knowledge and skills, the college's learning objectives are:

Table O.1	
Institutional Outcome	Knowledge and Skills
Critical Thinking	The ability to analyze information to arrive at a reasoned judgment of what to do or believe
Ethical Reasoning	The conscious practice of 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
Communication	The ability to communicate effectively using reading, writing, listening, behavior, media, quantitative data, and technology
Career Preparation	The cultivation of knowledge, attitude, creative skills, to excel in life's chosen work

In order to ensure that these outcomes are being achieved, the college's assessments now include the administration of MAAP tests, senior capstone or graduate projects in Professional Studies, and the development of rubrics that are applied to sample artifacts from various courses and/or capstone/graduate projects. Faculty members and/or evaluators receive training to ensure reliability in artifact/capstone/project evaluation and course assessment.

The college's learning and development objectives are correlated strongly with language in the college's statement of mission and vision. This statement is periodically reviewed and affirmed by the college's Board of Trustees.

Key Instructional Programs and Supporting Services and Technologies

The key instructional programs at Southwestern College are:
- an associate degree program for adult learners/military personnel who need a milepost on their way to earning a bachelor's degree, baccalaureate programs offered to traditional-age students in a residential setting,
- baccalaureate degree completion programs offered to adult learners at Professional Studies locations distant from the main campus and online
- master's programs offered to traditional-age students in a residential setting,
- master's degree programs offered to adult learners at Professional Studies locations distant from the main campus and online.
- Professional Studies also delivers customized courses to companies/organizations that require unique employee development programs.
- A doctorate in educational leadership, Ed.D., to be launched late summer 2011.

Bachelor's degree programs on the main campus are delivered in classrooms and laboratories. Because all students and faculty on the main campus use college-issued laptop computers, main campus instruction is able to take full advantage of multimedia technology and Blackboard Learn course management software. The college's main campus programs in teacher education, business administration, and biology each generate about 15% of main campus enrollment. Nursing (10%),

communication (10%), and physical education (12%) also have significant shares of enrollment. (These program shares are expected to change in coming years as the college completes a restructuring of the nursing program that moves the Bachelor of Science in Nursing program exclusively to Professional Studies.) Professional Studies undergraduate programs serve degree-completion learners who have earned at least 30 hours of transferable college credit. Bachelor's degrees are offered in business and management fields, security management, leadership, teacher education, religious studies, computer fields, healthcare administration, psychology, general studies, and nursing. Professional Studies learners may study in classroom settings at PS centers in Wichita, Kan.; Oklahoma City, Okla.; or at the following military installations: McConnell Air Force Base, Wichita; and Fort Riley, Junction City, Kan. Learners may also complete bachelor's degrees exclusively online, and many combine on-ground and online options.

The college currently offers three master's degrees on its main campus. The Master of Business Administration is a fifth-year program and completion requires full-time study from July of one year through May of the following year. The Master of Science in Leadership is being restructured to become an executive-style independent study plus residency program beginning in July 2011. The Master of Arts in Music (music education or performance) was launched in the summer of 2010. The college intends to grow each program to twenty students at any given time every year. The Master of Education (emphases in special education and in curriculum and instruction) and the Master of Arts in Teaching programs are available through both on-ground instruction on the main campus and in Wichita, and through online instruction. The college's graduate programs for part-time adult learners include the Master of Business Administration, Master of Science in Leadership, Master of Science in Management, Master of Science in Security Administration, Master of Arts in Theological Studies, and Master of Arts in Specialized Ministries, as well as the previously-mentioned Master of Education and Master of Arts in Teaching. Instruction takes place on-ground and online.

The Blackboard Learn course management system supports both on-ground and online instruction for Professional Studies. On-ground instruction in undergraduate and graduate programs is occasionally supplemented through the use of interactive videoconferencing and internet meeting technologies.

02. Key Organizational Services

The college's Vision and Mission Statements and its Statement of Goals and Directions commit Southwestern to the following objectives in addition to helping students learn:

- **Church Relations.** The college continually fosters a vibrant and mutually beneficial relationship with the United Methodist Church, the Kansas West Conference of the United Methodist Church, and churches throughout the college's service area.
- **Service.** Through its service learning programs for students, and a broad ethos of community service, the college's students and employees work to serve the needs of the community and community organizations.
- **Enrichment.** Committed to lifelong learning by its constituents, Southwestern College provides opportunities for personal growth and development through academic course work, attendance at performing arts presentations, public lectures and seminars, athletic events, and other offerings.

Church Relations. The college's church relations commitment provides students opportunities to explore careers and service, and to express their faith through involvement in local church activities, activities of the Kansas West Conference, and in the national and international United Methodist Church. The college also houses the Institute for Discipleship which hosts online workshops and classes for the church community, a visiting scholars program, scholarships for international Methodist students, and a network of persons in ministry.

Service. Through its service learning programs – Leadership Southwestern, Discipleship Southwestern, and the Green Team – the college helps students learn by intentionally connecting class curriculum to

service in the community. Through knowledge acquisition, practice in the field, and reflection on the experience, students are provided the rich combination of scholarship and practice. Service learning does not elevate scholarship over practice or practice over scholarship but allows the student the opportunity to integrate learning in a way that builds confidence for life beyond the academy. Administratively, the office of camps and conferences coordinates a wide range of college/community activities.

Enrichment. The college offers many fine arts programs for cultural enrichment for the community and for its students. The college supports a community music school for area junior and senior high school students to receive lessons. The college also hosts the South Kansas Symphony, the Southwestern College Youth Symphony, and a regional big band. Because of this supportive relationship, music majors at the college enjoy excellent opportunities to perform alongside accomplished adult and high school players. The theatre program is also active on campus and in the community. A number of academic lectures occur throughout the year covering issues of political, scientific, and religious interest.

03. Stakeholder Expectations and Primary Competitors

The college's mission and vision statements reiterate the value of the educational process for its primary stakeholders—main campus students and Professional Studies learners. The short-term and long-term requirements and expectations vary from the concrete (reliable technology, for example) to the less quantifiable (nurturing environment). A chart detailing these expectations, as well as requirements and expectations of additional key stakeholders, is found at http://www.sckans.edu/file/2259.

04. Administrative, Faculty, and Staff Human Resources

The college organizes its work through the following units: academic affairs, student life, communications and public relations, institutional advancement, business affairs, information technology, athletics, and Professional Studies. Each of these areas is headed by a vice president who reports to the college's president. The college outsources arrangements for textbooks (MBSDirect), main campus food service (Sodexo), facilities maintenance (Sodexo), and printing and mail services (Ikon).

Key support processes for Professional Studies – the registrar, financial aid, billing, administrative software support – are provided by employees housed on the main campus in Winfield. Academic advising/coaching, student recruitment and admission, and direction of PS academic programs are performed by PS staff, most of whom are headquartered at the college's Wichita East PS Center.

The physical locations of main campus administrative, staff, and faculty offices are determined based upon departments and their functions. The offices of student life administrators and staff are located in areas of greatest and easiest access to students. Most administrators who are not part of the student life division have offices in the Christy Administration Building, located at the heart of the campus. The offices of the faculty of each department are grouped together in specified buildings, with the majority of the classrooms used by the department in the same area. Some areas employ a small number of part-time personnel, with all of the administrative staff being full-time. Temporary part-time employees are hired to assist with special projects or events.

With the exception of 2002, in the financially adverse aftermath of the 9/11 attacks and a decline in 2008 and 2009 (attributed to the economic downturn), main campus enrollments have been stable with a headcount of about 600 students. It appears that enrollments will not require significant changes in the main campus workforce in the foreseeable future.

Chart O.1

Main Campus
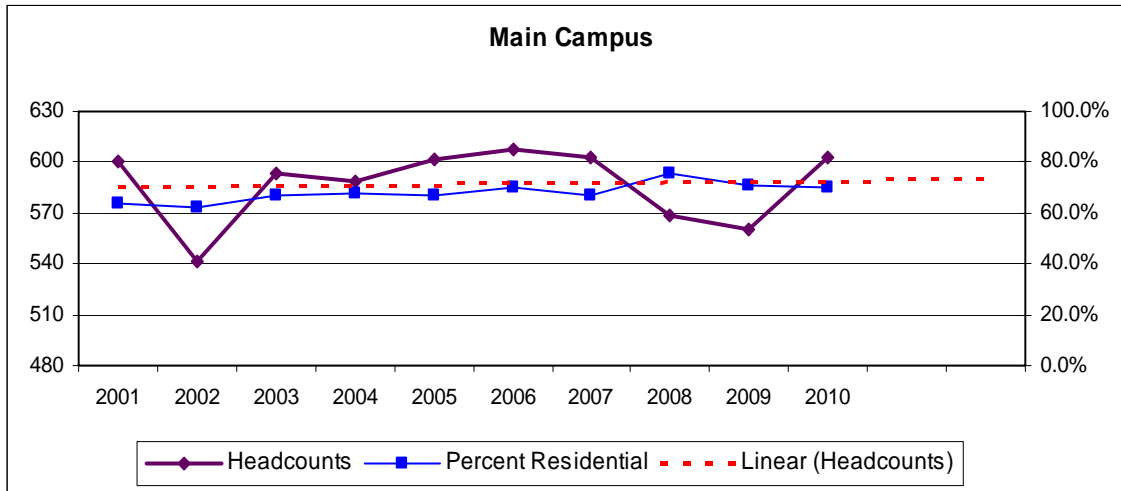
As noted, the college's Wichita East Center (approximately 45 miles from Winfield) is the administrative hub for Professional Studies. As other PS teaching locations have been developed, staffing has focused primarily on advising and assistance with registration-related issues. The majority of the courses (92%) offered through Professional Studies are taught by part-time affiliate faculty.

The Professional Studies program experienced steady growth in enrollment until 2009 and 2010. Many adults attend college when their employers are underwriting some or all of their educational costs or when additional education appears likely to lead to occupational advancement. The weak economy has caused adult enrollments to plateau. The creation of new teaching locations and expanded online offerings and services, including a growing graduate program, may require addition of new positions.

Chart O.2

**Professional Studies
Fall Headcounts with Trendline**
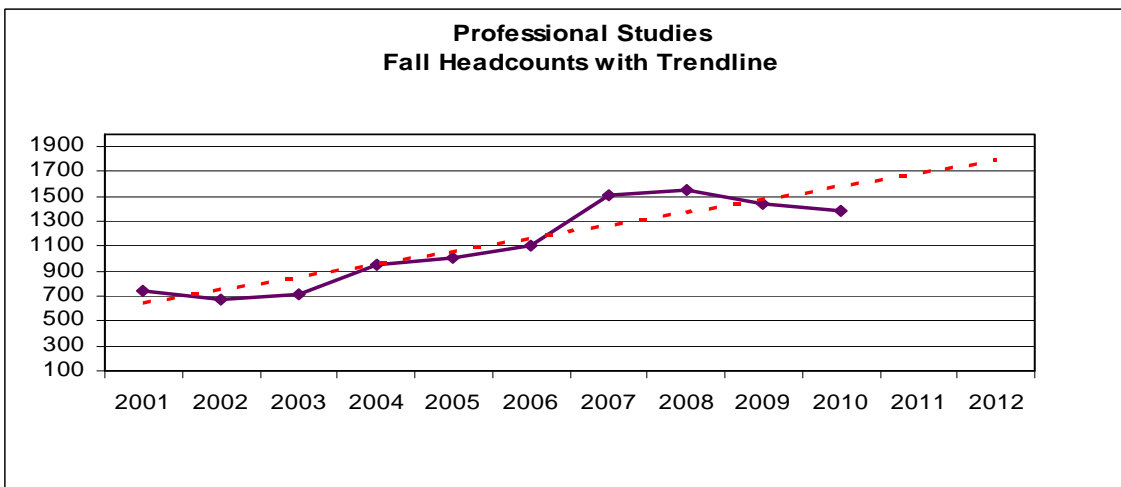
Students on the main campus may work part-time under the Federal College Work Study program or Southwestern's campus employment program. The graduate assistant program provides opportunities for a limited number of graduate students to work part-time in academic departments and administrative offices at a higher level of responsibility both on the campus and within Professional Studies.

05. Alignment of Leadership, Decision-Making, Communication Processes

with Mission and Values

The president of the college heads the administrative leadership team of the college. He is assisted by the college's Administrative Council, whose members include the vice presidents for academic affairs and dean of the faculty, Professional Studies, finance, institutional advancement, planning and new programs, communications, student life, vice president for information technology, and the athletic director. All of the college's faculty and administrative staff report directly or indirectly to these members of the Administrative Council. Within the last two years, the college has added four associate vice presidential positions to strengthen the college's leadership. Organizational Chart

The college's internal leadership and communication systems also include a system of faculty governance, meetings of administrators, and the student government association.

The college is governed by a 41-member, self-perpetuating, Board of Trustees. The trustees do their work through standing committees on academic affairs, institutional advancement, business affairs, endowment investment, facilities and technology, and student development. Members of the college's Administrative Council are assigned key liaison roles with the board committees. The Board of Trustees, working with the college's senior administrative leadership and the college's Planning Council, annually reviews and approves a comprehensive *Statement of Goals and Directions* for Southwestern College. The statement of goals presents five-year goals for the college. The statement of directions specifies tasks to be completed within three years (*Goals and Directions 2010*). The Administrative Council operationalizes these goals and directions through a series of implementation assignments. More detail on the college's planning and performance monitoring systems is presented in Category Eight: Planning Continuous Improvement.

The college's values and expectations regarding ethics, equity, social responsibility and community service are expressed in the Vision and Mission of Southwestern College:
- "...Christian values" "...responsible citizenship" and "leadership through service..."
- "Strives to live by and teach a sustainable way of life."
- "Affords a ...learning experience...with... activities that build social awareness and interpersonal skills and cultivate an ethos of service and leadership."

Ethical values are further stressed through the inclusion of "Ethical Reasoning" as one of the five key curricular assessment outcomes for the college.

Expectations for the ethical behavior of faculty, administrators, and students are specified in many college policies, presented in the college's policy volumes. The application of these policies is overseen by the Committee on Trusteeship, a special committee of the Board of Trustees.

06. Alignment of Administrative Support Goals with Mission and Values

Participating in the AQIP has motivated Southwestern College to develop its own quality improvement program that involves the entire college community appropriately. As a result of its first AQIP Action Project in 2004, the Southwestern College Improving Quality (SCIQ) program was developed. The program focuses principally on improving the processes of the college, and is a long-term way of working that is expected to be part of the college's management strategy for the foreseeable future. More details are found in category 6I1.

SCIQ has prompted the college to focus on which support services are integral to its student and administrative stakeholders. The processes used by involved departments, and qualities to be found in

successful processes are found in a table at http://www.sckans.edu/file/2260, and are targeted for process improvement as part of the action item.

The college has outsourced several key services: textbooks (MBSDirect), main campus food services (Sodexo), main campus facilities and grounds (Sodexo), course management software server hosting (Blackboard Learn), Professional Studies building janitorial and building maintenance, and printing and mail services (Ikon).

07. Determination of Data and Information

At the enterprise level, most data collected are based on information required by the Department of Education (IPEDS) and external survey requests based on the Common Data Set. The State of Kansas and the Kansas Independent College Association gather information each semester for comparisons of the Kansas private colleges and dissemination to the colleges. The Fact Book (based on IPEDS data) is made available on the website, www.sckans.edu/ir/Fact Book and the annual metric report, which shows enterprise level enrollment, retention, and financial outcomes is distributed to the Administrative Council and the trustees.

The Office of Institutional Research has led the college's effort to provide process-level reports that allow active management of the institution rather than retrospective looks at outcomes. Many requests for information and reports from the Office of Institutional Research come from the college's Administrative Council or from other senior administrators or college committees and working groups. Resources used include the query and reporting functionality of SunGard's PowerCAMPUS, which allows the creation of queries and reports that can be managed by the end-user, and MS Access which allows the research office to download data from the administrative database and distribute to the requestor the information needed and in a format that can be used by the end-user. Ongoing MS Access requests are being systematized for consistency.

Individual departments collect and store information pertinent to departmental function, using several different tools and methods in addition to accessing the administrative database.

Professional Studies gathers information specific to adult learners. Enrollments in the various majors are tracked, both for budgeting purposes and for ongoing evaluation of each major. The information is used for making decisions regarding courses to be offered, new majors to meet market demand, and opportunities in new locations. Other key dashboards are tracked and monitored. This is reported on the Professional Studies Institutional Outcomes website at www.southwesterncollege.org.

The college uses student survey instruments to explore topics of interest or concern as well as surveys created by the college:

Table O.2			
Surveys	Purpose	Frequency	Campus
National Survey of Student Engagement	identify areas of concern in the classroom	Biennially	Main campus and Professional Studies
iDEA	identify areas of concern in the classroom	Annually	Main campus
Noel-Levitz College Student Inventory	newly-arrived freshmen, results are shared with the students' advisors	Annually	Main campus
Noel-Levitz Student Satisfaction Inventory	to measure student satisfaction in all areas	Biennially	Main campus
Exit Survey	feedback from graduates regarding education received at Southwestern	Annually	Professional Studies
Recent Graduate Survey	feedback from graduates regarding education received at Southwestern	Annually	Main campus
ACT Alumni Outcomes Survey	survey of educational outcomes	Every 10 years	Main campus and Professional Studies
Noel-Levitz Priorities Survey of Online Learners	satisfaction of online learning experiences	Annually	Professional Studies (first administration spring 2011)

08. Key Commitments, Constraints, Challenges, and Opportunities

Southwestern College will continue the process of transforming itself from a small residential college for students of traditional age into a comprehensive college offering undergraduate and graduate degrees to learners of all ages engaged in part-time and full-time study in both residential and non-residential (including distance education) learning environments. Consequently, the college enrollment will increase from its current levels of 1,800 to 1,900 students to a new level of 2,400 students (based on official fall census). Elaboration of this vision is provided in the Strategic Plan which includes a Vision and Mission Statement as well as 5-year Goals and 3-year Directions.

While the planning process is linked to the budgeting process, the major challenges for the college in planning are predicting its financial resources. Fluctuations in tuition income, gift income and expenses such as energy costs and unplanned facility needs all combine to constrain planning. Rapid change in the regulatory and accreditation environment is also challenging the college. Ramped up oversight and reporting requirements constrain the college's autonomy to act and also increase costs of operation.

09. Key Partnerships and Collaborations

The table below details Southwestern College's key collaborative relationships.

Table O.3	
Key Relationships/Type of Relationship	**Example**
Senders: Institutions and organizations that send students and adult learners to Southwestern College	- High schools in Kansas, Oklahoma, and Texas - Community colleges in Kansas, Oklahoma, and Texas - EduKan: online community college consortium in Kansas - Colleges and universities in Kansas, Oklahoma, and Texas (and beyond) - Corporate employers, regional and national - Educational staff and leadership at military installations served by the college - Key military initiatives such as GoArmyEd , College of the American Soldier (CAS), Air University Associate to Baccalaureate Cooperative (AU ABC) and General Education Mobile (GEM)Local, county, state, and national law enforcement and homeland security agencies - Professional societies (APICS, SHRM, ASIS, ISM, SME, ASQ) - Health care providers - Churches, particularly the United Methodist Church
Receivers: Institutions and organizations that receive students, adult learners, and graduates from Southwestern College	- Universities for graduate and professional study - Corporate employers - Non-profit employers - Churches and religious organizations - Military - Transfer institutions - Local, state, and national government agencies
Organizations that provide services to Southwestern College	- MBS Direct - bookstore for main campus and Professional Studies - Sodexo – food service for main campus - Sodexo – facilities maintenance and planning for main campus - Cowley County Mental Health Association - Blackboard Learn – hosting of college's Blackboard service - William Newton Memorial Hospital - SunGard/SCT PowerCampus (administrative software) - Dell Computers - Ikon Print Solutions – management of on-campus print shop - CashNet – learner payment plans - Entermotion – website design and hosting for Professional Studies - Elluminate Live! - Network Integration Services – hosting

Key Relationships/Type of Relationship Continued	Example
Educational associations, external agencies, consortia, accrediting bodies	- Higher Learning Commission of the North Central Association/AQIP - Commission on Accreditation of Allied Health Education Programs (CAAHEP) – for athletic training - National Association for the Education of Young Children (NAEYC) – for the college's laboratory preschool - National Association for Accreditation of Teacher Education (NCATE) - State of Kansas Department of Education – certification, teacher education - National Association of Schools of Music (NASM) - Commission on Collegiate Nursing Education (CCNE) - State of Kansas Board of Nursing - University Senate of the United Methodist Church – accreditation as a United Methodist Church-affiliated college - Kansas Independent College Association (KICA) – advocacy, consortial projects - National Association of Independent College and Universities – advocacy - Council of Independent College – consortial projects - Transparency by Design – responsible for the College Choices for Adults website - Servicemembers Opportunity College – SOC - American Council on Education (ACE) - DANTES and CLEP – testing services - WCET
General community	- Chambers of Commerce - Wichita LEARN - Community non-profit organizations and churches - College neighbors - College alumni

CATEGORY 1

HELPING STUDENTS LEARN

1P1. Determination of Common Learning and Development Objectives

Southwestern College has focused on academic outcomes assessment in a series of AQIP Action Projects. As noted in the Organizational Overview, this project has resulted in the identification of critical thinking, ethical reasoning, leadership, communication, and career preparation as the key shared objectives of the college's academic programs. Participants in this identification process included members of the assessment goal task force, which comprised representatives from the residential academic unit, the Professional Studies unit, and the technology support unit. In order to ensure both efficiency and maximal participation the task force involved the following groups in the process: main campus assessment committee, faculty senate, academic division chairs, Professional Studies academic council, and academic administrators.

The general education program for main campus students has two additional outcomes: quantitative reasoning and respect for cultural diversity. These were developed by the general education committee, aligned with institutional outcomes, and adopted by the faculty.

1P2. Determining Specific Program Learning Objectives

On the residential campus there is still a great deal of ongoing work focused on articulating program-specific learning outcomes across the curriculum. To be clear, nearly all programs are now collecting data, but there is a degree of unevenness in how those data align with and/or effectively measure stated learning outcome goals. The campus is making progress toward meeting an expectation that program outcomes and institutional outcomes align. Outcomes are more clearly articulated and effectively measured for programs that must meet licensure standards or maintain discipline-specific accreditation. In other areas, some programs employ a simple curriculum map to demonstrate how different courses support institutional learning outcomes.

Program level learning outcomes are articulated for each undergraduate and graduate program within Professional Studies. Affiliate faculty members and key campus faculty developed these outcomes. Outcomes are reviewed and updated on an on-going basis through the major review process. Outcomes at the program level are measured in multiple ways, as is illustrated by the attached PS Assessment summary. Professional Studies is in the process of delineating academic program outcomes on its website for review by prospective learners, current learners and college stakeholders.

1P3. Designing New Programs and Courses

Southwestern College develops new programs in response to regional and national needs. Often these needs are communicated to the college by employers, by graduate schools to whom the college sends students, through advisory council insights, and by students themselves as they seek relevant degrees. The college's faculty and academic leaders actively scan the environment for opportunities to develop new and relevant programs.

On the main campus, responsibility for the design of new programs and courses rests with the faculty. In Professional Studies, new programs and courses are designed by affiliate and full-time campus faculty members. Programs at benchmarked institutions are often used to guide the design process, as are societies such as the American Association of Colleges and Universities and the Association of Continuing Higher Education. Where appropriate, the design process also accounts for both regulatory standards of key stakeholders such as the state of Kansas and best practices as established in relevant professional literature.

1P4. Designing Responsive Academic Programming

On the main campus, departments or individual faculty members propose changes to the Curriculum Committee of the faculty, which recommends changes to the full faculty for discussion and approval. As the Curriculum Committee is processing proposed changes it interacts with the academic vice president and dean of the faculty (especially regarding budgeting and work load issues) and the registrar's office (in relation to course numbering and accounting of prerequisites). This process applies to both graduate and undergraduate programs on the main campus.

On the main campus, specialized accreditation and regulatory oversight from state and federal agencies often play a role in balanced programming. Feedback from advisory councils, external curriculum consultants, and corporate and graduate school recruiters also provides input for individual programs. Academic divisions track and report placement in internships and at graduate schools.

Professional Studies develops new programs by scanning the national and regional environment for current trends and needs. Using a model called "Situational Analysis," 11 factors relevant to launching a new program are analyzed. These factors include academic outcomes, enrollment projections, competitive environment, library resources, and financial implications. Upon completion of the internal analysis, advisory councils that include leaders of area businesses/organizations provide insight concerning evolving employment and educational needs. Draft program proposals are submitted for review and approval by the Professional Studies Academic Council. Similarly, proposals for new graduate programs for adults are developed by faculty/staff and reviewed by the Graduate Studies Council.

1P5. Determining Required Preparation of Students

In order to ensure that students are prepared to undertake academic work, the college screens applicants through its admission process. Once admitted, main campus students are monitored by the registrar and expectations about academic performance are enforced by both probation and suspension processes and the general advising system.

If a student's lack of preparation becomes apparent, an early alert system exists to identify students who are at risk of academic failure and who may need special assistance. Additionally, all incoming freshmen are surveyed using the College Student Inventory to assess academic motivation, receptivity to additional support, and general coping skills.

Specialized programs such as nursing and education have additional standards that are clearly communicated through handbooks and student progression committees. Finally, student preparation is gauged by the successful completion of sequential course offerings.

Before an adult learner can be admitted to the Professional Studies program he/she must have earned at least 30 hours of college level credit with a 2.0 or higher GPA, and have at least three years of work experience. The main campus and Professional Studies programs in nursing and education have

additional standards that are clearly communicated through handbooks and student progression committees.

Professional Studies has developed a series of self-assessment tools for learners interested in studying online. The tools include a Learning Style Readiness inventory and a Technical Skills Readiness inventory. These tools, coupled with the Test Drive an Online Course option, allow learners to assess their readiness for online learning. All of these tools are available on the college's website.

Each entering degree-seeking undergraduate Professional Studies learner is required to take a one-credit hour Building Academic Success course as their first enrollment. Today, Building Academic Success (HRD 210) accomplishes the following:

- Introduces learners to a specific Academic Success Coach (ASC) and other members of the college community highlighting the roles of the learner and academic success coach
- Facilitates introductions to other learners for community building and teaming
- Showcases tools and support resources for building academic success including the Southwestern College Deets Library, Writing Lab, Blackboard Learn course management system, Professional Studies website (to find catalog, course syllabi), and Self Service (the college's online one-stop learner portal for enrollment, grades, tuition statements – Army learners are provided information about the GoArmyEd portal)
- Provides the basics for online research and academic writing
- Serves, through various assignments, to support critical thinking and reading as well as experiential and reflective learning
- Provides an overview of academic policies and college procedures

Expectations concerning academic performance are communicated through academic success coaching sessions, and through the monitoring of stop-outs, and are enforced through probation and suspension processes.

1P6. Communicating Required Preparation and Objectives

Expectations of student preparation and performance are communicated in a variety of ways including admission materials, course catalog requirements, website information and resources, new student orientation, the Building Academic Success course (for Professional Studies learners), an advising and/or academic success coaching system, and handbooks in programs that are regulated by external bodies.

On the main campus, program objectives are communicated to both incoming and current students via advising sessions led by advisors who are faculty members in the student's major. Advisors provide and discuss with students a four-year plan for completing course work and earning a degree. They also assist students in securing internships that support learning objectives for students' majors.

Guidelines for preparation requirements for certain classes, mathematics in particular, have been developed and are maintained on an advisor web page. These guidelines are communicated to students during course selection periods. Learning objectives for courses are outlined in course syllabi.

Incoming students who are deemed poorly prepared for college work, based on ACT/SAT scores and high school grade point average, are placed in a developmental course designed to communicate and practice developmental and learning objectives such as college-level writing, reading, math, and critical thinking.

Registration services aid in the communication process by maintaining each student's academic plan on Self Service, the college's student portal that allows students to view their schedule, unofficial transcript,

and academic plan. During course selection days for incoming students, admissions, student support services and advisors work cooperatively to assign advisors, communicate to students the registration processes, and assist students in selecting classes and understanding the program objectives for their chosen majors.

The Professional Studies website has been designed as a one-stop resource to provide both prospective and current learners with specific information about institutional outcomes and program level learning outcomes. Course objectives are delineated on all Professional Studies syllabi and are also available on the website. Professional Studies personnel (e.g., admission counselors, academic success coaches, learner services specialists) all support learners by providing one-on-one service to augment web resources.

1P7. Helping Students Select Programs of Study

The main campus faculty has recently revised the advising system from a general advising model to one of major advising. All programs maintain four-year plans that clearly depict degree progressions. Students who have not selected a major are assigned to a general advisor and use assessment tools such as StrengthsQuest to help them identify interests and abilities. Faculty members who are assigned to the general advising corps engage in additional development such as participation in NACADA's annual conference in order to help students to choose both a major and career focus.

In Professional Studies, admission counselors and academic success coaches play key roles in assisting learners with program selection to meet their educational goals. Personnel are provided with 'What can I do with this major?' insights through affiliate faculty presentations at staff meetings, participation with advisory councils, learner/alumni insights gleaned through personal contacts, and survey results.

1P8. Dealing with Underprepared Students

Beginning in the fall of 2008, main campus academic support resources were consolidated in a new Student Success Center (SSC) which houses a writing center, a math center, and peer tutoring for other academic subjects. The center offers student-friendly hours and was designed with student comfort and convenience in mind.

The SSC writing tutor program is designed to help students improve their writing skills through a broad range of tutorial services, from computer tutorials to online exercises. Tutors are available to help students brainstorm for topic ideas, develop a thesis, and organize and revise an essay. Through joint inquiry, student and tutor work together to improve the student's writing skills. Along with specific advice, tutors will challenge students with questions that help them recognize their own writing difficulties. The ultimate goal, however, is to help students take charge of their writing experience and work independently. At present the college is exploring tutor certification through the National Tutoring Association.

The SSC also provides information and support on study skills, test-taking strategies, and time management on its webpage and via handouts in the center. The center is open to all undergraduate students and is staffed with both professional and peer tutors. International students who wish to practice their English skills may also receive tutoring at the center. Additionally, staff from the SSC collaborates with Southwestern College's athletic program to monitor study tables for various sports teams.

Professional Studies provides an online Writing Lab for all learners. Beginning in spring 2011, the tutoring services of Smarthinking were made available in other subject areas to support learners. Professional

Studies continually benchmarks its wrap-around services with other continuing education/online units to better understand best practices.

1P9. Students' Learning Styles

Classrooms are arranged with various learning styles in mind. Some classrooms are designed for a traditional lecture setting and others are equipped for small group work. Also, some learning spaces contain extra technologies that facilitate multi-dimensional modes of presentation.

Faculty members on the main campus are challenged through the evaluation system to continually revise their teaching philosophy and take different learning styles into account as they develop new learning strategies. Each faculty member discusses these changes with both their division chair and the academic vice president per the evaluation schedule. Additionally, faculty uses the IDEA system for teaching evaluation which requires faculty to consciously choose teaching objectives. The service learning components of the curriculum ensure that students for whom doing leads to learning have a viable avenue in addition to the traditional model of learning before doing.

Current student satisfaction surveys indicate that students view Southwestern College faculty score significantly better than the national average at taking into consideration student differences as they teach a course.

Table 1.1						
Noel-Levitz Student Satisfaction Inventory 2010	Southwestern College			National Four-Year Privates		
	Import	Satis	Gap	Import	Satis	Gap
53. Faculty take into consideration student differences as they teach a course.	6.29	5.41	0.88	6.16	5.10	1.06

To accomplish this success, several different approaches were implemented to raise awareness of learning styles. For example, this year faculty development committee members polled their colleagues regarding suitable topics for additional teaching development. The most requested topic was related to best practices in teaching students with learning disabilities. In response, one of the college's special education professors led a discussion on how techniques effective for students with learning disabilities transcends to students with unique learning styles. During the session, faculty brainstormed alternatives to lectures as methods for reaching students with differing learning styles.

In addition, peer tutors who work in the Student Success Center are also trained in the importance of helping students identify their learning style. Once identified, tutors are trained on how to assist the student via their preferred style.

Further, a strength-based approach is used to help students identify their unique learning styles. All students in the mandatory general education course Critical Issues in Health complete the StrengthsQuest inventory, which is designed to identify their top five character strengths. This tool provides feedback to students about talents they most likely employ for success, both in and out of the classroom. Students interview faculty and staff who influence them to discuss how their strengths have been manifested in college. They complete their strengths exploration by developing both short-term and long-range plans for leveraging their strengths for student success.

Finally, faculty and advisors involved with addressing student needs raised by the college's early alert system often discuss learning styles with struggling students to assist them in using and developing techniques for student success.

All Professional Studies affiliate faculty members go through a series of training modules including an Affiliate Faculty Orientation and Certification before they are assigned to their first on-ground or online class. For practicing professionals for whom teaching is a part-time responsibility, special attention is given to adult learning theories and learning styles in all training and ongoing faculty development. Affiliate faculty members are provided with insights as to how to actively engage all learners in the learning process. Throughout the year, a series of faculty development workshops is offered for affiliate faculty members incorporating Elluminate Live! for distance faculty.

1P10. Addressing Special Needs

On the main campus, students meet with advisors, of course, but the college has not created a **system** to evaluate the abilities and interests of new students and to address discrepancies between preparation and program requirements. The ingredients for such a system are in place, but these have not been aligned into an intentional system. The need for a system is being addressed through the appointment of a new academic administrator, the associate vice president for advising and student success, who is charged with developing a system to evaluate and respond to the needs of students. This is a response to lessons learned through an AQIP Action Project related to main campus retention.

Southwestern College students indicated through the Student Satisfaction Inventory that the college's commitment to evening students, older or returning students, students with disabilities, commuters, and under-represented populations is perceived as more satisfactory than the national average. Such satisfaction is accomplished in part due to the college's early alert system that allows both faculty and staff to identify students with special needs to staff tasked with advocating and assisting such students. Such alerts frequently result in intervention by Student Success Center staff via tutoring and academic coaching. Early alerts also typically result in additional support and mentoring by the academic advisor.

Table 1.2		
Noel-Levitz Student Satisfaction Inventory 2010	**Southwestern College**	**National Four-Year Privates**
	Satisfaction	Satisfaction
84. Institution's commitment to part-time students?	5.35	5.15
85. Institution's commitment to evening students?	5.56	5.15
86. Institution's commitment to older, returning learners?	5.63	5.26
87. Institution's commitment to under-represented populations?	5.73	5.17
88. Institution's commitment to commuters?	5.48	5.02
89. Institution's commitment to students with disabilities?	5.74	5.24

Working adult learners and service members would, on many campuses, be considered populations that have special needs. Since that constitutes all of the learners in Professional Studies, this division has historically worked to remove barriers and provide one-stop operations where learners can take care of all of their business at a single location or completely online. The continuation of those integrated services is essential.

In addition, Professional Studies has taken steps to integrate advising and other ongoing learner services into the position of Academic Success Coach (ASC). An ASC is assigned to each new learner and this coach serves as the learner's primary point of contact throughout their academic career. Through proactive and sustained outreach, coaches maintain a high level of connectivity with their learners. Since coaches engage the traditional advising functions in addition to coaching functions, optimal coach:learner ratios are currently maintained.

In addition to the system-wide operational strategies delineated above, Professional Studies has developed specific strategies to address the special needs of several subgroups. Three examples include:

- Service Members - Given the special needs of our growing numbers of service members, (e.g., transcripts from multiple institutions, deployments, special registration/enrollment portals, SOC agreement requirements) Professional Studies has engaged specialized services to assist those learners. For example, we have a designated VA counselor who assists with VA benefits. Plus, nearly 50% of our staff members are retired military, spouses of service members, guard/reservist, or have some other military connection that bridges issues revolving around the military lifestyle.

- Academically At-Risk Learners - One academic success coach has been designated to work specifically with learners who may be struggling academically. By implementing a warning step in advance of probation and suspension, this coach proactively works with learners to develop an individual academic success plan.

- Non-Degree Seekers - Sometimes a learner attends Professional Studies simply to complete a course or series of courses. These non-degree-seeking learners do not complete the standard Building Academic Success course as their first enrollment. As a result, they may not be fully aware of all of the resources available to them (e.g., how to access the library databases). All non-degree-seeking learners are assigned to a designated academic success coach. Additionally, a Blackboard Learn course shell provides a series of success tools exclusively for this population.

1P11. Documenting and Communicating Expectations

Effective teaching and learning start with the faculty contract (e.g., full time faculty contract or affiliate faculty contract) where institutional standards concerning teaching, engagement, and learning are clearly delineated in the contract and the policy manual. It is further shaped through the development of course syllabi to meet the learning outcomes of the individual course and overall academic program. Expectations about effective teaching are communicated to new faculty members during orientation activities or the Affiliate Faculty Certification process and to continuing faculty through the portfolio review process (as described below for full-time faculty members) or through various workshops and faculty development sessions.

New full-time faculty members are evaluated annually for the first four years of service, then undergo an intensive evaluation in the fifth year, and prepare for tenure and promotion in the sixth. Tenured faculty are evaluated every fifth year. The process for faculty evaluation involves focus groups, classroom observation, and evidence of good teaching such as teaching evaluations, videotapes, etc. All full-time faculty members are required to submit portfolios in which they provide documentation of effective teaching. These portfolios are evaluated by the academic vice president and dean of the faculty and provide an opportunity for feedback from the academic vice president.

Affiliate faculty members are evaluated by reviewing course syllabi using a standardized rubric, engaging a series of quality checks for each online course each session, conducting in-class observations of new faculty members, and assessing and implementing online/on-ground best practices (e.g., Quality Matters).

Effective main campus teaching is monitored through the faculty evaluation system.

In Professional Studies, learners are asked to evaluate online and on-ground faculty members for effectiveness and class content. The end-of-course evaluations are compiled, reviewed and evaluated by the director of academic affairs. This analysis is used as a springboard for detailed conversations about necessary improvements to instruction when warranted.

Through Transparency by Design – College Choices for Adults, Professional Studies brings outcomes assessment data into the faculty development and major/program review processes. Professional Studies uses feedback from learner projects/portfolios, alumni survey outcomes, engagement (NSSE) and learner satisfaction (PSOL – first data collection 2011) as key factors in considering faculty development workshop directions. Program reviews on the main campus are a key component to understanding the teaching/learning process.

1P12. Building Effective Course Delivery System

Course delivery at Southwestern College is highly varied, reflecting the diverse needs of the college's students. The main campus offers students an intimate residential learning experience, and students and faculty value the close interaction of face-to-face classroom instruction. In most cases, this occurs over the course of a full semester. Exceptions to the classroom emphasis are internships, and courses that have practical experience components such as labs, off-site teaching, or hospital work. The college occasionally offers an online course to its main campus students, but that is usually dictated by difficulties with securing on-ground instruction in a specialized course in a program such as computer science. Instruction on the main campus is augmented by the use of digital tools, such as Blackboard Learn software, that is accessed by students and faculty through college-issued laptops (see Category1, 1C3). Many instructors use Blackboard as an electronic course delivery system.

Main campus graduate programs at Southwestern College are delivered mostly through traditional face-to-face instruction. A few Master of Education classes combine synchronous and asynchronous technology in a single course in order to ensure effective learning, and the Master of Arts in Music curriculum is delivered online for text-based courses and in the classroom for performance courses. Many courses are offered in a format that is shorter than a full semester.

Course delivery in Professional Studies reflects the needs of adult learners, with classes both on-ground and online. On-ground instruction is offered in the evening at Professional Studies locations in Wichita, Fort Riley, and Oklahoma City in commercial space that has been renovated for educational use. On the military installations where the college offers programs, instruction takes place in on-installation classrooms.

The percentage of Professional Studies learners opting for online courses has increased substantially in both undergraduate and graduate programs, reflecting the growing acceptance of this mode of teaching and learning and its ability to meet the needs of adult learners. All Professional Studies courses are taught in an accelerated six-week course format (with the exception of some education courses).

To respond to the needs of both main campus and Professional Studies, Southwestern's Deets Library has enhanced access to a growing number of online databases in recent years. The library provides databases (full text and reference only) and e-books. Usage of these resources has not been carefully studied but data will become more available with the recent addition of an online services library employee. The library has enhanced its services to distance learners through the establishment of a toll-free library telephone number, a modified website with automated response forms, and other after-hours services for learners in various time zones. Usage of these resources is continually under review.

Professional Studies maintains syllabus control from course to course through the use of a standard syllabus template. Whether the course is taught on-ground or online, all course syllabi must adhere to stated guidelines and include a set of standard components (e.g., Southwestern College mission statement, institutional learning outcomes, academic policies, tutoring and library access information, Blackboard Learn system requirements) and course-specific components (e.g., course and affiliate faculty member information, textbook information, standard course description and learning outcomes, instructional methodologies, evaluation and grading standards). All course syllabi are reviewed each

session under the direction of the director of academic affairs. Should a specific syllabus fail to meet or exceed the stated guidelines, an intervention occurs before the syllabus is posted and made available to learners.

For all courses offered by Professional Studies, the college has developed an End of Course Evaluation Form. This form provides the learner an opportunity to share insights about the course content, the textbook or other class resources as well as perspectives concerning the faculty instruction. The information gleaned from the evaluation is helpful for the affiliate faculty member's continued professional development and it is shared with the faculty member after grades are posted. If concerns are highlighted in either an on-ground or online course as an outcome of the End of Course Evaluation process, the director of academic affairs will work one-on-one with a faculty member to ameliorate the concerns. An individualized plan is often developed which may include additional faculty training, mentoring with a more seasoned faculty member or team teaching a course. If the concerns are serious or in violation of the college's policy manual, the affiliate faculty member will not be rehired for subsequent assignments.

In addition to the above, the director of academic affairs conducts a quality check three times for each online course (typically during weeks one, three and six). The quality checks focus on those activities that impact not only learner engagement, but also learner retention and persistence. A standard set of criteria is used to evaluate each affiliate faculty member. Some of the evaluative criteria include: affiliate faculty member participation level, up-to-date grading, as well as regular and current announcements. Information gleaned from this evaluative process provides insights to the director of academic affairs concerning affirmation of continued consideration for teaching assignments or the need for development of a teaching improvement plan. This information is used in conjunction with an assessment of an affiliate faculty member's commitment to the other contractual obligations.

1P13. Ensuring Programs and Courses are Up-to-Date

The main campus ensures effective programming through a program review process. Recently completed reviews include:

10-11	Philosophy, Religious Studies/Religious Life
09-10	Physics
08-09	Nursing
07-08	Teacher Education
06-07	Psychology

The residential campus program review process has become more systematic and follows a schedule that is posted on the intranet page of the vice president of academic affairs and dean of the faculty. Programs that undergo specialized reaccreditation evaluations are permitted to submit their self-study document for review by the vice president for academic affairs and dean of faculty. Samples of self-study documents are posted on the intranet page and serve as models for other programs. Those programs without an external accrediting body are required to submit a self-study that can be reviewed by an external evaluator with appropriate disciplinary expertise. In some cases, such as assessing program market viability, a special study will be conducted. The process for program review is:

Chart 1.1

```
┌──────────────┐      ┌──────────────┐      ┌──────────────┐
│ Dean's office│─────▶│Division Chair│─────▶│Self Study with│
│              │      │              │      │  program     │
└──────────────┘      └──────────────┘      └──────────────┘
       ▲                                            │
       │                                            ▼
   ╱────────╲                              ┌──────────────┐
  ╱  Budget  ╲                             │Self Study to │
  ╲          ╱                             │Dean's office │
   ╲────────╱                              └──────────────┘
       ▲                                            │
       │                                            ▼
┌──────────────┐    ╱────────────╲          ┌──────────────┐
│   Trustees   │◀──╱Budget and    ╲◀────────│Self Study to │
│              │   ╲final report   ╱         │  Evaluator   │
└──────────────┘    ╲────────────╱          └──────────────┘
```
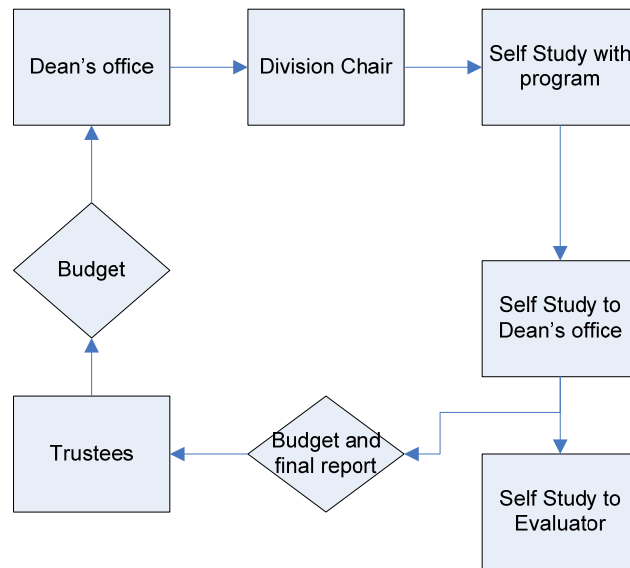
Many divisions also have advisory councils with a constituency that is suited to all programming offered by that division. The councils meet annually and provide input for effective programming. Active advisory councils include natural science, performing arts, teacher education, business, and social science.

Since its launch in the mid-1990s, Professional Studies has established a schedule to regularly review majors and programs. Some majors (e.g., computer programming) may undergo more frequent reviews given changing industry standards. A major/program review includes participation by 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.

The major/program review evaluates the following:
- Overall curriculum
- Core learning outcomes and program level learning outcomes
- Course learning objectives and individual course/sequencing issues
- Textbooks and other class resources
- Course/credential templates – review of faculty credentials necessary to teach specific classes within the program
- Learner enrollment and other demographic trends
- Relevancy and employability of graduates
- New developments and cutting-edge trends
- Marketing plans

Outcomes from the major reviews are formalized through the appropriate academic governance channels (Professional Studies Academic Council for all undergraduate changes/additions/deletions; Graduate Studies Council for all graduate issues). Approved changes are then reflected on the Professional Studies website, marketing materials, catalogs, and external portals (e.g., GoArmyEd, AI Portal).

Professional Studies is also integrating the Quality Matters tools and resources into its curriculum review and evaluation process.

1P14. Changes or Discontinuation of Programs

Changes to or discontinuation of programs may result from faculty review, or from academic program review led by the academic vice president and dean of the faculty. The college's main campus faculty completed a major review and revision of the college's general education requirements in spring 2007. This was the first such review in more than a decade. Outcomes assessment findings will drive more frequent reviews in the future. Departmental curricula have not been systematically reviewed for effectiveness. The college's outcomes assessment project is designed to correct this deficiency. Through the review process (Category 1, 1P13) a program may be discontinued due to low enrollments or curricular obsolescence. For example, the physics major was discontinued in 2009-2010 because of lack of student interest. In Fall 2010 the academic vice president and dean of the faculty and the president proposed to the Board of Trustees that the college reorganize its nursing program to discontinue its pre-licensure, clinical B.S.N. This decision was driven by factors in the competitive environment that have adversely impacted the college's ability to recruit well-qualified nursing students.

Professional Studies uses the major/program review process as the primary mechanism in driving course/program changes. Before discontinuing a major/program, the program is considered for renovation. If the marketplace has changed and its relevancy and the employability of graduates are in question, the decision is made to discontinue the program. The academic progress of learners currently in the program is reviewed so a teach-out plan can be developed. Examples of this system can be seen in the discontinuation of two of the first programs launched in PS (Manufacturing Technology and Production Management). The programs were launched at the right time, with the right learner base in Wichita, Kansas, but workplace dynamics shifted and the programs were no longer seen as relevant to area employers.

1P15. Determining Support Needs

As noted above, the college has not yet created a strong system for evaluating the needs of students, and the needs of faculty who are trying to respond to the needs of students. Incoming main campus freshmen complete the Noel-Levitz College Student Inventory (CSI), which allows a self-report of student concerns about their preparation for college studies. Student-specific findings from the CSI are provided to appropriate academic advisors. As part of its outcomes assessment Action Project, the college administered the Academic Profile test to freshmen for the first time in the fall of 2006. The results provided both aggregate data on the preparation of these freshmen for college-level work and student-specific data which have been forwarded to appropriate academic advisors. Main campus students who come to the college with conditional admission status meet regularly with a designated advisor who assesses their needs and helps them access remedial or tutorial services.

The Student Success Center, which opened in fall 2009, utilizes a part-time professional to provide tutorial services and to schedule student tutors. The Student Success Center is under the supervision of the associate vice president for retention. The associate vice president for retention uses data from the CSI to guide efforts to improve the Essential Skills course sequence for probationary students.

A faculty development session was held in Fall 2010 regarding students with learning disabilities, how faculty can best address those issues via teaching techniques, and SC processes for supporting students with disabilities. More work is needed, particularly in the realm of professional development and creating a clear system of referral and support, to equip faculty with the ability to recognize and respond to the varied needs and learning styles of Southwestern's students.

Professional Studies utilizes an early warning system so online and on-ground faculty members can alert college administrators to the special needs of learners. Once admitted, a Professional Studies learner works one-on-one with an academic success coach to develop a degree plan. All PS staff and administrators are available for consultation in person, or by e-mail, telephone, fax, or postal mail. Staff photos on the Professional Studies website help to connect distance learners with personnel providing these support services.

Professional Studies maintains an active membership in Eduventures and WCET. These associations have provided Professional Studies staff with a library of studies and benchmarking data concerning ways in which other institutions are providing wrap-around support services for adult/distance/military learners. Professional Studies continues to improve its services by applying best practices through participation in webinars, wikis, Q & A's, and one-on-one consulting.

1P16. Alignment of Co-curricular Goals and Curricular Objectives

Most campus co-curricular programs emanate from an academic unit or program and are presumed to support the college's curricular goals, but there is no formal process for aligning co-curricular goals with the curriculum at Southwestern College main campus.

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 teacher education, a process has been developed to ensure classroom observation hours for online students. Also, the athletic training program has rewritten policies to better integrate practicum experiences for the students. Strong mentoring components are associated with the youth symphony, Discipleship Southwestern, and Leadership Southwestern, and while these programs collect data, the information is not yet effective in measuring alignment with institutional outcomes.

Because Professional Studies is focused on serving the educational needs of working adult learners, no co-curricular activities are in place.

1P17. Determining Students Have Met Expectations

Southwestern College expresses its expectations for degrees and certificates through a well-defined set of policies that are available in the college catalog. Students who have met those expectations have completed specific course requirements for a major field of study together with cognate courses and maintained a minimum grade point average of 2.0. On the main campus, students must complete all general education requirements. These requirements are assumed for full admission into Professional Studies and all students must complete a minimum of 124 credit hours.

In addition to maintaining a C average in major courses, students earning a degree are expected to have an overall grade point average of 2.0, take at least 30 hours of Southwestern College credit, take 15 of the last 30 credit hours at Southwestern (although this is waived for Professional Studies learners who are active duty military personnel under an SOC agreement), complete an application for degree and be elected to the degree by both the faculty and the Board of Trustees.

Transfer students are held to the same expectations on the main campus. Regardless of the grade point average earned at other institutions, the students must have at least a C average for all work undertaken at Southwestern College in order to earn a degree. Additionally, they must complete a minimum of 60 credit hours from a baccalaureate degree granting institution and accept the judgment of Southwestern College in matters pertaining to the transfer of credits for courses in the Southwestern College catalog.

The application for graduation is the trigger for a degree audit by the registrar and ensures that all of the above expectations have been met by the student. The college also monitors student progress toward the degree and communicates expectations through an academic probation and suspension system. At the end of every semester, student performance is reviewed. When the semester grade point average falls below 2.0, or the cumulative grade point average falls below 2.0, a student is placed on academic probation and receives notification from the academic dean. Any student placed on academic probation is restricted to 13 credit hours and is evaluated by the associate academic vice president for advising and student success, who works with the student to devise a contractual plan of improvement. This plan includes enrollment in Academic Mentoring (ESKL 080) and monitoring by the associate academic vice president for advising and student success. Any student placed on academic probation is subject to the conditions prescribed by the Academic Affairs Committee.

Students whose semester grade point average is below 2.0 for two consecutive semesters and whose cumulative grade point average is below 2.0 are not making progress toward the degree and as a result are suspended from the college. Additionally, students who complete a semester with an "F" average are suspended. Any student who is academically suspended has a right to an appeal for readmission following at least one full semester's absence (fall, spring, or summer) from enrollment at Southwestern College.

In order to ensure that students are meeting the learning expectations leading to a degree the main campus holds regularly scheduled days for assessment during which assessment work is done and the Leadership Practices Inventory is administered.

Student learning assessment has been an ongoing project at Southwestern College since entering AQIP. On the main campus, our AQIP Action Projects have focused on the revision of main campus general education requirements in light of the college's five key learning objectives. Once the project of curricular alignment was completed, the campus began deploying a number of different measures that would permit us to triangulate some of our data. IDEA assessments are administered on a semester basis by the academic dean's office. A method of assessing matched pairs through the use of the Academic Profile is also administered twice a year (freshmen in the fall and seniors in the spring). We have only completed one four-year cycle of results with this tool. In other words, we now have six years of freshman data and one year of corresponding senior data. A second round of seniors was assessed this year and that data will be posted later this summer. This cumulative process of testing students as freshmen and again as seniors will continue as we build toward establishing patterns of evidence. Finally, the faculty have started to use, and assess with, both rubrics and tests that speak directly to the institutional outcomes. These assessment processes were designed in a collaborative relationship between the academic dean and the faculty Assessment Committee. The Assessment Committee of the faculty oversees the administration of rubric and leadership assessments and the reporting associated with those tools. The first round of the Leadership assessment and rubric assessments in ethical reasoning took place this year. The schedule for deploying these measures is summarized in the following table.

Table 1.3				
	Deployed at Builder Camp (before classes start)	**Assessment Day (Fall/Spring)**	**Post Mid-term (Fall/Spring)**	**Post-Graduation**
Critical Thinking	Academic Profile (freshmen)	Academic Profile Rubrics (seniors)	IDEA	
Communication	Academic Profile (freshmen)	Academic Profile (seniors) Rubrics		
Leadership		LPI Leadership Inventory		
Career Prep		Rubrics		Alumni Survey
Ethical Reasoning		Rubrics		

Professional Studies employs multiple means to evaluate the academic outcomes being achieved by learners. (Professional Studies Assessment Grid) As the attached Assessment Plan grid underscores, Professional Studies evaluation of outcomes relates to the college's shared objectives for learning and provides multiple assessments of outcomes on each objective. As a part of College Choices for Adults - Transparency by Design initiative, Professional Studies participates in an exit survey process. Transparency by Design institutions have agreed to ask five common questions that 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?

Professional Studies data is provided on the College Choices for Adults website at www.collegechoicesforadults.org.

1P18. Process Design for Assessing Student Learning

This is part of the AQIP Action Project related to outcomes assessment. The project has focused on revision of main campus general education requirements in light of the college's five key learning objectives. With this project completed, the main campus now uses a number of assessment instruments. IDEA assessments are administered on a semester basis and tracked by the academic dean's office. The institutional summaries are made available on the academic dean's intranet page. A method of assessing matched pairs through the use of the Academic Profile is also administered twice a year (freshmen in the fall and seniors in the spring). These results are also posted on the intranet. Finally, the faculty use and assess rubrics and tests that speak directly to the institutional outcomes. These assessment processes were designed in a collaborative relationship between the academic dean and the faculty Assessment Committee.

Professional Studies has designed a multi-indicator grid of academic outcomes assessment techniques. Some assessment techniques, such as external evaluation of portfolios, are unique to Southwestern College while others permit comparisons with other institutions. To strengthen comparative analyses of learning outcomes, Professional Studies has been a leading participant in the Transparency by Design project, through which a number of institutions that serve adults learners are gathering and posting at the College Choices for Adults website information about program objectives, learning outcomes, and learner satisfaction. www.collegechoicesforadults.org.

1R1. Measurements of Students' Learning and Development

As mentioned above in Category 1, 1P18, the main campus has started collecting data with a variety of measures related to the five institutional outcomes. The college is now using a range of measures to ensure both consistency and confirmation of data. The measures include: the Proficiency Profile, the Leadership Practices Inventory, IDEA, and rubric assessment. At the program level, there are a range of assessment measures that also align with the institutional outcomes. Among those that target the greater number of students on campus are the ETS Praxis Series in Teacher Education, NCLEX in Nursing, and the ETS subject field exam in Business. Fine Arts actively engages in a senior project or senior recital.

Table 1.4	Critical Thinking	Ethical Behavior	Leadership	Communication	Career Preparation
Proficiency Profile	■			■	
IDEA	■	■		■	
Leadership Practices Inventory			■		
Rubric Assessment	■			■	■
Business Subject Field Test					
NCLEX	■				
ETS Praxis Series: (PPST and PLT)	■			■	■
Fine Arts Senior Project	■	■	■	■	■

To assess program level learning outcomes within the undergraduate programs offered by Professional Studies, the Senior Capstone course was redesigned in Summer 2010 and launched in Fall 2010 to allow for a program-based capstone assessment. The culminating projects are assessed by an external evaluator using a standard evaluation rubric and the results are aggregated and reported on the College Choices for Adults website. The pilot phase of the website limited the number of degree programs for which data can be reported.

All of the Professional Studies graduate programs have incorporated a portfolio or thesis as their culminating capstone experience (with the exception of the Master of Arts in Specialized Ministries which is redesigning its practicum to include a program level assessment component). Portfolios of graduates are externally evaluated using a standard evaluation rubric.

1R2. Performance Results for Common Student Learning and Development Objectives

As noted in 1P18, the main campus has been getting better at collecting data since 2006. When students enter as freshmen, they take the Academic Profile. Those students who remain at Southwestern for four years are tested again. This method allows us to both capture a national score for the class and calculate the proficiency level for students relative to our outcomes in critical thinking and communication. The data for our second cohort (2007-2011) is not yet available. Nevertheless, the data for the 2006-2010 cohort follows.

Table 1.5			
Critical Thinking	**Proficient**	**Marginal**	**Not Proficient**
National	7%	18%	75%
SC Freshmen	4%	5%	91%
SC Seniors	9%	24%	67%

Table 1.6			
Reading Level 1&2	**Proficient**	**Marginal**	**Not Proficient**
National level 1	72%	17%	12%
National Level 2	41%	20%	38%
SC Freshmen Level 1	53%	32%	16%
SC Freshmen Level 2	21%	24%	55%
SC Seniors Level 1	72%	17%	11%
SC Seniors level 2	48%	17%	35%

Table 1.7			
Writing Level 1&2	**Proficient**	**Marginal**	**Not Proficient**
National Level 1	71%	21%	8%
National Level 2	23%	39%	38%
SC Freshmen Level 1	51%	35%	14%
SC Freshmen Level 2	6%	35%	59%
SC Seniors Level 1	67%	22%	11%
SC Seniors Level 2	19%	43%	39%

Table 1.8			
Math	**Proficient**	**Marginal**	**Not Proficient**
National Level 1	59%	25%	16%
National Level 2	31%	28%	40%
SC Freshmen Level 1	43%	34%	23%
SC Freshmen Level 2	20%	25%	55%
SC Seniors Level 1	56%	24%	20%
SC Seniors Level 2	37%	20%	43%

Although we have not yet completed enough cycles to demonstrate patterns of evidence, we were encouraged to see that this cohort of students did improve in their learning over their four-year period of residency at the institution. For example, the national score for critical thinking was 7%. SC Freshmen scored 4% but as seniors they exited at 9% or slightly above the target. Moreover, the change in scores from freshmen to senior is significant. We are also confident that classroom instruction explains the change in the students. As noted above, in Category 1, 1P18, we use IDEA data to help confirm our results. The institutional summary report from that measure indicates that the courses taught were responsible for the change in learning. Specifically, the data show that a preponderance of courses that were taught place the critical evaluation of ideas as essential or important.

IDEA Spring Institutional Summary 2009

Table 1.9		
Percent of Classes Selecting Objective as Essential or Important		
Objective	**This Group**	**IDEA System**
Gaining Factual Knowledge	85%	78%
Learning Fundamental Principles	75%	75%
Learning to Critically Evaluate Ideas	63%	49%

The IDEA data is also instructive in that a similar weight is not placed on writing skills. The Academic Profile reveals that SC students do improve from freshman to senior years but that in both skill levels, our students are behind the comparison standard (see table above). The rubric assessments that the faculty run confirms that the students write at a level that is adequate but not excellent. Moreover, there was a slight decrease in the writing score generated from rubrics. As such, the faculty is beginning a dialogue to determine the best way to increase attention to writing skills within the broader curriculum.

Table 1.10		
Institutional Outcomes Assessment via Rubrics		
Communication Outcome	**2009**	**2010**
Rubric	Mean	Mean
Idea Development	2.30	2.00
Organization	2.33	2.30
Use of Language	2.23	2.13
Oral Presentation	2.53	2.20
Interpersonal	2.08	2.27
Intercultural	2.40	
Writing	2.27	2.20
Use of Conventions	2.13	2.00

Performance results for Professional Studies core learning outcomes are available on the College Choices for Adults website at www.collegechoicesforadults.org. In January 2011, Professional Studies launched an expanded institutional outcomes website to include additional data not reported on the College Choices for Adults site.

1R3. Performance Results for Specific Program Objectives

Program-specific learning objectives have been defined for Professional Studies programs, but performance results for these objectives have not yet been systematically gathered. Program-specific learning objectives for residential campus academic programs are in the process of being defined. No performance results are yet available. Category 1, 1R4, presents information on program-specific performance of students enrolled in pre-licensure programs for which national test results are available.

1R4. Evidence of Students Acquiring Knowledge and Skills

To illustrate evidence of students meeting program standards required by stakeholders in this portfolio, sample results from Praxis II testing in Teacher Education, mentioned in 1R1, are presented here. As mentioned above, the institutional research office is working on a web page to display all data, both institutional and program assessment, and to ensure an accessible feedback loop for various campus stakeholders.

Table 1.11

Praxis II Testing in Teacher Education			
Group	Number Taking Test	Number Passing Test	Pass Rate (%)	State Average Pass Rate (%)
2009-2010	53	45	85	93
2008-2009	54	51	94	95
2007-2008	51	43	84	97

Perhaps one the best illustration of the college responding to patterns of evidence that demonstrate adequate student learning is found in the NCLEX pass rates for nursing. As the chart below shows, the program struggled to meet the prescribed standard of 75% or better in the pre-licensure track of the program. As such, the college has taken steps to discontinue the pre-licensure program by 2013.

Table 1.12

NCLEX Pass Rate for Nursing					
2004 %Pass	2005 %Pass	2006 %Pass	2007 %Pass	2008 %Pass	2009 %Pass
71.43	80.00	60.00	100.00	86.67	70.00

Also, in the interest of improving quality, the business division has just started to deploy a subject field test. The college tested only those main campus students who completed the four-year program at Southwestern College and the test provider has not fully updated the comparative data tables for this year. Nevertheless, it is possible to surmise that 81% of the students scored at or below 60% each score range. It is also important to note that the data for this particular measure is comparative as opposed to normative so the division will be examining individual student scores in order to assess content proficiency.

As described in Category 1, 1P17, Professional Studies is in the process of deploying an institutionally administered employer survey to better understand the knowledge and skills required by that key stakeholder group.

1R5. Performance Results for Learning Support Processes

From the Noel-Levitz Student Satisfaction Inventory, 2010-11:

Table 1.13				
Campus Support Services	**Southwestern College**		**National Four-Year Privates**	
	Import/Satis	Gap	Import/Satis	Gap
18. Library resources and services are adequate.	6.38/5.95	0.43	6.11/5.42	0.69
26. Computer labs are adequate and accessible.	6.02/5.73	0.29	6.29/5.36	0.93
32. Tutoring services are readily available.	6.05/5.93	0.12	5.93/5.40	0.53
44. Academic support services adequately meet the needs of students.	6.21/5.62	0.59	6.09/5.23	0.86
49. There are adequate services to help me decide upon a career.	6.30/5.20	1.1	6.23/5.18	1.05

From the National Survey of Student Engagement:

Table 1.14			Southwestern College 2008	Southwestern College 2010	Plains Private 2010	Carnegie Peers 2010	NSSE 2010
10.b	Providing the support you need to help you succeed academically						
Main Campus		FY	3.07	3.13	3.25	3.17	3.10
		SR	3.15	3.01	3.18	3.08	2.98
Professional Studies		SR	3.22	3.37	3.18	3.08	2.98

From the ACT Alumni Outcomes Survey 2010

Table 1.15					
	Section IV, G	**Main Campus**	**Professional Studies**	**Private Colleges**	**All Colleges**
1	Library services and materials	4.36	3.64	3.98	4.14
4	Academic support services (tutoring, study skills, etc.)	3.86	3.81	3.71	3.72
9	Career planning and placement services	2.89	3.27	3.22	3.23

As part of the Transparency by Design initiative, Professional Studies will be administering the Priorities Survey for Online Learners (a Noel-Levitz survey). This survey will allow us to better understand adult learners' perceptions of support services.

NSSE results for first-year students and seniors (NSSE 2010 Benchmark - Main Campus) allow evaluation of the extent to which students experience a Supportive Campus Environment, Enriching Educational Experiences, and effective Student-Faculty Interaction.

1R6. Results for Performance of Processes Comparison

The ACT Alumni Outcomes, administered in Spring 2010, demonstrates the results of the college's helping students learn by measuring and comparing the alumni satisfaction with career and/or advanced education preparation and their subsequent employment or completion of an advanced degree after graduation.

On a scale of 1 (not at all) to 6 (exceptionally well), the score of the alumni of the main campus programs responding to "How well did experiences at this college prepare you for current job?" averaged 4.51. The average response of the alumni of the Professional Studies programs was 4.10. These scores compare to 4.63 for other private colleges and 4.54 for all colleges administering the survey. The survey showed that 62% of main campus alumni and 61% of Professional Studies alumni are currently employed in areas that are moderately and highly related to the degree earned at Southwestern.

In addition, 25.9 % of the main campus alumni and 21.7% of the Professional Studies' alumni have earned graduate degrees with an average satisfaction score of 3.93 and 4.15 respectively (scale of 1 = very dissatisfied to 5 = very satisfied) for the preparation for further academic study. This compares with other private colleges (4.02) and 45.9% completing graduate degrees, and all colleges (3.92) and 35% completing graduate degrees.

As mentioned previously, Professional Studies is participating in the College Choices for Adults website and in Transparency by Design. While still in its infancy, the goal of Transparency by Design is to provide more complete reporting of common data over time and to grow the number of units/institutions participating. As this occurs, Professional Studies will be able to compare our results with similar benchmark institutions (e.g., private, not-for-profit institutions of a similar size) in addition to comparisons with more industry-broad institutions (e.g., public institutions or large for-profit institutions).

NSSE results on Level of Academic Challenge, Active and Collaborative Learning, Student-Faculty Interaction, Enriching Educational Experiences, and Supportive Campus Environment allow comparisons between the experiences of Southwestern College students and students at private colleges and universities in the Plains region of the U.S. and all institutions in Southwestern's Carnegie Class (NSSE 2010 Benchmark - Main Campus - Professional Studies). The results indicate that, for first year students and seniors alike, Southwestern matches or exceeds both Plains region institutions and Carnegie Class institutions on all indicators but Level of Academic Challenge.

1I1. Recent Improvements

Recently, the academic dean's office used alumni survey results to prompt a discussion in the business division about the performance results of its students. That conversation led to a curriculum mapping process and the adoption of the ETS subject field test in business. The data from that measure will enable the division to evaluate curricular effectiveness and within four years, a comparison with recent alumni data should demonstrate change in the alumni survey. The general faculty is also preparing for another round of writing assessment to determine the effectiveness of the writing curriculum. Indeed, in triangulating the Proficiency Profile data with results from rubrics and IDEA, we are clear that improvements need to be made in the front end of the curriculum. Rather than simply accept one round of assessment as a baseline, however, we will take a second round and develop the target from two years of data.

Major investments of Professional Studies time and financial resources have been made to realize active participation with the Transparency by Design – College Choices for Adults initiative. This investment was a strategic investment because of the perceived long-term value of this initiative to the underlying purpose of education. While we participated in the collection of NSSE and FSSE (Faculty Survey of Student

Engagement) data for several years, this was the first time that our data was put in a broader, more public context. Already, the data available on the Colleges Choices for Adults website is providing us with insights concerning our strengths and our opportunities. Through feedback loops to staff and affiliate faculty members we are changing how we operate (e.g., changes in faculty development initiatives) in order to build on our strengths and minimize our opportunities for improvement.

1I2. Selection of Processes to Improve

The culture on the main campus is becoming more driven by assessment. Incoming freshman students are given a battery of assessments during orientation. We also reserve two days, one in each semester, that are set aside specifically for assessment purposes. This past year, the spring assessment day actually required extra care with scheduling due to the larger volume of activity. There is also a greater expectation in the faculty governance that curricular changes will be grounded in the data that is generated and clearly align with educational outcomes. Ad hoc groups of faculty members are now being formed to consider relevant data, and make recommendations back through the faculty governance system. Where standardized measures are used, targets are often implied in national trends or through comparative data sets.

Professional Studies has since its inception focused on best practice standards as a means of engaging in continuous improvement. The challenge faced has always been identifying and/or engaging in benchmarking opportunities. Through participation in College Choices for Adults – Transparency by Design, Quality Matters and membership in Eduventures, Professional Studies has made strides with direct and indirect benchmarking. Additionally, the college has supported leadership roles in the Transparency by Design initiative in that the vice president for Professional Studies has organized and led concurrent sessions at national meetings and symposia. Specifically this includes the Association for Continuing Higher Education (ACHE), Council for College and Military Educators (CCME), and the Department of Defense Education Symposium.

CATEGORY 2

ACCOMPLISHING OTHER DISTINCTIVE OBJECTIVES

2P1. Designing and Operating Key Non-Instructional Processes

From the college's beginnings as a church-related institution, its objectives have been greater than the simple taking of classes and earning of degrees. For more than 125 years the college has designed and operated a wide range of activities for the church and local community reflective of the Christian values held by those who founded the school, and who guide and shape it today. The current design and operation of the key non-instructional processes are overseen by an Administrative Council made up of persons who report to the president. Through this reporting structure of the college, all processes are implemented. All aspects of the college have individual employees with yearly performance plans who work in units which have yearly unit plans which are all linked to yearly steps within the college's strategic plan. Yearly steps are the actual actions to bring the three-year directions and five-year goals into reality.

2P2. Determining Major Non-Instructional Objectives

The college's commitments in the realms of church relations, service, and enrichment are of long standing and are deeply engrained in the life and culture of the college. This commitment is evidenced in the vision and mission statements of the college. These commitments are affirmed annually in the college's planning process, which involves faculty, administrators, and members of the Board of Trustees.

In October of 2009, the trustees approved a new mission statement which is both descriptive and aspirational. The process that resulted in the approval of a new mission statement began a year earlier with a presidential-appointed Futures Task Force. Every three years the planning process calls for a Futures Task Force, appointed by the president and focusing on some aspect of the college's planning process. The task force is made up of faculty, staff, trustees and others chosen for specific expertise. The specific focus on the mission statement was a result of trustee input during their triennial retreat. With input from faculty and staff, the trustees and a sample of students, alumni and community supporters, the new mission statement reflects historic institutional values and contemporary implementation.

The distinctive non-instructional objectives revealed by this process fall into three categories—church relations, service learning, and enrichment.

The college's church relations programs are led by two individuals who have direct reporting relationships to the college president. Expectations are mutually agreed upon and are then communicated to employees who have implementation responsibility. A church relations council oversees and coordinates campus ministry and worship outreach programs and interactions with local churches and the conference. A board of directors of the Institute for Discipleship oversees the program that provides online continuing education for church leaders as well as other efforts of the Institute.

Service learning expectations are established by relevant program directors in conjunction with the academic vice president and dean of the faculty. These directors agree upon recruitment and participation goals and continually review the programs for effective links to classroom activities. The service learning council oversees and coordinates service learning efforts of service learning teams and the college as a whole.

Enrichment activities are undertaken by many departments and programs of the college. The athletic program is the responsibility of the director of athletics, who reports to the president. All music and theatre activities reside in the performing arts division under the direction of the department chair who reports to the vice president of academic affairs and dean of the faculty.

2P3. Communication of Expectations

The yearly publication of the college's vision, mission, goals and directions is distributed in print and on the web. The vision refers to "individual development, Christian values, lifetime learning and leadership through service." The mission statement refers to "preparation for church related vocations and involvement, and an experience abundant with co-curricular experiences that build social awareness and promote service to others." The colleges' relational goal stresses a spirit of long term cooperation between the college and its alumni and other stakeholders, and this cooperation is lived out in many ways through the college's distinctive objectives. Some current directions that specifically speak to our distinctive objectives are: "Southwestern College will foster alumni, community and church pride through the 125 celebration programs of the college; Southwestern College will become a leader in online ministry related education; Southwestern College will reach its capacity for students in the performing arts; Southwestern College will develop and conduct a service project for each athletic team and the athletic department as a whole. Southwestern College will complete the great performances campaign, which included athletic and performing arts facilities. Each employee of the college receives a copy of the publication, and supervisors are encouraged to go over changes in the goals and directions during regular staff meetings. The goals and directions also are invoked as part of the setting of performance goals by each employee.

2P4. Assessing and Reviewing Objectives

Assessment and review is embedded in a wide range of places within the college. From individual performance to goal and direction review, the college uses peer review, the planning council, supervision, stakeholder feedback, and assessment data. However, because a specific process for collecting data regarding the value of our distinct objectives outside of the college community did not exists, an Action Project to address this deficit was developed and carried out.

Specific to our objectives of community enrichment and service learning, a survey of members of the Winfield community was conducted. Community members were asked to provide feedback on their awareness, perception of value, and perception of effectiveness of the college's enrichment and service programs. Those invited to participate were members of the local chamber of commerce, employees of the city of Winfield, employees of the local hospital, or employees of the school district. While not all segments of the community were sampled, a good cross-section of active members of the community was reached. (Community Survey results)

Results of the survey were reported to the athletic department, the performing arts department, the service learning council, and the president.

To assess the school's distinctively church-related programming, we surveyed the clergy of the United Methodist Church's Kansas West Conference to which we are affiliated. The results were reported to the church relations council and the president. (Clergy Survey results)

2P5. Determining Faculty and Staff Needs

Staffing levels, resource needs, etc. are annually reviewed as part of the college's budget planning process. Participants include the academic division chairs, the Administrative Council, and the president. Data involving student involvement by program is used to review faculty and staff support needs. Issues such as size of program and cost of participation are key issues in annual reviews.

2P6. Incorporating Information on Faculty and Staff Needs

Primarily this information is provided in the strategic planning process and the budgeting process, which are done yearly. Unit plans and budget requests provide key program information for adjusting objectives. Feedback from student assessments and input from alumni and donors contribute to the needed information which is then incorporated at the individual, work group, and administrative level.

2R1. Measures of Accomplishing Non-Instructional Objectives

In the realm of church relations, the college gathers data on student involvement in church internships, students preparing for seminary or other church leadership roles, and student participation in outreach teams. The college monitors gifts and grants received from churches and other religious organizations.

A survey to the clergy of the Kansas West Conference of the United Methodist Church was administered in the spring of 2011. We expect to repeat this survey every three years. This survey will provide a formal process which will build on the continuing years of interaction with our conference and its members with whom we engage by having students and staff visiting in local churches, representation on our Board of Trustees, and participation in the conference's annual gathering.

Leadership Southwestern documents the number of hours of service performed by participating students each year. It also documents community service projects completed by students on Freshman Work Day. The service learning council reports a wide range of measurements to Campus Compact of which we are a member. (Campus Compact is a network of colleges and universities involved in service learning.)

A survey to the Winfield community was conducted in the spring of 2011. Winfield community was defined as persons employed by the local school district, local hospital, city, and members of the Chamber of Commerce. This survey provides additional insight into the value of these programs. Historically, attendance and financial support has and will continue to be used for program review.

2R2. Performance Results

In the surveys conducted of clergy and of Winfield community members, participants were first questioned on their awareness of Southwestern College's programs. Persons marking *no awareness* were sent to the next section, while person marking *some awareness* or *very aware*, were asked questions regarding programs' value and importance. We have learned that in both surveys, a general spirit of good will exists with the United Methodist clergy and the local community stakeholders. We do have specific opportunities for improvement in that some programs (primarily newer ones) are not well known in comparison with other college programs. Also, this study provides the opportunity to provide more targeted information concerning the educational importance and stakeholder benefit of each program. To gain benefit from this Action Project, the results were shared and discussed by the key internal stakeholders at the college and

specific actions will be taken. Groups that reviewed the study included the Church Relations Committee, the Division of Performing Arts, and a public relations team in the Department of Athletics. In some cases more marketing is needed, in some more attention will be given to communication of the program's value and in some situations attention will be paid to improvements with regard to the program's relevance to the external stakeholder's needs.

All participants in the Institute for Discipleship's online continuing education workshops, classes and studies are asked to complete evaluations at the end of each activity. Feedback from evaluations goes into improving the educational content and the administrative functions.

2R3. Results for Performance of Process Comparison

We have not yet developed comparative measures.

2R4. How Performance Results Strengthen Organization and Enhance Relationships

The college's work in accomplishing our distinctive objectives connects us with key feeders of prospective students (churches) and with individuals and organizations that provide financial and other support. The college's service and enrichment programs create friendship, good will, and mutually supportive relationships between the college and the region we serve. All three of our distinctive objectives have student activity that is often reported on in ways that give institutional visibility. Attention to distinctive objectives provides for the non-academic reputation of the institution. As we define ourselves, expectations from others are clearer and more likely realized.

Our recent surveys provide a more direct request for feedback from our key stakeholders in our distinctive objectives. Increasing communication is one key strategy to enhance our community and church relations. We received positive feedback from our stakeholders regarding being included in the survey.

2I1. Recent Improvements

The most recent improvement is the effort made by the Action Project which has the sole purpose to develop a process for measuring our performance in this area. Our membership in Campus Compact is also a benefit because it provides a data collection standard regarding service at other member schools for comparison.

2I2. Selecting Specific Processes for Improvement

Improvement processes are primarily found in the related work areas on a program level. Improvement targets are now possible with stakeholders because of the 2011 study results.

The overriding priority for our distinctive objectives is education. The commitment to student learning will not be compromised and student assessment data is key to program changes. However, at the program, administration, and trustee levels of the college, specific improvement strategies will be selected.

For example, the capital portion of the current campaign focused on a new track and football stadium, and a newly remodeled theatre and concert hall. Both of these facilities greatly improve the participants' and spectators' experience.

CATEGORY 3

UNDERSTANDING STUDENTS' AND OTHER STAKEHOLDERS' NEEDS

3P1. Identifying Changing Needs of Student Groups

Southwestern College addresses the changing needs of students through ongoing assessment and through the work of administrative units involved in specific service relationships with students.

Assessment Methods

A variety of methods are used to review and analyze the needs of students

- Vital statistics: Comprehensive data is maintained and analyzed by the college's director of institutional research. This information is available at www.sckans.edu/other/institutional-research/fact-book/

- Focus groups and surveys: The college utilizes surveys, focus groups, and evaluations to assess specific functions of the college. The surveys, notably the Noel-Levitz Student Satisfaction Inventory (Satisfaction Inventory 2011) for campus students, provide valuable feedback concerning the college's services and programs. Professional Studies will be using the Noel-Levitz Priorities Survey for Online Learners (PSOL) in the spring of 2011 as part of its participation in College Choices for Adults – Transparency by Design. The use of focus groups allows in-depth exploration of students' attitudes and satisfaction. End-of-course evaluations provide an opportunity for Professional Studies learners to share insights about the course, instructor, and textbooks or other resource materials used in the course. These insights form part of the foundation for ongoing major/program reviews as textbooks are analyzed as part of that comprehensive process.

- Anecdotal information: The college gathers anecdotal information through review of articles in the student-produced newspaper, papers written in classes, through Facebook and Twitter postings, and through daily interactions with students and learners.

- Student concerns: The Campus Life and the Student Life offices work with student leadership organizations to understand student needs. By attending and advising Student Government Association, Student Government executive officers, and Student Foundation planning meetings the college assesses and monitors the concerns of students.

- Dashboard indicators and assessment meetings: Every six weeks, Professional Studies leaders analyze key inputs regarding learners from feedback gleaned from Building Academic Success surveys, from the National Survey of Student Engagement/Faculty Survey of Student Engagement, and key dashboard indicators. Additionally, Professional Studies has implemented "Destination Graduation!" which ties all operational functions into a comprehensive unit plan focusing on the needs of learners.

- Unit program analysis: The college evaluates the effectiveness of selected areas (offices, programs or activities in Student Life areas) to determine their effectiveness in meeting the needs of learners. Each area is analyzed for customer service, competence of personnel, campus relationships, positive impact on retention/social adjustment, reduction of complaints, and compliance with college policies and regulations.

Administrative Units
- Administrative units serving residential campus students:
    - Student Services Team (coordinated by the registrar)
    - Admission and Retention Team (coordinated by associate academic vice president for advising and student success)

- o Residential Operations Team (residence life/plant operations/security/summer camps and conferences)
- o Incident Review Committee (coordinated by dean of students)
- o Academic affairs
- o Student life
- o Business office
- o Financial aid office
- o Library
- o Registrar
- o Information technology
- Administrative units serving Professional Studies learners:
  - o Professional Studies staff
    - Key functional areas include:
      - Academic affairs
      - Marketing and new media
      - Admissions – admission counselors, organizational partnerships (including community, business, industry, and community college partners), military partnerships (including all service branches, National Guard, Reservists and DOD civilians)
      - Academic success coaching
      - Learner services – enrollment services, Veterans Affairs benefits
      - Blackboard and technology support
      - eArmyU/GoArmyEd and other military portal support
  - o Business office – billing, third party payment, military tuition assistance, collections
  - o Library
  - o Financial aid office
  - o Registrar
  - o Information technology

3P2. Building and Maintaining Student Relationships

Prospective main campus students: A variety of personal contacts are made with prospective students by individual admission counselors, academic professors, and activity directors. They maintain relationship with students from the inquiry stage to enrollment by phone, e-mail, interactive webpage, social networking and postal correspondence. The college also connects with students and their parents individually at high school visits, college fairs, campus visits, and for lunch/dinner to discuss the admission/financial aid process. The college enrolls the student as early as feasible by having enrollment days beginning in March and continuing through the summer. Even after admission and enrollment, professors, activity directors, Student Life, and other personnel continually correspond with prospective students until they arrive on campus.

Main campus students: Building successful relationships with student stakeholders takes place through a multitude of services and interactions. The college offers students a "high touch" environment but has given less emphasis in recent years to creating a "family-like" feel at the college. The college, instead, has tried to provide students excellent services delivered in a competent and professional manner. Key services include housing, advising, financial aid, information technology, student activities and athletics, new student orientation, student success center, disability services, wellness and health services, international and multicultural students support, and personalized and challenging instruction in small classes.

Prospective Professional Studies learners: Adult and military learners come to the Professional Studies through various routes. Many are referred by other learners, alumni, education office personnel or employers. Others find SC through search engines and inquire online. Some click on a banner ad or respond to an array of other marketing efforts. Still others connect with the college through education fairs

or other events where one-on-one relationships are developed. Admissions counselors take the lead role in engaging with prospective learners and moving them from inquiry to enrollment. Telephone contact, personal e-mails, and e-mail blasts are the primary means of communication at this stage. Learners vary as to their readiness to begin classes. However, increasingly Professional Studies is seeing more 'stealth applicants' who are individuals for whom our first contact comes when an application for admission is submitted and the prospect is ready to begin studies.

Professional Studies learners: Professional Studies moved from simply engaging in advising functions to reorienting staff members to serve as academic success coaches. While part of their role continues to facilitate certain advising functions, academic success coaches are proactive in their communications with learners over time. They work to make a connection with learners, accommodating learners' busy and multi-faceted lives. Additionally, through active participation in Eduventures (a consortium of online serving institutions), Professional Studies benchmarks its services, office hours, and other learner operations with peer institutions in an effort to exceed the expectations of learners.

With an increasing population of military learners, Professional Studies has successfully hired several personnel with military backgrounds. Whether retired, separated, National Guard/Reservist, or spouse of a service member, today approximately 50% of the Professional Studies admissions counselors and academic success coaches have a military connections.

3P3. Analyzing Changing Needs of Key Stakeholder Groups

We identify the changing needs of key stakeholders through multiple means. The college's planning process involves the college's employees as well as external stakeholders in evaluating the needs of stakeholders who are served by the college. Information on the planning process is found in the Goals and Directions booklet (*Goals and Directions 2010*) and the process is more fully described in Category 8.

The college uses surveys and focus groups to gather the views of key stakeholder groups concerning needed services and the quality of services currently being provided. The college uses a number of advisory councils – in natural sciences, business, social sciences, performing arts, leadership, religion and philosophy – to provide input and evaluation concerning the college's academic and service programs. Regional advisory councils, whose members include alumni and friends, provide information about the needs of key regions served by the college – Cowley/Sumner Counties, Wichita, southwest Kansas, and Kansas City. Professional Studies advisory councils in Winfield, Wichita, and Oklahoma City help connect the college's adult learning programs to regional employers. Professional Studies regularly involves representatives of business and industry in ad hoc committees involved in reviewing and revising PS program offerings.

Professional Studies also works to gain direct measures from stakeholder groups. One such measure is gained through the regular administration of the Professional Studies exit survey. Through participation in the College Choices for Adults – Transparency by Design initiative, Professional Studies has agreed to provide aggregated data from this survey on a third-party website. All Transparency by Design institutions use a series of five common questions that allow comparability between and among institutions. Data gleaned from the alumni survey are being used as a foundation for affiliate faculty and staff development workshops.

3P4. Building and Maintaining Relationships with Key Stakeholders

The college maintains relationships with alumni and other external stakeholders through a number of means. Direct communication is through the college's quarterly alumni tabloid, newsletters and updates from the president, e-mail newsletters to specific alumni affinity/interest groups as well as Professional

Studies key stakeholders (e.g., community college personnel, education service officers, business/industry groups, HR professionals, church leaders and school administrators), updates of web-based information, and webcasting of concerts, chapel services, and athletic events. Main campus and Professional Studies are also taking advantage of opportunities for social networking through Facebook, Twitter, YouTube, and live blogging.

The college connects with and serves key stakeholders through athletic events, lectures, theatre and music performances, receptions and open houses, and alumni receptions at regional locations and on the main campus. The college nurtures its church relationships through an active program of service and support (see Category 2). The college's people are actively involved with chambers of commerce, civic service clubs, professional societies, and non-profit boards. Through these associations the college builds relationships and learns about the needs of stakeholders. Category 9 details many of these associations and collaborations.

As noted above, the college maintains business and industry contacts through advisory councils. In addition, the staff of Professional Studies makes frequent visits to local employers and community colleges to identify emerging needs. Professional Studies maintains an active stance with key military stakeholders through memberships in CCME and NAIMES, e-mail newsletters for education service officers/flight chiefs and Troops to Teachers personnel as well as by attending military-related meetings, conferences and education fairs.

3P5. Determining New Student and Stakeholder Groups

The college actively scans its environment to determine emerging educational and program needs that may be relevant to current students and stakeholders and to identify potential new stakeholders whose needs the college can meet. Members of the faculty, administrators, members of advisory councils, and many others bring suggestions about opportunities to serve new student and stakeholder groups. Decisions about service to new groups are made with reference to the college's mission statement and with a view of the institution's resources of money and expertise. On the residential campus the vice president of academic affairs and dean of the faculty and the vice president for planning and new programs have been particularly active in identifying new groups to serve and in planning the institution's programs to respond. The special assistant to the president for community outreach has led the college's outreach efforts to urban and minority communities in Wichita, Tulsa, and Oklahoma City, extending the college's service to students from those communities.

In Professional Studies, four administrators are charged with environmental scanning and assessment of programmatic opportunities to serve new learner and stakeholder groups—the vice president for Professional Studies, the director of organizational partnerships, the director of military partnerships and the director of academic affairs.

3P6. Collecting Complaint Information

Historically, complaint gathering and handling was an ad hoc and ineffective process with the exception of serious complaints that had to be documented for the purposes of accreditation. Recently, the college has implemented two separate initiatives to evaluate the complaint process.

The first initiative established a team of key main campus and Professional Studies administrators (from academics, Student Life, and enrollment) to review and consolidate the various methods of handling complaints. The result of the project was to first separate the "handling" of complaints from the process and decision points for "documenting" each complaint. The team found that the former was well documented in policies, manuals, and catalogs. It quickly moved to the second step, consolidation of

complaint handling methods, which was the crux of the problem. The team developed a process map for documenting and routing each complaint. Now, the team is vetting the process. Once the process is confirmed, the project team will develop the training and documentation sites as detailed in the process map below.

Chart 3.1

Process for capturing formal complaint documentation
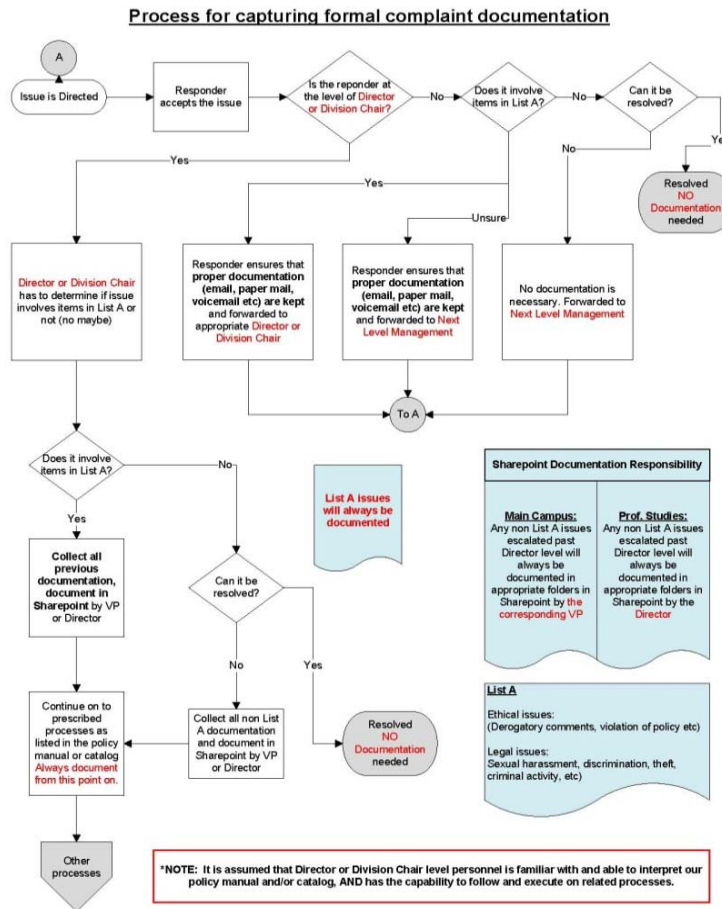
The second initiative was a proactive college response to governmental requirements and responsibilities regarding harassment, bullying, and discrimination. A team was appointed to attend a conference sanctioned by EIIA (college insurance carrier) on "how to conduct an internal investigation." Subsequently, the team evaluated and revamped the college's policy with consultation from EIIA. After implementing an effective and easily accessible policy, the key college personnel was trained on how to identify, investigate, and respond to issues of harassment, discrimination and bullying.

3R1. Determining Satisfaction of Students and Other Stakeholders

The following list details methods and measures employed at Southwestern College to evaluate our success in understanding and meeting the needs and expectations of our stakeholders:

- Yield (percentage of accepted prospective student applicants who matriculate)
- Enrollment by program
- Noel-Levitz Student Satisfaction Inventory
- Priorities Survey of Online Learners –administered by Professional Studies for the first time in 2011
- ACT Alumni survey
- Recent graduates survey (main campus)
- Exit survey (Professional Studies)
- Employer survey
- Building Academic Success survey (Professional Studies)
- Course evaluations
- Graduation rates
- Retention rates
- Biweekly mentoring and academic coaching for probationary students
- Midterm grade assessment (and related student contact)
- Student Government Association Student Concerns Committee
- Parent input and feedback
- Participation percentage in annual giving
- Attendance percentage in college alumni events
- Feedback gathered from external stakeholders through major/program reviews and evaluation
- Event surveys
- Volunteer tracking
- National Survey of Student Engagement and Faculty Survey of Student Engagement
- Activity/programming feedback
- Website statistics
- E-mail campaign open rates, click-throughs and unsubscribes
- Individual conversations

3R2. Performance Results for Student Satisfaction

Prospective students. The results of campus visit evaluations and assessment evaluations indicate that students are very satisfied with the personal attention they receive from their admission representative and the campus community. They enjoy the fact that their admission representative knows them by name and works with them to make sure the necessary steps are taken to complete the admission, financial aid, and enrollment process. The opportunity to meet with a faculty member in the area of their choice seems to be the most favorable comment listed on the campus visit evaluations. The results of building a strong relationship with our prospective students translates into enrolling, on average, a higher percentage of admitted students compared to benchmark institutions based on Carnegie classification and other Kansas private colleges.

Table 3.1					
Southwestern College Freshman Admission Data **Admissions Yields**				**Mean % Yield Kansas Private Colleges**	**Mean % Yield Carnegie Comparison Colleges**
2007	**2008**	**2009**	**2010**	**2009**	**2009**
46%	54%	45%	58%	35.6%	30.8%

Students who subsequently enroll and participate in the Noel-Levitz Student Satisfaction Inventory (SSI) indicate satisfaction with the admission process. The SSI asks students to evaluate the importance of a particular college service or process and to evaluate their satisfaction with the service or process. "Gaps" indicate an opportunity for improvement and gaps greater than 1.0 are specifically addressed.

Table 3.2					
Item	**2005 Gap**	**2006 Gap**	**2007 Gap**	**2008 Gap**	**2010 Gap**
4. Admissions staff are knowledgeable.	0.47	0.59	0.59	0.57	0.49
43. Admissions counselors respond to prospective students' unique needs and requests.	0.55	0.46	0.46	0.60	0.69
45. Students are made to feel welcome on this campus.	0.57	0.48	0.48	0.55	0.66
48. Admissions counselors accurately portray the campus in their recruiting practices.	0.58	0.66	0.66	0.68	0.73
64. New student orientation services help students adjust to college.	0.52	0.69	0.69	0.64	0.54

Main campus students. The Noel-Levitz Student Satisfaction Inventory is used to monitor main campus student satisfaction in key areas. Performance gaps of 1.0+ become the subject of actions, suggested by the college's retention team, and endorsed by the Administrative Council, to improve performance. (The inventory is now administered every other year.) Examples of some issues that are being addressed, some of which require a longer-term investment and response:

Table 3.3					
Item	2005 Gap	2006 Gap	2007 Gap	2008 Gap	2010 Gap
7. The campus is safe and secure for all students.	0.91	0.68	0.68	0.64	0.96
21. The amount of student parking space on campus is adequate.	1.13	1.40	1.40	1.3	2.72
23. Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air, etc.)	1.28	1.51	1.51	1.30	1.68
28. Parking lots are well-lighted and secure.	1.41	1.09	1.09	0.89	1.94
38. There is an adequate selection of food available in the cafeteria.	1.21	1.36	1.36	1.83	2.04

In general, the data indicate a moderately high level of student satisfaction with the college, its programs, and services.

The **National Survey of Student Engagement (NSSE)**, administered to freshmen (FY) and seniors (SR), provides a gauge of students' engagement and satisfaction. Following are results for pertinent questions. Data have been disaggregated so that main campus and Professional Studies results may be analyzed separately. Overall, the main campus students have strong relationships with faculty and administrators and are satisfied with Southwestern. (NSSE 2010 Means Report for main campus)

Table 3.4					
Main Campus NSSE Results					
		2005	2006	2008	2010
8. Quality of Relationships (Scale 1 to 7—higher is better)					
b. Relationships with faculty members	FY	5.62	5.93	5.54	5.50
	SR	6.08	5.95	5.80	5.68
c. Relationships with administrative personnel and offices	FY	5.46	5.69	5.01	5.08
	SR	5.31	5.37	5.56	5.02
10. Institutional Environment (Scale 1 to 4)					
b. Providing the support you need to help you succeed academically	FY	3.2	3.53	3.07	3.13
	SR	3.14	3.07	3.20	3.01
d. Helping you cope with your non-academic responsibilities (work, family, etc.)	FY	2.3	2.67	2.55	2.38
	SR	1.98	2	2.05	2.22
e. Providing the support you need to thrive socially	FY	2.43	2.96	2.54	2.75
	SR	2.14	2.21	2.20	2.44

Table 3.4 (Continued)					
Main Campus NSSE Results					
		2005	**2006**	**2008**	**2010**
	SR	3.27	3.21	3.30	3.15
13. Satisfaction Scale (1 to 4)					
How would you evaluate your entire educational experience at this institution?	FY	3.46	3.48	3.15	3.29
	SR	3.35	3.24	3.33	3.11
14. If you could start over again, would you go to the same institution you are now attending?	FY	3.31	3.55	3.28	3.24
1=definitely no, 2=probably no, 3=probably yes, 4=definitely yes	SR	3.14	3.28	3.39	2.96

Professional Studies. Results from the NSSE survey for Professional Studies learners show strong relationships with faculty and administrators and an even higher level of satisfaction with the college. (NSSE 2010 Means Report Professional Studies)

The College Choices for Adults – Transparency by Design website (www.collegechoicesforadults.org) provides additional NSSE related information and comparability with other participating institutions. Additionally, the Professional Studies alumni survey results are available at this website.

Table 3.5					
Professional Studies NSSE Results					
		2005	**2006**	**2008**	**2010**
8. Quality of Relationships (Scale 1 to 7—higher is better)					
b. Relationships with faculty members	SR	6	5.91	5.77	5.94
c. Relationships with administrative personnel and offices	SR	5.92	5.67	5.69	5.93
10. Institutional Environment (Scale 1 to 4)					
b. Providing the support you need to help you succeed academically	SR	3.19	3.05	3.22	3.37
d. Helping you cope with your non-academic responsibilities (work, family, etc.)	SR	2.05	2.05	1.99	2.12
e. Providing the support you need to thrive socially	SR	2.15	2.21	2.09	2.30
12. Academic Advising Scale (1 to 4)					
Overall, how would you evaluate the quality of academic advising you have received at your institution?	SR	3.42	3.39	3.35	3.32
13. Satisfaction Scale (1 to 4)					
How would you evaluate your entire educational experience at this institution?	SR	3.57	3.6	3.4	3.49

Table 3.5 (Continued)					
Professional Studies NSSE Results					
14. If you could start over again, would you go to the same institution you are now attending?	SR	3.61	3.65	3.5	3.52
Scale: 1=definitely no, 2=probably no, 3=probably yes, 4=definitely yes					

3R3. Performance Results for Building Student Relationships

In addition to the information presented 3R2, the college uses measures of persistence, retention, and graduation to evaluate our success in building relationships with students. These measures are considerably less nuanced than those reported above concerning the SSI and NSSE results, but because graduating is the principal goal of students and learners, the college puts considerable emphasis on retention and graduation rates as measures of our relationships with students.

Table 3.6

Main Campus Freshman Retention and Graduation					
Cohort Year	**Initial Counts**	**2nd Year**	**3rd Year**	**4th Year**	**Grad - 6-Year**
2000	138	65%	48%	47%	45%
2001	131	68%	62%	48%	45%
2002	106	71%	57%	48%	50%
2003	177	65%	49%	45%	45%
2004	141	71%	56%	51%	52%
2005	136	68%	57%	53%	57%	(5-Year)
2006	140	65%	56%	53%	41%	(4-Year)
2007	138	69%	56%	55%	
2008	158	70%	62%		
2009	119	64%			

Table 3.7

Southwestern most recent graduation rates			
Freshman Cohort Year:	**4 years**	**5 years**	**6 years**
2004	38%	48%	52%
2005	49%	57%	
2006	41%		

Southwestern's graduation rate is in the top 50% when compared to all other colleges in Kansas (Comparison data taken from IPEDS, 2009 graduation rates, freshman cohort year of 2003). The most recent report to IPEDS is based on the freshman cohort year of 2004 which is not available for comparison.

The college has made a commitment to ethnic minority, first generation, and low socio-economic students. This commitment is that they will not only receive quality educations – no matter what their backgrounds – but that they will graduate in a timely manner, prepared to lead successful lives after college. The college's dedication to students like these has allowed Southwestern to develop an unusually strong record of success in educating and graduating minority students, many of whom hail from inner-city backgrounds.

Professional Studies Students. The flexible Professional Studies schedule results in a number of students who stop-out for a short period of time, then return to complete their degrees. Transparency by Design is in the process of writing new guidelines for establishing cohorts for purposes of tracking retention and graduation rates in a consistent manner. The new guidelines should be in place in 2011. Previous guidelines established cohorts based on the academic year of initial enrollment in a degree program and evidence that the learner is pursuing a degree by subsequent enrollment. Success rate (determined by graduation, continuing enrollment, or transferring to another institution to complete the degree) is calculated for every two years from two to ten years.

Table 3.8

Professional Studies Success Rate *(New, degree-seeking students entering during the academic year)*				
Cohort Year	**Count**	**2-Yr**	**4-Yr**	**6-Yr**
AY1999	240	80.8%	75.4%	75.4%
AY2000	299	80.6%	79.9%	80.6%
AY2001	288	81.6%	80.9%	81.9%
AY2002	307	77.2%	76.9%	78.8%
AY2003	311	79.7%	76.8%	76.5%
AY2004	396	76.7%	72.7%	77.3%
AY2005	386	73.8%	68.4%	
AY2006	532	69.7%	67.5%	
AY2007	529	58.2%		
AY2008	853	58.7%		

3R4. Performance Results for Stakeholder Satisfaction

Alumni. Institutional advancement staff, and others, work to increase alumni giving, to increase participation in events and programs, and to increase volunteer involvement each year.

Chart 3.2
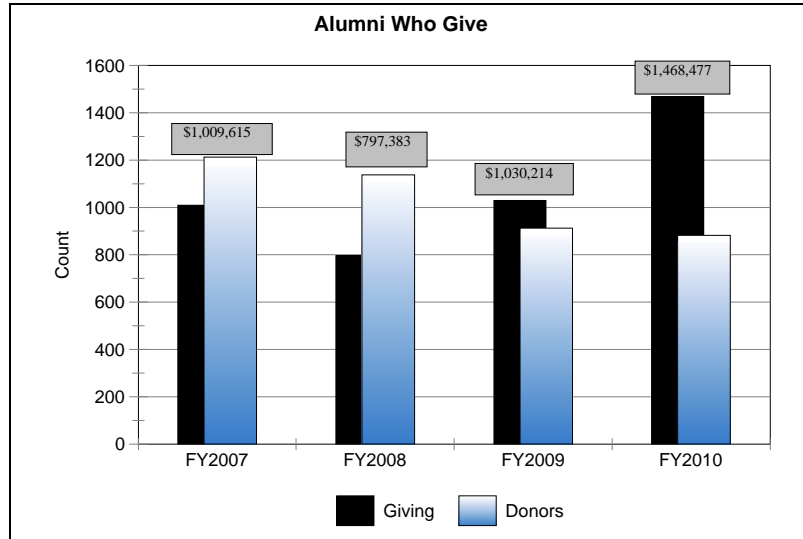
The ACT Alumni Outcomes Survey was administered in 2010 with a sampling of undergraduate degree recipients from the prior 10 years (2000-2009) being invited to participate. Overall, the alumni are very satisfied with the school and the education they received.

Table 3.9

| ACT Alumni Outcomes Survey 2010 | Southwestern | | Comparative Data | |
	Main Campus	Professional Studies	Private Colleges	Total Group
Attend school again?	4.32	4	4.24	4.24
Scale: 1=Definitely No to 5=Definitely Yes				
Overall rating	3.54	3.45	3.5	3.42
Scale: 1=Poor to 4=Excellent				
Recommend to others?				
Yes, w/o reservation	68%	74%	64%	65%
Yes, w/some reservation	29%	17%	28%	28%
No	2%	4%	3%	3%

The full summary report from ACT (with main campus and professional studies aggregated) is available at: Alumni Outcomes Survey Graphics Report. A disaggregated summary report is available at: ACT Alumni Outcomes Summary.

In April of 2011 slightly over 100 alumni and key donors were ask to respond to a paper survey of the colleges strengths, weaknesses, opportunities and threats. Response was received from 36 persons. The general feedback is positive with support for the purpose of the school and its leadership and direction. Most concerns reflect economic issues both for the students and the college. The clergy of the Kansas

West Conference of the United Methodist Church, and the local community were both recently surveyed and the results are reported in Category 2.

Professional Studies, through its participation in College Choices for Adults – Transparency by Design, is tracking both alumni and employer data and will have data available over time.

3R5. Performance Results for Key Stakeholder Relationships

The college's most recent survey of stakeholders focused on the distinguishing objectives of the college and findings are reported in Category 2. In addition, some results related to the perceived value of the college's program:

- The college's headcount enrollment has increased by approximately 40% the past 10 years.
- The college's main campus tuition has roughly doubled in the past 10 years while main campus enrollment has been steady.
- Professional Studies was named by *GI Jobs* and *Military Advanced Education* as a top 'military friendly' school.
- The Department of Defense identifies the top 50 institutions and state systems receiving tuition assistance (TA) and Southwestern College Professional Studies was 34th for 2008/2009 and 37th in 2009/2010.
- Total charitable giving to the college doubled between 1998 and 2005 and has increased by approximately 30% since 2006.

3R6. Performance Results Comparisons

NSSE data indicate that the college's performance on measures of providing a supportive campus environment for our students generally meets or exceeds performance of peer institutions in the Plains region and within our Carnegie Class.

Table 3.10					
Southwestern College NSSE 2010 Comparison Results					
		Main Campus	**Professional Studies**	*Private Plains*	*Carnegie Peers*
8. Quality of Relationships (Scale 1 to 7—higher is better)					
b. Relationships with faculty members	FY	5.50	-	5.61	5.46
	SR	5.68	5.94	5.80	5.71
c. Relationships with administrative personnel and offices	FY	5.08	-	5.21	4.91
	SR	5.02	5.93	5.04	4.79
10. Institutional Environment (Scale 1 to 4)					
b. Providing the support you need to help you succeed academically	FY	3.13	-	3.25	3.17
	SR	3.01	3.37	3.18	3.08
d. Helping you cope with your non-academic responsibilities (work, family, etc.)	FY	2.38	-	2.40	2.39
	SR	2.22	2.12	2.17	2.16
e. Providing the support you need to thrive socially	FY	2.75	-	2.62	2.60
	SR	2.44	2.30	2.31	2.35
12. Academic Advising Scale (1 to 4)					
Overall, how would you evaluate the quality of academic advising you have received at your institution?	FY	3.20	-	3.23	3.10
	SR	3.15	3.32	3.17	3.03
13. Satisfaction Scale (1 to 4)					
How would you evaluate your entire educational experience at this institution?	FY	3.29	-	3.37	3.19
	SR	3.11	3.49	3.38	3.25
14. If you could start over again, would you go to the same institution you are now attending? 1=definitely no, 2=probably no, 3=probably yes, 4=definitely yes	FY	3.24	-	3.36	3.10
	SR	2.96	3.52	3.30	3.15

The ACT Alumni Outcomes Survey gives us comparisons with other private colleges who have administered the survey as well as comparisons with all colleges who have administered the survey. With few exceptions, Southwestern College is on par with or surpasses the comparison schools. The school's health and wellness and career planning and placement services are the weakest for the main campus with a lower satisfaction than the comparison schools. The summary report is available at: ACT Alumni Outcomes Summary.

Additional comparisons of performance results of meeting students' needs come from the Noel-Levitz Student Satisfaction Inventory and the National Survey of Student Engagement. Summary tables are found under 3R2. Complete results for the most recent Noel-Levitz Student Satisfaction Inventory are found at: Student Satisfaction Inventory 2010-11. Results for the most recent National Survey of Student Engagement are found at: Main Campus and Professional Studies

3I1. Recent Improvements

Each year the college evaluates its methods for understanding stakeholder needs. Currently, the processes for evaluating the needs and attitudes of students and learners appear to be solid and are yielding good information to drive improvement programs. The first steps in understanding the needs of our external stakeholders was conducted this year and focused on the distinctive objectives of the college, and as such is reported on in Category 2. Also, a wide range of stakeholders are involved in a planning process which calls for their input into the colleges planning every three years. This is our fourth three-year cycle since this process began. The process has been positive for the institution and is covered in more detail in Category 8. More detailed and focused feedback from non-student, staff and faculty stakeholders would be important to develop and to implement.

Major investments of time and financial resources within Professional Studies have been made to realize active participation within the Transparency by Design – College Choices for Adults initiative. Though this participation hasn't yet borne fruit in terms of a system for employer surveying, we believe it ultimately will. Professional Studies is reinvigorating its network of advisory councils as a means to better understand the needs of employers in the Wichita region.

3I2. Selecting Specific Processes for Improvement

Targets for improvement are set by the college's administration. Each year's Student Satisfaction Inventory (SSI) results are analyzed and any performance gap greater than 1 is targeted for improvement. College retention goals from first semester to second semester, from freshman to sophomore years, and for graduation in four years have been the subject of an AQIP Action Project and are receiving continuing attention. The SCIQ (Southwestern College Improving Quality) program has focused on the Process Maturity Model as a way to improve design, documentation, and use of key processes. This work, part of an on-going AQIP Action Project, helps identify and prioritize specific processes that need improvement.

CATEGORY 4

VALUING PEOPLE

4P1. Identifying Specific Credentials, Skills, and Values for Faculty, Staff, and Administrators

Required credentials and skills for main campus faculty, staff, and administration are determined by the individual position and skill sets needed to perform the duties of that position.

Qualifications and references of faculty candidates are reviewed by a 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 in the faculty member's file.

Partly as a result of an AQIP Action Project, the college now has updated job descriptions for all administrative and staff positions. These are updated during annual performance reviews, and re-evaluated when job openings occur. These openings are advertised and filled based on fit to qualifications.

Professional Studies maintains a "Course/Credential Template" for each course offered. The templates are reviewed and updated by full-time campus faculty members. The templates provide the Professional Studies director of academic affairs with a clear distinction of faculty credentials that are 'preferred,' 'acceptable' and 'not acceptable.' The course credential templates serve as a foundation for hiring decisions for Professional Studies affiliate faculty members.

The identification of specific credentials, skills and values is found in the policy manual on the website (http://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.

4P2. Hiring Processes to Make Certain Requirements Are Met

When a full-time faculty vacancy occurs on the main campus, the vice president for academic affairs and dean of faculty institutes a search. A position description, including specification of credential and skills, is prepared for use in guiding the search. The values of the college are communicated to candidates during the interview process. Candidates are then brought to campus for 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 heads of the departments. A position description, including specification of credential and skills, is prepared for use in guiding the search. The values of the college are communicated to candidates during the interview process. A selection committee is formed for the hiring of administrators and similar interviews of candidates occur.

Beginning January 1, 2011, the college conducts background checks for all hires of faculty, administrators, adjunct and/or affiliate faculty and staff positions. Employees who were hired prior to January 1, 2011 are subject to background checks in the event of transfer, promotion or reassignment into a sensitive area. This process allows verification of previous employment, education, and criminal records from the previous seven years.

4P3. Recruitment, Hiring, and Retaining Employees

Recruitment, hiring, and retention of employees has been enhanced by Southwestern College's first AQIP Action Project, which was submitted in December 2003 and retired in 2007. This Human Resources and Employee Development project created a professional office of human resources, and led to the development and execution of plans to motivate and empower employees. Following the Action Project, each employee position has a completed job description that is used for recruitment and evaluation of employees; new employee orientation is a standard part of the on-boarding procedure; and all of the college's administrators and hourly employee receive performance evaluations based on performance plans. The college's current year-long employee evaluation process was introduced in 2008-2009. This process involves all levels of supervisors and allows for on-going goal setting and goal management for every employee of the college. Because the process is continuous and addressed throughout the year, it eliminates surprises during the close-out period in regards to goals not being met or performance that deserves to be rewarded.

Recruitment

Recruiting for various positions depends on the type of position being recruited. Most staff positions are advertised and filled locally. Faculty hiring is described in Category 4, 4P2, or you may refer to Policy 4.3.1 Faculty Governance and 5.4 Administrator/Staff.

In Professional Studies, the director of academic affairs uses the Course/Credential Templates to build a pool of qualified affiliate faculty members. This is done by advertising in appropriate publications, use of networking connections with existing faculty members and other stakeholders (e.g., school principals and superintendents), and review of unsolicited resumes. The director of academic affairs (in concert with the director of teacher education for all education courses) reviews all candidate applications, checking references, and conducting personal/virtual interviews. Affiliate faculty members are selected based on their academic credentials, work experience, and content expertise. The director of academic affairs is responsible for finalizing all employment paperwork and awarding all Professional Studies course teaching assignments based on the published schedule.

Retention

The past few years also has seen significant improvement in the processes that occur immediately after employment. Beginning in 2009, newly hired employees meet one-on-one with human resources and payroll employees to go over employment paperwork, benefits, policies and institutional information. A benefit overview publication was created in 2010 for prospective and new employees, and an on-boarding checklist was developed in 2010 to ensure that all paperwork and benefits are received and processed in a timely fashion.

Retention of staff and administrators was strengthened by asking employees to identify specific goals for both personal and professional development as part of the annual evaluation process. This process allows employees opportunities that will enhance their job satisfaction and ability to contribute significantly to the organization, which increases the level of personal investment to the college.

Retention of Professional Studies affiliate faculty members is based on a number of factors including adherence to contract terms, end-of-course evaluations, and analysis of course quality checks, as well as ongoing participation in faculty meetings and faculty development workshops.

4P4. Orientation of All Employees

New employee orientation with the department supervisor and either the director of human resources

or their designee takes place during the first few days of employment. The intent of the orientation is to bring the employee in contact with various resource persons and to facilitate knowledge about the departments and divisions of the college. The vice president for academic affairs and dean of faculty is responsible for new faculty orientation.

Each new employee is presented a current *Southwestern College Goals and Directions* booklet as part of the orientation process. This booklet documents the college's history, mission, goals and directions. The booklet is updated annually and distributed to all employees each fall.

All new Professional Studies affiliate faculty members go through a series of training modules in an orientation and certification course before they are assigned to their first on-ground or online class. Because all new affiliate faculty members complete this orientation class, this is a more streamlined approach and roadmap for new affiliate faculty members, instilling in them the Southwestern College philosophy of learner-centeredness as well as creating a sense of community among new faculty members. New affiliate faculty members are provided with insights as to how to actively engage all learners in the learning process. In addition, new faculty members continue their training by participating in courses titled "Introduction to Online Teaching" and "Working With Adult Learners."

4P5. Planning for Personnel Changes

Most personnel changes are a direct result of an employee leaving a position. In that case, a supervisor will review the job description prior to beginning the recruitment process so that it may be updated and/or revised.

Departmental units are asked to identify needs within their areas that may require additional human resources as part of their annual unit planning process. Budget requests to cover additional salary are made in September in order to be included in the coming fiscal year's budget. These requests are reviewed by the Administrative Council and the president, with the president ultimately approving new positions.

Professional Studies affiliate faculty positions are based on actual course schedules. Enrollment growth and/or adding new academic programs may necessitate the need to hire additional affiliate faculty members.

4P6. Designing Work Processes to Contribute to Productivity and Satisfactions

Employees are included in the process planning for each department in order to ensure that they have input, that they understand why the process is in place, that they understand how the process affects the organization, and that they know what their individual roles are.

The college has made significant strides in creating a professional work environment in which employees have clear job descriptions, are evaluated regularly, and have the tools and skills they need to perform their jobs. The participation of many employees in AQIP Action Project teams has improved cooperation and awareness of organizational challenges and opportunities. These changes have enhanced performance.

Participating in AQIP has motivated Southwestern College to develop its own quality improvement program that involves the entire college community appropriately. As a result of its first Action Project in 2004, the Southwestern College Improving Quality (SCIQ) program was developed. The program focuses principally on improving the processes of the college, and is a long-term way of working that is expected

to be part of the college's management strategy for the foreseeable future. More details are found in Category 6.

4P7. Ensuring Ethical Practices of All Employees

The college seeks to ensure ethical practices as part of its mission of Christian service and education. College policies specifying norms of conduct are in place and are applied when needed. The college, at the urging of its liability insurance provider and its auditor, is studying the possibility of adopting codes of ethics for each of its employee categories.

College Board of Trustee members and administrators who have been identified as having substantial influence over college affairs are asked to sign a Conflict of Interest Statement annually. This statement points out the signers "have a clear obligation to conduct the affairs of this institution and fulfill their responsibilities in a manner consistent therewith. All decisions of persons who have substantial influence over college affairs are to be made solely on the basis of a desire to promote the best interests of the college. The integrity of the college must be protected and advanced at all times."

4P8. Determining Training Needs Aligning with Organizational Plans

The director of human resources has been charged with identifying and prioritizing training needs. Some training elements are dictated by the college's liability insurance carrier. Other training has been identified by asking the Administrative Council for feedback based on departmental needs.

A comprehensive annual employee training schedule is planned for implementation beginning January 2011 with training on the policy manual and complaint process held in January and February 2011. Three additional training sessions have been planned with effort made to first address training needs specifically related to the various AQIP sessions. These include supervisor training, Campus Conduct Hotline rollout, and mandatory training of all employees on sexual harassment and misconduct.

Training needs at the employee-specific level are determined by supervisors in discussion with employees. The college attempts to evaluate institutional training needs by including a section on training needs in the annual "Are We Making Progress?" survey administered to all full-time employees.

Faculty teaching evaluations from peers and students are important in determining development and training needs. The training should strengthen the performance planning and evaluation link between individual work and institutional objectives identified in the college's planning process in Category 8.

Specific staff training needs in Professional Studies, are identified by staff through a survey distributed at the conclusion of each day-long Professional Studies Summit. (These summits are held three times each year.) The identified topics are then covered in subsequent staff meetings, content meetings or at the next Professional Studies Summit.

4P9. Training and Development of All Faculty, Staff, and Administrators

Each full-time faculty member is expected to continue to grow academically and professionally through research, independent study, and participation in seminars and workshops. While professional development is the responsibility of the faculty member, the college supports attendance at conventions and conferences with funds provided through the faculty development fund. Routine expenditures of these funds are supervised by the vice president for academic affairs and dean of faculty in accordance

with guidelines provided by the faculty development committee. Additional funds are provided to support special activities by faculty members. To encourage study and research to increase the professional effectiveness of faculty members, sabbatical leave for faculty is available to full-time faculty after six years of continuous full-time service. Assistance in the completion of doctoral or other advanced degree may be provided at the discretion of the administration.

Each vice president controls budgeted funds that may be expended for training and development opportunities for administrators and staff. Performance evaluations provide opportunity for supervisors and employees to discuss and identify appropriate professional development goals and opportunities. Funding to support such opportunities is, on occasion, not adequate.

The college provides a tuition benefit to all employees that allows them to complete courses, undergraduate degrees, and graduate degrees through study at Southwestern College with no tuition charges.

Throughout the year, faculty development workshops are offered for Professional Studies affiliate faculty members. The workshops are delivered on-ground in Wichita for local affiliate faculty members and incorporate Elluminate Live! web conferencing system for distance affiliate faculty. For practicing professionals for whom teaching is a part-time responsibility, Professional Studies has identified six primary areas for affiliate faculty development workshops. Those focus areas include:

1. Learning – Understanding the learning process, the building of the learning community, the diversity of learning styles, and how people learn beyond modality preferences.
2. Pedagogical Practices – The variety of approaches and methods such as collaborative, active, project-based, and research-based learning.
3. Instructional Strategies and Course Design – The use of specific tools and integration of technology to support the content areas and appropriate measurable learning outcomes.
4. Assessment Practices – Includes curriculum, course, and instructor tools for assessing desired outcomes and performance.
5. Blackboard Learn Tools – Mastering the course management system.
6. Southwestern College Day-to-Day – Includes updates on day-to-day practices at the college and/or policy changes which are relevant for affiliate faculty members.

With its employee base distributed throughout the nation, Professional Studies maintains an active schedule of monthly staff meetings and content meetings. Staff members participate in those hour-long meetings either in person or using Elluminate Live! Three times a year, Professional Studies holds a day-long Professional Studies Summit for continual training and development and all staff members participate in person.

4P10. Designing and Using Personnel Evaluation System

The performance evaluation system at Southwestern College is part of the Southwestern College Improving Quality (SCIQ) program detailed in Category 6, and has the following main objectives:

- To encourage open and on-going communication between managers and employees.
- To identify employees' 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 with or are a part of the department's goals, which align with the college's

goals. This interlacing of individual goals with departmental and college goals is part of the Process Based Management prompted by SCIQ.

Employee job productivity and job satisfaction are valuable in reaching our goals in Category 1, Helping Students Learn. Employees who are productive and satisfied will 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 at the end of the three-month initial employment period.

Performance appraisals are completed each year by April 30. Employees are given copies of the results so that they can improve their performance and meet objectives set by their departments and the college. This aligns with Category 2, Accomplishing Other Distinctive Objectives.

4P11. Designing Employee Recognition, Reward, Compensation, and Benefit Systems

Southwestern College has defined objectives within its Mission Statement, Relationship Goal, and Faculty and Staff Goal that help guide the college as it looks at developing a comprehensive package of rewards (including compensation and benefits) for instructional and non-instructional positions within the college. The college's objective is that the resulting combination of rewards will appropriately acknowledge the important contributions of our faculty and staff to Southwestern College's success.

The staff compensation and benefits programs provides reward opportunities that serve to attract, retain, motivate, and reward the high quality talent required to ensure the college's achievement of its seven strategic goals and the operational goals of the colleges and departments. A promotional system for Professional Studies employees was implemented in 2011 as reinforcement that staff members can demonstrate excellence in service to the college in such a way as to be considered for promotion. This model will allow the college to assess possible implementation of similar strategies for main campus staff. Faculty and staff members who have committed themselves to earning degrees (on both the undergraduate and graduate levels) or professional certifications are routinely rewarded with salary increases exceeding the standard annual COL increase that all employees receive.

A comprehensive package of rewards acknowledges the important contributions of the faculty and staff and includes salary levels that are competitive within the regional and national markets. The college continues to monitor faculty and administrator salary comparisons through resources such as AAUP (American Association of University Professors), CUPA-HR (College and University Professional Association), and KICA (Kansas Independent College Association). The college strives to increase annually its faculty and staff compensation at or above the Consumer Price Index – in 2009, the CPI was 2.7% and SC employees realized an across-the-board 3% salary increase that went into effect on July 1, 2010.

Rewards are also given for faculty and staff performance that directly support achievement of the college's strategic goals. In 1989 Ruth and Floyd Fassnacht (a 1929 graduate of 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 a spring 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, a third award was added to include an administrator. Employees of the college nominate their peers for the awards and the selection is done by the Administrative Council and the president.

Since 1993 the United Methodist Church Board of Higher Education has presented an award 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 spring employee recognition reception.

Each spring students of the college nominate candidates for awards voted on by the Student Government Association. A faculty and a staff member receive this recognition at the Honors Convocation held on Commencement weekend.

Service Awards are presented annually to those employees whose employment with the college has reached five-year milestones (five years, 10 years, 15 years, etc.). The college has historically presented a series of institutional gifts for each of the five-year incremental anniversaries which employees have identified as an important means of recognition on the annual "Job Satisfaction" survey.

Southwestern College offers benefits that are equitable and competitive with similar institutions and employers within the regional market. Each year the Benefits Committee (made up of employee representatives including both faculty and staff) reviews current benefits and identifies new opportunities. As a result, a new voluntary term life insurance product and voluntary vision benefit was introduced to employees in 2010.

Career enhancement opportunities are available for employees who are ready, willing, and able to expand the scope of their responsibilities and increase their contribution to their department and to the organization as a whole. Career paths may include promotion to a higher level position, increased responsibilities in the current position, and lateral moves to another position or area.

Professional development opportunities that are aligned with departmental goals and the college's strategic plan are encouraged through course work, on-campus training, off-site training, and participation in professional associations that directly impact an employee's ability to expand or improve their contribution to Southwestern College.

4P12. Determining Key Issues to Motivation of All Employees

The Faculty Concerns Committee is changed with addressing concerns of the faculty, bringing them to administration, and sharing their findings with the faculty.

The college is in its sixth year of administering the "Are We Making Progress?" survey to gain insight into the motivation, concerns, and issues of faculty, staff, and administrators. A year-to-year summary is available at Employee Survey Summary. Data from the surveys is compiled by the director of institutional research. The summary data is provided to all college employees and is analyzed by the Administrative Council. Following analysis, the Administrative Council selects one or two findings as points of emphasis for improvement. The college's focus on improving performance evaluation processes grew out of survey findings.

In the fall of 2010, Professional Studies administered the same "Are we Making Progress?" survey to affiliate faculty members. Results are available at Affiliate Faculty Survey.

4P13. Providing for and Evaluating Employee Satisfaction, Health and Safety, and Well-Being

As noted above, the "Are We Making Progress?" survey was instituted in 2005. It gauges employee satisfaction in several areas as well as asking which benefits are of greatest value and what specific training is desired.

- In 2009, the College began offering its main campus employees a corporate discount and payroll deduction option for fitness center memberships.
- The Benefits Committee coordinated its inaugural Biometric Wellness Screening event for employees covered by the college's group health plan (53 participants) in the fall of 2010.
- An annual informational Medicare workshop was also implemented in 2010 as a means to inform and assist those employees who are or will become Medicare eligible understand the program and their healthcare options.
- The college's current liability insurance provider offers a variety of web-based safety training pieces as part of their service package.
- In January 2011 the college implemented a structured complaint process to handle charges of discrimination, harassment and bullying. Training was provided for all college faculty, administrators and staff members to ensure that they were aware of the complaint procedure and the additional policies surrounding that procedure (investigations, anti-retaliation statement, and open door policy).
- The college plans to implement an anonymous Campus Conduct Hotline that will allow both student and employees a mechanism for reporting incidents or behavior that is harmful, unethical or questionable in regards to college policy and/or procedure.

The college is a drug-free, alcohol-free workplace and is committed to creating an environment that fosters learning and professionalism. A procedure for addressing complaints of harassment, bullying or discrimination is outlined in Volume 2 of the policy manual.

Employee benefits include health insurance, life insurance, long-term disability insurance, a flexible benefits pre-tax program, and a retirement plan that includes a current 5% employer contribution.

4R1. Measuring Valuing People

The college's annual "Are We Making Progress?" survey provides more direct evidence of employee satisfaction and concerns. Listed below are some of the key items measured by this survey:
- Work environment
- Employee benefits
- Computer-related training needs
- Overall satisfaction
- Leadership
- Strategic planning
- Service focus
- Measurement, analysis, and knowledge management
- Human resource focus
- Process management
- Results

In addition to the "Are We Making Progress?" survey, the college annually employs the Noel-Levitz Student Satisfaction Inventory (SSI) to evaluate student satisfaction with services provided by the college. While the SSI does not provide direct findings about the abilities, attitudes, and effort of the college's employees, it provides important evidence of the results achieved by the college's employees. Listed below are some of the key items measured by the SSI:

- Academic advising
- Campus climate
- Campus life
- Campus support services
- Concern for the individual
- Instructional effectiveness
- Recruitment and financial aid
- Registration effectiveness
- Responsiveness to diverse populations
- Safety and security
- Service excellence
- Student centeredness

4R2. Performance Results in Valuing People

Employee Satisfaction. In the 2010 "Are We Making Progress?" survey (hereafter called the "employee survey"), 95% of the respondents indicated satisfaction with the college, up from 92% of employees in the 2008 employee survey. Results from the employee survey can be viewed at Employee Survey Benchmark. Key findings from the surveys:

- **Leadership.** About 89% of employee respondents state that they understand the college's mission and what it is trying to accomplish. 76% of employees believe that the college's leaders use the college's values to guide the college. 61% of employees believe the college asks for their input and thoughts.
- **Strategic Planning.** More than 63% of employee respondents state that they know the parts of the college's plans that affect them. A little more than 68% of respondents state that they know how to tell if they are making progress on the part of the plan for which they are responsible.
- **Service Focus.** 93% of employee respondents believe they know who the most important people they serve are. Similar percentages of respondents state that they keep in touch with the people they serve. Almost 82% of employees believe they are allowed to make decisions to solve problems for the people they serve.
- **Measurement, Analysis, and Knowledge Measurement.** 84% of respondents state they know how to measure the quality of their work. 68% of employees know how the measures they use in their work fit into the college's overall measures of improvement. 61% of employees believe they get all the important information they need to do their work.
- **Human Resource Focus**. More than 80% of respondents believe they can make changes to improve their work and 71% believe that the people they work with cooperate and work as a team. 89% of respondents state that they have a safe workplace. More than half of respondents agree that they are recognized for their work.
- **Process Management.** Between 65% and 73% of respondents believe they get everything they need to do their jobs, state that they collect information about the quality of their work, believe they have good processes for doing their work, and state that they have control over their work processes.
- **Results.** 86% of respondents state that the people they serve as satisfied with their work. 64% agree that the college uses their time and talents well. 84% of respondents stated that they are satisfied with their jobs.

Results from the Professional Studies affiliate faculty "Are We Making Progress" survey:

- **Leadership.** About 92% of employee respondents state that they understand the college's mission and what it is trying to accomplish. 83% of employees believe that the college's leaders use the college's values to guide the college. 65% of employees believe the college asks for their input and thoughts.
- **Strategic Planning.** 44% of the respondents state that they know the parts of the college's plans that affect them. A little less than half of respondents state that they know how to tell if they are making progress on the part of the plan for which they are responsible.
- **Service Focus.** 92% of employee respondents believe they know who the most important people they serve are. Similar percentages of respondents state that they keep in touch with the people they serve. Almost 83% of employees believe they are allowed to make decisions to solve problems for the people they serve.
- **Measurement, Analysis, and Knowledge Measurement.** 86% of respondents state they know how to measure the quality of their work. 68% of employees know how the measures they use in their work fit into the college's overall measures of improvement. 68% of employees believe they get all the important information they need to do their work.
- **Human Resource Focus**. 85% of respondents believe they can make changes to improve their work. 60% of respondents agree that they are recognized for their work.
- **Process Management.** 71% of respondents believe they get everything they need to do their jobs, believe they have good processes for doing their work, while approximately 81% state that they collect information about the quality of their work, and have control over their work processes.
- **Results.** 84% of respondents state that the people they serve as satisfied with their work. 59% agree that the college uses their time and talents well. 79% of respondents stated that they are satisfied with their jobs.

Exit Interviews. One of the goals of the college's Action Project in human resources was to systematically complete exit interviews with individuals who are leaving their employment at the college. As a result, the Exit Checklist has been modified to better capture the various procedures that are required when an employee leaves the college's workforce. Additionally, Exit Surveys/Interviews are requested of each exiting employee when appropriate. This is a voluntary activity and not all employees choose to participate in the process.

New Employee Orientation. One of the goals of the college's Action Project in human resources was establish a systematic orientation for new employees. Beginning in 2009, orientation became a one-on-one activity between the new employee and HR. This part of the on-boarding process covers everything from benefits, to organizational goals, to policies to legal requirements. Supervisor training is planned for Fall 2011 in order to communicate those supervisory tasks associated with new employees such as coordinating computer training, making introductions to key departments and providing or coordinating campus tours.

4R3. Evidence Indicating Productivity and Effectiveness of Employees

Two sources give us an indication of the effectiveness of faculty, staff, and administrators: the Noel-Levitz Student Satisfaction Inventory and the National Survey of Student Engagement. Students on the main campus have participated in the SSI for the past four years. A summary of data from the two most recent surveys follows:

Student Satisfaction Inventory	Southwestern College 2007-08			Southwestern College 2010-11			Change	Change
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	Satisfaction	Gap
Academic Advising	6.45	5.79	0.66	6.60	6.05	0.55	0.26	-0.11
Campus Climate	6.32	5.69	0.63	6.35	5.59	0.76	-0.1	0.13
Campus Life	5.96	5.29	0.67	6.03	5.19	0.84	-0.1	0.17
Campus Support Services	6.06	5.74	0.32	6.15	5.72	0.43	-0.02	0.11
Concern for the Individual	6.30	5.66	0.64	6.37	5.66	0.71	0	0.07
Instructional Effectiveness	6.42	5.68	0.74	6.50	5.61	0.89	-0.07	0.15
Recruitment and Financial Aid	6.35	5.58	0.77	6.40	5.61	0.88	0.03	0.11
Registration Effectiveness	6.25	5.61	0.64	6.36	5.44	0.92	-0.17	0.28
Responsiveness to Diverse Populations		5.41			5.59		0.18	
Safety and Security	6.19	5.22	0.97	6.36	4.48	1.88	-0.74	0.91
Service Excellence	6.18	5.50	0.68	6.18	5.47	0.71	-0.03	0.03
Student Centeredness	6.39	5.78	0.61	6.40	5.67	0.73	-0.11	0.12

Results from the NSSE surveys show that our students are engaged and have good relationships with the faculty and staff. NSSE results are segregated by main campus and Professional Studies results to reflect the diverse educational experience of these two segments of learners.

NSSE — Main Campus				
	Class	*2006*	*2008*	*2010*
Academic and Intellectual Experiences	*About how often have you done each of the following? 1=never, 2=sometimes, 3=often, 4=very often*			
Received prompt feedback from faculty on your academic performance (written or oral)	FY	2.99	2.80	2.84
	SR	3.07	2.87	2.99

NSSE — Main Campus (Continued)				
Worked harder than you thought you could to meet an instructor's standards or expectations	FY	2.75	2.60	2.86
	SR	2.92	2.62	2.81
Quality of Relationships	*1=unfriendly, unsupportive, sense of alienation to 7=friendly, supportive, sense of belonging*			
Relationships with faculty members	FY	5.93	5.54	5.50
	SR	5.95	5.87	5.68
Relationships with administrative personnel and offices	FY	5.69	5.01	5.08
	SR	5.37	5.28	5.02
Institutional Environment	*1=very little, 2=some, 3=quite a bit, 4=very much*			
Providing the support you need to help you succeed academically	FY	3.53	3.07	3.13
	SR	3.07	3.15	3.01
Helping you cope with your non-academic responsibilities (work, family, etc.)	FY	2.67	2.55	2.38
	SR	2.00	2.19	2.22
Academic Advising	*1=poor, 2=fair, 3=good, 4=excellent*			
Overall, how would you evaluate the quality of academic advising you have received at your institution?	FY	3.36	2.94	3.20
	SR	3.21	3.19	3.15

NSSE—Professional Studies				
	Class	*2006*	*2008*	*2010*
Academic and Intellectual Experiences	*About how often have you done each of the following? 1=never, 2=sometimes, 3=often, 4=very often*			
Received prompt feedback from faculty on your academic performance (written or oral)	SR	3.1	3.04	3.35
Worked harder than you thought you could to meet an instructor's standards or expectations	SR	2.87	2.79	2.73
Quality of Relationships	*1=unfriendly, unsupportive, sense of alienation to 7=friendly, supportive, sense of belonging*			
Relationships with faculty members	SR	5.91	5.77	5.94
Relationships with administrative personnel and offices	SR	5.67	5.69	5.93
Institutional Environment	*1=very little, 2=some, 3=quite a bit, 4=very much*			
Providing the support you need to help you succeed academically	SR	3.05	3.22	3.37
Helping you cope with your non-academic responsibilities (work, family, etc.)	SR	2.05	1.99	2.12
Academic Advising	*1=poor, 2=fair, 3=good, 4=excellent*			
Overall, how would you evaluate the quality of academic advising you have received at your institution?	SR	3.39	3.35	3.32

4R4. Performance Results for Valuing People

See Category 5 concerning comparative results on the "Are We Making Progress?" survey. The college is not currently benchmarking the employee survey with any other peer institutions since the Baldrige organization is no longer updating national results. A substitute measure that allows comparison is being sought.

NSSE results cited above also provide data comparing Southwestern College to peer private institutions in the Plains region and to institutions in our Carnegie Class.

4I1. Recent Improvements

The college's Action Project on human resources issues identified a number of opportunities for improvement that the college is currently pursuing, including the implementation and documentation of a detailed complaint procedure for all faculty, staff, and administrators; implementation, through the EIIA insurance consortium of a Campus Conduct Hotline; and ongoing efforts to formally recognize new employees and long-term employees during employee events such as the annual Employee Service Recognition Reception.

4I2. Selecting Specific Processes for Improvement

Areas for improvement in the Human Resources and Benefits Administration offices are routinely identified through annual audits, ongoing training regarding ever-changing employment laws, communication from the college's liability insurance provider (EIIA),and feedback from employees. On-going efforts to document and track improvements to departmental processes continues within the payroll and HR offices, specifically in the areas of generating a pay run, on-boarding new employees and managing the exit process for out-going employees. These specific initiates have moved from a Process Maturity Level of 0-1 (dependent on an individual's personal knowledge/process partially documented) to 3-4 (full deployment; process is measured and automated). Additional areas that are targeted for improvement are communicated to the Administrative Council, which assists with the strategic planning and communication of necessary improvements.

CATEGORY 5

LEADING AND COMMUNICATING

5P1. Defining Mission and Values

Every three years the president forms a Task Force on the Future of Southwestern which reviews the vision, mission and goals of the college. Recommendations for changes are made to the college's Board of Trustees.

Each year the college's Administrative Council submits for trustee review and approval a comprehensive set of goals and directions for the college. The statements in this document move from general statements of the college's mission and values to specific performance objectives that further Southwestern mission and values. The principal focus of the document is on achieving outcomes valued by the college's students and other key stakeholders.

The supervision structure and processes of the college call for yearly formal reviews and quarterly less formal reviews of performance goals which are established in alignment with the colleges' mission and values. The vision, mission, and five-year goals are reviewed every three years; review and revision of the three-year directions and one-year steps is done yearly, as are all work unit plans. The vision statement has remained consistent for nearly two decades. The mission statement had a major review and was rewritten in 2010 by the future task force consisting of representatives from the college, the Board of Trustees, and the community. The goals and directions are adjusted regularly and the steps are quite fluid with most being adjusted every year or two. This process represents the understanding that the core values of the institution date back to 1885 and that the implementation of those values is continually being improved, adjusted and expanded.

5P2. Setting Directions by the Leaders

Persons who lead work units, administrative departments, and academic divisions use the strategic plan of the college to align yearly steps and three-year directions of their units with the vision, mission, and goals found in the strategic plan of the college. This review occurs yearly, while the vision, mission, and goals are reviewed on a longer time frame as described in Category 5, 5P1. Supervision is focused on performance goals which are formally reviewed yearly and less formally reviewed on a quarterly basis.

5P3. How Directions Take Into Account Needs and Expectations

The college strives for a planning process that includes both bottom-up information and recommendations and top-down vision and direction. A wide variety of input mechanisms, both formal and informal, provide the college with the needs and desires of potential students, current students, former students, and other stakeholders. The trustees and administration, most notably the president, work to provide the direction to how the college will respond. The college cannot be all things to all people, and how the college responds to needs and expectations is a result of the college leadership's implementation of its vision, mission, strategic plan, and resources available.

5P4. How Leaders Guide in Seeking Future Opportunities

The future task force is a key group in which such opportunities are sought. The task force is a working group that includes trustees and senior administrators whose work is supported by members of the college Planning Council. The work of the task force is augmented by the completion on a regular cycle of a SWOT analysis that solicits the opinions of community members, alumni, and friends of the college. The college also scans the environment for opportunities through advisory councils whose members include alumni, friends, and corporate and community leaders. These councils are organized around disciplinary and career-path interests (e.g., natural science advisory council, performing arts advisory council), on a regional basis (e.g., Wichita advisory council, Kansas City advisory council), and by Professional Studies sites. The college periodically convenes ad hoc advisory groups as it explores possible program and degree offerings, reviews extant program offerings, etc.

5P5. Making Decisions in the Organization

The college uses a number of committees and groups to make and implement decisions:

- The college's Finance Committee develops the college's proposed budget each year. The budget is approved by the Board of Trustees each January.
- Curriculum decisions for main campus academic programs are reviewed and approved by the college's full-time faculty (with leadership provided by the faculty Curriculum Committee), and are forwarded to the vice president for academic affairs and the president for final approval.
- Decisions concerning the administration of the college's main campus academic programs are made by the vice president for academic affairs in consultation with faculty division chairs and the faculty.
- The college's planning process is led by the Administrative Council which each year prepares a proposed update of the college goals and directions for review and approval by the Board of Trustees. This process is assisted by the Planning Council which conducts and provides a yearly status report on the status plan.
- Curricular decisions for the college's Professional Studies program are made by the Professional Studies Academic Council and the Graduate Studies Council, and are forwarded to the president and Board of Trustees for final approval.
- Decisions concerning administration of the college's Professional Studies academic program are made by the vice president for Professional Studies in consultation with the Professional Studies director of academic affairs.
- Day-to-day administrative decisions are made by members of the Administrative Council in consultation with the president.
- Major decisions involving academic affairs and faculty are guided by the vice president for academic affairs and dean of faculty in collaboration with division chairs, faculty committee chairs and the chair of the faculty. Division chairs work with program directors and faculty within their divisions on decisions regarding divisional recruitment, budget proposals and expenditures, workload assignments and class schedules, curriculum development and assessment. Division chairs meet monthly with the dean of faculty to report, discuss, and make decisions regarding the business of the divisions. Eight elected standing committees of the faculty meet monthly to discuss issues with which they have been charged by the faculty constitution or by the elected chair of the faculty. The chairs of these committees compose the Executive Committee of the Faculty which meets monthly with the chair of the faculty to report on the current business of the committees and discuss proposals to be brought before the faculty at large at its monthly meeting. Occasionally, task forces may be created to address

issues not within the purview of existing councils or committees. These task forces have varied membership and are limited in scope and length of existence.

- The Board of Trustees of the college works actively to set policy and direction for the college. Trustees annually approve the college's budget, monitor endowment investment and earnings, review and approve all contracts, approve all new degree offerings, and review and approve the college's statement of goals, directions, and steps.

5P6. Using Data and Performance Results in Decision-Making

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

Finance: 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.

Institutional Advancement: 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.

Enrollment management and financial aid: 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, vice president for academic affairs, 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 aid 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 that issues reports concerning students in academic difficulty.

Professional Studies: 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, and associate vice president for 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 are used by the director of academic programs and associate vice president for Professional Studies to support decision-making on evaluation, continuation, and 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, and 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 instructors as a group and for individual instructors.

5P7. Communication Between Levels and Units of Organization

Communication within and between levels of the college occurs in a variety of ways. Three times during the school year, the college holds gatherings for faculty and staff during which the president takes the opportunity to provide updates on what is happening at the college and introduce new faculty and staff members to the college community. 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.

The vice president for academic affairs meets with the division chairs on a monthly basis and shares with them updates regarding all aspects of the college (i.e., a snapshot as to how the campus is doing in regards to meeting budgeted revenue). The division chairs are then responsible to meet with the faculty of their departments on a regular basis. The president and vice president for academic affairs also report to the faculty at monthly faculty meetings.

The student services team is an important venue for communication between administrative departments. Issues regarding services to the students are brought before the team which seeks solutions to problems and ways to enhance and improve the services, ranging from admissions to billing services to financial aid services to registrar and billing functions. As needed and as is appropriate, the team brings recommendations to the Administrative Council. Information from the team's meetings is passed along to the president and shared with the appropriate vice president(s). The student services team also has recently become the venue through which departments are made aware of federal regulations that need to be implemented or processes that should be updated. This team has taken on the responsibility of assisting in the oversight of the school's compliance.

5P8. How Leaders Communicate a Shared Mission, Vision, and Values

The college's overall planning process, along with its processes for performance evaluation and planning, are the principal means by which this communication is achieved.

Other activities include but are not limited to the recognition of employees for outstanding performance, recognition of department and programs with publicity, receptions, and awards.

5P9. Encouraging, Developing, and Strengthening Leadership Abilities

Participation in the leadership and governance of the college, through committee and group work, is the principal means by which faculty, staff, and administrators develop and strengthen their leadership abilities. Participation in educational and training programs, both on campus and at other sites, help employees develop expertise and confidence in their respective areas of responsibility. Participation in Southwestern College Improving Quality (SCIQ) involves many college employees in process improvement discussions that provide opportunities for leadership. The college's performance planning and evaluation processes also focus on developing opportunities for leadership.

Faculty develops leadership abilities through committee work undertaken in the faculty governance structure and as members of campus-wide committees and task forces. The college's recent conversion to SCT administrative software was largely completed through the leadership efforts of the college's mid-level (director and assistant director) administrative staff. Members of the college's faculty and staff provide leadership for meetings of disciplinary advisory councils and in leadership roles in state and national professional organizations.

5P10. How Leaders and Board Members Ensure the Organization Maintains and Preserves Mission, Vision, and Values

For the Board of Trustees, development of leaders and planning for leadership succession is a necessity. Term limits on board service ensure that the membership of the board will change each year. The board's Committee on Trusteeship is charged with the identification and recruitment of new trustees, development of a proposed slate of board officers and members of the board's Executive Committee, and with organizing (every three years) a board retreat. These activities, along with periodic rotation of serving trustees among standing board committees, help ensure that the board's members are well-acquainted with the many facets of the college. The board's review and approval each year of the college's goals and directions ensures that members understand and reinforce the mission, vision, and values of Southwestern College.

The college's plan for succession among administrative leaders is centered on a commitment to open and active search processes when administrative vacancies occur. While the college encourages internal applicants for administrative openings (a practice that encourages continuity), its paramount commitment is to find and hire talented and energetic administrators who are committed to the success of the college. In a number of key places (academics, student life, institutional advancement, admission and the business office) associate vice presidents or associate directors provide expertise and understanding. In recent years, more cross training has occurred across work areas as well. All new employees participate in a college orientation program that acquaints them with the history and values of the college.

The college's recent training program for supervisors concerning performance evaluation and planning has prompted supervisors to work more deliberately to develop bench strength through careful planning and cross-training.

5R1. Performance Measures of Leading and Communicating

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.

5R2. Results for Leading and Communicating

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 (Employee Survey Comparison). 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.

These findings led to an AQIP Action Project to improve performance planning and evaluation, stronger communication about the college's finances, and the Process Maturity Model Action Project designed to improve process design and execution.

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

5R3. Results for the Processes and Comparisons

Southwestern's results from the "Are We Making Progress?" questionnaire have been compared to the aggregated results obtained by 228 Baldrige examiners who used the questionnaire with their organizations in 2002 and 2003 (Employee Survey Comparison). Per the Baldrige National Quality Program (www.baldrige.nist.gov/Progress.htm), "These results constitute a national database that can reveal how your employees' perceptions compare with the perceptions of other organizations in all sectors – business, education, health care, and nonprofit – and can help your organization set priorities for improvement."

Comparison indicates that the college's employees, overall, are more satisfied with their jobs than are employees at other organizations surveyed. Southwestern College employees are more pleased with the extent of teamwork and cooperation in their work than are other employees and are much more likely to state that they have good processes for their work. The comparative findings tend to echo the findings of the Southwestern surveys. Key areas for improvement at the college include: communication of

information, seeking input from employees, and showing employees how their tasks and performance relate to and further the goals of the entire organization.

5I1. Recent Improvements

The 2005-06 academic year was the first year in which all college administrative employees participated in the performance evaluation program that also focuses on performance planning for the coming year. The performance evaluations are now annual and have become a major conduit for evaluating individual performances that are tied directly to the departmental performances.

The Process Maturity Action Project, which involves process mapping, is a comprehensive assessment of the processes, the results, and the interconnectivity of all departments.

Other improvements include the strengthening of the human resources department described in the section on Valuing People.

5I2. Selecting Processes for Improvement

The Administrative Council has evaluated results of the "Are We Making Progress?" survey. This evaluation, in addition to the expert knowledge of the group, has led to the adoption of several priorities for improvement. These are:

- Improved involvement of all employees in the college planning process.
- Improved understanding by all employees of the college's goals, directions, and steps.
- Improved understanding by all employees of the college's financial situation and the connection between their performance and the college's financial outcomes.
- Improved use by all college employees of performance metrics, particularly those that measure satisfaction of stakeholders.
- Improved communication between levels of the college to identify and remove obstacles to employee performance.

The results of the "Are We Making Progress?" survey have been communicated to all employees. Improvement priorities are communicated to the trustees and employees by the president and senior administrators.

CATEGORY 6

SUPPORTING INSTITUTIONAL OPERATIONS

6P1. Identifying Support Service Needs of Students and Key Stakeholder Groups

The support service units of Southwestern College use several data collection methods to identify and respond to the needs of the college's learners. Some support service units use nationally normed surveys such as the [Student Satisfaction Inventory](#) or the Priorities Survey for Online Learners. Managers of specific programs, initiatives, services, and units of the college employ other means to gather student feedback and assess student needs. These range from the automated web forms used by plant operations that allow students to request room maintenance to the exit interview data collected from graduating seniors in our leadership program.

The diversity of the Southwestern student populations, which includes online and distance learners as well as traditional residential students, has necessitated flexibility in data collection methods and needs assessment tools. For instance, there is one student satisfaction library survey in the fall designed to evaluate the needs of those who use the traditional library facility and another survey administered in the spring via an online delivery mechanism that includes questions related only to the online and Web services typically accessed by distance learners.

With the move to academic success coaching in Professional Studies, a series of note types have been developed so that tracking can occur within PowerCampus. We also track reasons for withdrawals, and Professional Studies has an active early alert process for affiliate faculty to use with learners who may be behind pace or struggling.

For some services such as financial aid, the registrar, and student life, the needs of individual students are conveyed through interaction between individual students and the staff/administrators of the support service units. Consequently e-mail, phone conversations, instant messaging, and face-to-face or real time interaction are integral in meeting student needs.

While many individual departments and programs gather information, either formally or anecdotally, about the needs of the college's students and other stakeholders, no system for gathering and evaluating this information is currently in place. Sharing of information, uniformity in use of instruments, and consistent reporting of information for the purpose of evaluation and improvement is not the current state of practice at the college.

With regard to external stakeholders, feedback concerning needs and expectations is generated through a variety of avenues. Nursing, music, education, and athletic training undergo accreditation by their professional organizations and require feedback from some support units. These reports are generated in consultation with the vice president for academic affairs and the appropriate faculty division chair. Likewise, human resources, institutional partnerships (particularly those generated by Professional Studies), and security may interact regularly with other outside employers, government agencies, and law enforcement. Contacts are established within each of these external agencies. Feedback is obtained through the contacts, though surveys, through focus groups, and through other assessment methods described in the chart below. Units ranging from alumni program to dining services use comment cards and event evaluations to assess the needs of external stakeholders.

6P2. Identifying Administrative Support Service Needs

The support service needs of college employees are identified through many means. Notable among these are the operation of college committees, the faculty's committee structure, the work of the Administrative Council, and myriad daily discussions and exchanges among the individuals who are operating the college. The college planning process (See Category 8) identifies opportunities for improvement at the college and plans change that will improve support services.

In addition, some individual organizations have taken steps to create a support database as well as implementing regular surveys regarding the support provided. For example, the Information Technology group tracks issues such as requests for services and project requests. Beginning in 2011, IT also conducts a quarterly survey of random individuals asking for feedback on the services they have received during the last month. These tracking systems and surveys allow the IT group to analyze its workload and make changes that benefit both users and IT staff. For example, the issues database is used to help identify systemic problems that can be solved proactively as well as to track our support needs. The project database identifies and tracks process in projects as well as maintaining the change management. The survey will help identify satisfaction with the cycle-time as well as quality of the service.

The Plant Operations group has implemented a similar tracking and survey process to help with their identification of needs.

6P3. Designing, Maintaining, and Communicating Key Safety and Security Support Services

At Southwestern College, we believe that ensuring the physical safety and security of the campus is a multi-faceted and interactive process. The college utilizes a layered and focused approach to address the safety and security concerns of its stakeholders. The purpose is to insure that each segment has an active role in taking charge of its personal security, while communicating effectively and diligently to minimize the threat of criminal opportunities

1. Individual Student or Employee: Safety at Southwestern starts with each individual taking responsibility for self and personal belongings. Each member of the community must make personal safety a priority. In addition, each must make wise decisions and take actions when appropriate. Educational programs, e-mails, and posters stress that students should lock doors, keep track of laptops, travel in groups after dark, watch out for each other, and take other safety precautions.
2. Student Code of Conduct: This policy establishes the rules by which students govern themselves. The code of conduct is a disciplinary process developed in cooperation with Association of Student Conduct Administration. This code is shaped by case law, policies, and mandates that are matched with student development principles that provide mechanisms to facilitate conflict resolution at the lowest effective levels.
3. Open Door Policy: The College encourages an open door policy that facilitates a congenial environment to address individual issues, solve collective problems, and improve the safety of campus and decision-making process. The policy works to encourage an environment that allows students and employees to share in the facilitation of the complaint process. It is essential that students and employees feel comfortable in sharing the specific details with college personnel or offices. The college is committed that all members of the campus community understand that they will NOT be disciplined or otherwise penalized for raising a good faith concern. This open door policy is vital in fostering an environment of mutual respect and in solving individual or group complaints without the fear of retaliation.
4. Resident Assistant (main campus): Acting under the direction of the resident director, the RA is a specially-trained student who lives on each residence hall floor and wing with students. RA's are the first line of contact for students and are resources for meeting students' individual needs.

They also serve to create a community environment. These experienced students are important to the safety and security of students as they are trained to recognize and react to possible security threats.

5. Resident Director and Apartment Manager (main campus): These professional staff persons live in residence halls and are responsible for the safety and security of their particular buildings. All residence halls and apartments are kept locked at all times and can be accessed only with a key.

6. Security Officers. Under the supervision of the director of safety and security, these officers monitor campus activities by patrolling 24 hours per day, seven days per week. If there is a security concern, students, staff, and faculty contact security officers first. Response may include escort services, emergency response (see step 5), crime reporting, and closed circuit television monitoring of potential high crime areas.

   In the civilian Professional Studies locations, after-hours personnel are present in the evenings, when learners are present. For operations on military installations (e.g. Fort Riley, McConnell AFB), security is provided through the installation command.

7. Specialized Staffing: In addition to internal staff and safety policies, the college augments its services with additional specially trained staff. A wellness specialist provides student advice on life skills by utilizing her social worker training, alcohol/drug knowledge, and sexual assault expertise. A licensed nurse-practitioner provides health services on-campus and at a nearby clinic and after hours by cell phone. An ordained United Methodist minister serves as the campus minister and is available for spiritual assistance.

8. Emergency Response Program (main campus): In case of a critical situation, the campus is equipped to contact the entire campus community simultaneously through e-mail and through phone voice recording to alert students, faculty, and staff of a problem or emergency concern..

9. Training and Programming: The student life office participates in yearly training and professional development opportunities to stay abreast of critical issues regarding the physical safety of its students and employees. This training includes the Gehring Institute for Student Conduct, Clery Act and Higher Education Act, and other insurance-sanctioned conferences and webinars. In addition, the college coordinates educational opportunities for its students (through speakers and other programming) to aid their decision-making as they face critical issues including sexual assault, alcohol, self-defense, bullying, harassment, discrimination, and bystander intervention.

10. City, County, and State Public Safety Services: The college has an excellent relationship with city and county public safety units. The Winfield Police Department and Cowley County Sheriff patrol the campus and surrounding areas on a continuous basis. The local fire department, emergency medical team, and Cowley County Mental Health Services respond to the needs of campus in a matter of minutes. The college is an active participant in the Cowley County Office of the Sexual Assault Response and Prevention Task Force. In addition, the college has on call the resources of the Cowley College Emergency Management Team in case of a catastrophic or hazard situation.

11. Federal Agency: The government requires the college to fulfill certain requirements to maintain federal funding. Those include the fulfillment of the Clery Act and Higher Education Reauthorization. As a result, the college must give "time warning" if there is an imminent threat on campus, publish crime statistics on all campus locations, and produce an annual safety report.

6P4. Managing Key Student, Administrative, and Organizational Support Service Processes

The college's daily delivery of student and administrative support services is accomplished through the college's vice presidents for academic affairs, Professional Studies, finance, institutional advancement, communications, information technology, student life, and planning. The college's director of athletics supervises all aspects of the college's athletics and recreation programs. These administrative leaders are in daily contact with program directors and other administrative personnel and actively monitor and

shape the provision of services to college stakeholders. A variety of means, detailed above, are used to evaluate the adequacy of services provided and to make needed improvements.

Each vice president is responsible for documenting key processes. The quality of this documentation is uneven. The college's documentation of policy has improved and could now be called adequate, but documentation of daily practice in furtherance of policy is not adequate. Sharing of information is encouraged through meetings of the Administrative Council, in cross-functional working groups, and informally. The college is committed to empowering personnel to solve problems for stakeholders and to pursue improvements. This commitment is communicated in performance evaluation and planning processes. The "Are We Making Progress?" survey indicates the college's employees feel empowered to make change.

As further progress is made with SCIQ, we will have a consistent way to document key processes as well as report on the health of these processes. Category 6, 6I2, also documents the management of these reviews and details the college's intention to help ensure the propagation of its culture and infrastructure.

6R1. Measures of Support Service Processes

Noel-Levitz Student Satisfaction Inventory, the National Survey of Student Engagement, and the Professional Studies' Exit Survey provide feedback from students on the various support services provided on a regular basis. The "Are We Making Progress?" survey is administered annually to all faculty and staff.

6R2. Performance Results for Student Support Services

The Student Satisfaction Inventory administered to the main campus students indicates that on measures related to service provision, the college's students are satisfied with the college's services:

Table 6.1

Campus Support Services	Importance	Satisfaction	Gap
2010 survey	6.15	5.72	0.43
2008 survey	6.06	5.74	0.32
2006 survey	5.96	5.77	0.19

Learners responding to the Professional Studies' exit survey indicate a high level of satisfaction with the support services:

Table 6.2

Professional Studies Exit Survey	2010	2009	2008
Academic advising met needs	3.43	3.43	3.32
Financial counseling met needs	3.30	3.29	3.07
Tutorial and learning assistance met needs	3.36	3.28	-
Technology was easy to use	3.63	3.63	
Scale:1=strongly disagree to 4=strongly agree			

NSSE also provides feedback as to the students' satisfaction with the institutional environment and the support they receive:

Table 6.3		
NSSE 2010 Survey		
Support needed to help succeed academically		
To what extent does your institution emphasize each of the following? *1=Very little, 2=Some, 3=Quite a bit, 4=Very much*		
Main Campus	FR	3.13
	SR	3.01
Professional Studies	SR	3.37

6R3. Performance Results for Administrative Support Services

The 2010 "Are We Making Progress?" survey indicates the following concerning employee assessments of whether their work environment allows them and others to work effectively:

- 59% agree that they get all the important information they need to do their work.
- 82% agree that they are allowed to make decisions to solve problems for the people they serve.
- 81% agree that they can make changes that will improve their work.
- 64% agree that they can get everything they need to do their jobs.
- 60% agree that they have good processes for doing their work.
- 37% agree that the college removes things that get in the way of progress.

At present we have very little process-level data. The college has progressed in generating enterprise level summative data. These data indicate that the college's enrollment growth, effective budget control, and active fund-raising efforts have significantly improved the college's finances and viability.

6R4. Using Information to Improve Services

As noted above, support areas actively seek subjective information about stakeholder satisfaction. This information is used to identify gaps in performance and satisfaction and to focus improvement efforts. Much of this use of perception-based information is informal, is poorly documented, and often lacks a plan for evaluation of the impact of improvement efforts. The notable exception is the college's Student Satisfaction Inventory, which allows year-to-year comparisons on identical measures and which initiates, each year, focused conversation and planning about ways to improve service. The same will be true with the Priorities Survey for Online Learners used in Professional Studies when administered annually.

The "Are We Making Progress?" survey asks employees whether they believe their time and talents are well used, whether the college removes obstacles that get in their way, whether they have good processes for their work, and whether they can get everything they need to do their jobs. Again, these queries elicit subjective reports of perceptions. The college's Administrative Council reviews the results of this survey and annually identifies areas for improvement. This process provides summative, macro-level information of somewhat limited value.

For the first time 2010, the "Are We Making Progress" survey was administered to affiliate faculty members in Professional Studies. The ability to trend data over multiple iterations will become important. The continuing growth of this database will allow us to analyze the trend of each metric. This will allow administrators to determine the key actions needed. As the steps are taken, future administration of this instrument will allow us to assess the effectiveness of our steps.

6R5. Performance Results Comparison

For now, the primary nationally-normed perception-based instrument used by many of Southwestern's administrative and student support units is the Student Satisfaction Inventory. It indicates that Southwestern students are more satisfied with services at the college than are students at other four-year colleges or students in the total universe of institutions that administer the SSI.

The Priorities Survey for Online Learners will also allow for cross-organizational comparison of data. This is an instrument that has been identified by the Transparency by Design institutions and results will be reported in the College Choices for Adults website, allowing future cross comparison with other adult serving units/institutions.

As we progress through the SCIQ initiative (see 6I1), we will have increasing ability not only to measure ourselves, but to measure each factor of the process against third-party or standardized, published metrics.

6I1. Recent Improvements

Work to improve processes and systems is usually initiated when one of the following occurs:
- New technology emerges;
- New processes become evident through participation in trade shows, professional events, continuing education events, or other information gathering processes;
- Feedback from stakeholders reflects that current processes are not effective;
- Existing processes become obsolete;
- Consortia partners change processes, which necessitates response on the part of Southwestern;
- Benchmarking indicates a shift in best practice.

Future Focus of the College's Quality Program

Participating in AQIP has motivated Southwestern College to develop its own quality improvement program that involves the entire college community appropriately. As a result of its first Action Project in 2004, the Southwestern College Improving Quality (SCIQ) program was developed. The program focuses principally on improving the processes of the college, and is a long-term way of working that is expected to be part of the college's management strategy for the foreseeable future.

The SCIQ program has three components—a common language, quality, and improvement. These steps were based on well-known process tools such as Process Based Management and Six Sigma and are intended to guide employees in defining and understanding "quality," and to help these employees define and understand "improvement." This will allow us to improve our systems in response to the impetuses listed above.

Common Language In 2009, training was provided to all top level management and key directors at Southwestern College. Participants were now able to proceed using standard language and concepts of process improvement.

Quality The college currently is in the second phase of the SCIQ program, which defines and understands "quality." We have defined "quality" as the college's ability to have consistent, repeatable processes in its dealings with the college's constituents (students, faculty, employees, alumni, etc.). "Quality" also takes into account understanding of what these constituents want from the college,

timelines for fulfilling these desires, and the price (monetary, time, loyalty, etc.) the constituents are willing to pay.

Southwestern is using the Process Maturity Model to address the first part of the "quality" definition—the ability to know what we do, and how we do it, and to repeat these actions consistently. Process maturity measures at which point a process is complete and capable of continual improvement.

The first step of the Process Maturity Model is to simply list every process the college has, department by department. For example, admission processes might include the following: generate leads, follow up with interested students, add prospective students to college database, schedule campus visits, etc. A six-person team of process leaders was trained by Ben Lim, vice president for information technology. (Lim has extensive industry experience with Six Sigma and Process Based Management and has been an invaluable leader in this effort.) Chosen from across campus, these process leaders were selected based on their communication skills and organizational ability to lead the extensive group discussions that would be necessary to generate comprehensive lists of projects from each working group.

Each of the processes was categorized in one of six levels (0 through 5) in which a "0" is a process that is completed by a single person and no written instructions exist for the process, and a process that is a "5" is documented, deployed, measured, and continuously improved.

When we have finished these assessments, each department will have a matrix listing its processes and which are most in need of improvement. (The chart below is one example of such a matrix.) The improvements within each unit will be reported to the Administrative Council.

Chart 6.1

Example	Name of Process or Desk Procedure	Short Description including Start and End of Process	Owner of the Process	Ranking (0 through 5)
	User Account Creation	Creating a new user on our network. Starts with an official request through our Access Request form and completed with the user is created and can log in	Scott Ireland	3

The following groups/units have already completed their Process Maturity matrices:
1) Business Services:
   a. Student Financial Services
   b. Financial Aid
   c. Accounting
   d. Finance
   e. HR and Payroll
2) Communications
3) Office of Planning
   a. Institutional Research
   b. Camps and Conferences

We are currently in the process of completing the Process Maturity Model for these following organizations:
1) Professional Studies
2) Admissions
3) Registrar's Office
4) Information Technology
5) Institutional Advancement

We will be starting the Process Maturity Modeling for these organizations in mid-2011:
   1)   Student Services

When processes through the college have been listed and categorized, they will be analyzed based on the second aspect of "quality," which explores which of these processes our constituents value most, and how to improve these processes. This college will use the Critical To (CT) Model as it moves into this phase of improving quality.

Improvement Finally, the ability to improve depends on the ability to measure what we are doing now compared to what we should be doing. Use of the Process Maturity Model and the CT Model as described above will ensure we have consistent and repeatable processes and we know what our constituents want us to achieve. The improvement aspect adds a third tier to our overall model with metrics that will measure how we are performing now, how we compare to our peers, and how we measure up to our constituents' expectations.

The common language, quality, and improvement that will make continuous process improvements part of the culture of our organization is symbolized in the chart below.

Cycle of Quality Improvement
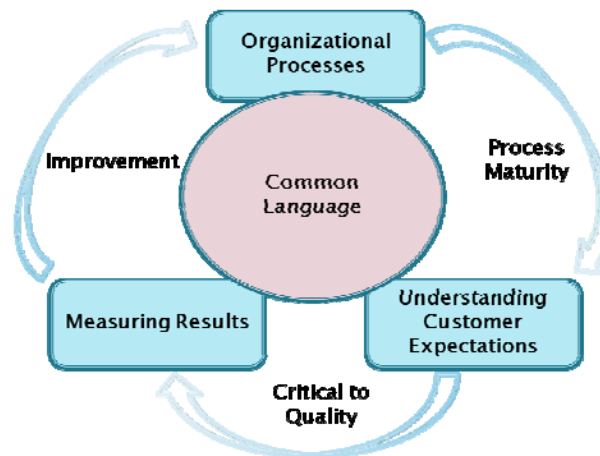
6I2. Selecting Specific Processes for Improvement

We anticipate that as Southwestern College continues working with SCIQ as described in the previous question, setting and aligning improvement targets will become easier. Each process will have an owner and each owner will be expected to improve the maturity of the processes.

Once our processes have reached level 3, the opportunity to measure aspects of each individual process will be documented and will be made transparent.

Although we are just beginning the Process Maturity modeling, we are discovering a surprising number of areas where we are quite mature.

Two groups of individuals in Southwestern College will be responsible for reviewing and maintaining our momentum in this initiative: a Process Leadership Team comprising members from the various support organizations that will lead the continued implementation and form the leadership base for cross-

boundary process optimization projects, and the Administrative Council, which will review the Process Maturity Matrix at least three times a year.

Suggestions for improvements may come from various stakeholders and will be presented to the Administrative Council for approval or may be approved by the individual vice presidents as appropriate.

CATEGORY 7

MEASURING EFFECTIVENESS

7P1. Selecting, Managing, and Distributing Data

Data used to support instructional programs are primarily selected and managed by the individual departments and faculty members. The institutional effectiveness audit that was conducted in June 2008 (Category 7, 7P3) documented the varying degrees of assessment and use of data among the departments. The education and nursing departments, whose programs are accredited by other accrediting bodies, have ongoing assessment of their instructional programs. The social sciences department also has an extensive assessment plan that is managed internally.

IDEA is used to evaluate the effectiveness of the courses offered and the results and reports are received by the vice president for academic affairs who then distributes the information to the pertinent departments. A summary institution report is provided as well as individual faculty reports. The vice president for academic affairs and dean of faculty 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.

NSSE is administered every other year and the reports are received by the director of institutional research who disaggregates the data and distributes the disaggregated reports to the vice president of academic affairs and the vice president for Professional Studies.

Dashboard metrics have been selected by and are updated annually for the president and Administrative Council and shared with the trustees. The metrics include information on the student body such as headcounts, retention rates, graduation rates (by main campus and Professional Studies) as well as financial information, and includes indicators comparing to the previous year. (Metric Report)

A survey of recent graduates of the main campus programs has been developed to measure the students' perception of the effectiveness of their education in general in preparing for graduate work or for employment and is being administered annually. The overall response rate for three years of administration is 30%. The results are combined by academic divisions and distributed to the vice president for academic affairs to share with the division chairs.

Professional Studies has developed and is using five methods to assess the effectiveness of its programs. The methods include an alumni exit survey, final project evaluation, and data from NSSE and FSSE. The attached PS Assessment Plan presents in grid form key assessment activities and results. PS Assessment Plan.

7P2. Selecting, Managing, and Distributing Data to Support Planning and Improvement Efforts

A new planning process, implemented in 2009, requires individuals, units, and departments to identify activities that will meet the goals and desired outcomes, and indicate the metrics to be used in measuring performance and improvement efforts. This process was developed by a Strategic Planning Task Force that consisted of the vice president for planning and new programs, the vice president for academic affairs, the associate vice president for advising and student success, the vice president for technology, and the director of institutional research. The task force established new procedures that assured the

linkage of the college's overall mission and goals to each work unit, and each work unit to each individual employee. The SMART goals set for each employee are quantifiable and can be used to improve performance of individual employees, as well as providing steps toward meeting goals set by departments and by the institution. Once the initial development and implementation of the planning process was in the place, the task force was dissolved and the process continues under the oversight of the Administrative Council. The plans for individuals are being used in the annual evaluation process and progress reports are submitted by the departments. In this process, requests for data come from both individuals and work units.

7P3. Determining the Data Needs of Departments and Units

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 units collect 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 that 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.

A project currently underway is the creation of a data mart that will hold student-specific information that is most used across campus. This data mart will be used by most departments for their individual reporting needs and will eliminate the need for all users to have direct access to live data, making the data more secure.

7P4. Analyzing Data at the Organizational Level

Several data items are held in common by both the main campus and Professional Studies, as well as measures and reports. Enrollment headcounts, credit hours generated, and tuition income are the most common. Enrollment reports that coordinate with and lead up to the official census date (20th day of classes, 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 assist 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. The Factbook is available on the internet, and as sections are updated all employees are notified by e-mail communication that tables have been updated.

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 to 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 at the end of the second 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 share the results with the staff. The report on the main campus freshmen and seniors is provided to the vice president for academic affairs and the president. 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.

Southwestern participates in the Noel-Levitz Student Satisfaction Inventory annually. The survey is administered by the associate vice president for advising and student success who then shares with individual departments the results that pertain directly to them.

7P5. Determining the Needs and Priorities for Comparative Data

Needs and priorities for comparative information are generally established by the college's Administrative Council. Specification of needs occurs either when the council is seeking information that addresses a specific circumstance of the college or when the council decides to begin tracking a new performance indicator as part of the college's growing emphasis on performance tracking. Comparisons normally focus on one of the following groups: members of the Kansas Collegiate Athletics Conference, members of the Kansas Independent College Association, or the universe of comprehensive colleges in the U.S.

Our principal criterion for selection of data is that the method of its gathering and reporting be uniform, allowing valid comparisons.

The college gathers and employs very little comparative information from sources outside education, with the exception of the "Are We Making Progress?" survey.

7P6. Ensuring Alignment of Department and Unit Analysis with Organizational Goals

The institutional effectiveness audit, mentioned in 7P3, also provided information as to which departments and units had goals that align with the overall institutional objectives and those that did not. The majority

did not have written goals and outcomes linked to the college's goals. The strategic planning task force addressed this need of the college by working with the departments and divisions in writing plans that link to the overall goals of the college. (7P2)

7P7. Ensuring the Timeliness, Accuracy, Reliability, and Security of Information Systems

A team composed of representatives from each department functions as a monitoring and decision-making group on issues of data input, emphasizing consistency and accuracy. Through reports from the vice president for information technology, the work of this team (along with their recommendations concerning means of improving the effectiveness of the college's information systems) is forwarded to the Administrative Council and the president.

Information Technology personnel have established several processes to ensure timeliness, accuracy, reliability, and security of the college's systems.

1. Project Portfolio Management:
   - We maintain a project portfolio (on our Project Site) and with the participation and guidance of the Applications Power Users Group (APUG), projects are prioritized and communicated and the portfolio maintained.

2. Project Management:
   - Each large project has a defined project management led by a project leader. Projects are managed through team meetings, project management tools such as MSProject and through consultation with APUG and Administrative Council.

3. Change Management:
   - Any system changes to systems and software codes are maintained through our Change Management Process with the details kept with the project file within the project portfolio system.

4. Data Access Control:
   - All requests for access to any system resources are approved through e-mail with the appropriate data owners.
   - All requests are kept on file.
   - All security changes (password resets, for example) are requested and approved prior to execution.

5. Physical Access Control:
   - Data center is located in a brick enclosed room with total climate control
   - Appropriate fire controls are in place (although not an automated system)
   - Steel door with only three approved keys

6. Backup/Restore and Recovery:
   - Currently using standard tape backup system (tested every six months) on standard 5,4,1 rotation
   - Tape is currently kept on site
   - Currently implementing:
     o Full virtual environment
     o Replicated data to another site 50 miles away
     o Back-up to disk locally
     o Back-up to tape both locally and remotely

7. Patch and security update:
   - Standard MS security patches are implemented as soon as we can test and confirm

- Currently targeting one-week turn around

Accuracy of data is verified routinely by the institutional research office whenever filling a request for specific data and when completing surveys and creating reports. Queries are used to find missing or incorrect information and the owner of the data (i.e. registrar's office in the case of academic records) is notified of any problems found. In addition, some offices have built queries to catch data entry errors early.

7R1. Measures of Performance and Effectiveness

The college's director of institutional research works actively, through professional conferences and other interactions with peers, to remain abreast of best practices for measuring effectiveness. This work has not yet resulted in a formal annual assessment of our measures.

For each of the processes above there are related measurements:

Portfolio Management:
- ROI, Target Accuracy, Work Load

Project Management:
- Project Controls, Training, Completion Rate

Change Management:
- Accuracy and Consistency, Replicability, Controls, Log Checks

Data Access Control:
- Completion, Accuracy, Log Checks

Physical Access Control:
- Regular Checks Through Plant/Maintenance, Key Checks

Backup/Restore and Recovery:
- Weekly Tape Check, 6-months Recovery Checks
- Future:
  - Disaster Recovery Practices
  - Replication Checks
  - Log Checks

Patch and Security Updates:
- Security Logs Weekly, MS Updates, Server Reset Logs

7R2. Evidence That Measuring Effectiveness Meets Organization's Needs

Our evidence on this is anecdotal, with administrators and faculty alike often stating satisfaction with the emergence of an organizational culture that values fact-based decision-making followed by evaluation of effectiveness. The college has not developed a systematic assessment of the efficacy of our measurement program.

7R3. Performance Results and 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, which began in 2006. The annual report template was finalized in 2008 and the first report was posted on a third-party website 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. We believe our Professional Studies unit is in the vanguard nationally, among institutions that serve adult learners, in seeking to transparently report measurements of effectiveness.

7I1.Recent Improvements

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

To initiate the coordination of the use of surveys by the various departments and provide access of the surveys to the institutional research office, the college began using Survey Monkey's secured survey product approximately three years ago. Several departments are now using surveys as a method of gathering feedback for assessing everything from courses to programs to summer camps hosted by the college to employee satisfaction surveys. Although these surveys do not provide for comparisons outside of the college, they are providing data that can be used for improvement in the various areas.

An annual survey of the graduates from the main campus during the prior year is one of the ongoing surveys and has been administered for three years. Professional Studies has implemented an "exit" survey as learners complete the requirements for their programs. Both surveys measure the value to the graduate of the education received at Southwestern.

A move toward improving and enlarging the capacity of the institutional research office began with the hiring of a graduate assistant who is now a regular part-time employee. The assistant is currently responsible for survey requests (i.e., *U.S. News* and *Peterson's*) and assisting with fulfilling internal requests for data. Further expansion of data support is being considered for the near future that will provide for continuous data integrity analysis and provide support to the director of institutional research in expanding the role of the office of institutional research. The college's information technology office will soon be adding an employee with significant responsibility for improving the organization of college databases used in supporting fact-based decision-making.

7I2. Selecting Specific Processes for Improvement

The strategic planning process that has been in place for several years helps identify specific areas that need to be improved. The implementation of the unit plans will further aid in identifying these processes.

CATEGORY 8

PLANNING CONTINUOUS IMPROVEMENT

8P1. Key Planning Processes

The college's goals and directions are continuously monitored. Every year the Board of Trustees reviews the goals and directions at its January meeting and approves future goals and directions in its April meeting. Every three years a SWOT analysis or similar process for gathering broad stakeholder input into the college's planning process is conducted. The current strategic plan and archives of past plans are found at www.sckans.edu/institutional-research/strategic-plan/.

8P2. Selecting Strategies

The Vision, Mission and long-term Goals are discussed, chosen, and drafted by the Task Force on the Future of Southwestern, which is appointed by the president every three years. This group is made up of trustees, administrators, and faculty. The trustees approve the total plan every three years and the directions every year.

Every year the Planning Council provides a status report on the shorter-term directions to the campus and the trustees. The unit plans are more short term in nature and come from the divisions and departments of the college. The length of time a direction takes depends in a wide variety of issues such as funding, personnel, and policies. As a basic rule, multiple year projects are sequenced in such a way as to have some measurable progress each year.

8P3. Developing Key Action Plans

Using the Vision, Mission and Goals as a guide, the Administrative Council recommends action plans for trustee approval.

8P4. Coordinating and Alignment of Planning Processes, Strategies, and Action Plans

All employees are provided their own copies of the strategic plan each year and through interaction with their supervisors the alignment of their efforts with those of the college as a whole are established and reinforced. Each direction has accountability within the Administrative Council for its execution. The unit plans and individual performance expectations guide the work of the college's employees.

Faculty, administrative, and staff job descriptions and performance evaluations provide additional assistance in aligning needs for resources, training, and workloads. The college provides training for supervisors designed to strengthen their ability to assist with employee alignment.

8P5. Defining Objectives and Selection of Measures

Work areas, departments, and programs assigned responsibility for various outcomes within the college select the assessment tools that best provide the feedback and data they need. Performance

expectations flow from the expectations set in the strategic plan. Each process requires yearly measurable targets. Metrics are coordinated through the Office of Institutional Research. www.sckans.edu/other/institutional-research/

8P6. Linking Strategies and Action Plans

Because the college is heavily dependent on tuition, our ability to allocate support for college programs is also dependent upon enrollment outcomes and, to a much lesser extent, the ability to attract charitable gifts. The college's enrollment projection process drives the development of the institutional budget. The institutional budget then defines what is possible in terms of implementing some directions. The directions that will need new funding are earmarked and funding requests are made prior to the development of the budget. The budget for the upcoming fiscal year is approved in January and the plan is approved in April. The fiscal year of the college begins on July 1 of each year.

8P7. Assessing and Addressing Risk in Planning Processes

Every three years the college conducts a stakeholder-wide SWOT analysis (strengths, weaknesses, opportunities and threats). This process helps to assess risks both internal (items of concern within the SC community) and external (issues in the environment that might threaten the college's future). Input is fed into the ongoing planning process to assist the college in its efforts to stay relevant in the years ahead. On a yearly basis, financial risk is managed by conservative budgeting and an increasingly diversified set of income streams.

8P8. Developing Faculty, Staff, and Administrator Capabilities

to Address Changing Requirements

Supervisors work through performance expectations and evaluations and are encouraged to look for gaps in the capacity of the employees. Remedies may include training sessions and educational opportunities. On the main campus, the Faculty Development Committee oversees a process for faculty development and nurture. (One area for improvement is with main campus adjunct instructors.) Supervisors have significant discretion regarding the expenditure of their budgets and are encouraged to evaluate the needs of their staffs for training, professional development, etc. Professional Studies faculty development sessions are held throughout the year to provide appropriate training for faculty.

8R1. Measures of Effectiveness of Planning Processes

For the past six years the college has used the Baldrige "Are We Making Progress?" survey to gather facts and opinion from the college's employees. The survey contains information about strategic planning, measurement and analysis, and process management. The compiled results of these surveys have shown only gradual changes, but the surveys have driven points of emphasis in the college's improvement efforts. Results of the employee surveys can be found at Employee Survey.

The results of the 2010 survey show the majority of the employees would like ongoing training and a follow-up survey indicated that online training is the preferred method. The college invested in a Microsoft E-Learning online training program which was implemented September of 2010. Plans are being prepared to provide site training for specific needs that cannot be supported by online training.

The college's vice president for planning and program development is responsible for annually tracking the college's success in completing its goals and directions. Beginning in 2009, a planning highlights page was included as part of the annual strategic plan document.

8R2. Performance Results

In 2010, a review of the previous three years found that approximately 70% of the directions were completed. In 2007, the three-year review of all directions found 75% had been completed. A review of this slight decline in achievement level indicates it is largely due to more specific, measurable and ambitious directions.

8R3. Projections for Performance of Strategies and Action Plans

We project that, as we set targets for completion with greater specificity and more realistic timelines, our completion rates may increase. Also expected are greater ownership of the planning process and better results in the outcomes at the school as measured in other parts of the college. Our target is to have 80% of our directions completed each year.

8R4. Performance Results of Processes

While benchmarking on specific issues occurs throughout the college, development of a comparison of our planning process with others has not been undertaken in a comprehensive way. The visiting team for the college's AQIP Quality Checkup expressed high praise for our planning process. Checkup Report and Recommendation

8R5. Evidence of Effectiveness

Effectiveness has been viewed primarily in the institution's ability to accomplish the goals and directions in the plan and produce gradual improvement in the major "dashboard" indicators of the health of the institution, e.g. enrollment, retention, and fundraising.

8I1. Recent Improvements

The primary improvement has been the addition of 25 unit plans systematized throughout the college which link all individual employees' effort to the college-wide plan. A formal timeline for unit planning, budgeting, performance evaluations, and college-wide planning has been developed, fostering greater employee engagement in planning.

8I2. Selecting Specific Processes for Improvement

The Planning Council, the future task force, and the Administrative Council review our improvement processes. Work on our AQIP action projects as well as issues presented in our portfolio review process have focused attention on improvement. Most important is the feedback from students and other stakeholders in driving improvement.

The Process Maturity Model (PMM) Action Project (described in Category 6, 6I1) is helping to identify processes by departments that need improvement and will allow for setting targets and improving performance results.

CATEGORY 9

BUILDING COLLABORATIVE RELATIONSHIPS

9P1. Creating, Prioritizing, Building Relationships with Organizations

From Which Students Are Received

Relationships with high schools and colleges that send Southwestern traditional-age students are primarily created and maintained by the college's admission staff and – for articulation agreements, evaluation of transfer credits – the college's academic affairs staff, particularly the registrar. These relationships are fostered over time through an appreciation, on all sides, that as educational institutions we all are looking for win-win situations for students, and that students thrive when they attend a school that offers the right "fit" for them. Church-related partnerships are maintained and fostered by main campus staff connected with the college's campus ministry program and the Wilke Institute for Discipleship

Relationships with tuition-remitting employers – corporate, non-profit, military, school systems/districts and government agencies – are almost exclusively handled by the college's Professional Studies staff with occasional assistance from main campus personnel such as the president, the registrar, and business office staff. The college's Professional Studies staff has been realigned to create a position in charge of initiating, monitoring, and improving partnerships with these sending organizations.

9P2. Creating, Prioritizing, Building Relationships with Organizations

That Depend on Students and Graduates

Most relationships related to facilitating the interests of Southwestern graduates in pursuing advanced degrees are initiated and maintained by personnel from the main campus. The college's career planning program assists institutions that wish to visit the college to talk with students about graduate study. Individual faculty members also facilitate connections with graduate schools. The career planning office works to arrange connections between main campus students and corporate, non-profit, and governmental employers through career fairs, hosting interview days, etc. Many main campus academic programs support the work of advisory committees, made up of alumni and friends, whose members help the college stay current concerning the educational needs and requirements of both graduate schools and employers. Individual faculty members often assist students seeking employment opportunities.

The college's Professional Studies program actively partners with tuition-remitting organizations that are, in fact, both senders and receivers. As such, these partners are very much aware of the need to receive value from their investments in college study by their employees. PS staff actively troubleshoot issues related to specific learners. They also regularly connect with the human resources and executive staffs of receiving organizations to maintain current knowledge of the requirements of these employers. Both standing advisory councils and ad hoc gatherings of relevant employers allow Professional Studies staff to elicit feedback and guidance from these partners.

9P3. Creating, Prioritizing, and Building Relationships with Service Providers to Students

The college regularly evaluates the performance of organizations that provide key services to our students and learners. Over the past decade this has led the college to partner with a number of external organizations that possess unique expertise and a strong service orientation. The college's textbook ordering and fulfillment has been outsourced to MBS Direct. The college's food service and facilities

maintenance and planning are provided by Sodexo. Copying and print services for the college are provided by an onsite IKON center. In the realm of information technology, the college has chosen Dell to provide machines for our laptop learning program, has hired Blackboard to host our Blackboard services, utilizes Elluminate Live! as our web conferencing provider, and uses SunGard/SCT PowerCampus for administrative computing and to provide a portal to information and services for main campus students, Professional Studies learners, and faculty and staff. Because of the small size of the college's main campus student body, it has not been feasible to provide a full-service student health center on campus. Consequently, the college has worked to build good partnerships with the local hospital. The college has contracted with a local mental health professional to provide counseling and support services to main campus students and has also fostered an active partnership with the county mental health agency.

In seeking external service providers the college has not been motivated by the need to reduce costs. Rather, the college has been motivated either by a wish to enhance the quality of the service it provides or by the recognition that the service in question is not a core activity of the college and ought to be outsourced.

9P4. Creating, Prioritizing, and Building Relationships with Service Providers to Organization

The college selects service providers based on their ability to provide relevant expertise and maintain the currency and quality of services. In business segments that are rapidly evolving, as with the provision of textbook services, it has been beneficial for the college to partner with organizations that bring true expertise, market savvy, and deep financial and technical resources to their work. Each relationship is managed by one or more senior administrators of the college as follows: Sodexo Facilities Services by the vice president for finance and the president, Sodexo Food Services by the vice president for finance and the dean of students; MBS Direct by the academic vice president and the PS director of academic affairs; IKON and Blackboard by the vice president for information technology. Each of these supervisory relationships is informed by evaluation processes. In the case of the food service, a student committee provides feedback about desired services, quality issues, and service costs. Sodexo Facilities Services annually holds an expectations meeting with senior administrators during which priorities are reviewed and refined.

9P5. Creating, Prioritizing, and Building Relationships with Education and General Communities

The college's collaboration with accrediting bodies is structured by the needs of the college and the bodies. Our relationship with the Higher Learning Commission is principally the responsibility of the college's president and those he seeks to involve. Relationships with specialized accreditors normally involve the college's vice president for academic affairs and the relevant academic program director. The college's connection to the United Methodist Church is multi-faceted and that is reflected in the large number of individuals who play specific roles in that collaboration.

The president takes the lead in the college's collaborations with advocacy organizations and other consortia of private colleges. The college's athletic director works actively with colleagues in the Kansas Collegiate Athletic Conference and the National Association of Intercollegiate Athletics. Most senior administrators are involved with consortia related to issues and concerns in student life, academic affairs, finance, and institutional advancement.

Work related to accreditation requires, each year, a larger share of the time of administrators and faculty. The college's involvement in AQIP reflects, in part, a desire to realize greater value from its relationship with the Higher Learning Commission. The growing emphasis on specialized accreditation in higher education has necessitated increased efforts by faculty. The college's accreditation by NCATE, in particular, requires work by many faculty members, not just those in the teacher education program.

For information on partnerships with community partners and stakeholders see responses in Categories 2 and 3.

9P6. Ensuring Partnership Relationships Meets Needs

The college's key responsibility in maintaining all its relationships is to listen carefully and communicate well with our partners and those who rely on their services. The college uses the Student Satisfaction Inventory to assess student attitudes about services provided by external entities. Surveys of learners elicit similar information from PS learners. The normal operation of accreditation processes permit an active exchange of information about mutual expectations.

The college has initiated a survey of church leaders that is designed to elicit their views of the college and the value of our partnership. (See Category 2.) Professional Studies is exploring, through its participation in Transparency by Design, a possible employer survey.

The study and reporting emphasis for the 2011-12 Task Force on the Future of Southwestern, which is convened every three years as part of the college's planning process, will focus on improving employment and graduate school outcomes for the college's graduates and, by extension, better understanding and addressing the needs of graduate schools and employers. AQIP Action Projects focused on development of key metrics and programs to move the metrics in a positive direction will result.

Professional Studies is in the process of developing means to assess employer views of recent graduates. While this was an area of interest among the Transparency by Design institutions for the development of a common protocol, this measure has not yet gained traction among those institutions. In the absence of common protocols, Professional Studies will be developing its own program to better understand employer views as a key measure of our partnership relationships.

9P7. Creating and Building Relationships Internally

The college is a much more complex organization than it was fifteen years ago, largely due to the growth of its programs for adult learners. As these programs grew the college's leadership chose to continue to function, when practical, as a single institution responding to the needs of a diverse student body. Sometimes that is easier said than done. Instruction is offered through multiple means at multiple locations to learners who have very different needs. Employees of the college are geographically dispersed and some, particularly affiliate faculty members in the college's online program, have never been face-to-face with their supervisor or with any other employee of the college. In response the college has developed an array of committees, councils, task forces, and cross-functional teams to conduct the college's business.

Key internal relationships revolve around:

- Academic oversight and governance, conducted by faculty committees and councils, division chairs, the Academic Planning Council, and the Board of Trustees Academic Affairs Committees. Key leaders for coordination are the president, the vice president for academic affairs, the vice president for Professional Studies, and the Professional Studies director of academic affairs.

- Learner support services and institutional operations, including library resources, career planning, sponsorship of student organizations, registrar's office, financial aid office, business office,

advising/coaching. Daily coordination of routine processes takes place at the director level, with the Administrative Council becoming involved when matters of policy are being discussed.

- Marketing and public relations, involving the staff of the communications office, institutional advancement, admission, athletics, and Professional Studies. The college has employed a decentralized approach in this realm, allowing different units of the college a great deal of freedom to tailor their messages to their varied audiences. The college's vice president for communications has developed and employs standards concerning the use of standard colors, typefaces, and branding logos.

- Institutional technology infrastructure, which involves support for laptops, networking, Web presence, support for administrative software, support for Blackboard Learn and other instructional software applications, and support for Professional Studies interfaces with key organizational portals maintained by tuition remitters. The college's approach to coordination in this realm has been to foster active communication among members of an informally constituted IT group, Applications Power User Group (APUG), many of whom do not report to the same supervisor. APUG provides for communication between the various departments regarding policies and procedures for use of the administrative software.

- Diverse strands of work in institutional research are being gathered and centralized through the work of the college's director of institutional research. See Category 7.

- Support services for the main campus, traditional student population. The Student Services Team was formed to facilitate communication and coordination between admissions, student life, financial aid, College Services (business office functions), registrar, and academic administration (associate vice president for academic success). Student related issues are communicated and decisions and/or recommendations are made to the Administrative Council regarding policies and procedures to improve the overall student campus experience.

- The college has been working, for more than a year, on an AQIP Action Project that employs the Six Sigma Process Maturity Model (PMM) to document, evaluate, and improve key college processes. Most units of the college have participated in the PMM project. One important result of the PMM project has been a better understanding, across the college, that many key processes involve multiple units of the college and that the processes need to be monitored and improved by multi-unit teams.

9R1. Measuring Collaborative Relationships

The college's measures of collaborative relationships have initially focused on enterprise-level outcomes that are presumed to reflect effective levels of collaboration. The college has supplemented these measures with a clergy survey and plans to further supplement with an employee survey and a survey of key graduate schools.

Table 9.1

Collaborative relationship	*Measure*
Relationships with churches	Giving to the college; responses to clergy survey
Status of relationships with accrediting agencies	Good standing
Organizations that provide services to the college	SSI results

9R2. Performance Results

- 126 churches and religious organizations gave a total of $231,062 to Southwestern College in FY2010.

- Clergy survey results: Among the clergy who have experience with the college's worship outreach programs, 98% value the programs and 67% have found the programs to be effective. Of those who are aware of the college's academic programs (74%), 98% found the programs to be valuable and 86% scored them as being effective. (Clergy Survey)

Institutional Advancement Results

Table 9.2	
Fiscal Year	*Giving by Religious Organizations*
2010	$231,062
2009	$213,438
2008	$221,747
2007	$180,089
2006	$196,149

Accreditation Status

Table 9.3	
Accreditor	*Status (Next Review and Reaffirmation)*
The Higher Learning Commissions	2016
University Senate of the United Methodist Church	2011
Commission on Collegiate Nursing Education	2013
Kansas State Board of Nursing	2011
National Association of Schools of Music	2011
National Council for Accreditation of Teacher Education	2015
Kansas State Department of Education	2015
National Association for the Education of Young Children	2012
Commission on Accreditation of Athletic Training Education	2011

Student Satisfaction Inventory (SSI) Results for Service Providers

Table 9.4	2007-2008			2010-2011			
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	Change (Gap)
Cafeteria	6.13	4.30	1.83	6.23	4.19	2.04	0.21
Student Center	5.85	4.98	0.87	5.74	4.94	0.80	-0.07
Bookstore	6.01	5.90	0.11	6.13	5.19	0.94	0.83
Campus Facilities	6.30	5.74	0.56	6.40	5.65	0.75	0.19

9R3. Performance Results Comparison

The college's SSI data allow comparisons to results achieved at other four-year colleges. The college exceeds national averages and norms for student satisfaction in almost every category measured.

9I1. Recent Improvements

The surveys of clergy of the United Methodist Church and the Winfield Community (Category 2 - 2P4) is the initial step in raising awareness of the college's various programs and measuring the effectiveness of the programs. Surveys of employers and of graduate schools that receive the college's graduates are planned for the future.

9I2. Selecting Specific Processes for Improvement

The college does not have a strong culture of measurement for improvement. The college has taken a significant step forward toward changing this culture in an enduring way be creating a formal Office of Institutional Research. The college's on-going Process Maturity Model project will ultimately identify key institutional processes and set targets from improving outcomes. The work of the 2011-2012 Task Force on the Future of Southwestern will lead to use of metrics focused on post-graduate outcomes related to employment and graduate studies. These metrics will drive work to improve our performance in building collaborative relationships.

Index to the location of evidence
relating to the Commission's
Criteria for Accreditation
found in Southwestern College's
Systems Portfolio

("O" – Overview; "Ov-# " – Overview Context Item)

Criterion One – Mission and Integrity. The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

Core Component 1a. The organization's mission documents are clear and articulate publicly the organization's commitments.

- **The mission and vision of the college have been adopted by the board.**
  - [Ov-1] [Ov-5] [2P2] [2P3] [5P1]
- **The mission and vision are widely disseminated to the public.**
  - [Ov-5] [1P18] [2P3] [4P4] [5P5]
- **The activities of the college are defined by the mission and vision of the college.**
  - [Ov-1] [Ov-2] [2P2] [2P3]

Core Component 1b. In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

- **Mission and vision addresses the diversity of the community.**
  - [Ov-1] [Ov-2] [Ov-3] [2P2] [2P3] [2P4] [3P3] [5P1] [5P3]
- **Mission provides overarching, unifying values**
  - [O] [Ov-2] [Ov-3] [OV-5] [2P2] [2P3] [4P4] [4P6] [4P7] [5P1] [5P2] [5P3] [5P10]
- **Codified expectations of ethical behavior flow from mission**
  - [Ov-3] [Ov-5] [2P3] [4P4] [4P7]
- **Mission reflects connection to founding church denomination**
  - [Ov-2] [Ov-3] [Ov-5] [2P2] [2P3]

Core Component 1c. Understanding of and support for the mission pervade the organization.

- **The Board, administration, faculty, staff and students understand the mission**
  - [Ov-1] [2P2] [2P3] [4P4] [4R2] [5P10] [8P4]
- **Organization's planning flows from the mission**
  - [Ov-2] [Ov-5] [Ov-6] [Ov-8] [2P2] [2P3] [5P1] [5P2] [5P10] [8P2] [8P3]
- **Planning and budgeting support mission**
  - [Ov-8] [2P5] [2P6] [3P5] [4P10] [5P6] [8P3] [8P6] [8P7]
- **Mission ingrained in culture**
  - [Ov-1] [0v-2] [Ov-5] [2P2] [2P3] [3P3] [4P4] [4R2] [5P1] [5P2] [5P3] [5P10] [7P2] [8P2] [8P3] [8P4] [2P1] [4P4] [5P10]

Core component 1d. The organization's governance and administrative structures promote effective leadership and support collaborative process that enable the organization to fulfill its mission.

- **Board policies and practice ensure understanding of mission**
  - **[Ov5] [2P1] [2P2] [5P10]**

- **The board enables and holds chief administration accountable for the mission**
  - **[5P1] [5P10]**

- **People within governance structures are committed to the mission and empowered to act accordingly**
  - **[Ov-5] [8P2]**

- **Faculty share in the responsibility for curriculum and academic integrity that reflects the mission**
  - **[1P2] [1P3] [1P4] [1P7] [1P17] [1P18] [4P10] [5P5] [8P2] [9P7]**

- **Faculty governance processes are clear and effective**
  - **[Ov-5] [4P12] [5P5] [5P9] [9P7]** [Faculty Governance](#)

Core component 1e. The organization upholds and protects its integrity.

- **The organization's activities are consistent with its mission**
  - **[Ov-2] [Ov-3] [2P1] [2P2] [2P3] [4P4] [4P11]**

- **The Board exercises its responsibility to ensure that the institution upholds its financial, legal, and ethical obligations**
  - **[Ov-5] [4P7] [5P6] [5P10]**

- **The organization documents and responds to complaints**
  - **[3P6] [4P13]**

- **The organization provides clear and fair policies related to the rights and responsibilities of internal constituencies**
  - **[1P17] [4P7] [6P3]**

Criterion Two – Preparing for the Future. **The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill the mission, improve the quality of its education, and respond to future challenges and opportunities.**

Core Component 2a. The organization realistically prepares for a future shaped by multiple societal and economic trends.

- **The organization uses effective environmental scanning**
  - **[Ov-6] [Ov-8] [3P3] [3P5] [6P1] [7P2] [7P4]**

- **Planning documents show careful attention to changing needs**
  - **[Ov-8] [8P6] [8P7]** [Goals and Directions](#)

- **Planning documents reflect awareness of institutional capacity**
  - **[Ov-8]** [Goals and Directions](#)

Core component 2b. The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

- **Planning is broad enough to accommodate unanticipated needs**
  - **[Ov-8] [1P3] [3P3] [7P2]**
- **The organization plans and documents resource allocations to support educational quality**
  - **[5P6] [8P2] [8P6]**
- **The organization is aware of the importance and use of human resources**
  - **[Ov-4] [4I1] [4I2] [5P8] [5R2] [5R3] [8P4] [8P8]**
- **The organization has a history of achieving its planned goals**
  - **[Ov-5] [8R1] [8R2] [8R5]** [Strategic Plan Web Page](#)

Core component 2c. The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

- **The organization's planning process is continuous**
  - **[1P1] [1P2] [8P1] [6P1] [6P2]** [Strategic Plan Web Page](#)
- **Evaluation processes provide assurance of performance expectations**
  - **[4P4] [4P8] [8P5] [8P8]**
- **The organization provides support for its evaluation and assessment processes**
  - **[Ov-7] [4P4] [6P1] [6P4] [7P1]**
- **The organization has provisions for collecting and analyzing institutional information**
  - **[Ov-7] [6P2] [7P4]**

Core component 2d. All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.

- **Planning processes are centered on the mission and vision of the organization**
  - **[Ov-2] [Ov-5] [8P2]**
- **Implementation of plans is evident in organizational operations**
  - **[2P6] [8P4] [8P5]**
- **Planning process involves appropriate stakeholders**
  - **[Ov-2] [Ov-3] [2P6] [3P3] [8P1] [8P2]**

Criterion Three – Student Learning and Effective Teaching. **The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.**

Core component 3a. The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

- **Organization places a strong emphasis on academic assessment**
  - **[1P1] [1P2] [1P15] [1P17] [1P18]**
- **Faculty are involved in determining student outcomes and assessing whether outcomes have been achieved**
  - **[1P2] [1P1] [1P18]**

- **Assessment of student learning takes multiple measures into account**
    - **[Ov-1] [1P18] [1R1]**
- **Faculty and administrators review assessment practices**
    - **[Ov-1] [1P1] [1P17] [1P18] [1I1]**

Core component 3b. The organization values and supports effective teaching.

- **Qualified faculty determine curricular content**
    - **[1P2] [1P3] [1P4] [4P2]**
- **The organization supports professional development**
    - **[1P7] [1P9] [1P11] [1P15] [4P9]**
- **The organization evaluates and recognizes effective teaching**
    - **[1P9] [1P11] [4P1] [4P11]**
- **The organization provides support for learning services**
    - **[Ov-1] [Ov-4] [1P8] [1P9] [4P9]** [Student and Administrative Support Services](#)

Core component 3c. The organization creates effective learning environments.

- **The organization provides a supportive learning environment that accommodates diversity**
    - **[Ov-1] [1P9] [1P10] [1P15]**
- **The organization provides technologies that enhance student learning**
    - **[Ov-1] [1P12] [4P9]**
- **Assessment results inform curricular improvement**
    - **[1P13] [1P17] [1P18] [1I1]**

Core component 3d. The organization's learning resources support student learning and effective teaching.

- **The organization ensures access to learning resources**
    - **[Ov-1]** [Student and Administrative Support Services](#)
    - **[Ov-9-Table O.3]**
- **The organization regularly assesses services that support student learning**
    - **[1R5] [3P1] [3R1] [3R2]**
- **Budgeting priorities reflect that improvement in teaching and learning are an institutional priority**
    - **[Ov-6] [Ov-7] [1P4] [2P5] [5P5]**
- **The organization forms partnerships that enhance student learning and teaching**
    - **[Ov-2] [Ov-9-Table O.7] [3P4]**

Criterion Four: Acquisition, Discovery, and Application of Knowledge. **The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.**

Core Component 4a. The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

- **The organization provides feedback and professional development opportunities for faculty and staff**
    - **[1P11] [4P8] [4P9] [4P10]**
- **The organization affirms policies for ethical behavior, freedom of speech, protection of intellectual property and freedom of inquiry**
    - **[Ov-5] [4P2] [4P4] [4P7]**
- **Budgeting and financing reflect commitment to educational needs**
    - **[4P9] [5P5] [5P6]**
- **The organization assesses training needs for employees**
    - **[1P9] [1P15] [4P8] [4R1]**

Core Component 4b. The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

- **The organization integrates its general education into undergraduate degree programs and recognizes experiential learning that support life long learning in a diverse student body**
    - **[1P1] [1P5] [1P9] [1P17]**
- **The organization reviews the relationship between the mission and general education**
    - **[Ov-1] [1P1] [1P18]**
- **The organization is aware of the relationship between its mission and values and the educational offerings**
    - **[Ov-2] [Ov-3] [1P1] [2P2] [2R2]**
- **The organization can demonstrate linkages between curricular and co-curricular activities that support learning**
    - **[1P16] [2P2] [2R2]**

Core Component 4c. The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

- **The organization engages in program reviews to ensure timeliness of educational offerings**
    - **[1P13]**
- **The educational outcomes include considerations for career preparation that is necessary to a productive society**
    - **[Ov-1] [Ov-2] [Ov-6] [1P1] [1P4] [1P7] [5P4]** Stakeholders - Expectations.
- **The organization provides curricular and co-curricular opportunities that promote social engagement**
    - **[Ov-5] [2P3] [2R1]**
- **Learning outcomes document that students have mastered requisite skills for participating in a diverse workforce**
    - **[1P17] [1R2] [1R4] [2P2] [2R2]**

Core component 4d. The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

- **The organization's support programs contribute to the development of student success**
    - **[Ov-1] [Ov-2] [Ov-4] [Ov-6] [1P15] [3P1] [4P9] [6P1] [6P2] [6P4]**
- **The organization follows explicit policies and procedures to ensure ethical conduct in educational activities**
    - **[4P4] [4P7] [6P3]**
- **The organization encourages curricular and co-curricular activities that promote social responsibility**
    - **[1P16] [2P2] [2P3]**

Criterion Five: Engagement and Service. **As called for by its mission, the organization identifies its constituencies and serves them in ways both value.**

Core Component 5a. The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

- **The organization is attentive to stakeholders' needs**
    - **[Ov-2] [Ov-3] [Ov-4] [2P2] [3P1] [3P3] [4P8] [5P9]**
- **The organization's commitments are shaped by its mission and capacity to support those commitments**
    - **[Ov-1] [Ov-5] [Ov-6] [2P2] [2P4] [4P5] [4P9] [5P1] [5P4] [5P5]**
- **The organization is attentive to a diversity of constituencies**
    - **[Ov-2] [Ov-3] [Ov-4] [Ov-9] [1P3] [1P5] [1P7] [2P4] [2R1] [3P3] [3P5]**
- **In responding to external stakeholders, the organization provides outreach, continuing education, and customized training**
    - **[Ov-1] [Ov-2] [Ov-3] [Ov-5] [2P3]**

Core Component 5b. The organization has the capacity and the commitment to engage with its identified constituencies and communities.

- **The organization is responsive to the broader community**
    - **[Ov-4] [Ov-9] [2P1] [2P2] [9P1]**
- **The organization's co-curricular activities connect the college populace with the broader community**
    - **[Ov-2] [1P16] [2P3] [2R1] [3P4]**
- **Planning processes project continued involvement and service**
    - **[Ov-8] [2P1] [2P2] [8P1]**
- **Educational programs connect students with external communities**
    - **[Ov-1] [Ov-2] [Ov-4] [2P2] [2P3] [3P4] [9P6]**

Core Component 5c. The organization demonstrates its responsiveness to those constituencies that depend on it for service.

- **Collaborative arrangements exist with other educational providers, corporations, religious organizations**
    - **[Ov-9-Table O.3] [2P2] [3P1] [9P1]** Stakeholders - Expectations
- **The organization's programs focus on shared educational and social goals**

- [Ov-2] [Ov-9] [2P2] [2P4] [2R1] [2R2]
- **Constituencies are involved in assessing the usefulness of programs**
  - [2P4] [2R1] [2R2] [3P1] [3P3]
- **The organization maintains integrity in contracted services**
  - [9P3] [9P4] [9P7]

Core Component 5d. Internal and external constituencies value the services the organization provides.

- **The organization involves constituencies in the evaluation of services**
  - [3P1] [3P3] [5P1] [9P2]
- **Service programs are well integrated into the broader community**
  - [Ov-2] [2P2] [3P4] [6P1] [6P2] [6P4] [6R2]
- **The organization provides programs to meet the continuing education needs of the community**
  - [Ov-1] [Ov-2] [Ov-9] [1P12] [3P5]