

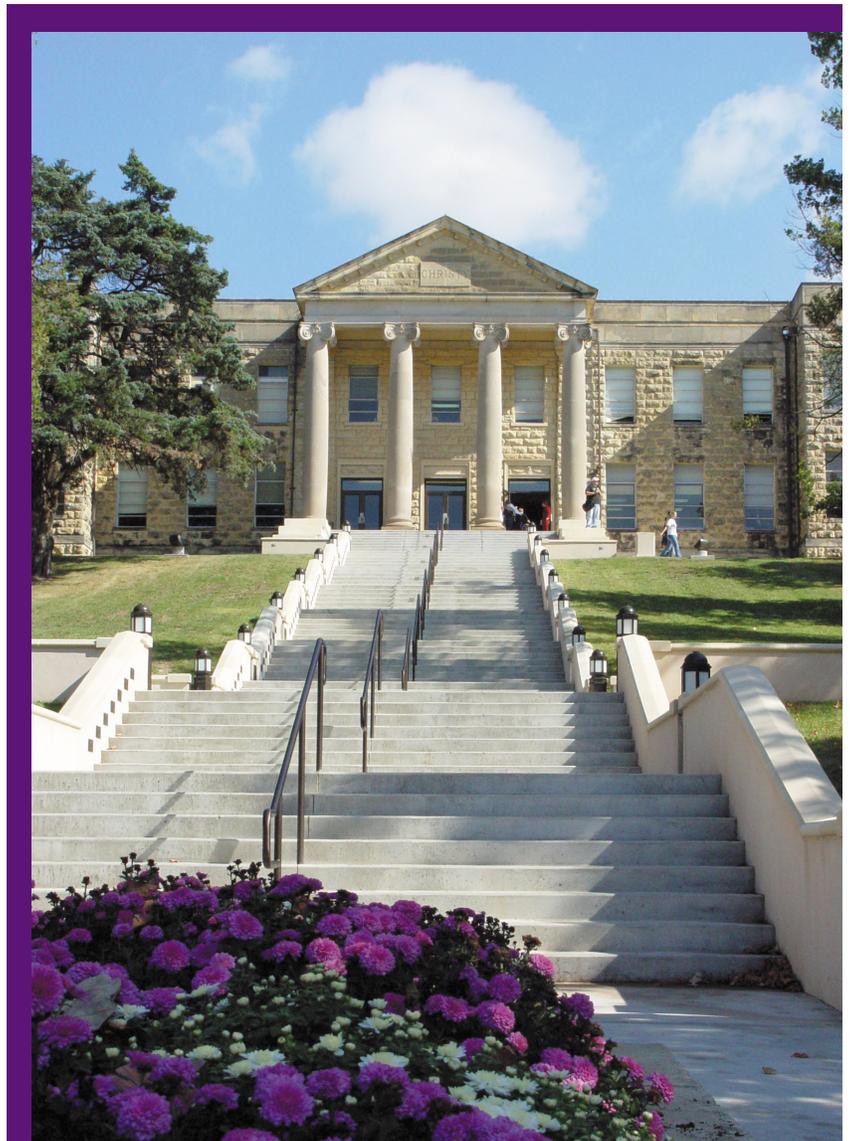
SOUTHWESTERN COLLEGE



AQIP SYSTEMS PORTFOLIO

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AQIP ORGANIZATIONAL OVERVIEW

01 Distinctive Features

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, Kansas, and serves about 600 traditional-age undergraduate and graduate students. Most come from Kansas, Oklahoma, and Texas. The college's Professional Studies program offers courses, certificates, and undergraduate degree completion programs to over 900 adult learners at Professional Studies Centers for working adults online and in Winfield; Wichita, Kansas (three sites); and Midwest City, Oklahoma. The college offers master's degree programs in Winfield and Wichita and online to about 200 traditional-age students and adult learners. In all, 1,700 students are enrolled at Southwestern College. The college's Web site may be viewed at www.sckans.edu.

The college is governed by a 41-member self-perpetuating Board of Trustees that meets three times each year. The committees of the board – Academic Affairs, Student Life, Business Affairs, Endowment Investment, Facilities and Technology, and Institutional Advancement – correspond to key administrative units of the college. The college's president reports directly to the Board of Trustees. The college's Administrative Council of senior administrators reports to and assists the president in providing leadership for the college.

As an independent college, Southwestern College is not subject to regulation by the Kansas Board of Regents, which governs public higher education in Kansas. The college provides enrollment and other data to the Regents to facilitate their work and to support Southwestern's participation in the State of Kansas Comprehensive Tuition Grant program. The teacher education program of the college is regulated by the Kansas State Department of Education. The college's nursing program is regulated by the Kansas State Board of Nursing.

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 www.sckans.edu/campus/aboutsc/mission.html

02 Educational Offerings

Southwestern College is in the midst of a planned transformation from its former identity as a residential 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.

On the residential campus, the college offers the Bachelor of Arts, Bachelor of General Studies, Bachelor of Music, Bachelor of Philosophy, Bachelor of Science, and Bachelor of Science in Nursing degrees. The residential campus program offers majors in athletic training, biology, biochemistry, business administration (three emphases), chemistry, communication (five emphases), computer science and digital arts, early childhood education, elementary education, secondary education, engineering physics, English (three emphases), health and physical education, history, liberal arts and sciences, marine biology, mathematics, music, music education, nursing, philosophy and religious studies, physics,



psychology, sport management, and theatre arts (five emphases). As of May 2006, the Master of Business Administration was offered as a fifth-year program on the main campus, with plans to add the Master of Science in Leadership and the Master of Arts in Specialized Ministries as fifth-year main campus degree programs in June 2007.

The college's Professional Studies program for adult learners offers the Bachelor of Science degree on ground and online in the following majors (majors noted with an asterisk are offered on ground only): accounting*, business administration, business quality management, computer operations technology, computer programming technology, criminal justice, education (secondary licensure)*, elementary education*, human resource development, operations management, security management, and strategic leadership. In addition, Professional Studies offers a nursing major leading to the Bachelor of Science in Nursing degree and a pastoral studies major leading to a Bachelor of Arts. Professional Studies also offers certification preparation courses for APICS, ASQ, ISM, and SME. Professional Studies offers five master's degree programs: the Master of Business Administration is offered online and on ground, the Master of Education is offered on ground and in blended format, the Master of Science in Leadership, Master of Arts in Specialized Ministries, and Master of Science in Security Administration are offered exclusively online.

03 Student Base

Southwestern's residential campus is focused on the needs of traditional-age students. More than 85% of residential campus students are under the age of 25. The residential campus undergraduate FTE in the fall of 2006 was 574. The residential campus graduate FTE was 6. The majority of residential campus students are from Kansas, Oklahoma, and Texas. These students require a full range of residential life services (housing, board plans, parking), academic services (instruction, advising, library, use of information technology, tutoring and academic support), services related to social development (student organizations and activities, athletics, etc.), assistance with financial aid matters, and personal services (health care, counseling).

Professional Studies students and most of the college's graduate students are working adults. These learners require academic programs that are scheduled with their busy lives in mind and that are rigorous and career- and job-performance oriented. These learners require convenient access to advising, assistance with financial aid, purchase of textbooks, and information about their enrollment status, charges, etc. They also require electronic access to the resources of the college's library and of other libraries.

04 Organizational Collaboration

The college is involved in a number of key collaborative relationships. The college's program in teacher education has fostered effective partnerships with regional school districts, particularly with Unified School District 465 (Winfield) and Unified School District 259 (Wichita). The college supports economic development in its region through close working relationships with the Winfield, Arkansas City, Wichita, and Midwest City (Okla.) Chambers of Commerce, with Winfield Main Street, and with Cowley First, the economic development agency for Cowley County, Kansas.

The college's Professional Studies program has partnered with the following corporations through tailor-made training programs or through education for degree-seeking employees: Boeing, Cessna, Raytheon, Engenio/LSI Logic, Tony's Pizza, Detroit Diesel, Bombardier Learjet, Smith Tool, and ConocoPhillips.



The college works actively to educate men and women engaged in military service. The college is an on-base provider of voluntary baccalaureate-level education at McConnell Air Force Base in Wichita, at Fort Riley in Junction City, Kansas, and at the White Sands Missile Range in New Mexico. The college is also a provider of courses and degrees to soldier-students through the U.S. Army's eArmyU initiative for online learning. Through eArmyU the college provides asynchronous, text-based online instruction to soldiers around the globe.

Southwestern College partners with community and technical colleges to facilitate student transfer. The college is a partner of the EduKan consortium through which six community colleges in western Kansas are offering associate degrees online.

The college is a member of the Kansas Independent College Association (KICA). Through KICA membership the college cooperates with other independent colleges to advocate for student financial aid, to share benchmarking and performance data, and to operate buying cooperatives. The college is a member of the Council of Independent Colleges (CIC), the National Association of Independent Colleges and Universities (NAICU), and the National Association of Schools and Colleges of the United Methodist Church (NASCUMC).

The college collaborates actively with the United Methodist Church and with other churches and religious organizations. The college provides opportunities for professional development for both clergy and lay leaders and assists churches in the region with innovative approaches to worship and service.

Southwestern has worked to build international collaborations. The St. Francis Methodist School in Singapore has entered into a partnership with the college that will allow their students to complete their college degrees during a two-year intensive residential learning experience at Southwestern. The college partners with the University of Glasgow to exchange students and has used interactive video-conferencing to offer political science courses to students of both institutions.

05 Faculty and Staff

The college employs 262 full-time and part-time faculty members, administrators, and staff (hourly) members.

	Full-time	Part-time
Faculty	45	91
Administrators	74	15
Staff	27	10

06 Operational Environment

Southwestern's residential campus is located on 85 acres and includes 21 buildings. About 400 of the college's 600 residential campus students reside in residence halls and college apartments. Because Southwestern is fundamentally a teaching college for undergraduates, its faculty are not involved in a great deal of sponsored research. Consequently, the college's regulatory environment is not complex (no animal research is conducted, for instance) and is largely focused on the safety of students and employees.

The college's Professional Studies Centers are (with the exception of the downtown center in Winfield) located in leased space in strip malls. Key considerations for these facilities – which are heavily used in the evening – are cleanliness, “corporate” appearance, and well-lit and abundant parking.



In addition to accreditation by the Higher Learning Commission, Southwestern is accredited by the University Senate of the United Methodist Church. Specific programs carry additional accreditation from the following organizations: for teacher education, National Council for the Accreditation of Teacher Education (NCATE); for the college's laboratory preschool, National Association for the Education of Young Children (NAEYC); for music, National Association of Schools of Music (NASM); for nursing, Commission on Collegiate Nursing Education (CCNE). The college's athletic training program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE).

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 of all residential campus faculty. These laptops are updated, for all users, every two years. The classrooms, labs, and public spaces of the residential campus have wireless networking capability and the campus wireless network will be expanded to cover all campus housing in the summer of 2007.

To improve technological support for administration as well as teaching and learning, the college has converted from a partially integrated software system to a fully integrated system. SCT PowerCampus (administrative software) has significantly strengthened administrators' reporting and management capabilities and its portal architecture facilitates student and faculty access to information.

Virtually all courses offered at Southwestern use Blackboard course management software to facilitate instruction, access to course materials, and exchanges between and among students and instructors. Because a high degree of reliability is needed, Southwestern's Blackboard applications are hosted by Blackboard. The college uses interactive video-conferencing technology to give students and learners access to instruction at a distance. The college provides to all its students a facility for creation and lifetime maintenance of a digital portfolio and archive.

07 Competing Organizations

The college's key competitive challenge comes from public colleges and universities in Kansas and Oklahoma. Both states sponsor a large number of community colleges and a large network of regional universities. Tuition at these institutions is quite low by national, or even regional, standards. Consequently, Southwestern College is under price pressure from these less expensive competitors. Several factors have eased this pressure slightly in recent years: 1) declining state support for public universities has led to significant tuition increases, diminishing the cost gap between the publics and the privates, 2) the quality of public institutions in Southwestern's region has eroded in ways that are very noticeable to students and their families (availability of courses, difficulty in graduating in four years), 3) Southwestern has enjoyed a reputation as an institution of quality that is "worth it."

The college's residential campus competes, as well, with independent colleges in the Midwest. With relatively few cross-applications with any particular private college, though, Southwestern does not have a key private college competitor in our region.

In the realm of adult education, degree completion, and graduate study, the college faces a number of key competitors in both on-ground and online arenas. In Wichita, the college competes with Friends University, Newman University, Baker University, the University of Phoenix, Tabor College, and Wichita State University. In the Oklahoma City region, where the college offers Professional Studies programs for adults, many private colleges and one service-oriented state university are our chief competitors.

The college is now offering degrees online as well as incorporating online with on-ground coursework. As the college continues to grow in the online market, the number of competitors with similar offerings is increasing.



Southwestern has competed effectively in the adult learner market by pricing its programs competitively, giving excellent service that responds to the needs and concerns of working adults, and by nimbly offering programs that respond directly to the changing needs of learners and employers.

08 Opportunities and Vulnerabilities

The key opportunity for Southwestern is the opportunity to become a comprehensive college that serves the needs of many different kinds of learners in many venues using many different means of instruction. Small, primarily residential, private colleges in this regional marketplace are not highly valued and are experiencing serious financial pressures that exert a negative impact on their quality. They are in a vicious cycle that works against their relevance, growth, and survival.

While Southwestern is also confronted with many challenges (of which finance is paramount), the college's expanded focus – serving traditional-age students, adult learners who wish to complete an undergraduate degree, and adults who wish to earn a graduate degree – and its growing proficiency in delivering programs of high quality – on ground, through asynchronous text-based online learning, and through interactive video and net-meeting technologies – have changed the college for the better. Southwestern has achieved a higher level of regional relevancy, is perceived to have made gains in the quality of its programs, is receiving increased philanthropic support, and is achieving growing enrollment.

Experience has shown that the college is vulnerable to significant downturns in the economy. These downturns depress giving to the college by alumni and friends, raise concerns about the affordability of the college among prospective residential campus students and their families, and may limit the availability of remitted tuition assistance for corporate employees who are enrolled in the college's programs for adults. The college is vulnerable to significant changes in the cost of public higher education in our regional market. Political pressure to hold down or reduce public university tuition, coupled with state initiatives to provide more financial aid to students attending public institutions, would significantly impact our residential campus programs.

The college is also vulnerable to weaknesses in its own culture and practices. While the college's people rightly value its informal and friendly ethos, the school is hampered by poor measurement practices, sometimes weak accountability systems (which are implicated in poor measurement practices), and inattention to best practices in higher education and other sectors. Overcoming this vulnerability is a key purpose of the college's participation in AQIP.



CATEGORY 1 HELPING STUDENTS LEARN

Comment

In the past 10 years the scope and complexity of Southwestern College’s educational offerings has increased. The college’s Professional Studies program has added many degrees and many adult learners from both the civilian and military sectors, and provides instruction on ground at Professional Studies Centers, at military installations, and online. On the college’s residential campus the faculty have recently completed the first significant revision of the college’s general education curriculum in 15 years. The college is now working to create coherent expressions of intended learning outcomes and strategies to evaluate those outcomes.

1C1 Common Student Learning Objectives

The mission and the vision of Southwestern College commit the college to creating and sustaining a learning community that is dedicated to intellectual growth, career preparation, ethical awareness for both the individual and community, leadership through service, and life-long learning.

The college is in the third year of an AQIP action project concerning academic outcomes assessment. That project was undertaken because the college’s efforts in outcomes assessment have been scattered, inadequate, and unsuccessful. The action project fostered a consultative process (led by the college’s main campus faculty) designed to clarify institution-wide student learning objectives. Expressed as outcomes and related demonstrable knowledge and skills, the college’s newly-stated learning objectives are:

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 Behavior	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

The next steps to be taken in the project will involve faculty and administrators in specifying concretely how courses and curricula address these five institutional outcomes and how student attainment of these outcomes is to be measured and improved.



1C2 Learning With a Mission

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 affirmed by the college's Board of Trustees.

Institutional Outcome	References in College Vision and Mission Statements
Critical Thinking	Commits to an academic program that emphasizes intellectual growth; oral and written communication skills; creativity; wellness; historical, cultural, and environmental understandings. Offers programs for the emergent learning society that stress enrichment, enhancement, and personal growth.
Ethical Behavior	Affirms the role of individual Christians in shaping a world that preserves honesty and integrity and nurtures communities of service and care.
Leadership	Describes the college as a learning community committed to leadership through service in a world without boundaries. Challenges students to take responsibility for the future of society.
Communication	Emphasizes oral and written communication skills.
Career Preparation	Offers programs leading to baccalaureate degrees that serve as foundations to professional development, and envisions a learning community committed to career preparation. Offers specific programs for degree completion, and encourages those employed full time to continue their learning.

1C3 Key Programs

The key instructional programs at Southwestern College are: baccalaureate programs offered to traditional-age students in a residential setting, master's 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, and 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. (online catalog)

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 Dell laptop computers, main campus instruction is able to take full advantage of multimedia technology and 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.

The college currently offers a Master of Business Administration on its main campus. The program is presented as a 5th year master's degree. Completion requires full-time study from July of one academic year through May of the following academic year. The current cohort of main campus MBA students has 15 members. The college plans to introduce two additional 5th year master's degrees beginning in the summer of 2007: Master of Science in Leadership, and Master of Arts in Specialized Ministries. All three of these programs use face-to-face classroom instruction.

The college's Professional Studies undergraduate program serves 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, pastoral studies, computer fields, and nursing. Professional Studies learners may study in face-to-face instructional settings at PS centers in Winfield, Kansas; Wichita, Kansas; Oklahoma City, Oklahoma; or at the following military installations: McConnell Air Force Base, Wichita, Kansas; Fort Riley, Junction City, Kansas; White Sands Missile Range, New Mexico.

Learners may also complete bachelor's degrees exclusively online. Many learners access both onground and online instructional options as they earn their degrees.

The college's graduate programs for part-time adult learners include the Master of Business Administration, Master of Education (emphases in special education or in curriculum and instruction), Master of Science in Leadership, Master of Science in Security Administration, and Master of Arts in Specialized Ministries. As with the college's undergraduate Professional Studies programs, instruction takes place onground and online.

The Blackboard course management system supports both onground and online instruction for Professional Studies. Onground instruction in undergraduate and graduate programs is occasionally supplemented through the use of interactive videoconferencing and internet meeting technologies such as Raindance

1C4 Diversity and Learning

The college's commitment to diversity and learning is expressed in its intention to prepare students for "leadership through service in a world without boundaries." The college's main campus program delivers learning options that both accommodate differing learning styles and expose students to diverse cultures. On the latter count, roughly 25% of the general education curriculum is dedicated to diversity issues. Many of the regular departmental offerings also speak to the concern for diversity and sensitivity toward other cultures and ideas. For example, the college's teacher education program requires 20 hours of observation in a multi-cultural classroom environment for the EDUC 216 Foundations of Education Laboratory, and NURS 318 Culture and Caring ensures that future nurses can provide care to people of diverse cultural groups. On a smaller scale, the college also engages in curricular innovation including internet video linking to a United Methodist high school in El Paso, Texas, from which Spanish instruction is delivered, and a video link to the University of Glasgow, Scotland. Finally, on a less formal level, several outreach teams are tied to the academic unit such as a student nursing association (SCANS), Leadership Southwestern, Discipleship Southwestern, and SIFE, all of which undertake service learning projects in a variety of contexts including Native American reservations and foreign countries.

Because most Professional Studies learners do not complete general education courses at Southwestern, the college seeks to integrate learning focused on diversity and cultural competence across the curriculum in common courses in business ethics and the senior capstone course, Responsibility for the Future, as well as courses required in each major. Because a growing number of Professional Studies learners are active duty military or military reservists, they bring a unique perspective to each of their classes given their encounters with individuals from other cultures. Still other learners work for multi-national companies and have diverse experiences to bring to the learning environment.

The college seeks to respond effectively to a variety of learning styles. Students who self-identify as having learning challenges are supported by their instructors, by use of assistive technology, and by modifications in instruction and testing procedures, etc. The college's small class sizes enable instructors to identify and address different learning styles and needs. The use of active learning techniques, participation in service learning opportunities and internships, and awareness of the real-world experiences of many of the college's adult learners have also enriched the variety of instruction at the



college. Providing online and on-ground instruction allows individuals to choose the type of instruction that best meets their needs.

In fulfillment of a stated objective in the college's strategic plan, the racial and ethnic diversity of the college's main campus has increased markedly in recent years. In response, the president of the college has convened a working group of administrators, faculty, and students to plan for activities and programming that proactively address issues of diversity and difference.

1C5 Intellectual Freedom

The college's policies commit Southwestern to the protection of academic freedom, free inquiry, vigorous debate, and freedom of expression. These commitments are operationalized through faculty policies concerning tenure and faculty governance, policies forbidding discrimination and harassment, and a student code of conduct. Through visiting lectures, films, and public forums on issues of concern in the college and the community, Southwestern College demonstrates its commitment to academic freedom. The college's policy on intellectual property and employee created materials assures equitable treatment of employees.

1P1 Learning Objectives

Southwestern College chose academic outcomes assessment as a focus in its first round of AQIP action projects. As noted above, this project has resulted in the identification of critical thinking, ethical behavior, leadership, communication, and career preparation as the key 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.

On the main campus this outcomes assessment project has produced a fruitful faculty effort to revise the college's general education program. It now is more prescriptive, with components of general education curriculum that address and further desired outcomes. These efforts have produced a newly revised general education program.

Institutional learning outcomes have been added to each Professional Studies syllabus to clearly articulate to learners intended learning outcomes as well as course objectives. Professional Studies personnel have also been working to more effectively link institutional outcomes and course objectives and to tailor curriculum to achieve desired outcomes. That process continues with discussions incorporated into the major review process. Recently there have been several major reviews which have resulted in significant change to instructional objectives in an effort to better align classroom learning with institutional outcomes.



1P2 New Programs

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, and by students themselves as they seek relevant degrees. On the main campus, the college's faculty 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 main campus undergraduate and graduate programs.

Professional Studies develops new programs by scanning the national and regional environment for current trends and needs. Using a model called the "Situational Analysis," eleven factors relevant to launching a new program are analyzed. These factors include enrollment projections, competitive environment, library resources, and financial implications. Upon completion of the internal analysis, advisory councils consisting of leaders of area businesses 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 staff and reviewed by the Graduate Studies Academic Council.

All new majors and degrees are approved by the president and forwarded to the Academic Affairs Committee of the Board of Trustees for review and recommendation. New majors and degrees are approved by the Board of Trustees.

1P3 Student Preparation

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

Before a 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. As with main campus programs in nursing and education, PS programs in these two fields 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," allow learners to assess their readiness for online learning. All of these tools are available on the college's Web site.

Each entering undergraduate PS learner is required to take an Entrance Seminar during the first session with Professional Studies. During the Entrance Seminar the learner provides a writing sample that is used to assess communication skills. All PS syllabi provide information to learners about the availability of a writing lab. PS staff members are currently evaluating the feasibility of developing a math and Microsoft Office assessment tool to further evaluate student preparation. Expectations concerning academic



performance are communicated through academic advising, and through the monitoring of stop-outs, and are enforced through probation and suspension processes.

1P4 Communicating Expectations

Expectations of student preparation and performance are communicated in a variety of ways including admission materials, course catalog requirements, new student orientation, Entrance Seminar (in the case of Professional Studies learners), an advising system, and handbooks in programs that are regulated by external bodies.

Admission advisors and Professional Studies counselors communicate to prospective students the college's expectations concerning required preparation during the intake process. Institutional outcomes and course objectives are delineated on all PS syllabi for clarity for learners.

The registrar produces degree checks that record student progress toward meeting requirements for a degree. These reports are sent both to the students and to their advisors. During the PS Entrance Seminar, learner transcripts are evaluated and a plan of study is developed. Each PS learner's progress is checked when 100 hours of credit have been completed. Since the college's conversion to the SCT PowerCampus (administrative software) product in 2006, both students and advisors now have ready access to current information on the status of student degree plans through an online portal, IQWeb.

1P5 Selecting Programs

This is an area of weakness at the college. 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, both on the main campus and in Professional Studies, but these have not been aligned into an intentional system.

On the main campus, 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 will begin her duties July 1, 2007, and 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.

Professional Studies personnel look for a good match between the prospective learner's educational goals and the various undergraduate and graduate programs offered. Some programs have a clear standard for selection. For example, the nursing program is an RN to BSN program that requires entering learners to be registered nurses. Other degree programs do not have such clear prerequisites. This challenge is being addressed through the "Destination Graduation" project, an on-going process review designed to identify and remedy weaknesses in the advising and retention efforts of the PS program.

1P6 Effective Teaching

Effective main campus teaching is monitored through the faculty evaluation system. New faculty 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 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. Expectations about effective teaching are communicated to new faculty members during orientation activities and to continuing faculty through the portfolio review process.

In Professional Studies, effective teaching is monitored through course evaluations, in-class observations of new faculty members, and assessment of online best practices using developed rubrics. Learners are asked to evaluate every online and on ground instructor for effectiveness and class content. The evaluations for each class are compiled and reviewed by the director of academic affairs.

Professional Studies administrators regularly evaluate on-ground and online affiliate faculty through the use of detailed rubrics. Faculty are evaluated on organization and structure, content, academic rigor, interactivity, instructional design, and administration of their courses. The faculty are also asked to self-evaluate using the same rubric. The rubric is used by the director of academic affairs as a springboard for detailed conversations about necessary improvements to instruction when warranted.

Expectations about effective teaching are communicated to Professional Studies affiliate faculty members through faculty development programs led by PS administrators and lead instructors. Prospective online instructors are required to complete the college's Introduction to Online Teaching course before they can be employed. Evaluation of their performance in this course communicates the college's expectations for their subsequent teaching. PS is also finalizing preparations for a "Working With Adult Learners" course for existing faculty members to supplement the Introduction to Online Learning course and faculty development workshops.

1P7 Building Course Delivery

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 onground 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 software, that is accessed by students and faculty through college-issued laptops (see 1C3). The library provides both 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. 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. 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 Centers in Winfield, Wichita, and Oklahoma City in commercial space that has been renovated for educational use. On the military installations where the college offers programs, on-ground instruction takes place in on-installation classrooms.

Online enrollment is growing rapidly in both undergraduate and graduate Professional Studies programs, reflecting the growing acceptance of this mode of teaching and learning and its ability to meet the needs



of adult learners for flexible scheduling. All PS courses are taught in an accelerated six-week course format.

To respond to the needs of learners, the SC Memorial Library has enhanced access to a growing number of online databases in recent years. The library provides both databases (full text and reference only) and e-books supporting both main campus and Professional Studies learners. The library has enhanced its services to distance learners through the establishment of a toll-free library telephone number, a modified Web site with automated response forms, and many after-hours services for learners in various time zones. Usage of these resources is continually under review.

1P8 Monitoring Curricular Effectiveness

The college's main campus faculty are completing (in the spring of 2007) a major review and revision of the college's general education requirements. This is 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. First findings concerning outcomes, and resulting curricular changes, are expected in the 2007-08 academic year.

Professional Studies reviews each program curriculum on a rotating basis. A review committee comprising current faculty and industry leaders is formed to review each program. The committee examines:

- Program purposes, goals and objectives
- Learner enrollments and other demographic trends
- Overall curriculum and degree requirements
- Learning outcomes and assessment measures
- Individual classes and sequencing issues
- Textbooks and other class resources
- Relevancy and cutting-edge trends
- Marketing plans

Curricular changes recommended as an outcome of the program reviews are forwarded to the Professional Studies Academic Council or the Graduate Studies Council for action.

Through this process and a thorough administrative review, Professional Studies programs can and have been discontinued. One of the first programs launched in PS (manufacturing technology) was discontinued. The program was launched at the right time, with the right learner base in Wichita, Kansas; however, workplace dynamics shifted and the program was no longer seen as relevant to area employers.

1P9 Needs and Support

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 has 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.

In the Professional Studies Entrance Seminar, learners complete an evaluation and assessment project designed to provide information about their academic strengths and weaknesses. As noted in 1P3, Professional Studies provides a writing lab to support learners.

Once admitted, a Professional Studies learner works one-on-one with an academic advisor to develop a degree plan. Academic advising is provided by appointment, but walk-ins, call-ins, and virtual sessions are easily accommodated. A full-time staff member (soon to be two) serves as a primary financial aid counselor. All PS staff and administrators are available for consultation in person, or by e-mail, telephone, fax, or postal mail. Staff photos on the Web site help to connect distance learners with personnel providing these support services.

The college's support for faculty who are teaching students with unique needs – e.g., physical limitations, learning disabilities – tends to be student-specific and ad hoc. 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 is developing an early warning system so online and on-ground faculty members can alert college administrators to the special needs of learners.

1P10 Aligning Co-Curricular Goals

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

1P11 Student Assessment

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 is now selecting appropriate measures of student learning.

Professional Studies undergraduate and graduate programs, whether delivered in the classroom or asynchronously online, rely on a variety of learning opportunities to optimize collaborative learning, including:

- Lecture/group discussion
- Student research and presentation
- Exercises, case studies, and simulations
- Journaling and debates
- Group projects
- Guest speakers
- Textbooks, journals, and other secondary materials
- Capstone experiences and portfolios

The director of academic affairs takes the lead on all Professional Studies assessment initiatives. PS uses some common assessments (e.g., NSSE (National Survey of Student Engagement), FSSE (Faculty Survey of Student Engagement), Flashlight Student Inventory) and triangulates that data with other



measures. A further analysis of adult-focused outcomes assessment measures used in degree-completion programs is underway.

1P12 Assessing Career Preparation

This is part of the AQIP action project related to outcomes assessment and a process for assessing student preparation for further study or employment is still being built. Some departments of the college have strong processes for such evaluation (e.g., pre-med program), other departments have no evaluation program.

1P13 Measuring Student Performance

This is part of the AQIP action project related to outcomes assessment and gathering and analysis of measures of student performance is not yet being systematically completed at an institutional level. The college's programs in teacher education and in nursing routinely measure student performance through standardized examinations such as PPST and NCLEX.

Three of the newest professional graduate programs (Master of Science in Leadership, Master of Science in Management, and Master of Science in Security Administration), have incorporated a portfolio as their culminating capstone experience. Portfolios of graduates will be both internally and externally evaluated. The external evaluation will be conducted by professionals from other educational institutions who can assess the learner's performance across institutional boundaries.



CATEGORY 2

ACCOMPLISHING OTHER DISTINCTIVE OBJECTIVES

2C1 Explicit Distinctive Objectives

The college's Mission and Vision 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.** The college provides its alumni and friends multiple opportunities to serve the college through financial support of students and programs; consultation with faculty and staff; internships, mentoring, and career development assistance for current students; recruitment of new students; and service on college boards and committees. In turn, the college's students, faculty, and staff are committed to leadership and service in the community and the region.
- **Enrichment.** Committed to lifelong learning, Southwestern College provides its many constituents opportunities for personal growth and development through academic course work, performing arts presentations, public lectures and seminars, and other offerings.

2C2 Alignment With Mission and Vision

These distinctive objectives are stated in the college's annually updated Statement of Goals and Directions for Southwestern College (Appendix A). The goals and directions are approved annually by the college's Board of Trustees and are reviewed annually for alignment and congruence with the college's mission.

2C3 Helping Students Learn

Church Relations. The college's church relations commitment provides students opportunities to explore and express their faith through involvement in local church activities, activities of the Kansas West Conference, and in the national and international United Methodist Church. Students interested in careers in ministry, whether in lay or clergy roles, are provided opportunities to explore these roles while serving the church.

Service. Through its service learning programs – Leadership Southwestern, Discipleship Southwestern, and Students in Free Enterprise (SIFE) – the college helps students learn by intentionally connecting the 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. The college's service learning programs allow students and college employees to work side by side to serve the needs of others in the college's region.



Enrichment. The college offers many programs of cultural enrichment for the community and for its students. In addition, the college supports community programs that benefit students. For instance, the college provides support for the South Kansas Symphony. Because of this supportive relationship, music majors at the college enjoy excellent opportunities to perform in the symphony alongside accomplished adult and high school players. College students who are not performers have the opportunity to attend fine concerts.

2P1 Deeply Engrained Commitments

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. These commitments are affirmed annually in the college's planning process, which involves faculty, administrators, and members of the Board of Trustees.

2P2 Setting Standards

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.

Service learning expectations are established by relevant program directors in conjunction with the academic vice president and dean of the faculty. They agree upon recruitment and participation goals and continually review the programs for effective links to classroom activities.

Enrichment activities are undertaken by many departments and programs of the college. At present, these activities are not coordinated or subject to a comprehensive statement of expectations or objectives.

2P3 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 college's finance committee, the Administrative Council, and the president. For the coming fiscal year, the college is increasing its level of staffing for church relations work through the addition of two graduate assistants. In its service learning program, the college has committed to a cost-sharing agreement that will allow employment of a VISTA volunteer to assist the community service work of Leadership Southwestern. These additional resources are being provided in response to the identified needs of the relevant programs.

2P4 Assessment of Distinctive Objectives

Because these objectives are deeply engrained in the mission and culture of the college their value and importance are assumed. There has been little assessment of the objectives or the college's success in pursuing them. In a similar vein, the college has not actively sought feedback that would adjust the objectives or the manner in which they are pursued.



2P5 Measurement of Distinctive Objectives

In the realm of church relations, the college gathers data on student involvement in church internships, student 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.

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.

Little is done to document or analyze accomplishments in the college's enrichment programs for external audiences.

2R1 Results of Distinctive Objectives

Internships: 23 (2006/07)

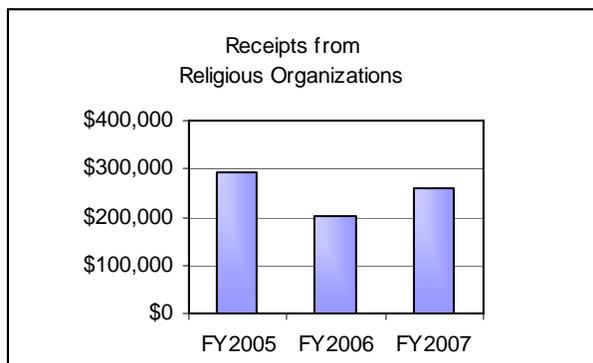
Pre-ministerial students: 25

Students on outreach teams: 30

Number of churches served: 45

Volunteer hours through Leadership Southwestern and Discipleship Southwestern: 8,792

Church giving: 2005 - \$291,292; 2006 - \$202,890; 2007- \$258,396



2R3 Strengthening the Institution

The college's work in accomplishing other 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.

2I1 – Improving Processes

Our intention in the next year is to state clearly the college's objectives in church relations, service, and enrichment, develop appropriate measures of performance, and begin to evaluate the efficacy of the college's efforts.



CATEGORY 3

UNDERSTANDING STUDENTS' AND OTHER STAKEHOLDERS' NEEDS

3C1 Student and Stakeholder Groups, and 3C2 Requirements and Expectations

As the college's tagline – Connect – indicates, Southwestern endeavors to provide its stakeholders with strong connections to the college that will sustain a lifelong relationship. The college exists for the education of its primary stakeholders: the students of the main campus and the learners in Professional Studies. The college is also committed to providing its alumni and friends multiple opportunities for service through financial support for the college, consultation with faculty and staff, opportunities to provide internships and career development, involvement in assistance for current students and recruitment of new students, and service on boards and committees. The college also offers learning opportunities that respond to the changing interests and needs of its alumni and friends. Southwestern will actively seek opportunities to enhance access to talent, expertise, and resources.

MAIN CAMPUS STAKEHOLDERS		
	Requirements and Expectations	
	Short Term	Long Term
Prospective Students	<ul style="list-style-type: none"> • Support in transition • Transparent admission process • Quality academic advising and efficient registration • Manageable tuition and adequate financial aid • Safe and nurturing environment • Accessibility and accountability in dealings with faculty and administration 	
Undergraduate Students	<ul style="list-style-type: none"> • Laptop technology • Quality instruction • Accessibility and accountability in dealings with faculty and administration • Quality academic advising and efficient registration • Manageable tuition and adequate financial aid • Rich residential campus experience • Safe and nurturing environment • Campus activities and programming • Career planning 	<ul style="list-style-type: none"> • Career advancement • Institutional integrity and reputation • Alumni connection



MAIN CAMPUS STAKEHOLDERS (continued)		
	Requirements and Expectations	
	Short Term	Long Term
Graduate Students	<ul style="list-style-type: none"> • Career-oriented degree program • Flexible schedule and delivery mode • Quality academic instruction • Accessibility and accountability in connections with faculty and administration • Quality academic advising and efficient registration • Manageable tuition • Safe and nurturing environment 	<ul style="list-style-type: none"> • Career advancement • Institutional integrity and reputation • Alumni connection

PROFESSIONAL STUDIES STAKEHOLDERS		
	Requirements and Expectations	
	Short Term	Long Term
Prospective Students	<ul style="list-style-type: none"> • Transparent and expeditious admission process • Ease in transition • Manageable tuition and adequate financial aid 	
Undergraduate and Graduate Students	<ul style="list-style-type: none"> • Career-oriented degree programs • Flexible schedule and delivery mode • Quality academic instruction from faculty who are well-credentialed and have “practitioner” backgrounds • Accessibility and accountability in faculty and staff connections • Quality and convenient academic advising and efficient registration • Manageable tuition and adequate financial aid • Accessibility and accountability • Ease of connectivity (online learners) and adequate IT support • Effective processing of military tuition assistance (military) • Effective processing of tuition assistance (corporate supported learners) 	<ul style="list-style-type: none"> • Career advancement • Institutional integrity and reputation



OTHER STAKEHOLDERS		
Board of Trustees	<ul style="list-style-type: none"> • Financial viability • Presidential leadership • Quality academic instruction • Accessibility and accountability • Accurate information/no surprises 	<ul style="list-style-type: none"> • Financial viability • Quality education • Career advancement • Institutional integrity • Solid reputation
United Methodist Church	<ul style="list-style-type: none"> • Values/faith centered environment for study • Training for clergy and lay leaders • Active partnership with local churches 	<ul style="list-style-type: none"> • Uphold and value denominational connection • Train future church leaders • Financial viability • Quality education • Institutional integrity and reputation
Community	<ul style="list-style-type: none"> • Good neighbors • Partnership in developing community • Cultural and recreational opportunities and programs • Use of facilities • Employee expertise 	<ul style="list-style-type: none"> • Creation of an attractive community in which to live, assistance in attracting business, cultural opportunities, future leaders in non-profit and business communities
Employers	<ul style="list-style-type: none"> • Work force development • Partnership in developing employees and programs 	<ul style="list-style-type: none"> • Response to emerging trends and needs in business and industry
Parents/Families	<ul style="list-style-type: none"> • Manageable tuition and adequate financial aid • Safe and nurturing environment • Accessibility and accountability in connections with faculty and administrators • Quality academic instruction 	<ul style="list-style-type: none"> • Institutional integrity • Solid reputation
Transfer Universities, High Schools, Counselors	<ul style="list-style-type: none"> • Articulation agreements • Academic integrity • Compatibility/transferability of courses • Transparency 	<ul style="list-style-type: none"> • Institutional integrity • Transparency
Alumni	<ul style="list-style-type: none"> • Connection activities • Communication • Career planning • Networking and recognition • Academic integrity • Financial viability • Administrative leadership • Accessibility and accountability 	<ul style="list-style-type: none"> • Financial viability • Quality education • Career advancement • Institutional integrity



3P1-Identifying, Analyzing, and Responding to Changing Student Needs

Southwestern College addresses the changing needs of students through ongoing assessment methods 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/vs/
- Focus groups and surveys: The college utilizes surveys and focus groups to evaluate specific functions of the college. The surveys, notably the Noel-Levitz Student Satisfaction Inventory (Appendix C), provide valuable feedback concerning the college's services and programs. The use of focus groups allows in-depth exploration of students' attitudes and satisfaction.
- Anecdotal information: The college gathers anecdotal information through review of articles in the student-produced newspaper, papers written in classes, and daily interactions with students and learners.

Administrative Units

- Administrative units serving residential campus students:
 - Enrollment Management Team (coordinated by vice president of enrollment management)
 - Retention team (coordinated by associate academic vice president for advising and student success)
 - Residential Operations Team (residence life/plant operations)
 - Incident review committee (coordinated by vice president for student life)
 - Academic affairs
 - Student life
 - Business office
 - Financial aid office
 - Library
 - Registrar
 - Information systems
- Administrative units serving Professional Studies students:
 - Professional Studies staff
 - Business office
 - Library
 - Financial aid office
 - Registrar
 - Information systems

3P2 – Connecting With Students

The college establishes and maintains relationships with students through various means:

Prospective 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, and mail 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.



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, academic support services, and personalized and challenging instruction in small classes.

Professional Studies learners: The college serves Professional Studies learners by offering convenient and flexible services that respond to the demanding schedules and lives of adult learners. Key services include advising, financial aid, information technology, and effective and career-oriented instruction.

3P3 Responding to Stakeholders

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 in the Statement of Goals and Directions (Appendix A) 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, 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 and Wichita help connect the college’s adult learning programs to regional employers. In addition to these standing councils, the Professional Studies program regularly involves representatives of business and industry in ad hoc committees involved in reviewing and revising PS program offerings.

Responses to these changing needs are discussed and finalized in various ways. The college’s Academic Planning Council initially develops, reviews, and approves new academic program offerings. Development of new programs to serve external stakeholders is discussed and approved by the Administrative Council. Resulting budget decisions are made in the Finance Committee and the Administrative Council.

3P4 Connecting With 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, updates of Web-based information, and webcasting of concerts, chapel services, and athletic events.

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, 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 to identify emerging needs.

3P5 Scanning the Environment

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. Decisions about service to new groups are made on the basis of the institution's capacity to serve, and alignment with the college's mission and resources of money and expertise.

3P6 Listening and Responding to Stakeholders

Complaint gathering and handling is, at present, an ad hoc and ineffective process at the college. With the exception of serious complaints that must be documented for the purposes of accreditation, the college does not gather and evaluate complaints. This is not to say that the college is not responsive to complaints and problems, but with the exception of the most formal kinds of complaints and grievances, adjustment and correction is currently informal and poorly documented.

3P7 Evaluating Our Success

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
- Course evaluations
- Graduation rates
- Retention rates
- Participation percentage in annual giving
- Attendance percentage in college alumni events
- Feedback gathered from external stakeholders through program evaluation
- Event surveys
- Volunteer tracking
- National Survey of Student Engagement
- Activity/programming feedback
- Individual conversations

3R1 Student Satisfaction Results

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 (Appendix D).

Southwestern College Freshman Admission Data			
Percentage Enrollments of Admission			
2003	2004	2005	2006
46.9%	39.8%	43.9%	46.1%

Students who subsequently enroll and participate in the Noel-Levitz Student Satisfaction Inventory (SSI) indicate satisfaction with the admissions 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. Gaps should become smaller, over time, as service is improved.

Item	2003 Gap	2004 Gap	2005 Gap	2006 Gap
4. Admissions staff are knowledgeable.	0.81	0.69	0.47	0.59
43. Admissions counselors respond to prospective students' unique needs and requests.	0.81	0.43	0.55	0.46
45. Students are made to feel welcome on this campus.	0.81	0.44	0.57	0.48
48. Admissions counselors accurately portray the campus in their recruiting practices.	1.15	0.59	0.58	0.66
64. New student orientation services help students adjust to college.	1.07	0.65	0.52	0.69



Main campus students. The Noel-Levitz Student Satisfaction Inventory is used to monitor main campus students' 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.

Examples of issues that were readily addressed and consequent SSI results:

Item	2003 Gap	2004 Gap	2005 Gap	2006 Gap
7. The campus is safe and secure for all students.	1.11	1.01	0.91	0.68
21. The amount of student parking space on campus is adequate.	2.78	1.70	1.13	1.40
28. Parking lots are well-lighted and secure.	2.28	1.53	1.41	1.09
38. There is an adequate selection of food available in the cafeteria.	3.11	1.46	1.21	1.36

An example of an issue that requires a longer-term investment and response is:

Item	2003 Gap	2004 Gap	2005 Gap	2006 Gap
23. Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air, etc.)	0.82	1.01	1.28	1.51

Please go to 3R5 for a comprehensive presentation of data gathered through the SSI. 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)**, made available 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. Graphs that track these results are found in Appendix B.

Main Campus NSSE Results

8. Quality of Relationships (Scale 1 to 7—higher is better)		2003	2004	2005	2006
b. Relationships with faculty members	FY	5.85	5.94	5.62	5.93
	SR	5.88	6.12	6.08	5.95
c. Relationships with administrative personnel and offices	FY	5.45	5.63	5.46	5.69
	SR	5.24	5.51	5.31	5.37
10. Institutional Environment (Scale 1 to 4)					
b. Providing the support you need to help you succeed academically	FY	3.20	3.27	3.20	3.53
	SR	3.01	3.24	3.14	3.07
d. Helping you cope with your non-academic responsibilities (work, family, etc.)	FY	2.29	2.00	2.30	2.67
	SR	1.92	2.16	1.98	2.00
e. Providing the support you need to thrive socially	FY	2.37	2.44	2.43	2.96
	SR	2.00	2.16	2.14	2.21
12. Academic Advising Scale (1 to 4)					
Overall, how would you evaluate the quality of academic advising you have received at your institution?	FY	3.02	3.33	3.28	3.36
	SR	3.01	3.24	3.27	3.21
13. Satisfaction Scale (1 to 4)					
How would you evaluate your entire educational experience at this institution?	FY	3.17	3.31	3.46	3.48
	SR	3.15	3.18	3.35	3.24
14. If you could start over again, would you go to the same institution you are now attending? <i>1=definitely no, 2=probably no, 3=probably yes, 4=definitely yes</i>	FY	3.10	3.47	3.31	3.55
	SR	3.12	3.12	3.14	3.28



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. Graphs that track these results are in Appendix B.

Professional Studies NSSE Results

8. Quality of Relationships Scale 1 to 7		2003	2004	2005	2006
b. Relationships with faculty members	SR	6.07	6.17	6.00	5.91
c. Relationships with administrative personnel and offices	SR	6.15	6.36	5.92	5.67
10. Institutional Environment Scale 1 to 4					
b. Providing the support you need to help you succeed academically	SR	3.14	3.16	3.19	3.05
d. Helping you cope with your non-academic responsibilities (work, family, etc.)	SR	2.13	2.08	2.05	2.05
e. Providing the support you need to thrive socially	SR	2.15	2.07	2.15	2.21
12. Academic Advising Scale 1 to 4					
Overall, how would you evaluate the quality of academic advising you have received at your institution?	SR	3.30	3.33	3.42	3.39
13. Satisfaction Scale 1 to 4					
How would you evaluate your entire educational experience at this institution?	SR	3.46	3.46	3.57	3.6
14. If you could start over again, would you go to the same institution you are now attending? <i>1=definitely no, 2=probably no, 3=probably yes, 4=definitely yes</i>	SR	3.42	3.58	3.61	3.65

3R2 Relationships Leading to Success

Main Campus Students. Data related to the college's relationships with our students include the percentage of students residing on campus (which has increased in recent years), and retention and graduation rates.

Southwestern's four-year graduation rate is in the top 25% and its six-year graduation rate is in the top third when compared to all other colleges in Kansas (2005, current comparison data available). Statistics comparing Southwestern's graduation rates with comparable national colleges and universities is at 3R5.



The Education Trust Comparison Data Four-Year Graduation Rate — 2005				
<i>Main Campus Site</i>	<i>Overall</i>	<i>Size</i>	<i>Sector</i>	<i>Carnegie Class</i>
Sterling College	55.50%	461	Private	Bac/A&S
Bethel College - Kansas	43.30%	489	Private	Bac/A&S
Pittsburg State University	41.90%	5,270	Public	Master's Large
Baker University College Of Arts And Sciences	41.80%	879	Private	Bac/A&S
Southwestern College	41.70%	800	Private	Master's Small
Tabor College	39%	521	Private	Bac/Diverse
MidAmerica Nazarene University	34.60%	1,251	Private	Master's Large
Newman University	33.80%	1,326	Private	Master's Medium
Bethany College - Kansas	32.20%	564	Private	Bac/Diverse
University Of Kansas Main Campus	30.50%	19,315	Public	Research Very High
University Of Saint Mary	28.10%	427	Private	Master's Large
Kansas Wesleyan University	26.10%	721	Private	Bac/Diverse
Washburn University	25.40%	4,909	Public	Master's Medium
Fort Hays State University	23.20%	5,458	Public	Master's Large
Emporia State University	22.70%	3,982	Public	Master's Large
Kansas State University	22%	17,292	Public	Research Very High
Friends University	19.90%	1,917	Private	Master's Large
Ottawa University	16.20%	422	Private	Bac/Diverse
McPherson College	15.70%	445	Private	Bac/A&S
Wichita State University	15.10%	8,392	Public	Research High
Benedictine College	N/A	1,269	Private	Master's Small
Overall Average	30.44%			

Student retention is one of the college's challenges and has been the subject of an AQIP action project. The college's retention rate has not been stable and we recognize the necessity of improving the retention of first-time freshmen. Indications of increasing student satisfaction are not translating in any predictable way into improved retention. Evidence on retention indicates that rather than taking a systemic approach, the college needs improvement in several pockets of poor retention performance. For example, data suggest that male students whose homes are more than three hours from Winfield and who are involved in football are significant retention risks. In response the college has hired a retention-minded head football coach and has directed that less attention be given to recruiting football players from distant areas, particularly Texas south of Dallas. Graphs that track these results are found in Appendix B.



Main Campus Freshman Retention and Graduation							
Cohort Year	FR Cohort Size	1st Year	2nd Year	3rd Year	4-Year Grad Rate	5-Year Grad Rate	6-Year Grad Rate
1998	140	67%	59%	53%	41%	53%	54%
1999	143	72%	58%	56%	42%	53%	55%
2000	137	64%	48%	47%	34%	45%	45%
2001	131	68%	50%	46%	36%	44%	
2002	106	71%	57%	48%	31%		
2003	177	65%	49%	45%			
2004	141	71%	56%				
2005	136	68%					

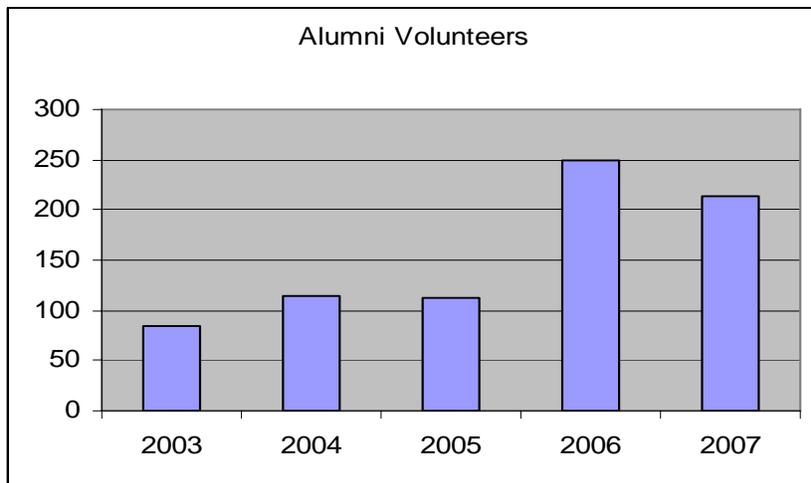
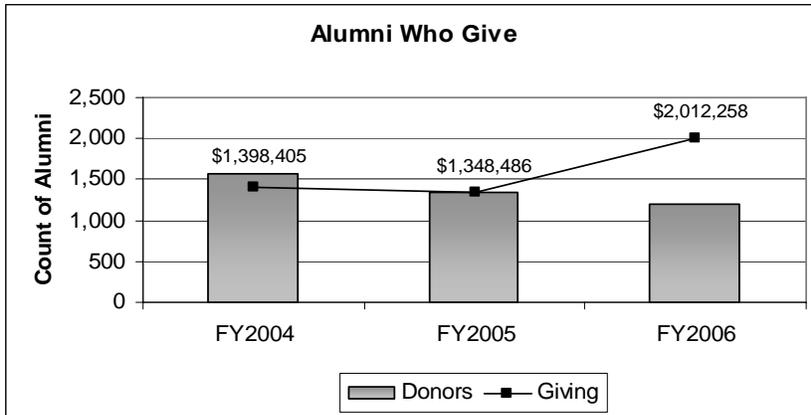
Professional Studies Students. Professional Studies programs offer flexibility for the adult student which results in a number of students who stop-out for a short period of time, then return to complete their degrees. The following table presents data on the two-, three-, and four- year graduation rates for Professional Studies undergraduate learners. Graphs that track these results are found in Appendix B.

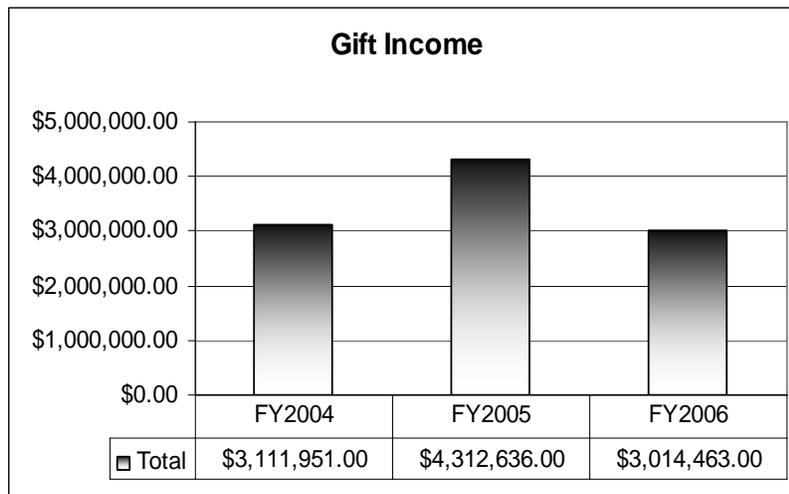
Professional Studies Graduation Rate				
<i>(New, degree-seeking students entering Fall semester)</i>				
Cohort Year	Count	Grad Rate 2-Yr	Grad Rate 3-Yr	Grad Rate 4-Yr
1999	133	48.9%	63.9%	69.9%
2000	117	38.5%	59.0%	61.5%
2001	128	35.2%	52.3%	59.4%
2002	132	37.9%	50.8%	56.1%
2003	141	36.9%	49.6%	
2004	228	23%		



3R3 Alumni and Stakeholder Involvement

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. When these numbers are going up (see charts below), stakeholders are pleased with our work. No recent assessment has directly evaluated alumni satisfaction with the college's performance.





Comments from the Board of Trustees, leaders of the United Methodist Church, community members, employers, and parents generally express positive evaluation of the college's performance. No recent assessment has directly evaluated these groups' satisfaction with the college's performance.

3R4 Building Relationships

The college has not systematically evaluated results of our relationship building efforts. However, some results related to the perceived value of the college's program are:

- The college has been ranked as a Top Tier comprehensive college in the Midwest by *U.S. News and World Report* in 2004, 2005, and 2006.
- The college's headcount enrollment has doubled over the past 10 years.
- The college's main campus net tuition has roughly doubled in the past 10 years while main campus enrollment has been steady, indicating families are willing to spend more for a Southwestern education.
- Total charitable giving to the college doubled between 1998 and 2005.

3R5 Comparing Our Results

Alumni. Alumni participation through financial support is low by comparison to similar institutions.

Prospective students. As noted above, the college's admission yield of admitted students is high compared to that achieved at other private colleges in Kansas and in our Carnegie classification (Appendix D).

Main campus students. The information gathered from the Noel Levitz Student Satisfaction Inventory indicate that we have a higher than average satisfaction among our students as compared to similar institutions. Statistics from the Education Trust indicate that the college's main campus undergraduate graduation rates are near the top for our region.



Comparison of Noel Levitz Student Satisfaction Inventory

Scale	Southwestern College 2004		National Group Means Four-Year Private Institutions		Southwestern College 2005		National Group Means Four-Year Private Institutions		Southwestern College 2006		National Group Means Four-Year Private Institutions	
	Satis	Gap	Satis	Gap	Satis	Gap	Satis	Gap	Satis	Gap	Satis	Gap
Academic Advising	5.68	0.46	5.20	1.04	5.75	0.73	5.23	1.02	5.84	0.69	5.26	1.00
Campus Climate	5.46	0.62	5.08	1.03	5.62	0.72	5.10	1.02	5.71	0.69	5.13	1.00
Campus Life	5.17	0.64	5.08	1.03	5.35	0.63	4.73	0.94	5.25	0.75	4.75	0.93
Campus Support Services	5.53	0.36	5.14	0.84	5.77	0.19	5.18	0.81	5.78	0.30	5.21	0.77
Concern for the Individual	5.52	0.50	5.06	1.05	5.71	0.60	5.08	1.04	5.72	0.62	5.11	1.01
Instructional Effectiveness	5.53	0.62	5.24	1.07	5.77	0.69	5.26	1.05	5.77	0.78	5.29	1.02
Recruitment, Financial Aid	5.37	0.77	4.83	1.29	5.50	0.86	4.86	1.27	5.60	0.84	4.88	1.25
Registration Effectiveness	5.46	0.57	4.90	1.23	5.58	0.60	4.93	1.21	5.62	0.70	4.95	1.19
Responsive to Diverse Populations	5.04		4.95		5.66		4.97		5.69		5.00	
Safety and Security	4.75	1.30	4.68	1.48	4.97	1.20	4.66	1.51	5.13	1.14	4.69	1.48
Service Excellence	5.36	0.56	4.92	1.05	5.52	0.58	4.95	1.03	5.53	0.65	4.98	1.00
Student Centeredness	5.47	0.60	5.17	0.95	5.75	0.67	5.19	0.94	5.86	0.59	5.22	0.92



Education Trust Comparison

Main	Grad Rate	State	Median SAT	Size	Sector	Carnegie Class
Clarke College	58.50%	IA	1,045	912	Private	Bac/A&S
Heidelberg College	58.30%	OH	1,010	1,196	Private	Master's Small
Dominican University Of California	57.70%	CA	1,025	1,196	Private	Master's Medium
Spring Arbor University	57.60%	MI	1,025	2,145	Private	Master's Large
Chatham College	57.10%	PA	1,047	553	Private	Master's Medium
Southwestern College	54.20%	KS	1,045	800	Private	Master's Small
Saint Mary-Of-The-Woods College	53.90%	IN	1,015	882	Private	Bac/Diverse
Seton Hill University	53.80%	PA	N/A	1,326	Private	Master's Medium
University Of Detroit Mercy	53%	MI	1,065	2,401	Private	Master's Large
Viterbo University	50.50%	WI	1,010	1,574	Private	Master's Large
Mary Baldwin College	45.80%	VA	1,055	1,180	Private	Master's Small
Gardner-Webb University	43.80%	NC	1,015	2,285	Private	Master's Large
Lesley University	43.40%	MA	1,045	1,324	Private	Master's Large
Texas Wesleyan University	43.10%	TX	1,094	1,115	Private	Master's Medium
Mount Marty College - South Dakota	43%	SD	1,025	838	Private	Master's Small
Trevecca Nazarene University	39.70%	TN	1,045	1,073	Private	Doctoral/Research

311 Process Improvement

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 same is not true of processes for understanding the needs of external stakeholders. Much of our information concerning their needs is anecdotal and is not gathered and analyzed in systematic fashion. Improvement in this realm is a key priority for the college.

312 Setting Improvement Targets

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 year to sophomore, and for graduation in four years have been set through an AQIP action project.

Results and priorities for improvement are communicated to the college's employees through meetings and e-mail updates from the president.



CATEGORY 4 VALUING PEOPLE

4C1 Organizing the Professional Environment

The college organizes its work through the following units: academic affairs, student life, communications and public relations, institutional advancement, business affairs, information technology, and Professional Studies. Each of these areas is headed by a vice president who reports to the college's president and is a member of the college's Administrative Council, which meets weekly and is chaired by the president. The college has entered into outsourcing arrangements for its main campus bookstore (Follett), main campus food service (Sodexo), and facilities maintenance (Sodexo).

As the college's program for adult learners has grown and developed, the college has made decisions about how its Professional Studies organization should be integrated into the overall structure of the college. Key support processes for PS – the registrar, financial aid, billing, administrative software support – are provided by main campus administrative employees. Academic advising, student recruitment and admission, hiring and supervision of staff and faculty, and direction of PS academic programs are undertaken by PS staff, most of whom are headquartered at the college's Wichita East Professional Studies Center.

The college's main campus provides a traditional college setting for a largely residential student population. The physical locations of administrative, staff, and faculty offices are determined based upon the department and its function.

The offices of student life administrators and staff are located in areas of greatest and easiest access to students. The vice president for student affairs and her staff are located in an office suite in a centrally-located residence hall. The director of campus life is located in the student center, which also houses the cafeteria, the mailroom, and the bookstore. Within student life, positions and job descriptions have been developed to meet the needs of the students. The campus life office serves students by working with student organizations. The director also plans and coordinates student events, including freshman orientation. The director of career planning and academic support service counsels students regarding career goals, works with students identified as being at risk academically, and also serves as a counselor for international students. The college will be reorganizing its academic support services in a new Student Success Center directed by a newly-hired associate academic vice president in the 2007-08 academic year.

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 business office, college services (a central location for students to take care of their financial business), and the financial aid office, under the leadership of the vice president for finance, are located together on the main floor. The registrar's office is adjacent, thus providing for a central location for students to do the majority of their business.

The offices of the faculty of each department are grouped together, and the majority of the classrooms used by the department are in the same area. This provides for a more efficient use of space and provides a better learning environment for students.

Professional Studies requires a different structure and model due to the types of programs offered and the fact that they are targeted to the working adult. As noted above, the college's Wichita East Professional Studies Center is the administrative hub for Professional Studies, strategically placing it



within a large market area. As other PS teaching locations have been developed, the staffing at each location is focused on the needs of the students, primarily advising and assistance with registration-related issues.

4C2 Work Environment and Part-Time Employees

The main campus in Winfield, Kansas, is the location of the college's primary administrative functions. Processes for division of labor and communication have resulted from having the Professional Studies primary location in Wichita, approximately 45 miles from Winfield, with additional PS teaching locations in Wichita, Kansas; Oklahoma City, Oklahoma; Junction City, Kansas; and at the White Sands Missile Range, New Mexico. The development of online learning programs has created additional challenges, as instruction typically is provided to learners at a distance from Kansas.

The majority of the courses (85%) offered through Professional Studies are taught by part-time adjunct faculty. Administrative functions are performed by full-time employees.

Main campus courses are taught primarily by full-time faculty (78%) with the remainder taught by adjuncts. 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.

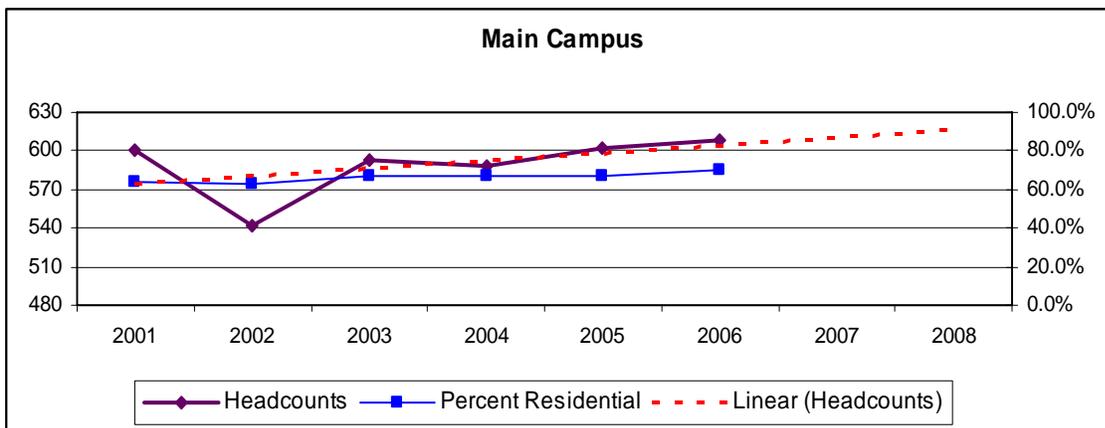
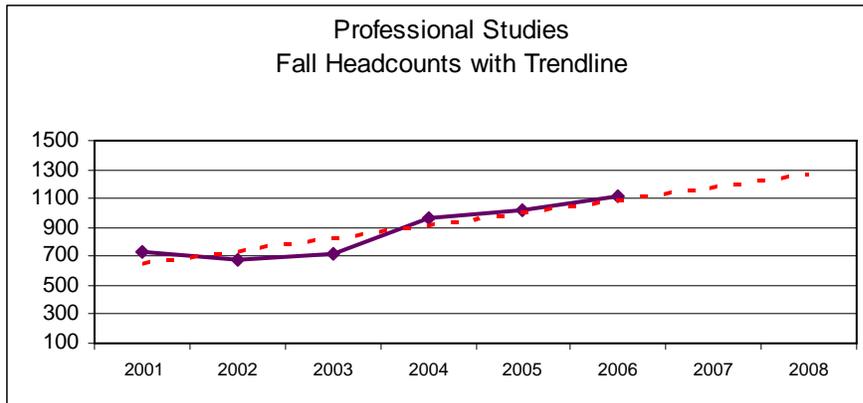
Students on the main campus have the opportunity to work part-time under the Federal College Work Study program or Southwestern's campus employment program. Students work in a variety of roles including as assistants in administrative offices, in the library, and in the academic departments. The graduate assistant program provides opportunities for graduate students to work part-time in academic departments and administrative offices at a higher level of responsibility.

4C3 Demographic Influences

The Professional Studies program has experienced steady growth in enrollment since its inception. Southwestern regularly assesses the needs of local businesses and adult learners in general, and the college addresses these needs by developing new programs. Enrollment growth in the undergraduate programs of Professional Studies is projected to continue at its current rate:

The creation of new teaching locations and expanded online offerings and services, including a growing graduate studies program, will require adaptation of the workforce, including changes in job descriptions and addition of new positions.

Main campus enrollments have fluctuated slightly over the past eight to ten years, but have stabilized in recent years at a headcount of about 600 students. The college's budgeting and planning assume that enrollment will be stable, perhaps growing slightly, and that the percentage of main campus students residing on campus will be similarly stable at about 70%. It appears that main campus enrollments will not drive any significant changes in the main campus workforce in the foreseeable future.



4C4 Training Initiatives

Employees have been in training during the past year on the college's new administrative software. The college recently completed a training program for administrative supervisors designed to strengthen alignment between individual performance plans and evaluations, departmental operating plans, and institutional objectives. Training related to diversity and cultural competence is planned for 2007-08.

In response to requests for training on Microsoft applications, Southwestern now offers Microsoft e-Learning Library (MELL), providing the opportunity for individual employees to complete training electronically.

Multi-cultural awareness training is planned for the 2007-08 academic year.



4P1 Identifying and Hiring the Right People

Position descriptions detail relevant credentials, skills, and values for administrative and staff positions. These descriptions are reviewed and updated annually. Position descriptions are used in evaluating and hiring new employees. Search committees, the director of human resources, and, ultimately, the president are responsible for reviewing the qualification of job applications and ascertaining that candidates hired have appropriate abilities.

When a full-time faculty vacancy occurs, the vice president for academic affairs and dean of faculty institutes a search. 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 selection committee is formed for the hiring of administrators and similar interviews of candidates occur.

4P2 Managing the Work Force

Recruitment procedures for various positions depend on the type of position being recruited. Most staff positions are advertised and filled locally. Faculty and senior administrative positions are filled through national searches. Mid-level administrators are normally hired through regional searches.

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

4P3 Working and Communicating

The Administrative Council meets on a weekly basis with the president, and most of the vice presidents meet with their staff on a weekly basis. Faculty meet monthly. The college's various committees meet frequently. Through these means, communication and cooperation are fostered. Campus-wide e-mail, the JinxTale daily electronic newsletter, *The Southwesterner* quarterly alumni publication, and Web sites of various programs and departments of the college offer further communication and information.

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.

The college seeks to ensure ethical practices through the frequent invocation 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.



4P4 Continuous Growth for an Effective Work Force

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. A faculty member, with the permission of the dean of faculty, may take up to three hours in on-campus, undergraduate, or graduate courses without tuition charge each fall, spring, or summer term. This benefit is also available to administrators and staff.

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. A number of college employees take advantage of this benefit each year.

4P5 Effective Training

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. Administrators and staff have yearly performance appraisals which can determine areas where training is needed. Technological support and training are available for administrators and staff. Alignment between training and institutional planning processes is achieved through performance planning and evaluation meetings that attempt to connect the individual employee's job performance objectives to departmental plans and to link those plans to stated institutional objectives. The college recently completed a training program for supervisors, led by consultant John Jasinski, on this matter. The training should strengthen the performance planning and evaluation link between individual work and institutional objectives identified in the college's planning process.

4P6 Improvement Through Evaluation

Improvement of the college's performance evaluation system for administrators and staff is the subject of an ongoing AQIP action project. Most of what has been achieved to date could be best labeled as work on "blocking and tackling." The college is trying to attain a level of simple adequacy and competency in the realm of performance evaluation: being certain that all employees are evaluated annually, that a consistent form and schedule are employed, etc. Work to take the next step in improving performance evaluation has begun with training for supervisors designed to more tightly link performance evaluation to institutional objectives. As this work continues, evaluations will more consistently reference objectives from Categories 1 and 2 and use these objectives in evaluating individual performance.



Performance evaluations for full-time faculty utilize a faculty portfolio review process that focuses explicitly on helping students learn. The response to 1P6 details this review process. Performance evaluation for Professional Studies faculty is described in the same section.

4P7 Recognizing Outstanding Achievement

The college annually presents the Ruth and Floyd Fassnacht Award to three members of the college workforce – a main campus faculty member, a main campus administrator or staff employee, and a Professional Studies employee – during the spring employee recognition event. These awards allow for public acknowledgement, in conjunction with a meeting of the college's Board of Trustees and with participation by trustees, of employees who excel in helping students learn and in meeting other objectives related to service learning, leadership, and support for the church. The Fassnacht Award provides \$500 to each recipient.

Since 1993 an award sponsored by The United Methodist Church Board of Higher Education has been presented to a faculty member who is characterized by excellence in teaching; civility and concern for students and colleagues; commitment to value-centered education; and service to students, the institution, the community, or church. This \$500 award is also presented at the spring employee recognition reception.

The Student Government Association selects a faculty and a staff member to receive recognition at the employee recognition event. Though the awards do not provide a financial benefit to college employees, they are highly valued as an expression of student recognition and thanks.

As a result of the college's recently completed capital campaign, two endowments to support faculty excellence have been created. The Focht Faculty Fellowship provides financial support for faculty research and travel. The Kopke Award for Distinguished Teaching provides an award of \$5,000 to an outstanding member of the main campus faculty. This award is presented during the college's spring Commencement exercises.

As noted above, faculty members have access to reimbursement for conference expenses, association dues, professional publications, etc. Each vice president of the college has funds with which to budget for conferences, travel, and training for employees they supervise.

The college provides a generous tuition benefit whereby any full-time employee may take college courses without a tuition charge. This tuition benefit is available for undergraduate and graduate study.

The college has explored the possibility of introducing a formal merit compensation system, particularly for administrators. Employees and supervisors displayed little enthusiasm for this approach. An informal system of "special pleading" by members of the Administrative Council results in rare, ad hoc increases in salary for administrators. Faculty receive salary increases in conjunction with promotions in rank.

4P8 Improving Current Processes

The faculty has a liaison committee, the Faculty Concerns Committee, whose charge is to address concerns of the faculty, bring them to administration, and share their findings back with the faculty.



Similar committees – the staff and administrative forums – were organized several years ago to address the concerns of administrators and staff. These committees have been ineffective and have ceased to function.

The college is in its third year of administering the “Are We Making Progress?” survey to gain insight into the motivation, concerns, and issues of faculty, staff, and administrators. (2007 survey results are available in Appendix E.) 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.

4P9 Providing a Positive Environment

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 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 5% employer contribution.

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.

4P10 Measuring Satisfaction

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



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

4R1 Survey Results

Employee Satisfaction. In the 2006 and 2007 "Are We Making Progress?" survey (hereafter called the "employee survey"), 94% (2006) and 93% (2007) of the respondents indicated satisfaction with the college, up from 88% of employees in the 2005 employee survey. Results from the employee survey can be viewed at www.sckans.edu/hr. Key findings from the surveys:

- **Leadership.** About 91% of employee respondents state that they understand the college's mission and what it is trying to accomplish. 74% of employees believe that the college's leaders use the college's values to guide the college. 54% of employees believe the college asks for their input and thoughts.
- **Strategic Planning.** A little more than half of employee 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.** 98% 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 90% of employees believe they are allowed to make decisions to solve problems for the people they serve.
- **Measurement, Analysis, and Knowledge Measurement.** 83% of respondents state they know how to measure the quality of their work. 62% of employees know how the measures they use in their work fit into the college's overall measures of improvement. 50% of employees believe they get all the important information they need to do their work.
- **Human Resource Focus.** Three-fourths of respondents believe they can make changes to improve their work and believe that the people they work with cooperate and work as a team. 90% of respondents state that they have a safe workplace. A little more than half of respondents agree that they are recognized for their work.
- **Process Management.** Between 50% and 60% 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.** 85% of respondents state that the people they serve as satisfied with their work. 69% agree that the college uses their time and talents well. 80% 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. Exit interviews were conducted by the human resources director for 15 of the 21 employees who left the college during the 2006-07 budget year. Employees overall enjoyed and valued their work experience at the college. The performance evaluation process is helpful and there has been improvement in more clearly defining goals.

New Employee Orientation. One of the goals of the college's action project in human resources was to more systematically orient new employees. All new employees are scheduled to participate in a new employee orientation. The orientation includes presentations by key administrators concerning key offices and divisions of the college, a tour of the campus, information on employee benefits, and basic computer training related to the college's administrative software. Of the 21 new full-time employees and the 6 new part-time employees, 18 completed the training during the 2006-07 budget year. The orientation training evaluation was positive; the employees felt the training was valuable.

4R2 Process Results

See 4R1 concerning processes for exit interviews, new employee orientation, and employee questionnaire results related to process management.



4R3 Work Force Effectiveness

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 the last two years of data follows:

Student Satisfaction Inventory	Southwestern College 2004-05			Southwestern College 2005-06			Change	
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	Satisfaction	Gap
Academic Advising	6.48	5.75	0.73	6.53	5.84	0.69	0.09	-0.04
Campus Climate	6.34	5.62	0.72	6.40	5.71	0.69	0.09	-0.03
Campus Life	5.98	5.35	0.63	6.00	5.25	0.75	-0.10	0.12
Campus Support Services	5.96	5.77	0.19	6.08	5.78	0.30	0.01	0.11
Concern for the Individual	6.31	5.71	0.60	6.34	5.72	0.62	0.01	0.02
Instructional Effectiveness	6.46	5.77	0.69	6.55	5.77	0.78	0	0.09
Recruitment and Financial Aid	6.36	5.50	0.86	6.44	5.60	0.84	0.10	-0.02
Registration Effectiveness	6.18	5.58	0.60	6.32	5.62	0.70	0.04	0.10
Responsiveness to Diverse Populations		5.66			5.69		0.03	
Safety and Security	6.17	4.97	1.20	6.27	5.13	1.14	0.16	-0.06
Service Excellence	6.10	5.52	0.58	6.18	5.53	0.65	0.01	0.07
Student Centeredness	6.42	5.75	0.67	6.45	5.86	0.59	0.11	-0.08



Results from the NSSE surveys show that our students are somewhat 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	<i>About how often have you done each of the following? 1=never, 2=sometimes, 3=often, 4=very often</i>				
Academic and Intellectual Experiences		2003	2004	2005	2006
Talked about career plans with a faculty member or advisor	FY	2.38	2.35	2.30	2.46
	SR	2.82	2.80	3.21	2.84
Discussed ideas from your readings or classes with faculty members outside of class	FY	2.31	2.08	1.94	2.17
	SR	2.35	2.37	2.42	2.43
Received prompt feedback from faculty on your academic performance (written or oral)	FY	2.74	2.98	2.78	2.99
	SR	3.00	3.02	3.10	3.07
Worked harder than you thought you could to meet an instructor's standards or expectations	FY	2.60	2.67	2.63	2.75
	SR	2.54	2.78	2.83	2.92
Quality of Relationships	<i>1=unfriendly, unsupportive, sense of alienation to 7=friendly, supportive, sense of belonging</i>				
Relationships with faculty members	FY	5.85	5.94	5.62	5.93
	SR	5.88	6.12	6.08	5.95
Relationships with administrative personnel and offices	FY	5.45	5.63	5.46	5.69
	SR	5.24	5.51	5.31	5.37
Institutional Environment	<i>1=very little, 2=some, 3=quite a bit, 4=very much</i>				
Providing the support you need to help you succeed academically	FY	3.20	3.27	3.20	3.53
	SR	3.01	3.24	3.14	3.07
Helping you cope with your non-academic responsibilities (work, family, etc.)	FY	2.29	2.00	2.30	2.67
	SR	1.92	2.16	1.98	2.00
Academic Advising	<i>1=poor, 2=fair, 3=good, 4=excellent</i>				
Overall, how would you evaluate the quality of academic advising you have received at your institution?	FY	3.02	3.33	3.28	3.36
	SR	3.01	3.24	3.27	3.20



NSSE—Professional Studies	<i>About how often have you done each of the following? 1=never, 2=sometimes, 3=often, 4=very often</i>				
Academic and Intellectual Experiences		2004	2005	2006	2007
Talked about career plans with a faculty member or advisor	SR	2.05	2.08	2.12	2.21
Discussed ideas from your readings or classes with faculty members outside of class	SR	1.91	1.93	1.92	1.87
Received prompt feedback from faculty on your academic performance (written or oral)	SR	2.88	3.11	3.14	3.10
Worked harder than you thought you could to meet an instructor's standards or expectations	SR	2.63	2.82	2.87	2.87
Quality of Relationships	<i>1=unfriendly, unsupportive, sense of alienation to 7=friendly, supportive, sense of belonging</i>				
Relationships with faculty members	SR	6.07	6.17	6.00	5.91
Relationships with administrative personnel and offices	SR	6.15	6.36	5.92	5.67
Institutional Environment	<i>1=very little, 2=some, 3=quite a bit, 4=very much</i>				
Providing the support you need to help you succeed academically	SR	3.14	3.16	3.19	3.05
Helping you cope with your non-academic responsibilities (work, family, etc.)	SR	2.13	2.08	2.05	2.05
Academic Advising	<i>1=poor, 2=fair, 3=good, 4=excellent</i>				
Overall, how would you evaluate the quality of academic advising you have received at your institution?	SR	3.30	3.33	3.42	3.39



4R4 How We Compare

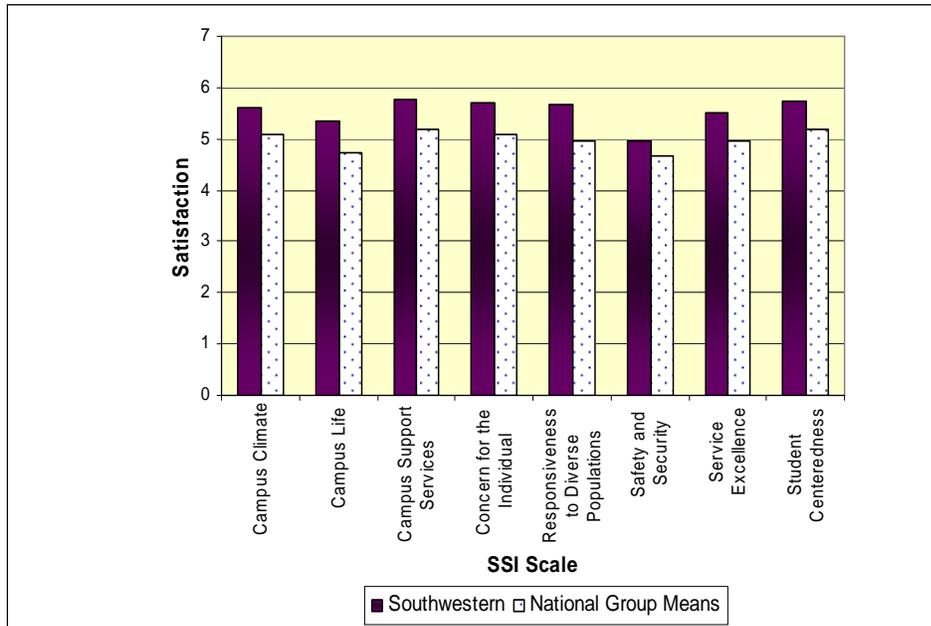
See 5R2 concerning comparative results on the “Are We Making Progress?” survey. Responses to the National Survey of Student Engagement and the Student Satisfaction Inventory surveys are compared with other colleges and universities participating in the surveys.

National Survey of Student Engagement	2004	Comparison Group Baccalaureate-Gen	2005	Comparison Group 2005 Selected Peers	Comparison Group Baccalaureate-General
Academic and Intellectual Experiences					
Talked about career plans with a faculty member or advisor	FY	2.35	2.25	2.30	2.25
	SR	2.80	2.59	3.21	2.61
Discussed ideas from your readings or classes with faculty members outside of class	FY	2.08	1.85	1.94	1.89
	SR	2.37	2.16	2.42	2.18
Received prompt feedback from faculty on your academic performance (written or oral)	FY	2.98	2.64	2.78	2.81
	SR	3.02	2.86	3.10	2.98
Worked harder than you thought you could to meet an instructor's standards or expectations	FY	2.67	2.64	2.63	2.68
	SR	2.78	2.74	2.83	2.79
Quality of Relationships					
Relationships with faculty members	FY	5.94	5.70	5.62	5.57
	SR	6.12	5.86	6.08	5.81
Relationships with administrative personnel and offices	FY	5.63	5.32	5.46	5.03
	SR	5.51	5.03	5.31	4.82
Institutional Environment					
Providing the support you need to help you succeed academically	FY	3.27	3.15	3.20	3.11
	SR	3.24	3.04	3.14	3.05
Helping you cope with your non-academic responsibilities (work, family, etc.)	FY	2.00	2.26	2.30	2.28
	SR	2.16	2.08	1.98	2.11
Academic Advising					
Overall, how would you evaluate the quality of academic advising you have received at your institution?	FY	3.33	3.11	3.28	3.11
	SR	3.24	3.07	3.27	3.06

With only a few exceptions (highlighted), the average responses of Southwestern's main campus students were higher than the comparison groups. Note: The 2005 survey provides comparison with two groups – all general baccalaureate colleges and universities, and a group of selected peers.



Student Satisfaction Inventory



Comparison data table for survey years 2003 through 2006 is available at Appendix C.

411 Improvement Opportunities

The college's action project on human resources issues identified a number of opportunities for improvement that the college is currently pursuing.

412 Setting and Achieving Improvements

Targets and priorities for improvement typically originate in the college's Administrative Council in consultation with the director of human resources. Our specific improvement priorities include improving performance evaluation processes for administrators and staff to more effectively link individual performance to departmental and program goals and to the college's objectives. At the completion of our AQIP action project on human resources, the president will communicate achieved results to the college and will solicit suggestions for next steps to pursue.



CATEGORY 5 LEADING AND COMMUNICATING

5C1 Leadership and Communication Systems

As the attached organization chart shows (Appendix F), 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 president for academic affairs and dean of the college, vice president for professional studies, vice president for finance, vice president for institutional advancement, vice president for enrollment management and planning, vice president for communications, vice president for student life and dean of students, and vice president for information technology. The Administrative Council meets weekly, and each member of the council normally has a one-on-one meeting with the president each week. All of the college's faculty and administrative staff report to these members of the Administrative Council.

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 committee that provides oversight for work in their administrative area. The Board meets three times each academic year. The Board's executive committee, which includes Board officers, committee chairpersons, and two at-large members, meets as needed to handle matters that can not be deferred until a scheduled meeting of the Board.

5C2 Achieving Institutional Goals

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 ten-year goals for the college. The statement of directions and steps specifies tasks to be completed within three years and in one year (Appendix A).

The Administrative Council of the college operationalizes these goals, directions, and steps through a series of implementation assignments. These assignments, which normally have timelines for completion of two years or less, are reviewed and revised twice each year and commit the college's senior administrators to achieving steps that are integral to the achievement of the college's goals and directions.

More detail on the college's planning and performance monitoring systems is presented in the section on Category Eight: Planning Continuous Improvement.



5C3 Ethical Values and Behavior

The college's values and expectations regarding ethics, equity, social responsibility and community service are expressed in the statement of the vision of Southwestern College, which affirms the college's commitment to:

- "...freedom of thought, and responsible action..."
- "Promoting responsible citizenship through active learning, professional growth and volunteer service."
- "Fostering opportunities for service in personal, family and professional life."
- "Recognizing the inherent worth of each person, the need for personal and social responsibility, the interdependence of all peoples, and the requirements of the age for justice and responsible living on earth."

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

The following are additional examples of the Southwestern's exercise of equity, social responsibility, and community service:

- The college funds continuing education for all employees, and institutionally-organized continuing education such as technology training is also offered. Employees earn college credit if they complete this training. Many employees have earned undergraduate and graduate degrees with the financial assistance of the institution.
- On the main campus, the college actively supports programs that develop leadership, entrepreneurship, and discipleship in its students. Students apply for and are awarded activity grants in these areas that are equal in value to the grants available in athletics or the performing arts.
- College-wide, active community involvement of faculty, staff, and students is encouraged. The college is an active participant in the Chambers of Commerce in the cities it serves (Winfield, Arkansas City, Wichita, and Junction City (all in Kansas); and Midwest City, Oklahoma) and has been a leading participant in economic development efforts. One of the college's administrators is immediate past mayor of Winfield, and a number of faculty serve on appointed boards of the city. Students participate in community efforts through such events as Freshman Work Day and Big Brother/Big Sister participation.

Expectations for the ethical behavior of faculty, administrators, and students are specified in many college policies, presented in the college's policy volumes. The college's Board of Trustees works to ensure the ethical behavior of trustees in their interactions with the college through the implementation of policies on conflicts of interest and intermediate sanctions. The application of these policies is overseen by the Committee on Trusteeship, a special committee of the Board of Trustees.



5P1 Setting Goals for Institutional Achievement

Each year the college's Administrative Council, with the assistance of the college Planning Council, submits for trustee review and approval a comprehensive set of goals, directions, and steps 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.

5P2 Seeking Future Achievement

The Task Force on the Future of Southwestern 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 works actively to scan 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.

5P3 Making Wise Decisions

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 academic vice president in consultation with faculty division chairs and the faculty.
- The college's planning process is led by the Planning Council which, each year, prepares a proposed update of the college goals and directions for review and approval by the Board of Trustees.
- Curricular decisions for the college's Professional Studies program are made by the Professional Studies Academic Council and the Graduate Studies Academic Council, and are forwarded to the president 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 programs.



- 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.

5P4 Fact-Based Decision-Making

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

Finance: Three-year and ten-year financial model; annual budget report; monthly budget compliance report. These reports are used to develop, implement, and monitor annual operating budgets of the college. They support decision-making by the president, Administrative Council, Finance Committee, and Board of Trustees concerning college priorities.

Institutional Advancement: Weekly gifts paid report, campaign gifts and pledges report, and gift officer activity reports. These reports are used to support decision-making by the president, the vice president for institutional advancement, and advancement staff concerning fund-raising activities of the college, and to track gift income available to support college operations.

Enrollment management: Weekly report of applications, acceptances, and deposits; campus visit report; athletic and activity grant award report; financial aid committed report; and semester-to-semester retention reports. These reports are used to support decision-making by the vice president for enrollment management, the director of admission, the director of financial aid, and the Enrollment Management Team concerning admission and financial matters.

Financial Aid: Financial aid committed report; status of aid offers; activity grant tracking reports. These reports are used by the president, vice president for finance, vice president for enrollment management, director of admission, and director of financial aid to support decision-making concerning main campus financial aid awarding.

Professional Studies: Term aggregate enrollment report; term course enrollment report; year-to-date enrollment and income report. These reports are used by the president, vice president for finance, and



the vice president for professional studies to support decision-making concerning enrollment and finance matters in professional studies. Course and faculty evaluations are used by the director of academic programs and the director of SC Online to support decision-making on evaluation, continuation, and faculty development activities for professional studies instructors.

Student Life: College Student Inventory, Student Satisfaction Inventory, focus groups with students. These are used by the vice president for student life, the associate dean of student life, and others on campus to support decision-making about a broad range of student services on the main campus.

Academic Affairs: National Survey of Student Engagement; IDEA, teaching evaluations. These are 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.

5P5 Communication Throughout the College

Communication from senior administrators to the rest of the college, and within and between levels of the college, occurs in a variety of ways, including all-campus meetings, meetings of the faculty, meetings of the administrative forum and staff forum, through e-mail updates from the president and other key administrators, and one-on-one communication.

5P6 Communicating Mission 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.

In February 2007 the college's supervisors completed a training program, designed and presented by consultant John Jasinski, designed to strengthen alignment between institutional goals and objectives, departmental operating plans, and individual performance evaluations and plans.

5P7 Encouraging High Standards of Leadership

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.

Faculty develop leadership abilities through committee work undertaken in the faculty governance structure and as members of campus-wide committee 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, participation in the Kansas Independent College Association digital tools project, and in leadership roles in state and national professional organizations.



5P8 Leadership Succession

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 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. 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.

5P9 Measuring Leadership and Communication

The college had not, until recently, focused on measures of leading and communicating. In the spring of 2005 the college used a modified version of the Baldrige "Are We Making Progress?" questionnaire to gather baseline data. The survey was administered in 2006 and 2007.

5R1 Applying Survey Results

Results of each of the three years indicate a fairly high level of general satisfaction with working at the college. In the 2007 survey, 79% of respondents stated that they are satisfied with their jobs. 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.



5R2 Comparing Ourselves to Others

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 (Appendix G). 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 Improving Communication and Leadership

In response to results from the "Are We Making Progress" survey findings the college has taken a number of steps to improve communication:

The college's president has commenced a series of luncheon meetings with the college's mid-level administrators to ensure that they have fuller opportunities to discuss and "buy in" to the college's overall direction and plans. John Jasinski was brought to campus to meet with mid- and upper-level administrators, presenting sessions that linked individual performance evaluations with departmental plans, and with the college's strategic goals and directions.

More importantly, the 2005-06 academic year was the first year in which all college administrative employees have participated in a new performance evaluation program that also focuses on performance planning for the coming year. As mentioned above, the college is working to be more intentional about connecting the dots for employees through this focus on evaluation and planning, tying the work objectives of specific employees to the broader goals of whole college.

5I2 Priorities 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

6C1 Student and Administrative Support Services

Student and Administrative Support Services			
<i>Focus</i>	<i>Involved Departments and Programs</i>	<i>Processes</i>	<i>Process Requirements</i>
Main Campus New Student Recruitment, Enrollment, Orientation	Admission, Financial Aid, College Services (bursar), Registrar, PowerCampus/ IQWeb, Bookstore, Student Life, Information Systems	Inquiry, application, admission, early course selection, registration, scholarship and financial aid application and processing, advising, Builder Camp, transfer student orientation, laptop distribution	Flexibility and responsiveness, provision of accurate and timely information, communication of effective balance of challenge and support
Professional Studies New Student Recruitment, Enrollment, Orientation	PS Advisors, Financial Aid, College Services (bursar), Registrar, Power Campus/ IQWeb, Instructor in Entrance Seminar	Inquiry, application, admission, course selection, evaluation of transfer credits, degree planning, application and approval for financial aid	Flexibility and responsiveness, provision of accurate and timely information, communication of effective balance of challenge and support
Helping Students Learn	Academic Departments, Library, Information Systems, Academic Advisors, ADA Student Support, Academic Support Services, Information Systems	Academic advising, instruction, tutoring, accommodation of students with disabilities, library resource instruction, laptop-based instruction, online learning	Ease of access to faculty, readily available academic support, well-supported IT for learning, responsiveness to personal accommodation needs and differing learning styles and needs



Student and Administrative Support Services (continued)			
<i>Focus</i>	<i>Involved Departments and Programs</i>	<i>Processes</i>	<i>Process Requirements</i>
Student Services	Student Life, Residence Life, Career Planning, Athletics, Campus Life (SGA, Stufu, student organizations), Bookstore, Food Services, Registrar, Financial Aid, counseling and mental health services, nurse and health services, Campus Security, Financial Aid, College Services. Campus Ministry	Student activities, athletics, residence life, career advising and planning, book and supplies purchasing, food services, registration, analysis of transfer credits, degree checks, transcripts, financial aid application and approval, referrals for mental health services, nurse services, securing the campus, check cashing, bursar functions, worship services and other avenues for exploring and expressing faith	Creation of a welcoming community; provision of services that respond to student needs; offering of safe and attractive housing; good and varied food offerings; support for personal development and for interpersonal relationships; aid for students in managing financial, academic, and personal challenges; ensuring a setting in which spiritual exploration is valued and taken seriously
Administrative Support Services	Business Office, Human Resources, Communications, College Planning, Plant Operations, Budgeting and Finance	Billing, benefits administration, purchasing, payroll, hiring, budgeting and finance, performance evaluation, personnel processes, internal and external communications, securing philanthropic support, planning to meet college needs, janitorial and maintenance services for buildings and grounds, risk management	Effectively management of finance, business and personnel matters; planning for change; provision of safe and appropriate facilities for living, dining, recreation, and instruction; fostering of effective internal communication

The college has outsourced several key services: bookstore (Follett), main campus food services (Sodexo), main campus facilities and grounds (Sodexo), course management software server hosting (Blackboard), Professional Studies building janitorial and maintenance services (to various vendors).



6C2 Systems in Support of Learning

The job of the college's administration is to create an environment in which the encounter between faculty and students can be productive and in which the college's objectives of service, enrichment, and church connection can be effectively pursued. The college's administrative leadership is in constant discussion concerning the need to be active facilitators of learning and service.

Key services impacting instruction include the library, information technology, academic advising, academic support services, the bookstore, career planning, and facilities maintenance. Key services providing support for the academic enterprise of the college include the office of admission, the registrar, and IT support for SCT PowerCampus (administrative software). Services that support student development outside the classroom are provided by student life, athletics, food services, residence life, counseling and health services, and campus ministry. Services that provide the context in which the college may operate smoothly, employees can perform well, and students can handle financial matters include financial aid, college services (bursar), human resources, campus security, information systems, plant operations, and communications.

6P1 Identifying Key Student Needs

All support service units of Southwestern College engage in a wide array of data collection efforts in order to identify and respond to the needs of Southwestern's learners. Some support service units employ nationally normed surveys such as the Student Satisfaction Inventory (results displayed in Appendix C). To assess the needs of Southwestern students in relation to specific programs, initiatives, and services, units of the college employ other means to gather student feedback and assess student needs. These range from the automated Web-forms deployed by plant operations that enable students to request room maintenance to the exit interview data collected from graduating seniors in our Leadership program.

The diversity of the Southwestern student population, which includes online and distance students as well as traditional residential learners, 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.

For some units 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 an integral ingredient 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.

6P2 Identifying Key Administrative Needs

The support service needs of college employees are identified and provided 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.

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, enrollment management (particularly 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, focus groups and through other methods. Units ranging from the alumni program to dining services use comment cards and event evaluations to assess the needs of external stakeholders.

6P3 Managing Support Services

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 enrollment management 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, nor is gathering of performance data. 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.

6P4 Making Informed Changes

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 "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.



The college has not worked well to gather and analyze objective process and outcome data to evaluate and improve key support processes. Measures of process time, response time, errors and exceptions, and so on, are not commonly used. Processes are not well documented.

6P5 Measuring Key Processes

See 6P4

6R1 Student Process Survey Results

The Student Satisfaction Inventory (see Appendix C) indicates that on most measures related to service provision, the college's students are satisfied with the college's services.

6R2 Administrative Process Survey Results

The 2007 "Are We Making Progress?" survey indicates the following concerning employee assessments of whether their work environment allows them and others to work effectively:

- 62% agree that they get all the important information then need to do their work.
- 89% agree that they are allowed to make decisions to solve problems for the people they serve.
- 78% agree that they can make changes that will improve their work.
- 53% agree that they can get everything they need to do their jobs.
- 63% agree that they have good processes for doing their work.
- 31% agree that the college removes things that get in the way of progress.

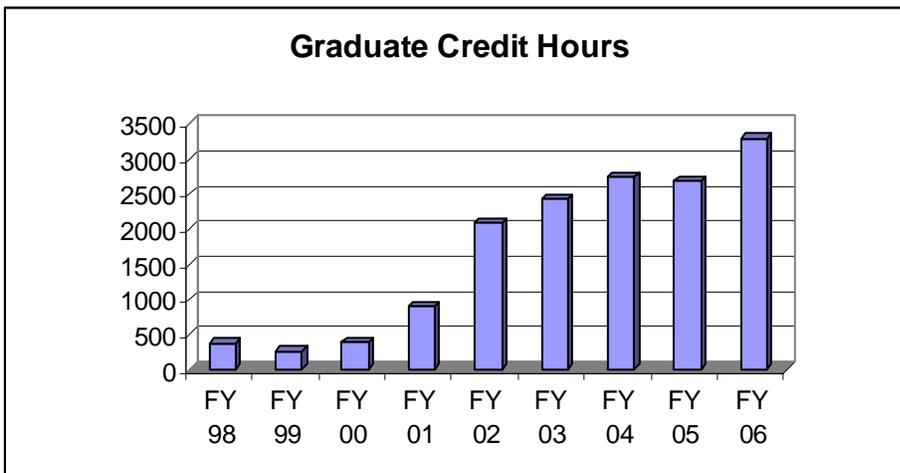
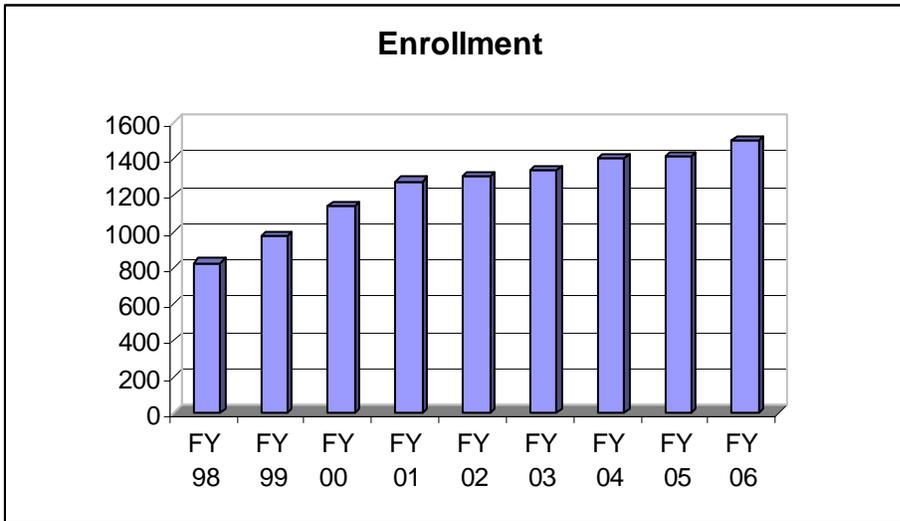
At present the college has very little process-level data that would allow close scrutiny of key college processes. That weakness will be addressed through an AQIP action project related to process design and measurement. The college has progressed in generating enterprise level summative data.

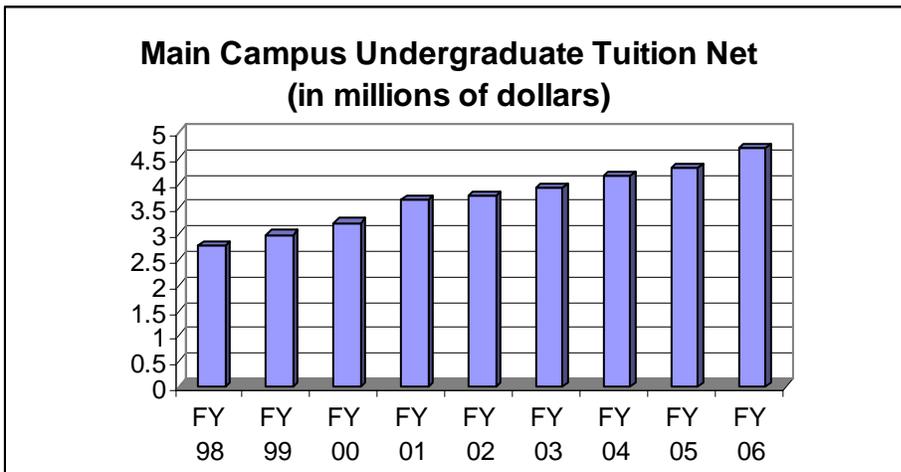
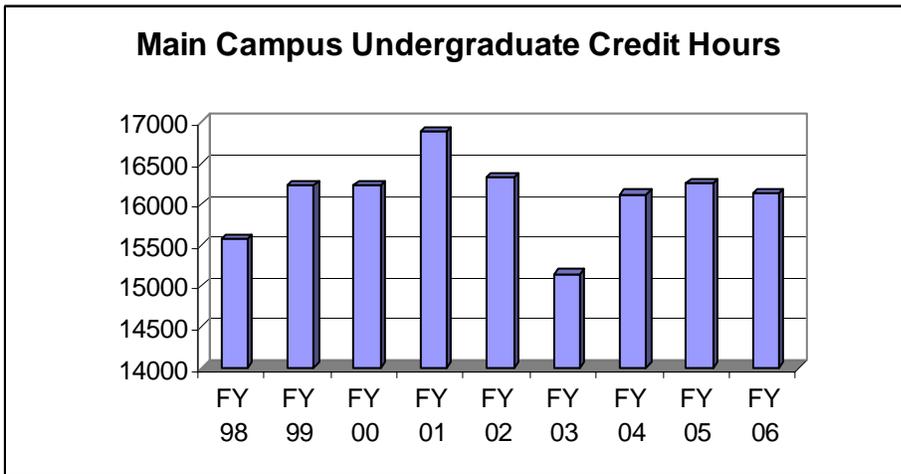
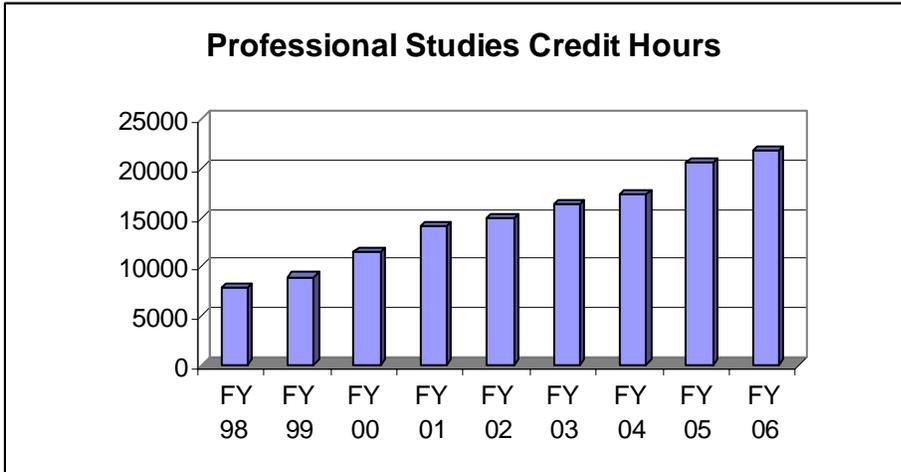
The college's enterprise level data show the following:

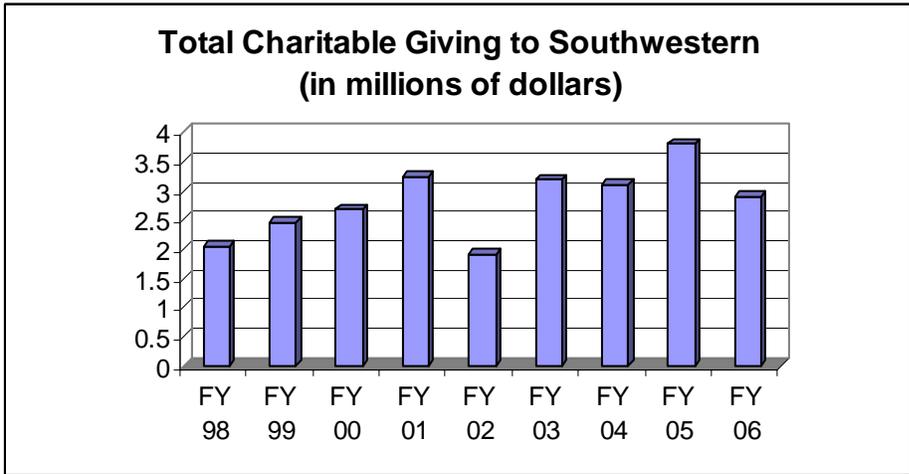
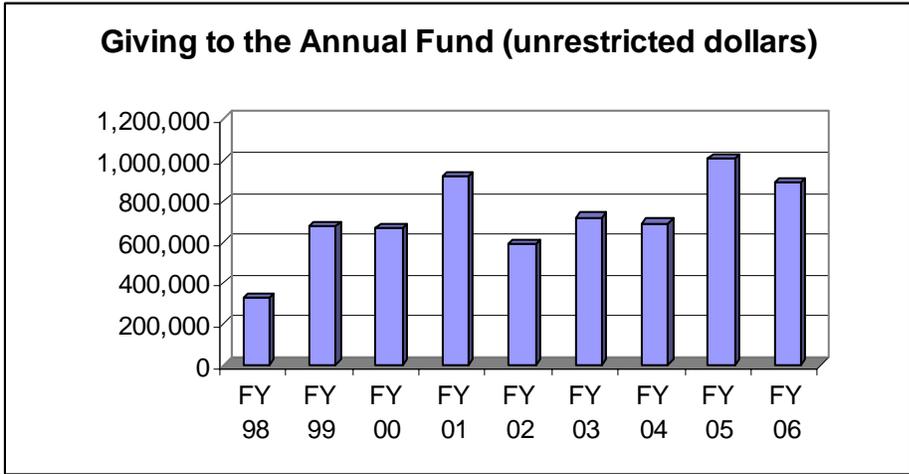
- The college's headcount enrollment has almost doubled in the past eight years, from a little more than 800 to almost 1,600.
- The number of credit hours completed by Professional Studies undergraduate learners has almost tripled in the past eight years, from about 7,500 to about 22,000.
- The number of graduate credit hours completed by Southwestern college learners has increased over the past eight years from less than 500 to almost 3,500.
- Main campus undergraduate credit have grown slightly (with one serious trough in the academic year following the 9/11 attacks), from 15,500 in FY98 to over 16,000 in the past three fiscal years.



- The college's main campus tuition net (that is, the portion of the college's received tuition that it does not return to students as a tuition discount) has increased over the past eight years from \$2.75 million to \$4.75 million in a context of modest growth in main campus enrollment.
- Giving to the unrestricted Annual Fund of the college has increased from about \$300,000 in FY98 to \$900,000 in FY06.
- Total charitable giving to the college has increased from about \$2 million a year in the late 1990s to more than \$3 million in recent fiscal years.
- Because the college has achieved significant growth in tuition revenue and charitable giving we have made significant progress toward reducing its reliance on endowment earnings to balance our annual budgets. This fiscal year's projected expenditure of endowment earnings of \$800,000 is the smallest in 20 years and will allow significant internal growth in the college's endowment corpus.







6R3 Comparing Ourselves to Others

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.



611 Incentives to Improvement

Work to improve processes and systems is usually initiated when one of the following occurs:

- Emergence of new technology;
- Learning about new processes 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;
- Consortial partners change processes, which necessitates response on the part of Southwestern;
- Benchmarking indicates a shift in best practice.

Such responses may grow into significant reviews of processes and systems, but the pattern has been, instead, for individuals to pursue incremental and somewhat isolated change. Moreover, results of changes are often not well documented.

612 Setting and Communicating Goals for Improvement

The college has used the AQIP action plan process and the college's own planning processes to set targets for support process improvement. This resulted in the selection of human resources policies and practices, retention outcomes, and achievement of financial viability as targets for ongoing improvement. Annual updates to AQIP are also communicated to the campus, to trustees, and to other stakeholders. Change generated through the college's planning process has tended not to focus on measurables so much as on "getting things on the list done." A listing of achievements of the college is periodically shared with the campus and is posted on the college Web site (see Appendix H) [www.sckans.edu/points of progress](http://www.sckans.edu/points_of_progress).

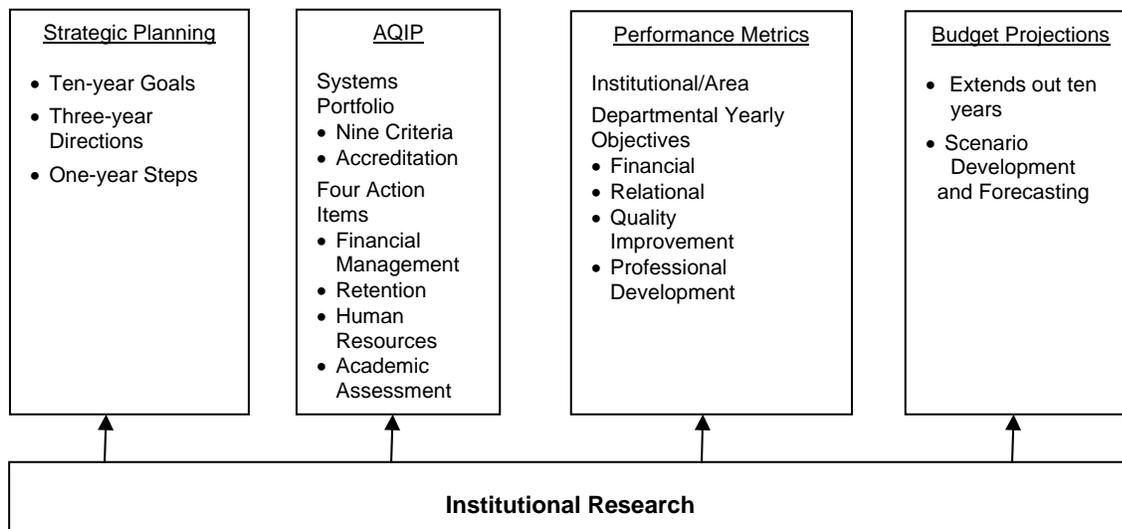


CATEGORY 7 MEASURING EFFECTIVENESS

7C1 Collecting, Storing, and Using Data

The college is moving from decentralized and informal gathering and storing of data toward a more centralized, formal, and purposeful program for selection and storing of data. Before the Office of Institutional Research was established in the fall of 2003, data collection was limited to the gathering of basic statistical information, collected and summarized in reports for internal use and for reporting to external agencies.

The Office of Institutional Research is responsible, in cooperation with other departments of the college, for providing information support for the following key processes at the college: strategic planning (described in Category 8), performance of AQIP action projects, monitoring of the institution's key performance metrics, and the budgeting process.



The Office of Institutional Research maintains a set of statistical tables (fact book) that are available to the campus via the college's Web site. The office also is responsible for the completion of IPEDS, for providing the required State of Kansas report (KHEER), for maintaining the Common Data Set, and for supporting other required reports by providing data. The office is maintaining a more complete set of data for analysis.

In addition to work done by the Office of Institutional Research, individual departments collect and store information pertinent to departmental function, using several different tools and methods in addition to accessing the administrative database. In 2005-06, Southwestern purchased and converted to the SCT PowerCampus (administrative software), a fully integrated system that facilitates administrative processes and stores all student-related data. The software is password-protected and accessible to all personnel on campus, with limitations according to the individual's role and need for data.



The college participates in surveys and uses student survey instruments to explore topics of interest or concern. Specifically, the college participates in the National Survey of Student Engagement (NSSE) and IDEA to identify areas of concern in the classroom. The results are received by the vice president for academic affairs and the vice president for professional studies and are shared with academic departments.

The Office of Student Life uses the Noel-Levitz Student Satisfaction Inventory (SSI) to measure student satisfaction in all areas. The SSI helps identify specific concerns that are important to the students, and with three years of accumulated SSI data, the college is able to evaluate movement in key measures and respond appropriately. Specific department-related results from the SSI are shared with the appropriate departments.

The Noel-Levitz College Student Inventory (CSI) is completed by newly-arrived freshmen during orientation. Student-specific results are shared with the students' advisors who then provide appropriate guidance and support to their advisees.

Professional Studies gathers and stores information on programs specific to adult learners, using various tools including survey instruments. 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.

7C2 Key Institutional Measurements

Our key institutional measures are as follows:

- Four-, five-, and six-year graduation rate for main campus students
- Semester-to-semester retention rate for main campus students
- Graduation rate for Professional Studies learners
- Results of Student Satisfaction Inventory (SSI)
- Growth of credit hours for main campus undergraduates, graduate studies, and Professional Studies
- Endowment draw
- Compliance with budget targets
- Educational outcomes assessment findings (see Category 1)
- Completion of goals specified in:
 - Statement of Goals and Directions
 - Administrative Council Implementation Assignments
- Campaign giving
- Annual fund giving

7P1 Using Information for Institutional Effectiveness

Decisions about the selection and use of information are made by the college's Administrative Council with involvement by the director of institutional research and other directors at the college. Ongoing information needs relate mainly to enrollment, budgeting, charitable giving, and academic outcomes. AQIP action projects related to retention, outcomes, human resources, and financial outcomes have prompted the Administrative Council to select new measures of effectiveness and to plan the gathering and evaluation of appropriate data.



7P2 Meeting Departmental Information Needs

The primary needs of the departments and units are determined by each individual department. Needs that require support from outside an individual department are assessed and addressed by the Administrative Council.

Until recently departments collected and maintained information for their use external to the administrative system. With the college's conversion to SCT PowerCampus (administrative software), new emphasis is being given to capturing relevant data and storing it in PowerCampus. In time, this emphasis will improve the quality and thoroughness of data available to college administrators in a large, integrated database.

7P3 Setting Information Priorities

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 information from sources outside education, with the exception of the "Are We Making Progress?" survey.

7P4 Institutional Analysis of Information

Analysis of information and data mainly occurs at meetings of the college's Administrative Council. Key indicators of performance are periodically gathered and reported in an institutional scorecard. Performance results are often communicated to college employees through memoranda from the president.

7P5 Departmental Analysis of Institution

We do not have appropriate processes in place to review departmental use of data to ensure the information aligns with the college's goals.

7P6 Effectiveness of Information

Southwestern established a team composed of representatives from each department to lead in the conversion and implementation of its new administrative software. This team (PCUG – PowerCampus Users Group) has continued to function 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.

The Administrative Council, in conjunction with directors, is actively engaged, day by day, with evaluation and improvement of the college's information systems.

7P7 Measuring Institutional 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.

7I2 Setting and Communicating Targets for Improvement

The college's Administrative Council establishes targets for improvement. Because the Office of Institutional Research is new and the school has not had processes in place, the first priority is to establish the processes and measurements.

The college will undertake in 2007-08 an assessment of internal satisfaction with the accuracy, availability, and relevance for decision-making of its information and data resources.



CATEGORY 8

PLANNING CONTINUOUS IMPROVEMENT

8C1 A Vision of the Future

Over the next ten years 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, enrollment will increase from its current level of 1,700 students to a new level of 3,000 students. Elaboration of this vision is provided in the Statement of Goals and Directions, which is the result of continuous strategic planning, outlining the ten-year goals and the three-year plans. This booklet is included as Appendix A.

8C2 Aligning Strategies With Vision

The strategic plan contains ten-year goals that attempt to paint a picture of what Southwestern aspires to become in ten years. The three-year directions and one-year steps are designed to focus and prioritize the college's efforts to obtain its goals. The goals, directions, and steps flow from the vision statement and mission of the college (Appendix A).

8P1 Planning Process Timeline

Both the ten-year goals and the three-year plans are continuously monitored. Every year the Board of Trustees reviews and approves revised three-year directions and steps. Every three years they review and approve the institution's ten-year goals. The current timeline:

- April 2007: Trustees reaffirmed the goals and approved the updated directions;
- January 2008: Trustees review directions to be acted upon April 2008;
- April – September 2008: College-wide SWOT analysis conducted;
- January 2009: Trustees will review draft goals and directions;
- April 2009: Trustees will act on directions, goals, and celebrate accomplishments of 2006-2009.

8P2 Selecting Appropriate Goals and Strategies

Ten-year goals are discussed, chosen, and drafted by a Task Force on the Future of Southwestern College which is appointed by the president every three years. This group is made up of trustees, administrators, and faculty. The trustees approve the ten-year goals every three years. Every year the Planning Council works with the three-year directions and steps to provide a status report and recommendations to the trustees. The length of time a strategy takes depends in a wide variety of issues such as funding, personnel, and policies.



8P3 Developing Implementation Assignments

Using the Statement of Goals and Directions, the college's Administrative Council develops one- and two-year implementation assignments (see Appendix I) that are executed to achieve the college's strategies. These implementation assignments, for which vice presidents and the president are responsible, guide the work of the college's employees.

8P4 Aligning Planning With Action

All employees are made aware of both the strategic plan and its implementation assignments through interaction with their supervisors. Faculty, administrative, and staff job descriptions and performance evaluations help to align needs for resources, training, and workloads with institutional action plans and outcomes. The college has completed training in 2007 for supervisors designed to strengthen links between performance evaluations, departmental plans, and institutional goals and objectives.

8P5 Setting Performance Expectations

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.

The college is learning to measure and is not particularly adept at measurement. Most measures are macro- or enterprise-level measures. We have few process measures or intermediate level measures.

8P6 Allocating Appropriate Resources

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 action plans.

Areas responsible for implementation of strategies and action plans work within the budgeting and personnel process to secure the resources needed for implementation. The Finance Committee sets area budgets with division chairs and department heads making allocations within their area (see organizational chart in Appendix F).



8P7 Developing Human Resources to Meet Goals

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.

8P8 Measuring Continuous Improvement

For the past three 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. The recently completed training for supervisors was undertaken in response to survey findings indicating that many employees did not understand how the college’s plans affected them and their work and did not know how to tell if they are making progress on the part of the plan for which they or their department are responsible. That measure should improve as we continue to work to make the college’s planning and improvement processes more visible and meaningful for employees. Results of the employee survey surveys can be found at www.sckans.edu/hr.

The college’s vice president for enrollment management and planning is responsible for tracking the college’s success in completing directions and steps annually.

The college’s president tracks the Administrative Council’s success in completing implementation assignments annually.

8R1 Results of Goal Completion Measurements

About 75% of three-year goals are completed. About 80% of implementation assignments are completed.

8R2 Projecting Goal Completion

We project that as we set timelines for completion with greater specificity, our completion rates will increase by five percentage points over the next three years. We would rather set “stretch” goals and miss a few than have perfect completion on modest goals.

8R3 Comparing Goal Completion to Other Institutions

While benchmarking on specific issues occurs throughout the college, development of a comparison of our planning process with others has not been undertaken.



8R4 Standards for Effectiveness

Effectiveness has been viewed primarily in the institution's ability to accomplish the goals, directions, and steps in the plan and weigh these with the major indicators of the health of the institutions, i.e. enrollment, retention, and fundraising.

Progress made under the planning process that began in 2000 is posted in the Points of Progress document that appears in Appendix H.

8I1 Standards for Continuous Improvement

The Planning Council, the Task Force on the Future of Southwestern College, and the Administrative Council review our improvement processes. Work on our first round of AQIP action projects has focused attention on improvement. Completion of this Systems Portfolio will yield a list of questions poorly answered or not addressed. This list will drive focused improvement in our planning processes.



CATEGORY 9 BUILDING COLLABORATIVE RELATIONSHIPS

On the “splash page” of the Southwestern College Web site (www.sckans.edu) each visitor sees the word “Connect.” That word expresses the aspiration of the college to foster collaborative relationships within the college and between the college and other organizations. The college’s participation in AQIP has made its people more mindful of our collaborative relationships. To date, little has been done to evaluate the quality of the relationships.

9C1 Institution’s Key Collaborative Relationships

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

Key Relationships/Type of Relationship	Example
<p>Senders: Institutions and organizations that send students and adult learners to Southwestern College</p>	<ul style="list-style-type: none"> • High schools in Kansas, Oklahoma, and Texas • Community college in Kansas, Oklahoma, and Texas • EduKan: online community college consortium in Kansas • Colleges and universities in Kansas, Oklahoma, and Texas • Corporate employers, regional and national • Educational staff and leadership at military installations served by the college • eArmyU consortium for laptop learning • 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
<p>Receivers: Institutions and organizations that receive students, adult learners, and graduates from Southwestern College</p>	<ul style="list-style-type: none"> • Universities for graduate and professional study • Corporate employers • Non-profit employers • Churches and religious organizations • Military • Transfer institutions • Local, state, and national government agencies
<p>Organizations that provide services to Southwestern College</p>	<ul style="list-style-type: none"> • Follett – bookstore for main campus and Professional Studies • Sodexo – food service for main campus • Sodexo – facilities maintenance and planning for main campus



	<ul style="list-style-type: none"> • Cowley County Mental Health Association • Blackboard – hosting of college’s Blackboard service • William Newton Memorial Hospital • SunGard/SCT PowerCampus (administrative software) • Dell Computers
<p>Educational associations, external agencies, consortia, accrediting bodies</p>	<ul style="list-style-type: none"> • 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
<p>General community</p>	<ul style="list-style-type: none"> • Chambers of Commerce • Community non-profit organizations and churches • College neighbors • College alumni

9C2 Collaboration for Service

The complexity of the college’s service environment – those we serve, and those whose services we need – requires collaboration. Our whole purpose is to facilitate the attainment by individuals and organizations of their goals through our educational offerings. The college’s recruitment and retention goals for main campus students are specified in the college’s planning process. Collaborations with our food service provider, with campus maintenance services, with Dell Computer for our student laptops, are all essential for providing an attractive and technologically rich setting for learning. The college’s planning process has produced specific targets for enrollment growth. Collaborations with organizations that send us main campus students and Professional Studies learners are critical to attaining these targets. In many cases, the organization that sends the college a student (Cessna, the U.S. Army) is also the organization that receives our graduates, so effective collaboration is critical to maintaining a tuition remitting relationship that allows the college to grow.



9P1 Managing Relationships With Stakeholders

Senders

Relationships with high schools and colleges that send Southwestern traditional-age students are primarily maintained by the college's admission staff and – for articulation agreements, evaluation of transfer credits – the college's academic affairs staff, particularly the registrar. Athletics coaches also maintain a number of key relationships with sending schools. 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 handled by main campus staff connected with the college's campus ministry program and its Wilke Institute for Discipleship

Relationships with tuition remitting employers – corporate, non-profit, military, 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 was recently realigned to create a position in charge of initiating, monitoring, and improving partnerships with these sending organizations.

Receivers

Most relationships related to facilitating the interests of Southwestern graduates in pursuing advanced degrees are handled 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 also 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.

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.

Service Providers

In the past decade the college has, increasingly, looked to external organizations to provide expertise and services. The college's bookstore was outsourced to Follett five years ago. The college's food service and facilities maintenance and planning are provided by Sodexo. 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, and has recently converted to SCT PowerCampus for administrative computing. In each case, a competitive bidding and evaluation process was employed. 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 and mental health agency. The latter relationship has not been particularly effective and a search for an alternative provider is underway.

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 is one for which we have no expertise, and as such should be outsourced.



Educational associations, external agencies, consortia, accrediting bodies

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.

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.

9P2 Meeting the Needs of Stakeholders

The college's key responsibility in maintaining all its relationships is to listen carefully and communicate well with our partners. Reliance on listening and good communication have served us well, though there is, at present, a lack of strong oversight of all our collaborative relationships. We do not have in place strong monitoring and reporting expectations on all these collaborations, nor do we have in place metrics that would allow an evaluation of the vigor of our all collaborations.

9P3 Managing a Complex Internal Environment

The college is a much more complex organization than it was ten 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 instructors 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 programs.
- Learner support services and institutional operations, including library resources, career planning, sponsorship of student organizations, registrar's office, financial aid office, business office, advising. Daily coordination of routine processes takes place at the directors 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 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, many of whom do not report to the same supervisor. The college has recently completed a search for its first vice president for information technology. This vice president will be charged with reviewing the college's IT personnel and assets and recommending changes in reporting relationships.
- 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.

9P4 Measuring Collaborative Relationships

The college's measures of collaborative relationships have focused on outcomes that are presumed to reflect effective levels of collaboration:

<i>Collaborative relationship</i>	<i>Measure</i>
Relationships with alumni and other donors	Giving to the college, volunteering for the college
Relationships with churches	Giving to the college
Relationships with tuition remitting employers	Count of remitted tuition learners
Status of relationships with accrediting agencies	Good standing
Organizations that provide services to the college	SSI results

These are all outcome measures rather than process measures and are not strong measures of collaborative relationships.

9R1 Results of Measuring Collaborative Relationships

- Total giving and alumni giving to the college: 1,276 - \$2,062,142 (FY2006)
- Alumni volunteering for the college: 406 (FY2006); 707 (FY2007)
- Church and religious organizations giving to the college: 113 - \$202,890 (FY2006)
- Count of remitted tuition learners: 632



Institutional Advancement Results

<i>Fiscal Year</i>	<i>Total Giving All Purposes</i>	<i>Total Annual Fund Giving</i>	<i>Total Annual Fund Giving Less Estates</i>	<i>Number of Alumni Donors</i>
2006	\$2,768,311	\$893,033	\$593,033	1,184
2005	\$3,803,385	\$1,008,652	\$599,642	1,254
2004	\$3,111,951	\$691,555	\$607,740	1,478
2003	\$3,208,537	\$721,328	\$622,185	1,517
2002	\$1,912,730	\$590,744	\$516,786	1,405
2001	\$3,259,730	\$923,734	\$618,688	1,371
2000	\$2,687,456	\$668,231	\$563,028	1,513
1999	\$2,464,423	\$679,444	\$401,656	1,369
1998	\$2,054,623	\$326,939	\$276,567	1,235

<i>Fiscal Year</i>	<i>Giving by Religious Organizations</i>
2005	\$291,494
2004	\$300,038
2003	\$344,480
2002	\$315,568
2001	\$263,431
2000	\$224,277
1999	\$201,201
1998	\$214,841

Accreditation Status

<i>Accreditor</i>	<i>Status (Next Review and Reaffirmation)</i>
Higher Learning Commission of NCA	2009-2010
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	2008
Kansas State Department of Education	2008
National Association for the Education of Young Children	2009
Commission on Accreditation of Athletic Training Education	2010



Student Satisfaction Inventory (SSI) Results for Service Providers

	2005-2006			2006-2007			Change
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	
Cafeteria	6.25	5.04	1.21	6.2	4.84	1.36	0.15
Student Center	5.75	5.04	0.71	5.81	5.19	0.62	-0.09
Bookstore	5.89	6.3	-0.41	5.96	6.11	-0.15	0.26
Campus Facilities	6.31	5.92	0.39	6.41	5.81	0.60	0.21

9R2 Result Comparisons

To evaluate relationships with alumni and donors, the college uses Voluntary Support for Education data to compare fund-raising outcomes to those attained by other colleges in the Kansas Independent College Association (KICA). The college is in the top third of KICA institutions in terms of charitable support received. To evaluate the college's relationships with providers of outsourced service, the college's SSI data allows comparisons to results achieved at other four-year colleges. These measure indicate our students are more satisfied with these services than are students at other four-year institutions.

9I1 Improving Collaborative Relationships

The Administrative Council regularly monitors results attained in our work to build collaborative relationships (see 9R1 above) and works to enhance relationships and improve outcomes. At present, the college's weakness in the realm of measures and metrics (to be addressed through an AQIP Action Project) causes too great a reliance on indirect or enterprise-level outcomes data that is not particularly helpful for assessing and managing relationships with specific stakeholder groups or entities. Where specific data concerning a relationship is available (e.g., with SSI data on services outsourced), outcomes data support the work of advisory committees (for the bookstore, for facilities, and for the food service) that focus on improvement in performance.

9I2 Targets, Improvement Priorities, Communication

Targets for improvement in student learning are currently set in courses and in departments. The college is working to create *institutional* outcome targets that will be systematically measured (see Category 1). Until these targets are specified and baseline results are documented, it is not possible to set improvement priorities or communicate effectively with stakeholders about outcomes.

Targets for student progress and retention have been set and relevant data are gathered and analyzed each semester. Findings are shared with the college's faculty and administration. Both the Enrollment Management Team and the Retention Group propose and implement strategies designed to improve student retention and graduation rates. The college's retention targets are: achieve 90% freshman retention from the first semester to the second, achieve 75% retention from the end of the freshman year to the fall of sophomore year, and achieve a 60% four-year graduation rate. These targets are being



addressed through an AQIP action project and work will continue under the leadership of the college's newly appointed Associate Vice President for Advising and Student Success and through the Destination Graduation project in Professional Studies.



Appendix A

Category 2 – Accomplishing Other Distinctive Objectives

Category 3 – Understanding Students' and Other Stakeholders' Needs

Category 5 – Leading and Communicating

Category 8 – Planning Continuous Improvement

Goals and Directions

The Southwestern College

Vision and Mission Statements

Our Vision

Southwestern College in Winfield, Kansas,
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 Mission of Southwestern College

Southwestern College is a private institution of higher education directed by a Board of Trustees and related historically and by covenant to the Kansas West Conference of The United Methodist Church. Founded in 1885, it offers bachelor's and master's degrees.

Southwestern College:

- Sets standards for admission that expect the successful completion of specific pre-college requirements.
- Requires students to participate in an integrative studies program that is congruent with the liberal arts: oral and written communication skills; creativity; wellness; historical, cultural, and environmental understandings.
- Welcomes students who have begun their studies at other colleges or universities and sets policy to let those credits transfer readily to Southwestern.
- Offers programs leading to baccalaureate degrees that serve as foundations to professional development, graduate study, and certification in selected areas.
- Offers specific programs for degree completion, and encourages those employed full time to continue their learning.
- Offers programs for the emerging learning society that stress enrichment, enhancement, and personal growth.



- Invites students to live in its residential community and participate in activities that enhance development of interpersonal relations and leadership potential.
- Challenges students to take responsibility for the future of society, and affirms the role of individual Christians in shaping a world that preserves honesty and integrity and nurtures communities of service and care.
- Operates solely within the limits of income from tuition and fees and financial gifts from alumni and friends.

Introduction

The Goals attempt to paint, in broad brush strokes, a picture of what Southwestern College aspires to become by the fall of 2016. Of course, change is constant, inevitable, and frequently unpredictable. Therefore, every three years the goals are reviewed and updated by the presidentially-appointed Task Force on the Future of Southwestern College. These goals then are reviewed by the Board of Trustees, further refined based upon board input, and acted upon.

The directions and steps are designed to focus and prioritize the college's efforts to obtain its goals. They are revised each year under the guidance of the Planning Council. Analysis of the college's strengths, weaknesses, opportunities, and threats (SWOT), which contains input from a broad range of stakeholders, is obtained every three years. The Planning Council updates the directions and presents changes to the Board of Trustees, first for its review and, after further refinement based on board input, for action.

Quality and Leadership Statement

Southwestern College will offer undergraduate degrees in a residential setting for traditional age students, undergraduate degree completion programs online and on ground adult learners, and graduate degrees online and on ground for both full-time and part-time learners. The college will continue to build on its legacy of outstanding graduates who serve society as leaders in the workplace, the community, and the church.

The student body of Southwestern will be a diverse group of talented students. They will be well prepared and eager to learn. The college's emphasis on the development of leadership skills in service to others will result in its students making positive contributions to society in a world without boundaries.

The college will emphasize its comprehensive nature and its commitment to meeting the educational needs of many different kinds of learners. Consequently, it will enjoy a growing regional reputation for the quality and completeness of its educational program. This quality and completeness will be reflected in the success of its graduates.

The college will be ranked among the top tier of Midwestern regional comprehensive colleges in the US News and World Report America's Best Colleges report. Indicators of quality (NSSE results, SSI results, assessment of academic outcomes, etc.) will continue to indicate high levels of engagement and satisfaction among the college's students. Accreditation by the Higher Learning Commission of The North Central Association will be maintained.

The college will continually foster 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. The college will support the work of church clergy, lay leaders, congregations, and institutions. The church, in turn, will provide financial support for the college and will work actively to aid the college's recruitment of students from its congregations.

The Southwestern College Board of Trustees will be diverse, talented, and proactive in maintaining year-round involvement with the college and its programs. Trustees will participate in orientation and training opportunities that foster the development and exercise of their leadership abilities. The board will work



actively, in accordance with a profile of desired attributes, to cultivate and recruit new board members. Trustees will exemplify philanthropic leadership for the college's many constituencies through their 100% participation in financial support of Southwestern and through active, personal outreach to individuals and organizations who can provide financial support for the college.

The college's administrative leadership will create an environment in which quality improvement is emphasized and valued. Administrators will exemplify a commitment to professional development and the application of best educational practices to the work of the college.



1) Relational Goal

Southwestern's relationship with its alumni and friends will be in the spirit of long-term cooperation and mutual benefit. Attending Southwestern will result in a connection to the institution that sustains a lifelong commitment to the college.

The college will provide its alumni and friends with multiple opportunities for service through

- financial support of students and programs,
- consultation with faculty and staff,
- internships, mentoring, and career development assistance for current students,
- recruitment of new students,
- service on college boards and committees.

The college also will provide its constituencies opportunities for personal growth and development through academic course work, performing arts presentations, public lectures and seminars, and other offerings.

Southwestern will seek out its alumni for volunteer participation in the promotion of the college for recruitment, retention, and fund-raising purposes. By developing programs that encourage active engagement with the college and that enhance alumni pride in Southwestern College, the institution will achieve an increase in alumni who give and their total yearly donations (see Chart A).

Southwestern College will target both internal and external markets with messages that promote the college's vision, achievements, and capabilities in order to support recruitment, retention, and fund-raising activities. These messages will highlight the college's commitment to academic excellence, service learning, access to higher education for a variety of ages and life situations, leadership in technology access, Christian values, and the United Methodist connection in ways that differentiate Southwestern from community colleges, public four-year colleges, and other post-secondary choices.

Southwestern will actively seek networking opportunities to enhance access to talent, expertise, and resources. The college will pursue best practices and benchmarking when assessing its activities and efforts.

DIRECTION AND STEPS

Southwestern College will cultivate increased support for the institution.

- A. Develop a strategy for determining baseline market awareness.
- B. Establish measurable baselines for volunteer assistance in recruitment, retention, and fundraising efforts.



2) Financial Viability Goal

Southwestern's financial situation will be sufficiently strong to fund the vision of the college. Its \$40 million endowment (see Chart B) will be used in accordance with spending and reinvestment policies that will provide for internal growth in the endowment corpus. The college will receive \$4 million each year in gift income, (see Chart C) of which \$1 million (see Chart D) will be unrestricted gifts to the Annual Fund.

On the main campus, a minimum of 25% of institutional financial aid will be funded through the endowment (see Chart E). The college's simple tuition discount rate will not exceed 40% of tuition revenue (see Chart F). The college will pursue aid policies designed to attract talented and qualified students while providing necessary support for those whose financial means are limited.

Professional Studies tuition will be in line with other institutions. Specific attention will be given to employer and military reimbursement programs.

The faculty, administration, and staff of the college will evince their commitment to the institution's economic viability through their 90% participation in financial support each year (see Chart G).

DIRECTION AND STEPS

Southwestern College will pursue competitive tuition strategies and aggressive fund raising and constituent development.

- A. Increase the percentage of financial aid funded by endowed scholarships.
- B. Set competitive institutional aid policies on the main campus to help ensure a simple tuition discount rate of no more than 40%.
- C. Continue the Heart of the Hill, Phase II Campaign.
- D. Increase financial support from alumni.



3) Educational Goal

Southwestern will offer learning opportunities that are innovative, encourage integration of knowledge, and foster a commitment to lifelong learning.

Hallmarks of learning at Southwestern will include: increased levels of inquiry, critical thinking, and self-reliance; active and collaborative learning between students and faculty, faculty and faculty, students and students, and the campus community and the greater community; and student-focused and technology-enhanced learning activities.

The college will offer a curriculum as set forth in the College Vision Statement. The college will encourage the application of rigorous educational standards for faculty and students; its academic programming will evolve to meet the needs of society. The college's commitment to excellence in teaching and learning will be guided by a pledge to employ best practices in higher education.

The college will expand learning opportunities in partnerships with businesses, industries, schools, churches, professional organizations, government, and communities; and summer programs.

DIRECTION AND STEPS

Southwestern College will expand its response to the educational needs of a more diverse student population.

- A. Apply to the Higher Learning Commission for an open statement of affiliation.
- B. Begin a systematic program review for the main campus, initially selecting one program per year for complete review with continued systematic review at Professional Studies.
- C. Develop a strategic planning process for the main campus academic unit.
- D. Continue to strengthen faculty development at Professional Studies.
- E. Increase, support, and assess off-campus learning initiatives for main-campus students through internships, study abroad, field trips, cross-cultural experiences, and research opportunities
- F. Incorporate a visiting scholar's fellowship.



4) Enrollment Goal

The main campus student body will include at least 700 students, 450 of whom will reside on campus (see Chart H). They will come to the college from a broad geographic area to pursue a wide range of interests and activities. Key attributes will include the following: first-time, full-time freshmen will have an average high school GPA of 3.3 (see Chart I), an average ACT of 23 (see Chart J). Retention rates for first-time, full-time freshmen will be as follows: more than 90% will return the second semester, 75% will return the third semester (see Chart K), and 60% will graduate within six years.

The student body on the main campus will have a broad representation of racial, cultural, and geographic background. Efforts will be in place to meet or surpass 6% international students and 20% AHANA (Asian, Hispanic, African American, Native American)(see Chart L).

The Professional Studies' student body will include 2,000 undergraduate degree-completion and graduate students who will study at Professional Studies centers or complete courses and degrees through distance learning opportunities (see Chart M).

Regularly added new programs on both the main campus and Professional Studies will meet market demands and enhance student recruitment efforts by creating and aligning courses, majors, and programs with regional, national, and international market interests.

DIRECTION AND STEPS

Southwestern College will grow in student numbers to 625 on the main campus, 900 in professional studies and SC online, and 250 in graduate programs for a headcount of 1,775.

- A. Promote program enrollments throughout the main campus with specific focus on Education, Natural Science, Business, Communications, and Athletic Training.
- B. Develop strategies (programs to acclimate students to the culture of the college, i.e., orientation, campus visits) to meet and exceed main campus retention goals.
- C. Expand recruitment in the State of Oklahoma for both main campus and Professional Studies.
- D. Increase adult learning programs with U.S. military and government civilian personnel.
- E. Identify and develop new markets based on market needs.



5) Faculty and Staff Goal

Southwestern's faculty and staff will be well qualified and well compensated. A commitment to the ideals of the institution and to its students will characterize all who work for the college. Orientation programs and in-service updates will foster in all employees an understanding of and commitment to Southwestern's vision.

The college's main campus academic program will be offered in intimate and challenging learning environments that feature a faculty: student ratio of 1:15(see Chart N). Of the main campus full-time faculty, 85% will hold the highest degree in their field (see Chart O). The salaries of full-time faculty will equal or exceed the 50th percentile of faculty salaries paid by Carnegie IIB church-related colleges (see Chart P). The college will provide financial and other support for the faculty's professional and scholarly development.

Professional studies courses will feature a faculty: student ratio of 1:15 (see Chart N). Faculty will be selected through a rigorous evaluative process and their performance will be carefully and systematically evaluated. Professional studies faculty members will be provided appropriate opportunities for professional development focused on effective teaching.

The college will establish and pursue plans to enhance the compensation of administrators and staff members, will consider the feasibility of developing a merit-based or performance-based compensation programs that encourage innovation and excellence in their work, and will provide financial and other support for their professional development.

DIRECTIONS AND STEPS

Southwestern College will enrich its human resources.

- A. Ensure that faculty raises exceed the cost of living increases.
- B. Identify administrator and staff wages and benefits of comparable positions within the Kansas Independent College Association and the Cowley County region.
- C. Address two areas for improvement identified by the annually administered employee satisfaction survey.
- D. Achieve 100% completion of annual full-time employee performance appraisals.



6) Facilities and Technology Goal

Southwestern will strive to have all facilities up to date, accessible, and student centered. Their safety, flexibility, usefulness, and attractiveness will enhance the institution's image. College facilities will be sited in accordance with a campus master plan and will be designed and constructed in compliance with campus standards guaranteeing the architectural unity of the college. The college's plan requires professionally maintained and renovated facilities adequately supported by the college's budget.

Using appropriate and emerging technology, Southwestern will provide students, staff and faculty a technology-driven learning community. College buildings will be appropriately equipped, to the greatest extent possible, for wireless connectivity. Appropriate access to the college's website will be extended to alumni and friends, with users being able to choose from a varied menu of services.

DIRECTION AND STEPS

Southwestern College will expand, improve, and fully utilize its facilities and technology.

- A. Upgrade and maintain residential living spaces to meet main campus residential student goals.
- B. Develop a plan to remodel Christy Administration Building/Richardson Auditorium.
- C. Develop a plan to upgrade the quality of the college library facilities and resources.
- D. Convert to and support a secure, web-enhanced administrative software platform that enables all users to enter and access meaningful data.
- E. Assess, design and install a 10Gb Intranet backbone including wiring and hardware upgrades.
- F. Expand wireless coverage to all areas of the campus including residence halls.
- G. Develop a plan for all facilities to be ADA compliant.
- H. Develop a plan to upgrade campus landscaping.
- I. Develop budget planning to maintain facilities.



Chart A

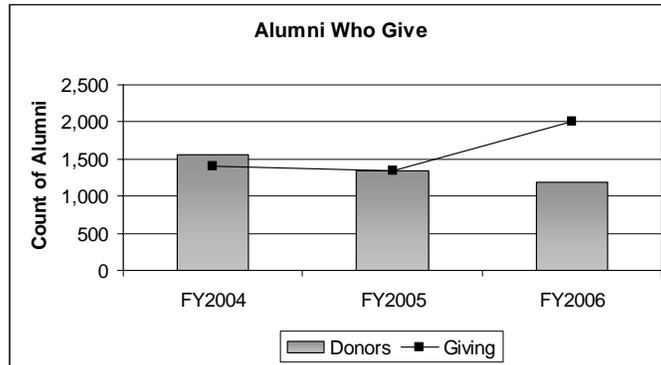


Chart B

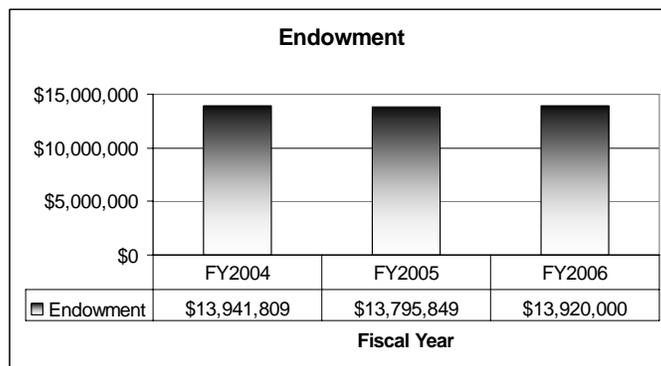


Chart C

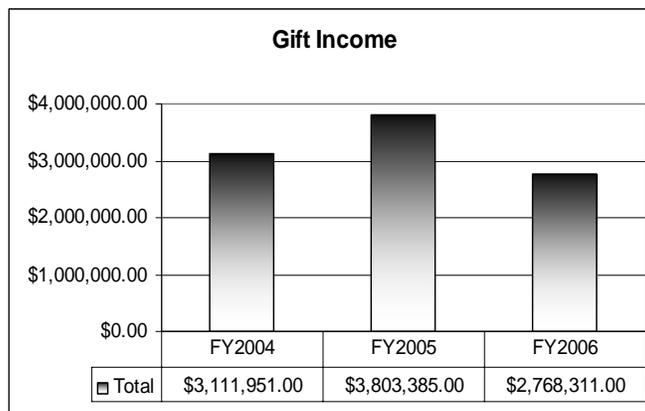




Chart D

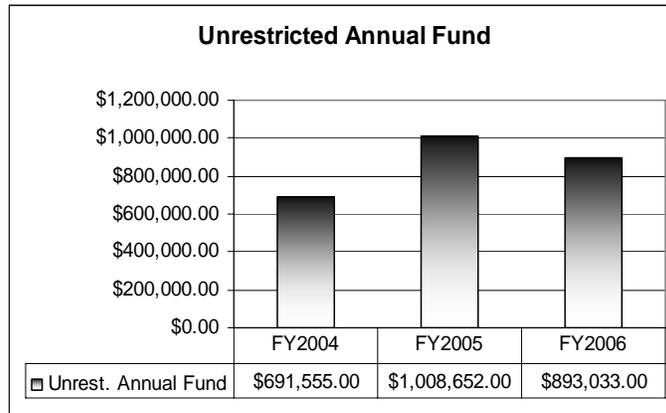


Chart E

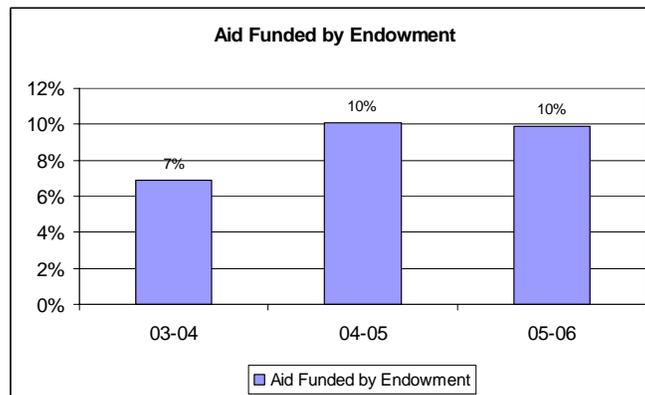


Chart F

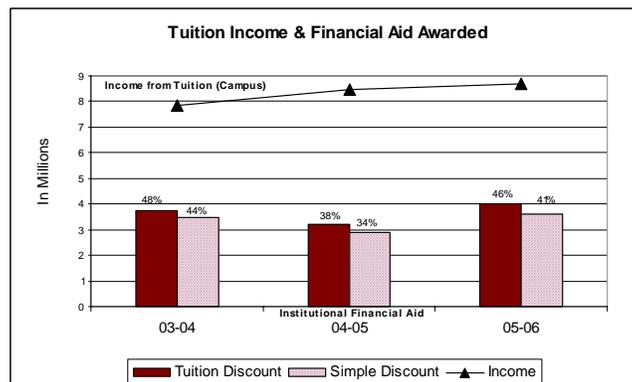




Chart G

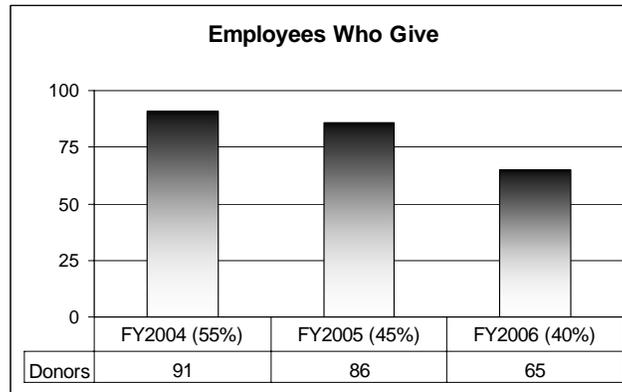


Chart H

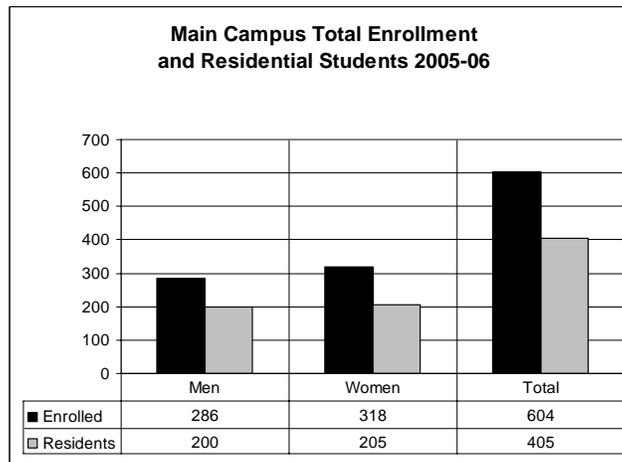


Chart I

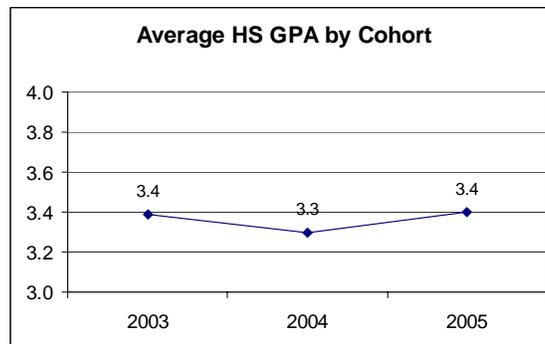




Chart J

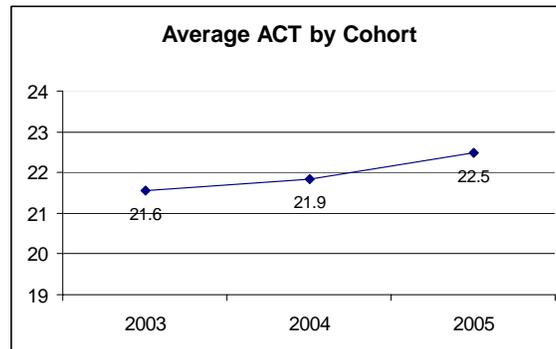


Chart K

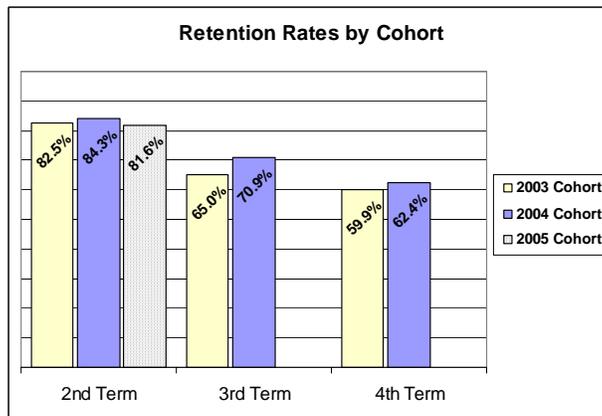


Chart L

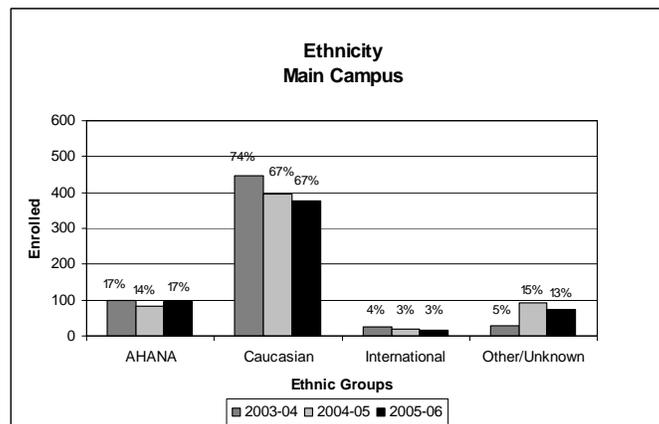




Chart M

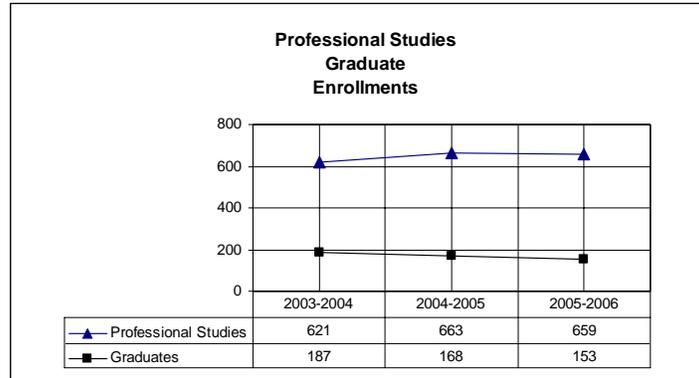


Chart N

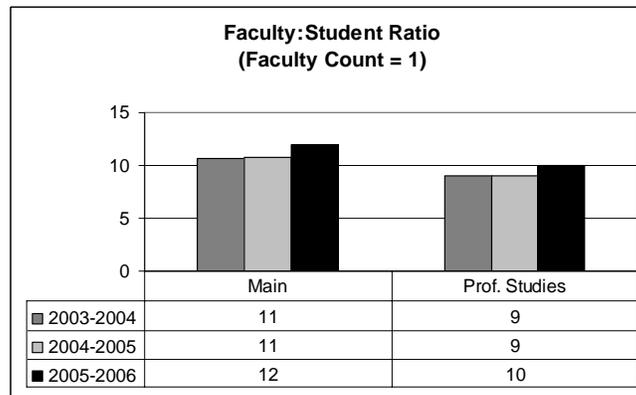


Chart O

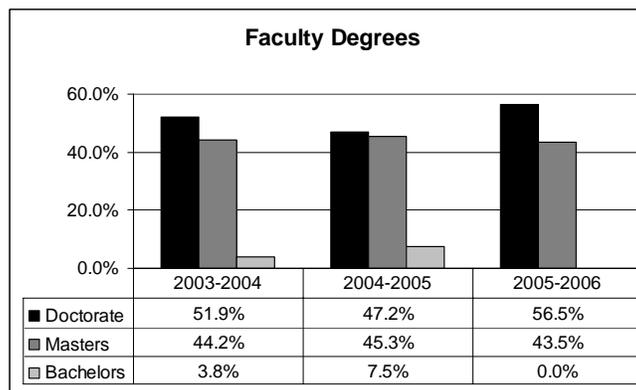
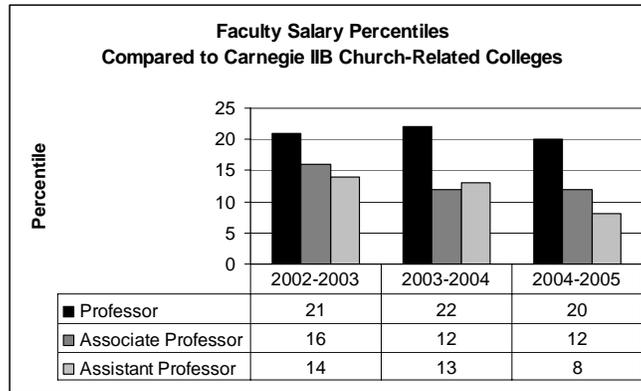




Chart P





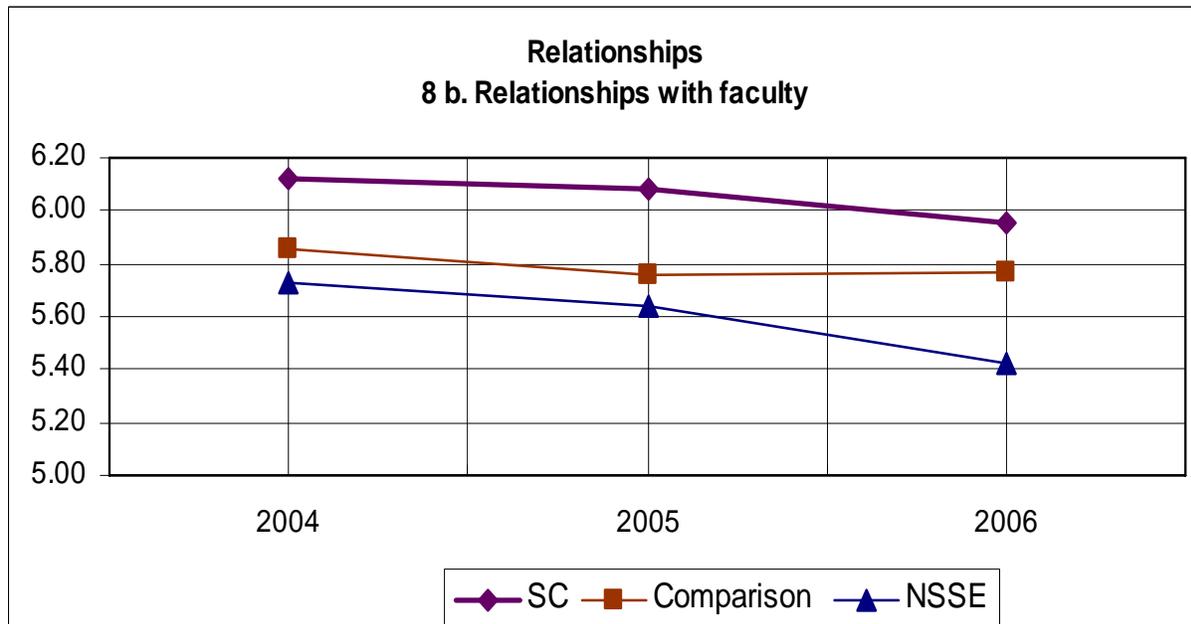
APPENDIX B

Category 3 – Understanding Students' and Other Stakeholders' Needs

CHARTS ILLUSTRATING TRENDS AND COMPARISONS

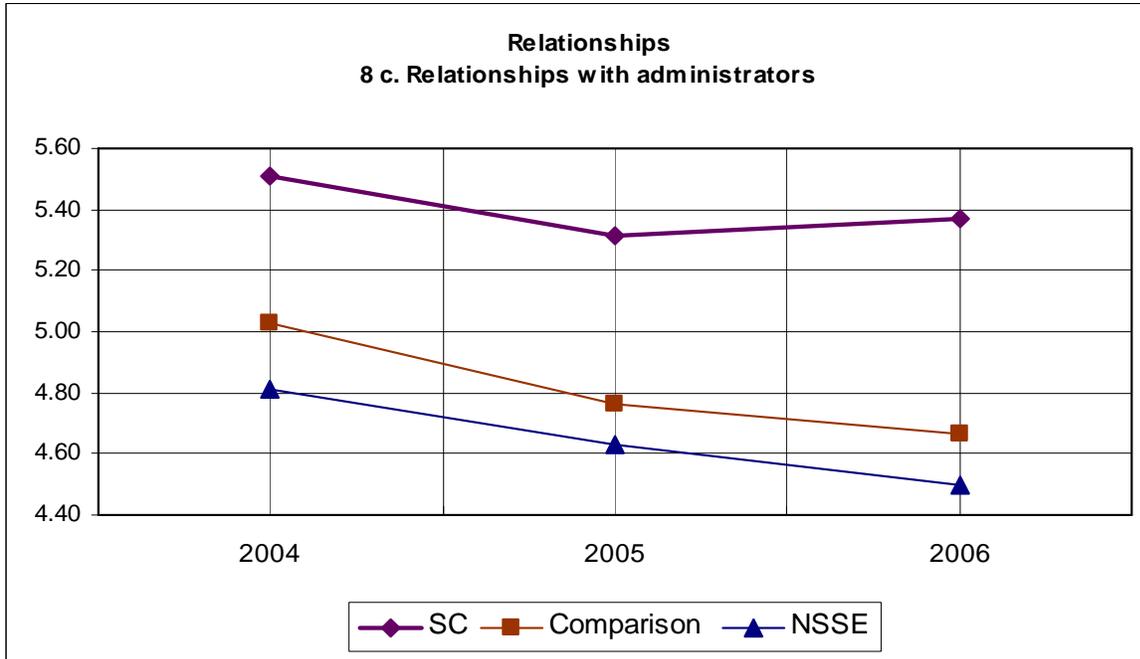
The following charts compare Southwestern College's NSSE results to those achieved by the college's comparison group and those achieved by all NSSE participants on questions relating to relationships and overall satisfaction. The data has been disaggregated for the main campus and Professional Studies. For purposes of the graphs, only senior data is used.

1. Main Campus NSSE Results: Relationships With Faculty

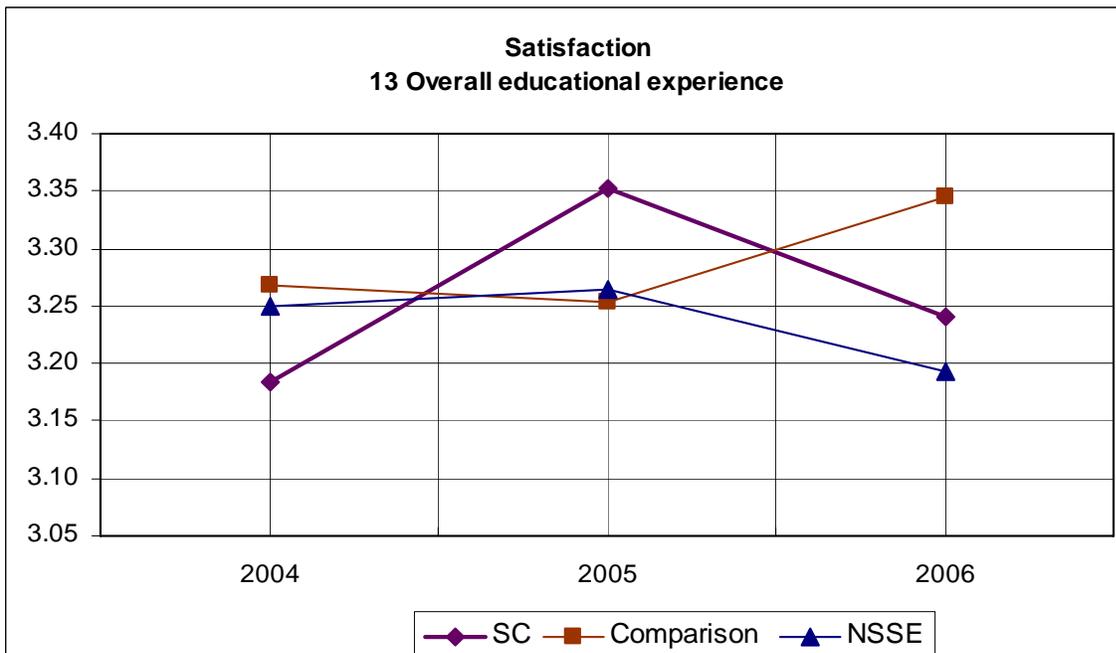




2. Main Campus NSSE Results: Relationships With Administrators

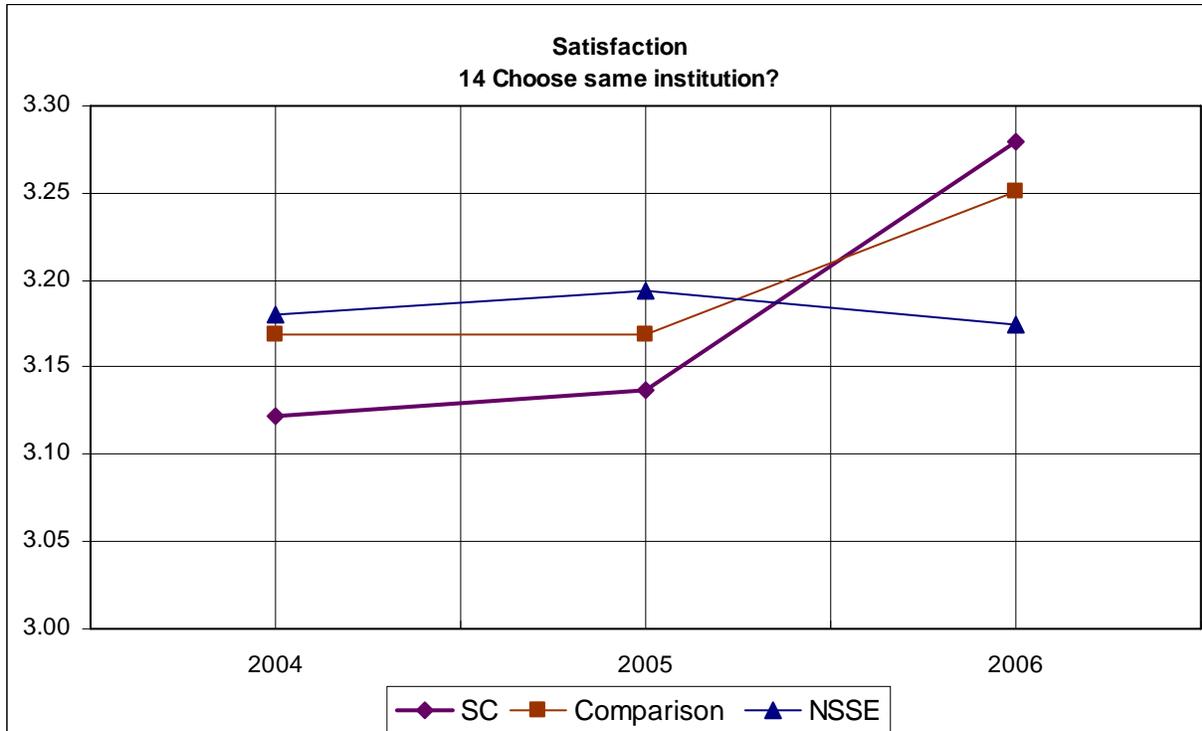


3. Main Campus NSSE Results: Overall Educational Experience

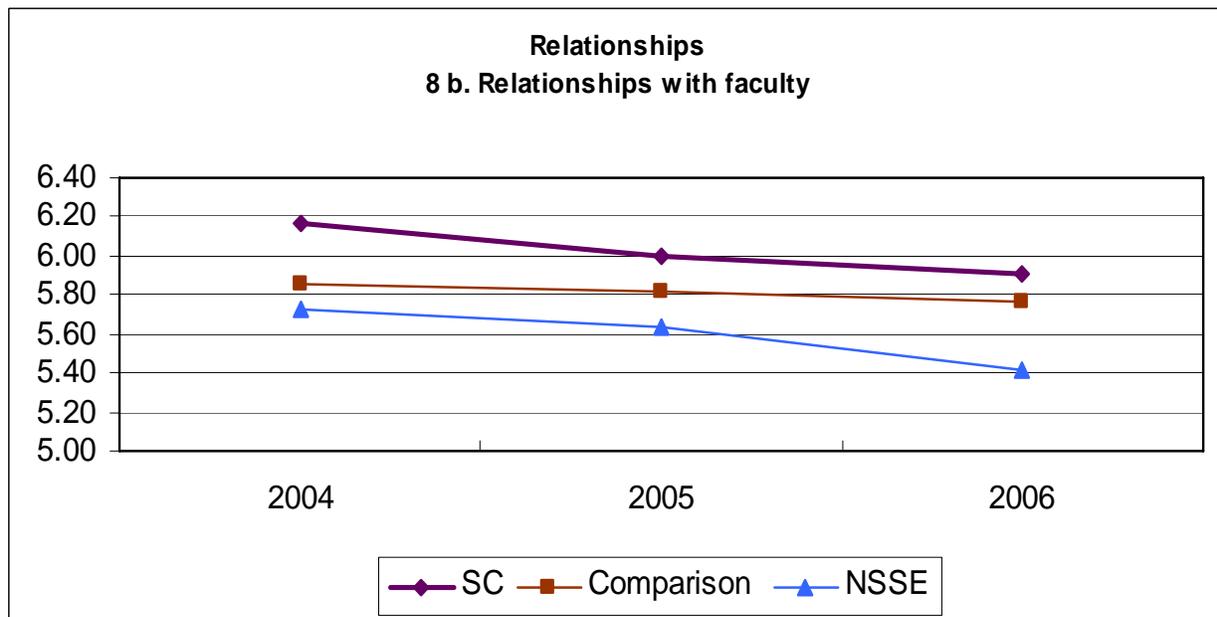




4. Main Campus NSSE Results: Would the Student Choose the Same Institution?

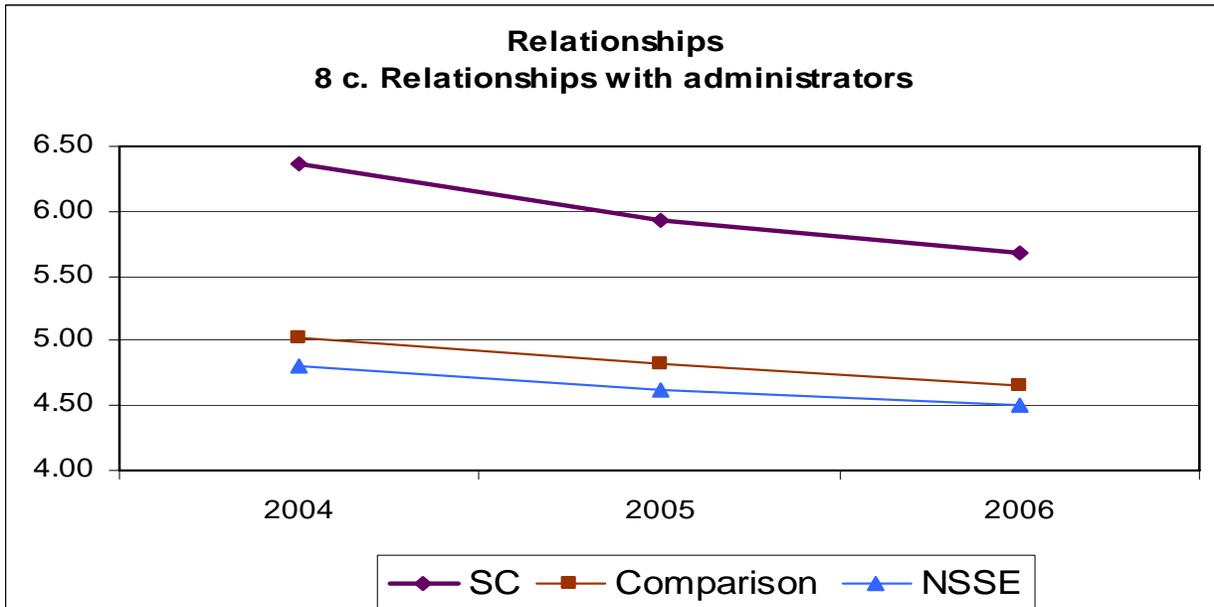


5. Professional Studies NSSE Results: Relationships With Faculty

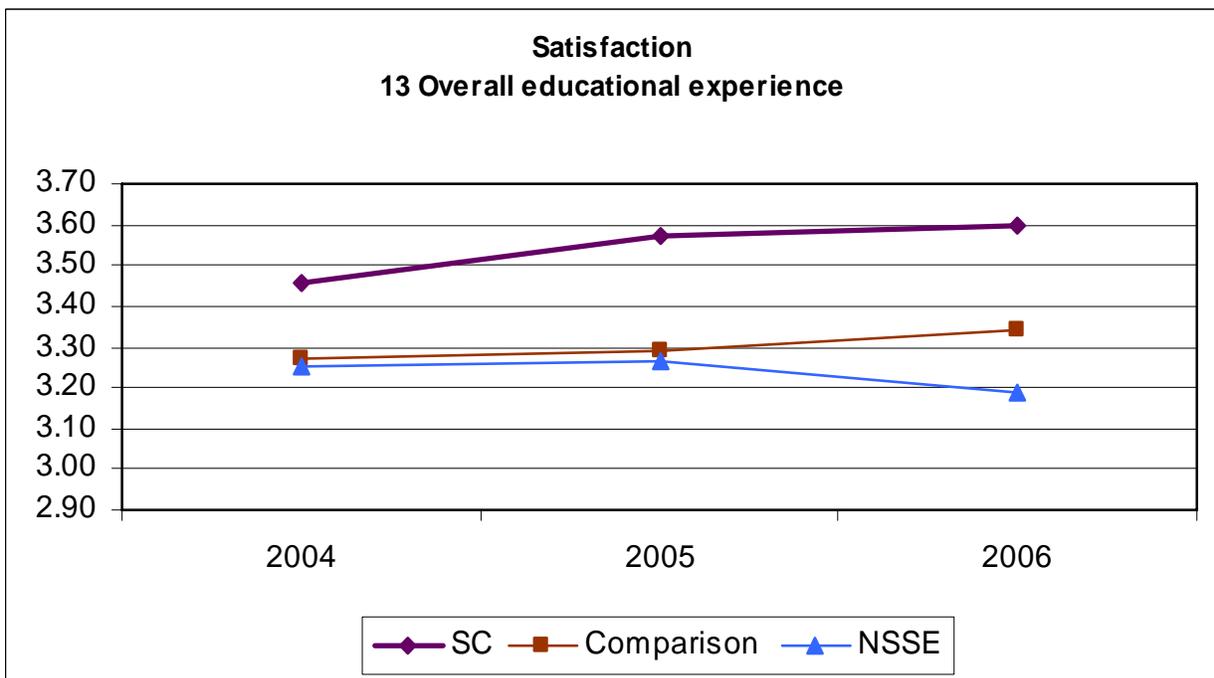




6. Professional Studies NSSE Results: Relationships With Administrators

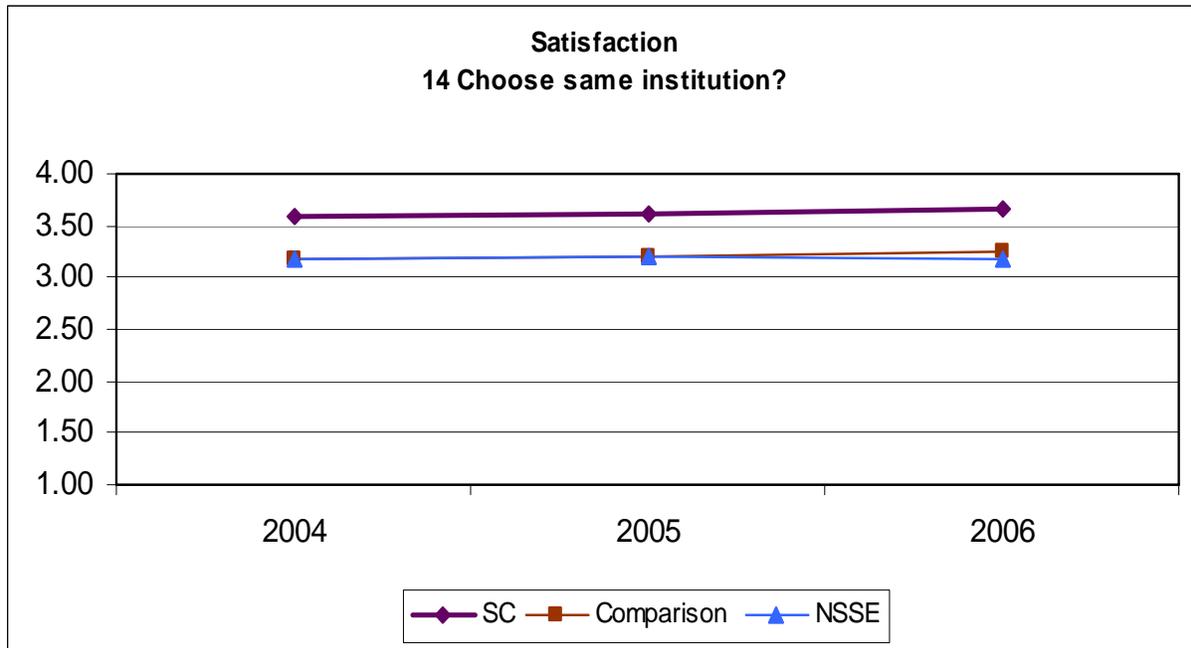


7. Professional Studies NSSE Results: Overall Educational Experience Satisfaction





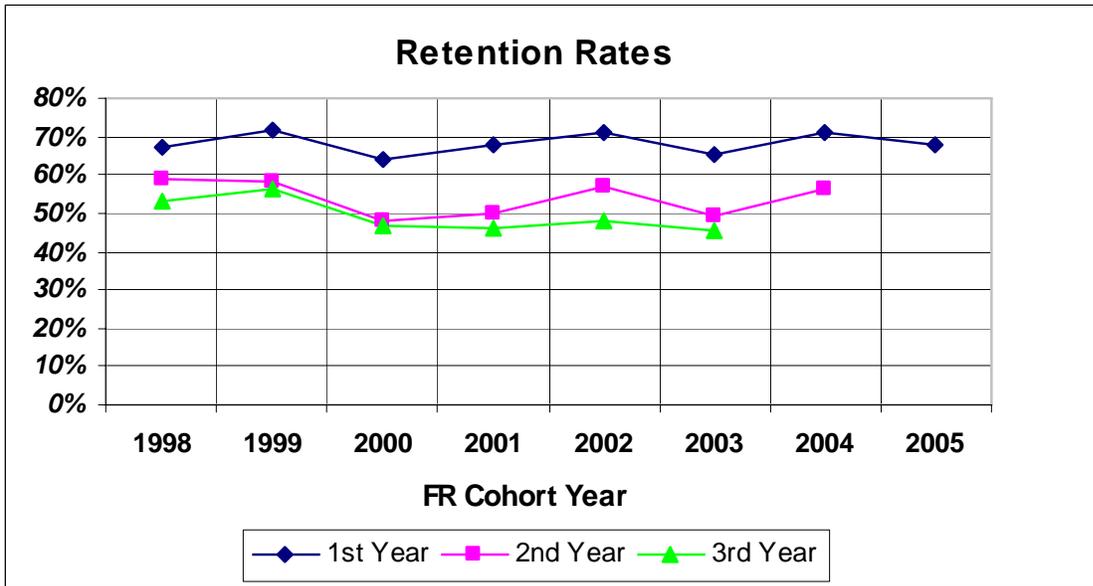
8. Professional Studies NSSE Results: Would You Choose the Same Institution?



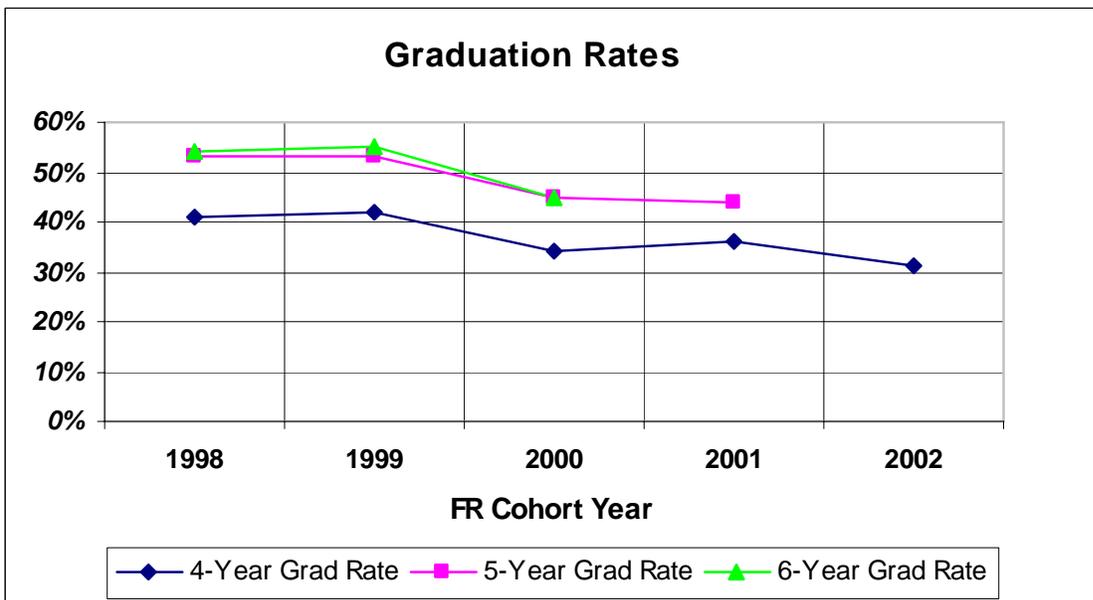


The following graphs charts the retention rates and graduation rates by freshman cohorts for the main campus.

9. Main Campus Retention Rate Trends



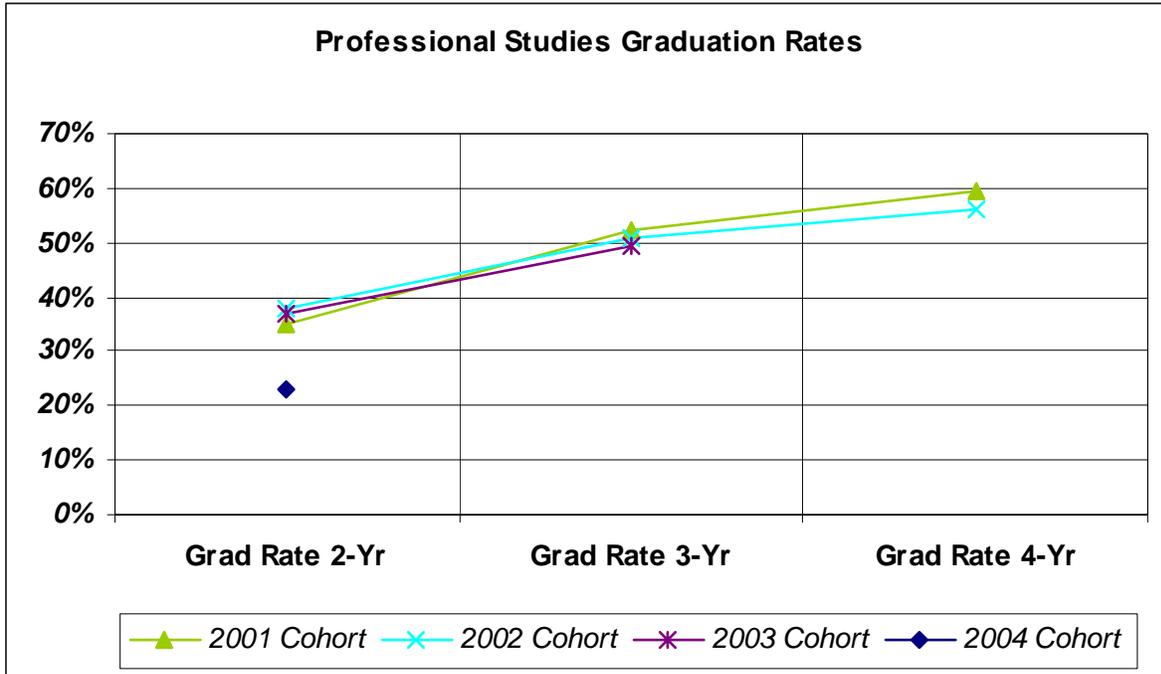
10. Main Campus Graduation Rate Trends





Because of the nature of the Professional Studies programs, learners frequently stop-out for brief periods of time before completing an undergraduate degree. The graduation rates are based on the cohort of new students to the program for each of the three years.

11. Professional Studies Graduation Rate Trends





APPENDIX C

Category 3 – Understanding Students’ and Other Stakeholders’ Needs

Category 4 – Valuing People

Category 6 – Supporting Institutional Operations

Noel-Levitz Student Satisfaction Inventory Comparison Data

Scale	Southwestern College 2003			National Group Means Four-Year Private Institutions		
	Import	Satis	Gap	Import	Satis	Gap
Academic Advising	6.43	5.41	1.02	6.24	5.19	1.05
Campus Climate	6.37	5.43	0.94	6.11	5.07	1.04
Campus Life	6.18	5.1	1.08	5.64	4.7	0.94
Campus Support Services	6.12	5.55	0.57	5.98	5.1	0.88
Concern for the Individual	6.37	5.43	0.94	6.12	5.05	1.07
Instructional Effectiveness	6.47	5.43	1.04	6.32	5.22	1.1
Recruitment and Financial Aid	6.39	5.28	1.11	6.13	4.81	1.32
Registration Effectiveness	6.26	5.38	0.88	6.13	4.88	1.25
Responsiveness to Diverse Populations		5.04				4.94
Safety and Security	6.38	4.47	1.91	6.16	4.69	1.47
Service Excellence	6.18	5.36	0.82	5.97	4.91	1.06
Student Centeredness	6.37	5.47	0.9	6.12	5.15	0.97

Scale	Southwestern College 2004			National Group Means Four-Year Private Institutions		
	Import	Satis	Gap	Import	Satis	Gap
Academic Advising	6.14	5.68	0.46	6.24	5.2	1.04
Campus Climate	6.08	5.46	0.62	6.11	5.08	1.03
Campus Life	5.81	5.17	0.64	6.11	5.08	1.03
Campus Support Services	5.89	5.53	0.36	5.98	5.14	0.84
Concern for the Individual	6.02	5.52	0.5	6.11	5.06	1.05
Instructional Effectiveness	6.15	5.53	0.62	6.31	5.24	1.07
Recruitment and Financial Aid	6.14	5.37	0.77	6.12	4.83	1.29
Registration Effectiveness	6.03	5.46	0.57	6.13	4.9	1.23
Responsiveness to Diverse Populations		5.04			4.95	
Safety and Security	6.05	4.75	1.3	6.16	4.68	1.48
Service Excellence	5.92	5.36	0.56	5.97	4.92	1.05
Student Centeredness	6.07	5.47	0.6	6.12	5.17	0.95



Scale	Southwestern College 2005			National Group Means Four-Year Private Institutions		
	Import	Satis	Gap	Import	Satis	Gap
Academic Advising	6.48	5.75	0.73	6.25	5.23	1.02
Campus Climate	6.34	5.62	0.72	6.12	5.10	1.02
Campus Life	5.98	5.35	0.63	5.67	4.73	0.94
Campus Support Services	5.96	5.77	0.19	5.99	5.18	0.81
Concern for the Individual	6.31	5.71	0.60	6.12	5.08	1.04
Instructional Effectiveness	6.46	5.77	0.69	6.31	5.26	1.05
Recruitment and Financial Aid	6.36	5.50	0.86	6.13	4.86	1.27
Registration Effectiveness	6.18	5.58	0.60	6.14	4.93	1.21
Responsiveness to Diverse Populations		5.66			4.97	
Safety and Security	6.17	4.97	1.20	6.17	4.66	1.51
Service Excellence	6.10	5.52	0.58	5.98	4.95	1.03
Student Centeredness	6.42	5.75	0.67	6.13	5.19	0.94

Scale	Southwestern College 2006			National Group Means Four-Year Private Institutions		
	Import	Satis	Gap	Import	Satis	Gap
Academic Advising	6.53	5.84	0.69	6.26	5.26	1
Campus Climate	6.4	5.71	0.69	6.13	5.13	1
Campus Life	6	5.25	0.75	5.68	4.75	0.93
Campus Support Services	6.08	5.78	0.3	5.98	5.21	0.77
Concern for the Individual	6.34	5.72	0.62	6.12	5.11	1.01
Instructional Effectiveness	6.55	5.77	0.78	6.31	5.29	1.02
Recruitment and Financial Aid	6.44	5.60	0.84	6.13	4.88	1.25
Registration Effectiveness	6.32	5.62	0.7	6.14	4.95	1.19
Responsiveness to Diverse Populations		5.69			5	
Safety and Security	6.27	5.13	1.14	6.17	4.69	1.48
Service Excellence	6.18	5.53	0.65	5.98	4.98	1
Student Centeredness	6.45	5.86	0.59	6.14	5.22	0.92



APPENDIX D

Category 3 – Understanding Students' and Other Stakeholders' Needs

Admission Yield	
Kansas Private Colleges	Freshmen, Fall 2006
Benedictine College	65%
Tabor College	62%
Friends University	58%
Southwestern College	46%
Central Christian College of Kansas	41%
MidAmerica Nazarene University	40%
Kansas Wesleyan University	39%
Bethel College	39%
Newman University	39%
University of Saint Mary	36%
Baker University - Baldwin Campus	34%
Sterling College	33%
McPherson College	27%
Ottawa University	24%
Bethany College	22%
Donnelly College	NA
Hesston College	NA
Manhattan Christian College	NA

Admission Yield	
Carnegie Comparison Colleges	Freshmen, Fall 2006
Texas Wesleyan University	52%
Trevecca Nazarene University	48%
Saint Mary-of-the-Woods College	47%
Southwestern College	46%
Chatham College	38%
Clarke College	34%
Viterbo University	32%
Gardner-Webb University	30%
University of Detroit Mercy	30%
Seton Hill University	30%
Spring Arbor University	28%
Lesley University	28%
Mary Baldwin College	28%
Heidelberg College	21%
Dominican University of California	18%



APPENDIX E
Category 4 – Valuing People

SOUTHWESTERN COLLEGE
2007 EMPLOYEE SURVEY RESULTS

Here are the results of the 2007 employee survey. The first part asked specific questions concerning training, recognition, and benefits. The second part focused on broader issues concerning communication and planning at Southwestern. Not all the questions applied equally well to all employees. If the question did not apply, the respondent was asked not to respond to it.

159 surveys were sent out and 87 responses were received for a total of 55% participation

PART 1

1. Please rate the following areas by level of importance with 1 being least important and 5 being very important.

	1	2	3	4	5
Employee Recognition Program	5%	10%	33%	29%	20%
Employee Training Program	6%	0%	18%	29%	43%
Supervisor Training	2%	3%	18%	31%	37%
Comfortable Work Environment	1%	2%	7%	26%	60%

2. Please rate the following benefit areas by level of importance with 1 being least important and 5 being very important.

	1	2	3	4	5
Health Benefits	7%	1%	5%	8%	79%
Disability Benefits	7%	6%	22%	37%	29%
Retirement/Pension Plan	5%	0%	2%	13%	79%
Life Insurance	6%	8%	26%	30%	30%
Education/Tuition Assistance	8%	3%	16%	26%	46%
Flexible Spending Plan	10%	15%	28%	23%	22%

3. Overall, how satisfied are you with working for the college?

Very satisfied	37%
Satisfied	56%
Dissatisfied	6%



PART 2

As part of the college's participation in the Academic Quality Improvement Program, we are working to evaluate the effectiveness of communication and planning at Southwestern College and their connection to performance and achievement. Please read and respond to the statements below.

1. Leadership

		Disagree	Neither Agree nor Disagree	Agree
1a	I know the college's mission (what it is trying to accomplish).	1%	8%	91%
1b	The college's leaders use the college's values to guide us.	6%	21%	74%
1c	The college's leaders create a work environment that helps me do my job.	8%	21%	71%
1d	The college's leaders share information about the organization.	15%	20%	64%
1e	The college's leaders encourage learning that will help me advance my career.	8%	31%	59%
1f	The college lets me know what it thinks is most important.	11%	30%	57%
1g	The college asks what I think.	18%	21%	59%

2. Strategic Planning

		Disagree	Neither Agree nor Disagree	Agree
2a	As it plans for the future, the college asks for my ideas.	18%	26%	53%
2b	I know the parts of the college's plans that will affect me and my work.	21%	22%	56%
2c	I know how to tell if we are making progress on the part of the plan that my department or program is responsible for.	26%	25%	47%

3. Service Focus

		Disagree	Neither Agree nor Disagree	Agree
3a	I know who the most important people I serve are.	0%	2%	97%
3b	I keep in touch with the people I serve.	0%	0%	99%
3c	The people I serve tell me what they need and want.	6%	8%	85%
3d	I ask if the people I serve are satisfied or dissatisfied with my work.	5%	25%	69%
3e	I am allowed to make decisions to solve problems for the people I serve.	3%	7%	89%



4. Measurement, Analysis, and Knowledge Management

		Disagree	Neither Agree nor Disagree	Agree
4a	I know how to measure the quality of my work.	8%	8%	81%
4b	I know how to analyze (review) the quality of my work to see if changes are needed.	6%	6%	85%
4c	I use these analyses for making decisions about my work.	5%	14%	78%
4d	I know how the measures I use in my work fit into the college's overall measures of improvement.	15%	22%	59%
4e	I get all the important information I need to do my work.	10%	26%	60%
4f	I get the information I need to know about how the college is doing.	16%	32%	49%

5. Human Resource Focus

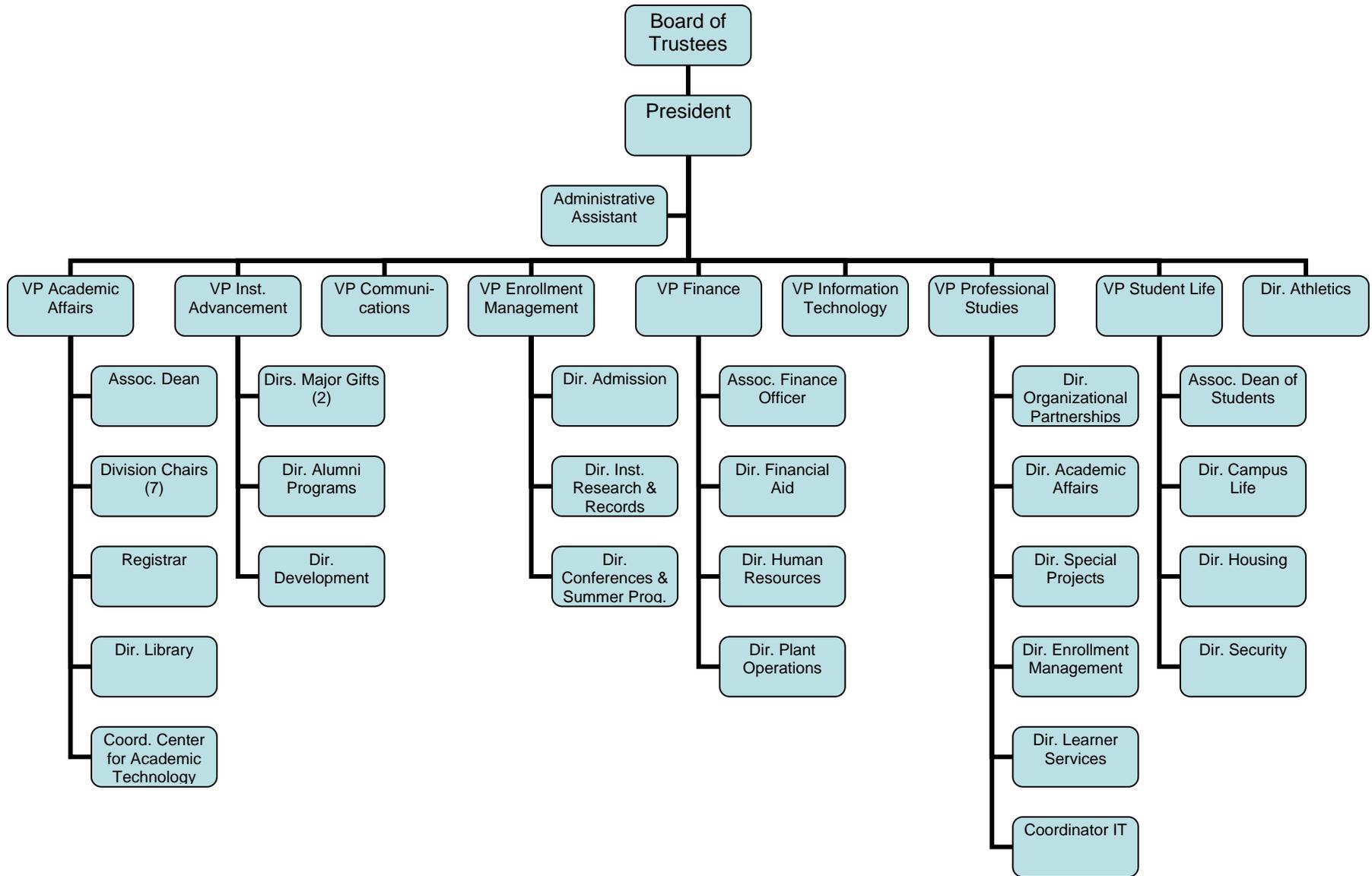
		Disagree	Neither Agree nor Disagree	Agree
5a	I can make changes that will improve my work.	7%	14%	76%
5b	The people I work with cooperate and work as a team.	10%	13%	74%
5c	My supervisor encourages me to develop my job skills so I can advance in my career.	7%	21%	69%
5d	I am recognized for my work.	10%	30%	56%
5e	I have a safe workplace.	3%	6%	87%
5f	My supervisor and the college care about me.	2%	15%	78%

6. Process Management

		Disagree	Neither Agree nor Disagree	Agree
6a	I can get everything I need to do my job.	23%	23%	52%
6b	I collect information (data) about the quality of my work.	6%	30%	62%
6c	We have good processes for doing our work.	13%	23%	61%
6d	I have control over my work processes.	4%	21%	74%

7. Results

		Disagree	Neither Agree nor Disagree	Agree
7a	The people I serve are satisfied with my work.	0%	15%	83%
7b	I know how well the college is doing financially.	30%	17%	49%
7c	The college uses my time and talents well.	16%	14%	68%
7d	The college removes things that get in the way of progress.	28%	37%	30%
7e	The college obeys laws and regulations.	2%	7%	89%
7f	The college has high standards and ethics.	5%	10%	82%
7g	The college helps me help my community.	7%	29%	62%
7h	I am satisfied with my job.	6%	14%	79%





APPENDIX G

Category 5 – Leading and Communicating

Employee Survey Comparison to 2002-2003 Board of Examiners Results

Category 1: Leadership		Disagree		Neither Agree or Disagree		Agree	
		SC2007	Comparison	SC2007	Comparison	SC2007	Comparison
1a)	I know my organization's mission (what it is trying to accomplish).	1%	3%	8%	3%	91%	94%
1b)	My senior (top) leaders use our organization's values to guide us.	6%	16%	21%	17%	74%	68%
1c)	My senior leaders create a work environment that helps me do my job.	8%	17%	21%	16%	71%	67%
1d)	My organization's leaders share information about the organization.	15%	13%	20%	15%	64%	72%
1e)	My senior leaders encourage learning that will help me advance in my career.	8%	17%	31%	16%	59%	66%
1f)	My organization lets me know what it thinks is most important.	11%	10%	30%	15%	57%	75%
1g)	My organization asks what I think.	18%	18%	21%	22%	59%	60%

Category 2: Strategic Planning		Disagree		Neither Agree or Disagree		Agree	
		SC2007	Comparison	SC2007	Comparison	SC2007	Comparison
2a)	As it plans for the future, my organization asks for my ideas.	18%	28%	26%	20%	53%	52%
2b)	I know the parts of my organization's plans that will affect me and my work.	21%	13%	22%	18%	56%	68%
2c)	I know how to tell if we are making progress on my work group's part of the plan.	26%	17%	25%	14%	47%	70%



Category 3: Customer and Market Focus		Disagree		Neither Agree or Disagree		Agree	
		SC2007	Comparison	SC2007	Comparison	SC2007	Comparison
3a)	I know who my most important customers are.	0%	2%	2%	5%	97%	93%
3b)	I keep in touch with my customers.	0%	2%	0%	9%	99%	89%
3c)	My customers tell me what they need and want.	6%	5%	8%	18%	85%	77%
3d)	I ask if my customers are satisfied or dissatisfied with my work.	5%	11%	25%	16%	69%	74%
3e)	I am allowed to make decisions to solve problems for my customers.	3%	9%	7%	8%	89%	82%

Category 4: Information and Analysis		Disagree		Neither Agree or Disagree		Agree	
		SC2007	Comparison	SC2007	Comparison	SC2007	Comparison
4a)	I know how to measure the quality of my work.	8%	8%	8%	11%	81%	80%
4b)	I know how to analyze (review) the quality of my work to see if changes are needed.	6%	7%	6%	13%	85%	80%
4c)	I use these analyses for making decisions about my work.	5%	10%	14%	16%	78%	74%
4d)	I know how the measures I use in my work fit into the organization's overall measures of improvement.	15%	22%	22%	16%	59%	62%
4e)	I get all the important information I need to do my work.	10%	28%	26%	22%	60%	51%
4f)	I get the information I need to know about how my organization is doing.	16%	23%	32%	21%	49%	57%



		Disagree		Neither Agree or Disagree		Agree	
Category 5: Human Resource Focus		SC2007	Comparison	SC2007	Comparison	SC2007	Comparison
5a)	I can make changes that will improve my work.	7%	4%	14%	12%	76%	83%
5b)	The people I work with cooperate and work as a team.	10%	11%	13%	15%	74%	74%
5c)	My boss encourages me to develop my job skills so I can advance my career.	7%	13%	21%	17%	69%	70%
5d)	I am recognized for my work.	10%	12%	30%	16%	56%	73%
5e)	I have a safe workplace.	3%	3%	6%	8%	87%	89%
5f)	My boss and my organization care about me.	2%	12%	15%	21%	78%	68%

		Disagree		Neither Agree or Disagree		Agree	
Category 6: Process Management		SC2007	Comparison	SC2007	Comparison	SC2007	Comparison
6a)	I can get everything I need to do my job.	23%	23%	23%	19%	52%	59%
6b)	I collect information (data) about the quality of my work.	6%	12%	30%	19%	62%	69%
6c)	We have good processes for doing our work.	13%	27%	23%	21%	61%	51%
6d)	I have control over my work processes.	4%	12%	21%	21%	74%	67%

		Disagree		Neither Agree or Disagree		Agree	
Category 7: Business Results		SC2007	Comparison	SC2007	Comparison	SC2007	Comparison
7a)	My customers are satisfied with my work.	0%	2%	15%	17%	83%	81%
7b)	I know how well my organization is doing financially.	30%	13%	17%	10%	49%	77%
7c)	My organization uses my time and talents well.	16%	28%	14%	16%	68%	57%
7d)	My organization removes things that get in the way of progress.	28%	34%	37%	31%	30%	36%
7e)	My organization obeys laws and regulations.	2%	2%	7%	4%	89%	95%
7f)	My organization has high standards and ethics.	5%	7%	10%	11%	82%	82%
7g)	My organization helps me help my community.	7%	15%	29%	19%	62%	65%
7h)	I am satisfied with my job.	6%	11%	14%	21%	79%	68%



APPENDIX H

Category 6 – Supporting Institutional Operations

Category 8 – Planning Continuous Improvement

Building a Better SC

Points of Progress

Progress made under the planning process that began in 2000

Quality of the College

- Attained top tier status among comprehensive colleges in U.S. News and World Report annual college guide (2004, 2005, 2006)
- Academic reputation best among Kansas comprehensive colleges in U.S. News and World Report annual college guide (2003)
- Selected as College of Distinction (2005)
- Church-college program and linkage gained respect (chosen to lead worship in annual conference; busy outreach program; growing academic program in religion; vibrant campus ministry programs)
- Trustees engaged financially and personally (trustee campaign goal of 100 percent donor participation reached)

Relationally

- Alumni connections growing each year (college volunteers in 2000-2001, 127 / in 2003-2004, 331; alumni participation in alumni gatherings 2000-2001, 1,422 / in 2003-2004, 4,114)
- Leadership giving (annual gifts of \$1,000+) has increased from 240 donors in 2000-2001 to 334 in 2003-2004.
- Increased Web communication in all aspects of college life (recruitment materials on Web, JinxTale, Rumor Mill, e-newsletters, online honor roll of donors, online donations)
- Halls of Fames added (Scholars Hall of Fame, Business Hall of Fame, Educators Hall of Fame, Science Hall of Fame)
- Class host and class gift agent alumni in place
- Regional President's Advisory Councils in place

Financially

- Reliance on endowment earnings significantly reduced (draw for 04-05 and 05-06 fiscal years: \$1.3 million; 06-07 fiscal year: \$900,000)
- Completed the most successful campaign in school's history in June 2006; Builders of Excellence Campaign secured \$26 million in commitments; campaign effort recognized with CASE Gold Award for Excellence
- Campaign cash donation goal met one year before campaign completion (January 2005)



Educationally

- Successful work in two educational settings: traditional age 18-24 year olds, primarily full time on the main campus (fall of 2004, 90% of students under age 25), and working adults, primarily part time in Professional Studies and graduate studies
- Active academic review supports continual adjustment of programs
- Campus academic division structure supports division chair leadership, planning and budgeting
- Highest five-year graduation rate for all colleges and universities in Kansas for main campus students; second in state among four-year graduation rates (www.collegeresults.org)
- Only school in Kansas to provide a mobile computing campus environment supporting the academic process (fall 2000, freshmen and sophomores receive laptops; fall 2002, all students have laptops and campus installs wireless internet access)
- Academic engagement surveys show student-faculty learning above national norms in all areas
- Several programs win national awards – Beta Beta Beta, Leadership, SIFE
- Online learners now located in 48 states and 20 countries
- A new Professional Studies site located in Oklahoma City (open January 2005)
- Five master's programs developed and operating: master of business administration; master of education (special education); master of science in leadership; master of arts in specialized ministry; master of science in security administration
- Admitted to Academic Quality Improvement Program
- Successfully completed specialized accreditation reviews in teacher education, education of young children, nursing, music, and athletic training
- Selected for eArmyU participation
- Online courses for high school students offered

Enrollment

- Professional Studies achieves impressive growth (fall 2000, 648 course enrollments; spring 2005, 1,000+ course enrollments)
- Main campus surpasses diversity targets of 15% underrepresented populations, with 17.7% enrolled in fall 2004
- Main campus maintains a balanced male-female ratio and balanced male-female graduation rates
- Enrollment targets, financial aid discounting, and tuition revenues accurately budgeted and attained
- Number of on-campus residents grows (fall 2000, 379; fall 2004, 397)
- Retention efforts reveal student satisfaction above national norms at an all-time high (source: Student Satisfaction Inventory)

Facilities and Technology

- Cole Hall completed (\$4 million project, occupied in fall 2002)
- Mossman renovation completed (\$1.5 million project, occupied in fall 2003)
- 77 Steps and Mound rebuilt (2004, 2006)
- Wireless network to complement laptops installed (fall 2002)
- SCT administrative software conversion completed
- Wireless network expanded to all campus housing units
- Funding for library renovation secured, work underway and to be completed summer 2008
- Drive underway to plant 125 new trees on campus by 2010 celebration of the college's 125th anniversary



Faculty and Staff

- A wide range of human resource functions now in place. Improvements in employee surveys, new employee orientation, job description and performance review being formulated
- Increased investment in professional training and development

Thanks to all who have participated in the planning process at Southwestern College, and in the implementation of the plan. Many thanks to the college's donors, whose support has aided the college. Your commitment and hard work are building a better Southwestern.

Dick Merriman, president
May 2007



APPENDIX I

Category 8 – Planning Continuous Improvement ADMINISTRATIVE COUNCIL STRATEGIC PLAN IMPLEMENTATION ASSIGNMENTS UPDATED, JANUARY 2007

Relational Goal

Pitch at least one story a month to regionally important media. Sara Weinert, Charles Osen
Ongoing

Increase the number of Web-based audio streaming events. Ongoing. Redesign the web page links to make it easier to find and access streamed events. August 1, 2007. Sara Weinert, Charles Osen, Deb Schmidt

SC Web site redesign has taken precedence.

Investigate and identify outsourcing opportunities in marketing, publications, and public relations. Sara Weinert

Ongoing

Strengthen role and functioning of advisory councils. Develop new advisory councils. Create social science advisory council, January 1, 2007. Reinvigorate Teacher Education advisory council, January 1, 2008. Refocus regional advisory councils on tasks like admission, fund-raising, etc. Dick Merriman, Paul Bean, Andy Sheppard

Status: Social Science Advisory Council to meet fall 2007, Teacher Education Advisory Council to meet spring 2008. Regional advisory councils need attention.

Create opportunities for alumni volunteerism in support of admissions and advancement efforts on the main campus. Steve Wilke, Dawn Pleas-Bailey, Paul Bean

Ongoing

Achieve unrestricted Annual Fund goals as follows. Paul Bean

Fiscal year ending June 30, 2007: \$825,000

In process

Achieve targets for gift additions to the college's endowment. Paul Bean

Fiscal year ending June 30, 2007: \$900,000

In process

Achieve and document a 10% increase in fiscal year class giving by each honor class that will be recognized during Homecoming in the following fall. Paul Bean

Ongoing. Report due each August 1 on outcomes from previous fiscal year.

Develop and document outcomes of an annual peer-to-peer solicitation program for President's council members with the goal of increasing the number of President's Council members by 10% each year. Paul Bean

Ongoing. Report due each August 1 on outcomes from previous fiscal year



Establish measurable baselines for volunteer involvement in recruitment, retention, and fund-raising efforts.

Ongoing. Report due each July 30 on volunteer involvement compiled by Susan Lowe with assistance from Steve Wilke (admission), Jill Johnson (development), Dan Falk (international students), Mike Kirkland (athletics)

Implement planned changes in Commencement weekend programs. Administrative Council and others.
Implementation May 2007

Financial Viability Goal

Stabilize endowment draw at 6% of corpus value in FY 08. Dick Merriman, Sheila Krug
In process, budget for FY 08 includes 6% endowment draw

Continue to refine and emphasize benchmark indicators of institutional financial viability (dashboard indicators) and introduce them into college discussions of budget and related issues. Dick Merriman
Ongoing

Establish an excellent endowment fund reporting and stewardship capability. Paul Bean, Dick Merriman, Sheila Krug, Jill Johnson, Brenda Hicks
Target date: reset and recommit for fall 2007

Continue revision of college financial aid policies to maximize enrollment while achieving the target for the discount on tuition. . Steve Wilke, Sheila Krug, Enrollment Management Team
Target: Enroll 550 main campus students at a 46% discount rate for fiscal year 2007-08
In process

Develop financial performance ratios reporting as per National Association of College and University Business Officers (NACUBO) recommendations and participate in the Kansas Independent College Association (KICA) strategic benchmark project. Sheila Krug
Completed, continue

Annually update a three-year strategic plan for SC's future with accompanying budget-building activity, and monitor progress in reaching the plan's goals. Steve Wilke, Sheila Krug

Secure \$825,000 in unrestricted Annual Fund gifts for FY 07. Paul Bean
Target date: June 30, 2007

Adopt and execute the FY08 budget with an endowment draw of \$880,000; achieve budget compliance of 1% or less deviation from the budget. Sheila Krug
Target date: June 30, 2008

Secure \$825,000 in unrestricted Annual Fund gifts for FY08. Paul Bean
Target date: June 30, 2008

Establish firm calendar for next capital campaign. Paul Bean, Dick Merriman, Trustees.
Target date: May 1, 2007



Educational Goal

Explore opportunities to achieve accreditation for the college's business education program (both main campus and PS). Andy Sheppard, Karen Pedersen

Develop recommendation for Dick Merriman on how to proceed by July 1, 2007

Continue to develop opportunities for cross-cultural and study abroad experiences for students and faculty. Andy Sheppard, Dick Merriman

In process

Complete one systematic review of a main campus academic program annually, continue systematic review of PS offerings. Andy Sheppard, Karen Pedersen

Status: PS MBA review completed fall 2006, PS Operations Management review completed fall 2006; PS Criminal Justice to be reviewed spring 2007; Main Campus Performing Arts review to commence fall 2007, but see item immediately below..

Develop a firm plan and timeline for a review of the viability of the college's nursing program by July 1, 2007. Andy Sheppard, Dick Merriman

In process

Formalize a visiting scholars program. Andy Sheppard

In process

Appoint and lead a multicultural affairs committee for educational and social programs related to diversity issues. Dick Merriman

Target to appoint committee: August 1, 2006.

Complete review and revision of LAS courses. Andy Sheppard and others.

Target: May 2007

Work proactively, as we move to renew/change our bookstore vendor, to elicit bids from companies that are responsive to the needs of the college and our learners. Sheila Krug, David Dolsen, Karen Pedersen or designee.

In process

Improve processes and services for students with disabilities. Andy Sheppard. Status report and recommendations for improvement due from Dan Falk August 1, 2007. *Completed*

Evaluate student learning outcomes within a comprehensive academic assessment plan to include class/faculty evaluations each session, regular major reviews, faculty development workshops, benchmarking, and other strategies. Karen Pedersen, Candyce Duggan, Mary Bulla (professional studies/online academic administrator), Andy Sheppard

Ongoing, through Destination Graduation programt

Strive to meet market needs of professional studies and online learners and of employers by adding new programs and by continually revisiting existing programs for currency and relevancy. Karen Pedersen, Candyce Duggan, Mary Bulla, Linda Bussman, Joni Rankin, and Jeni McRay.

Ongoing

Initiate new delivery modalities (e.g., online, onground, blended), centers, and/or programs to serve market demands and needs. Use 'situation analyses' for each new venture to analyze market demand and quantify market needs. Karen Pedersen, Candyce Duggan, Mary Bulla, Linda Bussman, Joni Rankin,



Jeni McRay, Academic Planning Council. *Ongoing; continue plans to build business/industry partnerships and examine other locations for possible expansion.*
Ongoing

Continually improve upon the enrollment/retention management strategies in professional studies and SC Online to include monitoring and reporting conversion ratios from inquiries to enrolled students, understanding 'best' recruitment venues, analyzing 'pay-per-performer' online recruitment providers, monitoring and connecting with stop-outs (main campus, professional studies, and SC Online), and other strategies. Karen Pedersen
Ongoing, through Destination Graduation program

Enrollment Goal

Increase professional studies and SC Online enrollment. Karen Pedersen
FY 2007 goal: 24,147 undergraduate credit hours
FY 2008 goal: 26,300 undergraduate credit hours
Continuing

Increase number of partnerships with business and industry. Strengthen and broaden on-site workforce development and training opportunities for business and industry through courses and certificates. Karen Pedersen
FY 2007 goal: 1,000 credit hours
In process

Increase main campus enrollment. Steve Wilke, Dawn Pleas-Bailey, EMT
Target: Fall 2007 — 555 FTE with 400 residents

Promote program enrollments in teacher education, natural science, business, and athletic training. Andy Sheppard, Steve Wilke.
Target: Report on efforts and impacts due from Steve Wilke and Andy Sheppard August 1, 2007

Develop and implement strategies to meet and exceed retention goals for 2007-2008 school year: 90% retention of freshmen from first to second semester; 74% retention of fall 2005 freshman cohort to fall 2006; 62% retention of fall 2004 freshman cohort to fall 2006. Tami Pullins and others.
In process

Establish stronger first year experience and sophomore experience programs. Tami Pullins, Dawn Pleas-Bailey, Andy Sheppard.
Commencing spring 2006, Report of efforts and impacts due from Tami Pullins August 1, 2008

Continue programs to assure that at least 15% of the enrollment on the main campus will be students of color, with particular attention to African-American and Hispanic students. Dawn Pleas-Bailey, Steve Wilke, Enrollment Management Team
In process

Implement campus-wide AQIP retention plan, including a practical implementation and assessment process. Tami Pullins, Dawn Pleas-Bailey, Dick Merriman, Enrollment Management Team. AQIP Retention Action Team
In process



Increase graduate studies enrollment. Andy Sheppard, John Dupuy, David Hofmeister, Karen Pedersen, Jeni McRay.

FY 2007 5 th YMBA goal:	540 credit hours
FY 2007 PSMBBA goal:	1,765 credit hours
FY 2007 M.Ed. goal:	1,540 credit hours
FY 2007 PSMSL goal:	630 credit hours
FY 2007 PSMASM goal:	68 credit hours
FY 2007 PSMSSA goal:	115 credit hours
FY 2008 5 th YMBA goal:	540 credit hours
FY 2008 PSMBBA goal:	2,399 credit hours
FY 2008 M.Ed. goal:	1,020 credit hours
FY 2008 PSMSL goal:	1,200 credit hours
FY 2008 PSMASM goal:	180 credit hours
FY 2008 PSMSSA goal:	128 credit hours
FY 2008 5 th YMASM goal:	377 credit hours
FY 2008 5 th YMSL goal:	377 credit hours

Strengthen the multi-faceted military marketing plan to continually generate inquiries among all branches of the military (including active duty, guard, reserves, and DOD civilians/ contractors) in an effort to continually increase military enrollments. Develop methods for accurate count of military learners. Karen Pedersen, Linda Bussman, Heather Kesterson, Chris Smith.

Ongoing

Initiate a multi-faceted business/industry marketing plan in key markets (e.g., Wichita, Oklahoma City, El Paso, Kansas City) to increase awareness of onground and online programs offered through PS for company/organization employees. Karen Pedersen, Linda Bussman, Shelly Snook.

Ongoing

Strengthen student activities to increase student involvement and identification with the college. Campus life staff will collaborate with student organization leaders and faculty/staff sponsors to develop effective organizations and programs. Dawn Pleas-Bailey, Sheleah Taylor.

Fall 2006

Evaluate the space usage, physical condition, safety, equipment, furnishings, and aesthetics of each residence hall. Dawn Pleas-Bailey, Omari Head

Ongoing

Faculty and Staff Goal

Annually administer an appropriate instrument for assessing employee satisfaction. Sheila Krug, Sue Simmons

Ongoing

Review and discuss the suitability of the college's current administrative structure and the deployment of its human resources. Administrative Council.

Ongoing

Continue new employee orientation and secure evaluations from participants. Sheila Krug, Sue Simmons

Ongoing

Implement plans to align employee performance plans and evaluation processes with program, department, division, and institutional objectives. Sheila Krug, Sue Simmons



Ongoing

Implement supervisor training for performance planning and evaluations. Assess employee-training needs related to performance planning and evaluation processes. Sheila Krug, Sue Simmons
Ongoing

Establish a technology capability baseline for all staff on the main campus to ascertain additional training needs, with particular attention given to competencies with SCT. Phil Jarvis, Sue Simmons
Ongoing

Achieve faculty salary increases that reach the 50th percentile of IIB church-related institutions. Dick Merriman, Administrative Council, Board of Trustees
Ongoing

Annually review and revise the Policy Manual. Administrative Council, Margaret Robinson, Jeni McRay and Joni Rankin
Ongoing

Facilities and Technology Goal

Plan for transition in IT management at the college in 2007. Administrative Council

Develop and keep current a prioritized list of facilities and grounds maintenance needs along with cost information for both the main campus and professional studies centers. Use this list to direct the assignment of work and budgets for the plant operations staff. Sodexo for main campus, Joni Rankin for PS.

Continual

Develop and continuously update a master plan for facilities and technology to include the main campus and professional studies centers. Sodexo, Steve Wilke, Phil Jarvis
Continual

Develop a plan for remodeling Richardson Auditorium and first floor of Christy Hall. Steve Wilke.
Target for plan: June 30, 2007

Develop a plan to upgrade the quality of library facilities and resources. Beth Sheppard, Dick Merriman.
Target for plan: June 30, 2007

Develop a plan to install a 10Gb intranet backbone including wiring and hardware upgrades. Phil Jarvis.
Target for plan: December 1, 2006

Develop a plan to extend wireless coverage on the main campus. Phil Jarvis.
Target for implementation: June 30, 2007

Complete review of college ADA compliance issues with report recommending priorities for budgeting. Sodexo.
Target for completion of review and report: June 30, 2007

Complete FCAP study of facilities needs and report recommending priorities for budgeting. Sodexo.
Target for completion of review and report: June 30, 2007



Develop five year priorities list for expenditure of Sodexo Food Services investment in student life facilities. Dawn Pleas-Bailey, Dick Merriman.

Target for completion of priorities list: June 30, 2007

Complete limited (wiring, smoke detectors, HVAC) renovation of Sutton Hall. Sodexo.

Target for completion: Final floor to be completed July 2007

Complete creation of strength and fitness center in White PE. Sodexo, Paul Bean, Mike Kirkland.

Target for completion: August 1, 2007



GLOSSARY

APICS – Association for Operations certificate programs

ASIS – Association for Security Professionals

ASQ – American Society for Quality

CSI – Noel-Levitz College Student Inventory

eArmyU – enables soldiers and officers to work toward college degrees and certificates “anytime, anywhere.” There are currently 28 colleges and universities partnering with the U.S. Army to offers online learning.

FSSE – Faculty Survey of Student Engagement

IDEA – Individual Development and Educational Assessment

ISM – Institute for Supply Management

IQWeb – Part of the SCT PowerCAMPUS administrative software allowing online access

KHEER – Kansas Higher Education Enrollment Report

KICA – Kansas Independent College Association

NCLEX – National Council Licensure Examination (Nursing)

NSSE – National Survey of Student Engagement

PS – Professional Studies: Southwestern College’s adult degree-completion programs

SCT PowerCAMPUS – SunGard SCT administrative software

SHRM – Society for Human Resource Management

SIFE – Students In Free Enterprise: an organization for business students on the main campus.

SME – Society of Manufacturing Engineers

SSI – Noel-Levitz Student Satisfaction Inventory

StuFu – Student Foundation: Plans programs and activities toward generating enthusiasm and support for Southwestern College.