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	• 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	• 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	• Career advancement • Institutional integrity and reputation • Alumni connection

MAIN CAMPUS STAKEHOLDERS (continued)		
	Requirements and Expectations	
	Short Term	**Long Term**
Graduate Students	• 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	• Career advancement • Institutional integrity and reputation • Alumni connection

PROFESSIONAL STUDIES STAKEHOLDERS		
	Requirements and Expectations	
	Short Term	**Long Term**
Prospective Students	• Transparent and expeditious admission process • Ease in transition • Manageable tuition and adequate financial aid	
Undergraduate and Graduate Students	• 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)	• Career advancement • Institutional integrity and reputation

OTHER STAKEHOLDERS		
Board of Trustees	• Financial viability • Presidential leadership • Quality academic instruction • Accessibility and accountability • Accurate information/no surprises	• Financial viability • Quality education • Career advancement • Institutional integrity • Solid reputation
United Methodist Church	• Values/faith centered environment for study • Training for clergy and lay leaders • Active partnership with local churches	• Uphold and value denominational connection • Train future church leaders • Financial viability • Quality education • Institutional integrity and reputation
Community	• Good neighbors • Partnership in developing community • Cultural and recreational opportunities and programs • Use of facilities • Employee expertise	• Creation of an attractive community in which to live, assistance in attracting business, cultural opportunities, future leaders in non-profit and business communities
Employers	• Work force development • Partnership in developing employees and programs	• Response to emerging trends and needs in business and industry
Parents/Families	• Manageable tuition and adequate financial aid • Safe and nurturing environment • Accessibility and accountability in connections with faculty and administrators • Quality academic instruction	• Institutional integrity • Solid reputation
Transfer Universities, High Schools, Counselors	• Articulation agreements • Academic integrity • Compatibility/transferability of courses • Transparency	• Institutional integrity • Transparency
Alumni	• Connection activities • Communication • Career planning • Networking and recognition • Academic integrity • Financial viability • Administrative leadership • Accessibility and accountability	• 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?	FY	3.10	3.47	3.31	3.55
1=definitely no, 2=probably no, 3=probably yes, 4=definitely yes	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? *1=definitely no, 2=probably no, 3=probably yes, 4=definitely yes*	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				
Main Campus Site	*Overall*	*Size*	*Sector*	*Carnegie Class*
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.

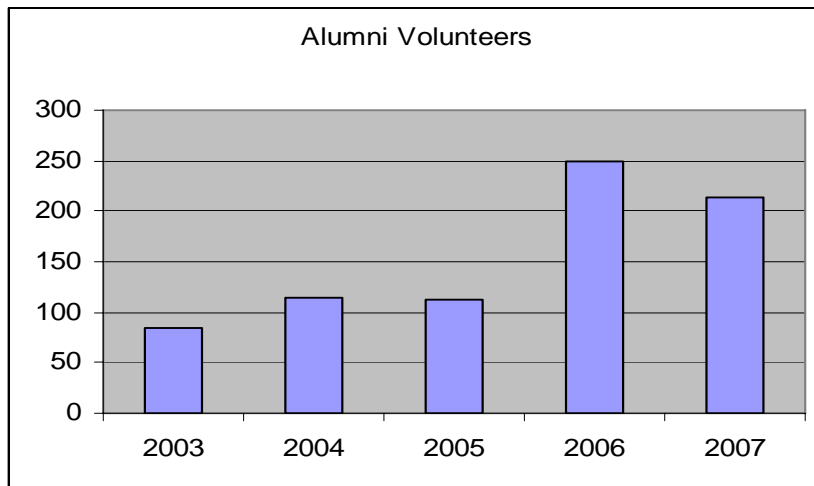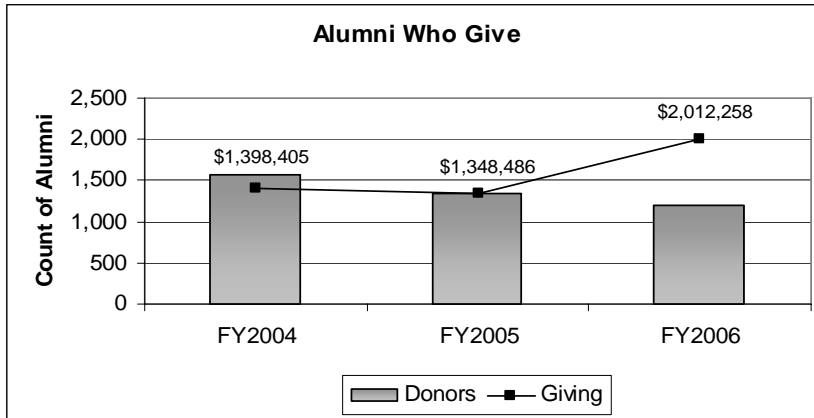| Main Campus Freshman Retention and Graduation							
Cohort Year	FR Cohort Size	1st Year	2nd Year	3rd Year	4-Year Grad Rate	5-Year Grad Rate	6-Year Grad Rate
1998	140	67%	59%	53%	41%	53%	54%
1999	143	72%	58%	56%	42%	53%	55%
2000	137	64%	48%	47%	34%	45%	45%
2001	131	68%	50%	46%	36%	44%	
2002	106	71%	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				
(New, degree-seeking students entering Fall semester)				
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.

Alumni Who Give

$1,398,405 $1,348,486 $2,012,258

Count of Alumni

Donors — Giving

FY2004   FY2005   FY2006

Alumni Volunteers

2003   2004   2005   2006   2007

Gift Income

	FY2004	FY2005	FY2006
Total	$3,111,951.00	$4,312,636.00	$3,014,463.00
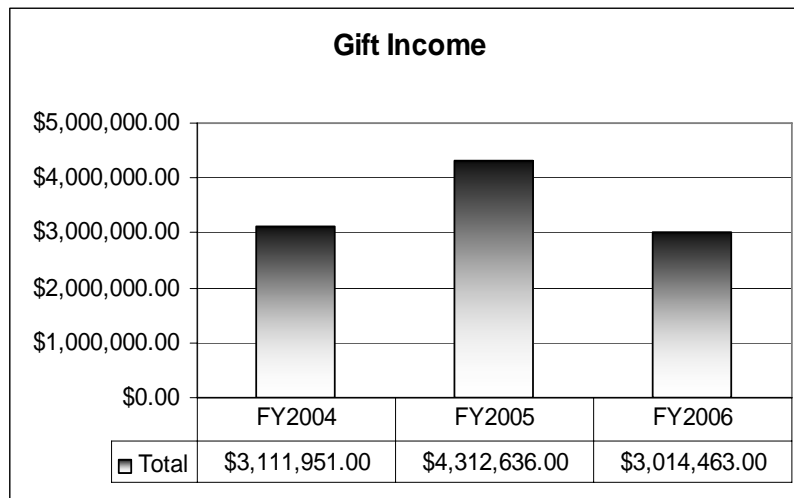
Comments from the Board of Trustees, leaders of the United Methodist Church, community members, employers, and parents generally express positive evaluation of the college's performance. No recent assessment has directly evaluated these groups' satisfaction with the college's performance.

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

3I1 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.

3I2 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.