

# Goals and Directions 2009-2010

SOUTHWESTERN COLLEGE IN WINFIELD, KANSAS

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## 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.

### **1) 5-YEAR RELATIONSHIP GOAL**

Southwestern's relationship with its alumni and friends will be in the spirit of long-term cooperation and mutual benefit.

The college will provide its faculty, staff, alumni and friends with multiple opportunities for service to the college through:

- financial support for students and programs ,
- consultation with faculty and staff,
- providing internships, mentoring, and career development assistance for current students,
- support in recruiting 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,
- sporting events,
- social and professional networking.

### **3-YEAR DIRECTION AND 1- YEAR STEPS**

**Southwestern College will cultivate increased support for the institution.**

- A. Increase awareness of SC among college bound students.
- B. Increase volunteer assistance in recruitment, retention and fundraising efforts by 25%.
- C. 90% of all full time employees will financially support the college each year.

## **2) 5-YEAR FINANCIAL GOAL**

Southwestern's financial situation will be sufficiently strong to fund the vision of the college.

Key indicators are:

- \$25 million endowment ,
- \$3 million each year in gift income,
- \$1 million will be unrestricted gifts to the Annual Fund, a minimum of 25% of institutional financial aid will be funded through the endowment,
- the college's simple tuition discount rate will not exceed 40% of tuition revenue.

## **3-YEAR DIRECTION AND 1-YEAR STEPS**

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

- A. Set competitive institutional aid policies on the main campus to help ensure an unfunded cost of attendance discount rate of no more than 31.8%.
- B. Raise \$825,000 in unrestricted giving/budget offset and \$900,000 for the endowment.
- C. Recruit and solicit campaign leadership.

### **3) 5-YEAR 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:

- Critical Thinking
  - o Analyzing information and complex issues from multiple perspectives to arrive at reasoned decisions.
- Ethical Behavior
  - o Conscientiously practicing accepted standards of fairness and integrity.
- Career Preparation
  - o Applying knowledge and critical and creative skills to excel in one's chosen career.
- Communication
  - o Effectively exchanging meaning.
- Leadership
  - o Communicating a vision and fostering credible and collaborative relationships toward action.

### **3-YEAR DIRECTION AND 1-YEAR STEPS**

**Southwestern College will expand its response to the educational needs of a wide range of students.**

- A. Implement an athletic department statement of purpose.
- B. Continue systematic program review at the main campus and at Professional Studies.
- C. Implement and integrate 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.

#### 4) 5-YEAR ENROLLMENT GOAL

The main campus student body will include:

- at least 700 full-time undergraduate and 50 graduate students,
- 450 residential students,
- key attributes will include the following: first-time, full-time freshmen class with an average high school GPA of 3.3, an average ACT of 23,
- retention rates for first-time, full-time freshmen as follows: more than 90% will return the second semester, 75% will return the third semester and 60% will graduate within six years,
- meet or surpass 6% international students and 20% AHANA (Asian, Hispanic, African American, Native American).

The Professional Studies student body will include:

- 1,500 undergraduate degree-completion
- 200 graduate students

#### 3-YEAR DIRECTION AND 1-YEAR STEPS

**Southwestern College will grow in student numbers to 625 on the main campus, 1,200 in professional studies, and 250 in graduate programs for a headcount of 2,075.**

- A. Develop specific recruitment plans in each division to increase academic program enrollment throughout the main campus.
- B. Create the model of the successful student at Southwestern College.
- C. Build, refine, integrate, and market a total freshman experience to meet retention goals.
- D. Identify two new market areas for focused main campus recruitment.



### **5) 5-YEAR 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.

Key benchmarks are:

- a faculty:student ratio of 1:15,
- 65% of full-time faculty will hold the highest degree in their field,
- salaries of full-time faculty will equal or exceed the 50th percentile of faculty salaries paid by Carnegie IIB church-related colleges.

### **3-YEAR DIRECTION AND 1-YEAR STEPS**

**Southwestern College will enrich its human resources.**

- A. Ensure that faculty raises exceed the cost of living increases.
- B. Address training needs identified by the annual employee satisfaction survey.
- C. Determine method for measuring performance appraisals outcomes.

## **6) 5-YEAR 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. Specific focus will be given to issues of sustainability.

Key qualities include:

- high-quality residential living spaces,
- remodel Christy Administration Building/Richardson Auditorium,
- all facilities ADA compliant,
- well-maintained facilities,
- attractive and sustainable campus landscaping,
- modern track and football stadium facilities,
- commitment to campus-wide energy efficiency improvements,
- energy efficient buildings; 50% of our buildings meeting LEED green building standards,
- 20-30% of electricity use on campus from renewable sources,
- fuel efficient fleet and maintenance vehicles.

Using appropriate and emerging technology, Southwestern will provide students, staff, and faculty a technology-driven learning community.

Key qualities include:

- leading technology that supports student learning,
- on-going training for users of academic and administrative software,
- an effective intranet backbone,
- contemporary communication systems.

## **3-YEAR DIRECTION AND 1-YEAR STEPS**

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

- A. Continue to upgrade and maintain residential living spaces.
- B. Execute the fund raising to remodel Christy Administration Building/Richardson Auditorium.
- C. Continue to upgrade the quality of the college library facilities and resources.
- D. Develop an on-going training plan for users of the web-enhanced administrative software.
- E. Assess, design and install an intranet backbone including wiring and hardware upgrades.
- F. Continue implementation of the five-year plan for all facilities to be ADA compliant.
- G. Develop a master plan for campus landscaping.
- H. Continue implementation of the five-year plan for repairing and maintaining the main campus facilities.
- I. Evaluate the college's phone system and develop a plan for upgrading.

## METRICS

### 1) Relationship Goal

| <b>Donors</b>     | <b>FY07</b> | <b>FY08</b> | <b>FY09</b> |
|-------------------|-------------|-------------|-------------|
| Alumni            | 1203        | 1119        | 886         |
| Faculty/Staff     | 54          | 52          | 56          |
| <b>Volunteers</b> | <b>FY07</b> | <b>FY08</b> | <b>FY09</b> |
| Volunteers        | 455         | 533         | 231         |

### 2) Financial Goal

| <b>Gifts</b>            | <b>FY07</b>  | <b>FY08</b>  | <b>FY09</b>  |
|-------------------------|--------------|--------------|--------------|
| Total Gifts             | \$2,530,492  | \$2,539,189  | \$2,493,880  |
| Unrestricted Gifts      | \$686,926    | \$638,133    | \$683,544    |
| Endowment               | \$16,590,000 | \$16,068,000 | \$14,711,887 |
| <b>Financial Aid</b>    | <b>FY07</b>  | <b>FY08</b>  | <b>FY09</b>  |
| Funded by Endowment     | 12.6%        | 15.1%        | 15.4%        |
| Simple Tuition Discount | 41%          | 40.6%        | 44.1%        |

### 3) Educational Goal

| NSSE Benchmark Comparison |      |      |       |      |      |       |
|---------------------------|------|------|-------|------|------|-------|
| LAC                       | 2006 |      |       | 2008 |      |       |
|                           | MC   | PS   | Peers | MC   | PS   | Peers |
| First-Year                | 54.0 | -    | 53.7  | 49.5 | -    | 56.0  |
| Senior                    | 58.5 | 59.6 | 58.5  | 54.7 | 60.7 | 58.5  |
| ACL                       | 2006 |      |       | 2008 |      |       |
|                           | MC   | PS   | Peers | MC   | PS   | Peers |
| First-Year                | 54.8 | -    | 43.0  | 48.9 | -    | 45.6  |
| Senior                    | 56.3 | 49.2 | 52.7  | 52.2 | 45.0 | 51.9  |
| SFI                       | 2006 |      |       | 2008 |      |       |
|                           | MC   | PS   | Peers | MC   | PS   | Peers |
| First-Year                | 45.4 | -    | 34.6  | 43.5 | -    | 35.8  |
| Senior                    | 52.3 | 37.2 | 46.4  | 46.9 | 34.1 | 43.5  |
| EEE                       | 2006 |      |       | 2008 |      |       |
|                           | MC   | PS   | Peers | MC   | PS   | Peers |
| First-Year                | 32.6 | -    | 30.1  | 30.9 | -    | 27.5  |
| Senior                    | 44.6 | 30.1 | 46.9  | 44.6 | 28.4 | 42.5  |
| SCE                       | 2006 |      |       | 2008 |      |       |
|                           | MC   | PS   | Peers | MC   | PS   | Peers |
| First-Year                | 75.6 | -    | 64.9  | 65.2 | -    | 65.1  |
| Senior                    | 62.9 | 64.3 | 63.2  | 65.4 | 63.7 | 61.7  |

*LAC - Level of Academic Challenge*  
*ACL - Active and Collaborative Learning*  
*SFI - Student-Faculty Interaction*  
*EEE - Enriching Educational Experiences*  
*SCE - Supportive Campus Environment*

| Noel-Levitz Student Satisfaction Inventory (SSI) <sup>R</sup> | 2006 | 2007 | 2008 |
|---|------|------|------|
| Scale   | Gap* | Gap* | Gap* |
| Academic Advising   | 0.73 | 0.69 | 0.66 |
| Campus Climate  | 0.72 | 0.69 | 0.63 |
| Instructional Effectiveness                                   | 0.69 | 0.78 | 0.74 |
| Registration Effectiveness                                    | 0.60 | 0.70 | 0.64 |
| Student Centeredness  | 0.67 | 0.59 | 0.61 |
| Responsiveness to Diverse Populations**                       | 5.66 | 5.69 | 5.41 |

\*Gap-the difference between the level of importance and the satisfaction  
Gap of 0=ideal; >1 =improvement needed

\*\*Reports level of satisfaction on a scale of 0-7

| Communication Outcome     |      |
|---------------------------|------|
| Rubric                    | Mean |
| Idea development          | 2.30 |
| Organization              | 2.33 |
| Use of language           | 2.23 |
| Oral presentation         | 2.53 |
| Interpersonal             | 2.08 |
| Intercultural             | 2.40 |
| Writing                   | 2.27 |
| Use of conventions        | 2.13 |
| Critical Thinking Outcome |      |
| Rubric                    | Mean |
| Problem identification    | 2.40 |
| Assumption                | 2.08 |
| Perspective               | 2.08 |
| Evidence                  | 1.77 |
| Multidisciplinary         | 1.81 |
| Conclusion                | 1.93 |

Scale-1=Poor; 2=Acceptable; 3=Excellent

#### 4) Enrollment Goal

| <b>Enrollment (Fall Census)</b>       | <b>FY07</b> | <b>FY08</b> | <b>FY09</b> |
|---------------------------------------|-------------|-------------|-------------|
| Main Campus Full-Time Undergraduate   | 575         | 559         | 568         |
| Main Campus Graduates                 | 72          | 37          | 61          |
| Main Campus Totals                    | 647         | 596         | 629         |
| Professional Studies Undergraduate    | 767         | 943         | 1055        |
| Professional Studies Graduate         | 110         | 120         | 139         |
| Professional Studies Totals           | 877         | 1063        | 1194        |
| Total Headcount (Includes part-time)  | 1557        | 1703        | 1823        |
| <b>Incoming Freshmen</b>              |             |             |             |
| Average ACT/HS GPA                    | 21.5        | 21.9        | 22.1        |
| Average high school GPA               | 3.3         | 3.4         | 3.4         |
| <b>Retention</b>                      |             |             |             |
| Freshman to second semester           | 81%         | 79%         | 84%         |
| Freshman to Sophomore                 | 68%         | 65%         | 69%         |
| Freshman to graduation (6 year)       | 45%         | 46%         | 50%         |
| <b>Main Campus Diversity</b>          |             |             |             |
| AHANA *                               | 17%         | 16%         | 16%         |
| International Students                | 3%          | 3%          | 5%          |
| <b>Residential Students</b>           |             |             |             |
| Number of students in student housing | 424         | 404         | 431         |

*\*African American, Hispanic, Asian, Native American*

### 5) Faculty and Staff Goal

| <b>Faculty Salary Percentiles<br/>Compared to Carnegie IIB Church-<br/>Related Colleges</b> | <b>FY07</b> | <b>FY08</b> | <b>FY09</b> |
|---|-------------|-------------|-------------|
| Professor   | 22          | 20          | 16          |
| Associate Professor   | 17          | 17          | 15          |
| Assistant Professor   | 18          | 27          | 30          |

| <b>Faculty Average<br/>Salary</b> | <b>FY07</b> |                 | <b>FY08</b> |                 |
|-----------------------------------|-------------|-----------------|-------------|-----------------|
|                                   | SC Avg      | Carnegie<br>IIB | SC Avg      | Carnegie<br>IIB |
| Professor                         | \$54,400    | \$63,200        | \$56,000    | \$66,800        |
| Associate Professor               | \$45,400    | \$53,900        | \$47,000    | \$55,600        |
| Assistant Professor               | \$42,500    | \$45,900        | \$44,600    | \$48,100        |

| <b>Faculty Degrees<br/>Main Campus</b> | <b>FY07</b> | <b>FY08</b> | <b>FY09</b> |
|--|-------------|-------------|-------------|
| % with terminal degrees                | 54.4        | 58.3        | 57.1        |
| % with masters                         | 40.4        | 37.5        | 40.8        |
| % with bachelors                       | 5.3         | 4.2         | 2           |
| <b>Faculty: Student Ratio</b>          |             |             |             |
| Main Campus                            | 1:13        | 1:12        | 1:12        |
| Professional Studies                   | 1:11        | 1:13        | 1:13        |

## 6) Facilities and Technology Goals

### Improvement Highlights 2008-2009

- Dedication and renaming of the successfully remodeled Deeds Memorial Library
- Renovation of H/A for Wallingford completed
- Completion of Richardson and Sonner remodeling plans and launch of the first phase of the Great Performances campaign
- Completion of ADA improvements in and around Sutton Center and the Deeds Library
- Relocation of college data center to a more secure and environmentally controlled location
- Improvement, integration, and expansion of support for laptop computers
- Doubling of college-wide bandwidth capacity

### Other Improvement Highlights

2008-2009

- Successful AQIP accreditation visit
- Charter membership of Professional Studies in the Transparency by Design initiative
- Implementation of unit planning
- Implementation of a new service learning program, the Green Team
- Successful launch of new community music school and summer music camp



## Strategic Planning Process and Timeline

Southwestern College began its continuous planning, implementation, and evaluation process in 2000. The college's planning process involves:

- First is the vision and mission statement which has remained consistent for the last two decades.
- Next involves five-year goals and three-year directions. The goals are the aspirations of the institution as they relate to the vision and mission.
- The final planning activity is the individual performance plans.

### Key Dates in the Planning Cycle

|                 |   |
|-----------------|---|
| January 2010    | The Planning Council provides a status report on the strategic plan and the Trustees review proposed goals and directions.  |
| April 2010      | Trustees act on goals and directions for the upcoming fiscal year beginning in July.  |
| January 2011    | The Planning Council provides a status report on the strategic plan and the Trustees review proposed goals and directions.  |
| April 2011      | Trustees act on goals and directions for the upcoming fiscal year beginning in July.  |
| April-Dec. 2011 | Stakeholders provide input and analysis and the Futures Task Force formed and functioning.  |
| January 2012    | Planning Council provides a status report on the strategic plan. Futures Task Force provides recommendations regarding the college's vision, mission, and goals. Trustees review the vision, mission, and goals and directions. |
| April 2012      | Trustees act on goals and directions for the upcoming fiscal year beginning in July.  |
| January 2013    | The planning council provides a status report on the strategic plan and the Trustees review proposed goals and directions.  |
| April 2013      | Trustees act on goals and directions for the upcoming fiscal year beginning in July.  |

### CONTRIBUTORS

In January 2009 members of the Planning Council brought an update of the directions, and steps to the Board of Trustees for their review and input.

Special thanks to Margaret Robinson for final production of this document and to the members of the 2008-2009 Planning Council:

Stephen K. Wilke, chair  
Terry Barnett, Faculty Chair  
Gail Cullen, Director of Academic Affairs of Professional Studies  
Margaret Robinson, Director of Institutional Research

Members with three-year terms:

|                  |           |                    |           |
|------------------|-----------|--------------------|-----------|
| Donna Boese      | 2006-2009 | David Gardner      | 2008-2011 |
| Darin Hart       | 2006-2009 | Veronica McAsey    | 2008-2011 |
| Stephen Woodburn | 2006-2009 | Jessica Hornbostel | 2008-2011 |
| Joni Rankin      | 2007-2010 |                    |           |
| Dan Falk         | 2007-2010 |                    |           |
| Crystal Peng     | 2007-2010 |                    |           |

This year's current 2009-2010 Planning Council members are:

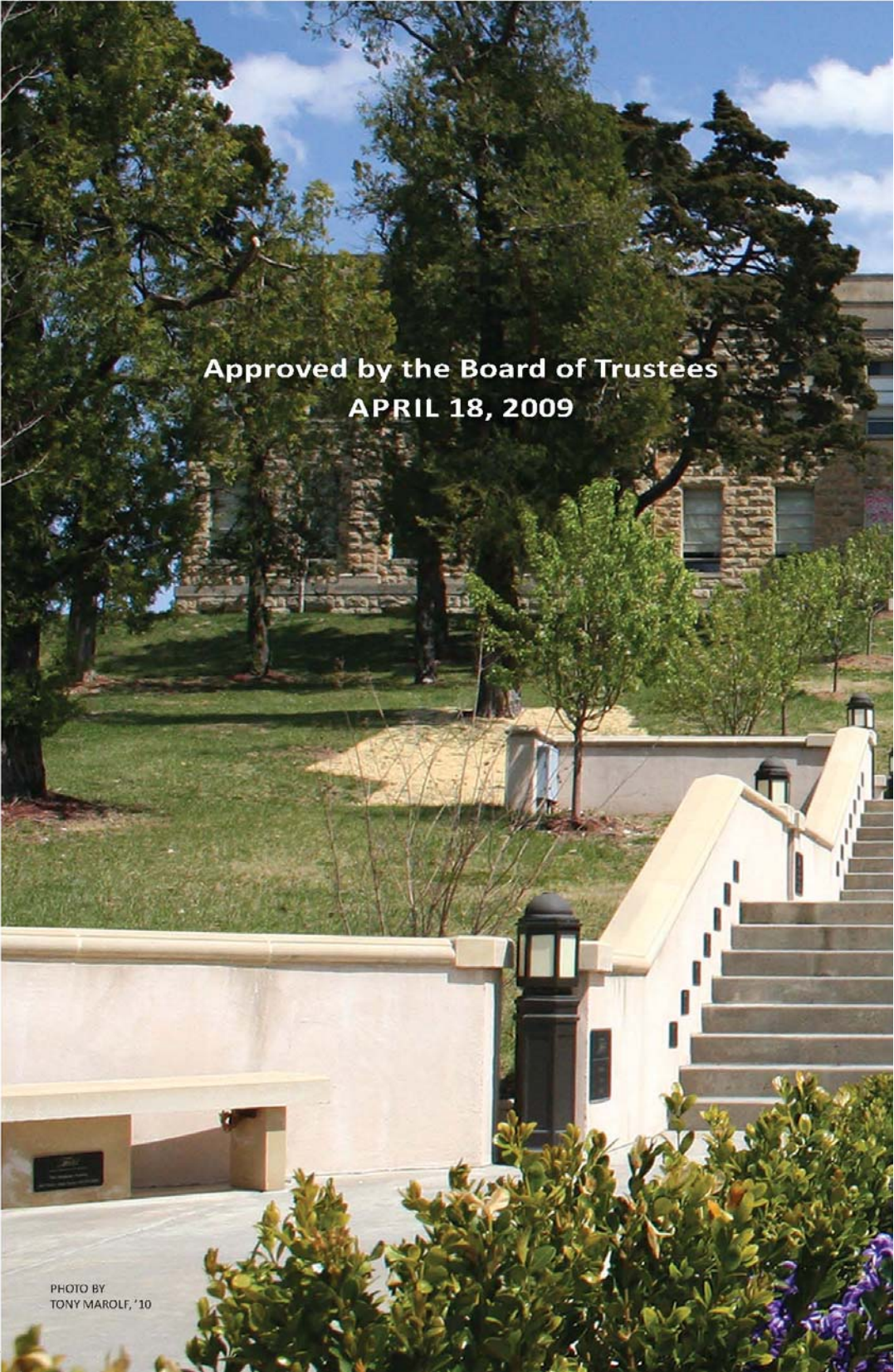
Stephen K. Wilke, chair  
Terry Barnett, Faculty Chair  
Gail Cullen, Director of Academic Affairs for Professional Studies  
Margaret Robinson, Director of Institutional Research

Members with three-year terms:

|                    |           |                |           |
|--------------------|-----------|----------------|-----------|
| Joni Rankin        | 2007-2010 | Donna Boese    | 2009-2012 |
| Dan Falk           | 2007-2010 | Kristen Pettey | 2009-2012 |
| Crystal Peng       | 2007-2010 | Lonnie Boyd    | 2009-2012 |
| David Gardner      | 2008-2011 |                |           |
| Veronica McAsey    | 2008-2011 |                |           |
| Jessica Hornbostel | 2008-2011 |                |           |

Cover designed by Susan Burdick



A photograph of a stone building with a lawn and trees, featuring a set of stairs in the foreground. The building is constructed of light-colored stone blocks and has several windows. The lawn is green and well-maintained. There are several large trees with dense green foliage. In the foreground, there is a set of concrete stairs with a light-colored stone balustrade. A black lamp post is visible near the stairs. The sky is blue with some white clouds.

**Approved by the Board of Trustees  
APRIL 18, 2009**

PHOTO BY  
TONY MAROLF, '10