SwCC is . . . On the Move!

Strategic Plan

2017-2022

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Southwestern Christian College

Mission

To offer a holistic education program that will motivate the student to value and achieve academic excellence within the context of commitment to moral and spiritual values; to assist students in making their transitions from high school to higher education in various vocations of life; to prepare future leaders for their distinct communities and the world at large.

OUR HISTORY

Southwestern dates its official beginning in 1949; however, its pioneering history began as early as 1902 when its founder, George Phillip Bowser, established a Bible training school in Nashville, Tennessee. Bowser, who was an educator and an outstanding gospel preacher, conducted the school in the Jackson Street Church of Christ building in Nashville.

Later, Bowser moved his school to Silver Point, Tennessee, but because of financial difficulties the school closed. Because of Bower's insatiable desire and unflinching dream to found a school that could serve African-American Christians in spite of the segregation of the races, he started splinter school efforts in Louisville, Kentucky, Detroit, Michigan, and Ft. Smith, Arkansas. These schools were closed because of the scarcity of financial resources.

Joining Bowser in the struggle were men he mentored such as Dr. R. N. Hogan, Dr. J.S. Winston, Levi Kennedy, and G.E. Steward. These men persuaded him to establish a school in Fort Worth, Texas, at the Lake Como Church of Christ in 1949. Shortly afterwards, the board of directors purchased the Texas Military College buildings and grounds in Terrell, Texas. The college was moved to Terrell and opened in the fall of 1950.

SwCC was first accredited by the Southern Association of Colleges & Schools in 1973. The college has been reaffirmed in accreditation four times in the past and will be in the Class of 2019 for Reaffirmation of Accreditation. Southwestern Christian confers the Associate of Arts and Associate of Science degrees in the Liberal Arts and the Bachelor degree program in Religious Studies.

The first president of the college in Terrell was E.W. McMillan, who served until 1952. Following him was Dr. H. L. Barber (1952-1956), A.V. Isbell (1956-1967), and Dr. Jack Evans (1965-2017). Dr. Ervin D. Seamster (Class of 1987) was appointed President in January, 2017 and presently serves as the Chief Executive Officer.

Through the years, SwCC has undergone many changes, adding new facilities, new programs and new faces to its faculty and student body. Yet, the same spirit that prevailed during the tumultuous struggles of our pioneers persists as Southwestern ***CONTINUES*** to provide excellence in Christian Education.

OUR CORE VALUES

Dr. E. D. Seamster, Jr.
President, CEO

What do I believe are the 'Core Values' that define Southwestern Christian College? That is not a difficult question to answer, because I have shared my unbending beliefs countless times, with students, with faculty and staffers, with donors, with my executive team members in the President's Office, with family, close friends, and most recently, I quoted, in a letter to SwCC Board members, some of my favorite words from W. E. B. DuBois on the question of values and how challenges to those values should be faced.

Regarding the ordeal of a character named Manuel Mansart, DuBois brilliantly penned some of his most provocative ideals and questions that each man, (like Manuel), and each woman, must look within to answer. And, then, look without, to act. DuBois concentrated on four primary areas, internal life queries that I have found essential in helping to answer challenges at every stage in my life, particularly as a student. It is crucial that we arm today's student at Southwestern Christian College with the necessary tools to overcome adversity and still be able to focus on excellence. They must ask the time-honored questions that inspire growth and strength: How shall Integrity face Oppression? What shall Honesty do in the face of Deception? What shall Decency do in the face of Insult? What shall Virtue do in the face of Brute Force?

The **'Core Values'** at Southwestern Christian College that I believe are the guiding principles here, are the same ones I have embraced as a man, as an entrepreneur, and, now, as an HBCU college president. When DuBois posed those conundrums, he seemed to slightly shrug on the page, issuing a profound declaration that was part scornful, part hopeful—there are "so many answers." DuBois knew that every man must choose the core values that define whether he, or she, will be a world-changer or a mediocre follower.

- ➢ At Southwestern, **integrity** matters, because it is built into the great legacy and our founders were rooted in a supreme principle of being true to your word. G. P. Bowser did not simply teach integrity, his life was founded on it. He required it to face the daily insults of overt and subtle oppression, from people who wanted to kill not only the idea of this school where students did not have to enter a back door or sit outside a lecture hall to learn, but from people so offended by black schools they wanted to kill the sheer hope this bold-faced integrity required to face oppression and still produce genius, teachers, preachers, and laypeople who carried the tradition of Southwestern all over America. Our integrity matters.

➢ At Southwestern, **honesty** goes hand-in-hand with integrity, because whatever we are passionate about, being honest about our mission is such a critical cornerstone of our institution. We do not lie to each other. We do not lie to students about our holistic approach and attitude. We do not demand that students do anything the President, faculty and staff are not willing and morally capable of doing. Integrity is what old- timers call your bond. If you have heard someone say, "A man's word is his bond," they were talking about his integrity, a willingness to stand for something, no matter what that something is. Usually, it is the "principle of a thing," as we hear so often, that a person is willing to sacrifice everything for. Honesty, as a 'Core Value,' at Southwestern, means we walk the walk, not just talk the talk. We tell, live, and teach an unshakeable truth.

➢ At Southwestern, **decency** is not issued as a privilege to one class of students or staffers. Decency is basic, owed to all of humanity. We strive to instill the strength of character that inspires young people, in our charge, and the older ones coming through our doors, to work, to visit, to get an education, too, because we believe respecting others is the hallmark of a respect for self. That extends to property and intellectual ideas. We encourage mutual decency and respect, for all, regardless of race, creed, color, religion or gender. Decency helps create a safe space that promotes creativity and dialogue, ideas and opportunity for exploration.

➢ At Southwestern, courage is the highest 'Core Value' witnessed on a daily basis, and, thus, it is one of my favorite human qualities to nurture, to see the actual development of, as these students discover they... have... it. Courage is also what has motivated me, in my own struggles and successes, to dig deeper, in the search for a truth that can hold back the forces designed to stop us, with, as DuBois knew, the lies that will certainly bombard us. Self-doubt can also eat away at a person's will to continue, to study, to teach, to not let the oppressors win. This is why demonstrating courage, in our campus life, every single day, is another important guiding principle. A poet once said, "My fear is my only courage." Even fear, at Southwestern, can be turned into something positive that makes us know we are brave enough to withstand that fear... and keep pushing it forward, paying it forward.

➢ At Southwestern, a **rigorous** education must be applied to young hearts and minds, so they receive the total educational experience that has a dual-design of spiritual training—with its intense bible courses for ministerial students and laypeople, but also one of world training—with its exceptional focus on English, Math, Science, and Humanities, carry-over courses they can transfer to the next school with confidence. I am a strong advocate for incorporating a rigorous approach to inspiring young people to become critical thinkers by exposing them to a multitude of scholars, a diverse and comprehensive reading list, educational excursions (like our 2018 civil rights Freedom Tour), and by offering them an opportunity to participate in public service projects, visit city council chambers, and engage with business mentors who can show them how to read contracts, put in bids, and communicate with other

successful entrepreneurs. Additionally, our student-teacher ratio has been a tremendous ally in making sure we stay committed to the principles of a rigorous education, a worthy 'Core Value' that turns average into an academic.

➢ At Southwestern, **spiritual formation**, when wed to global transformation, unites all the core values necessary to the growth of young people, which is why we offer them daily Chapel, Bible courses, community concepts for good, clean, holistic choices to help our students find their way and develop healthy relationships. Because these young people are always in formation in every facet of their lives: physical, emotional, mental, and, spiritual. Southwestern is unique because it is a college designed to support Christian morals and values, demonstrating what is known as the 'Jesus-Ethic of love.' Teachers, accredited universities, and schools are mandated by the Department of Education and SACS to prepare students, academically. But, Southwestern has another mandate from a higher power, to offer outstanding spiritual preparation as we are not concerned with, or committed to, the delivery of cheap results or inexpensive schooling. My success came from the learned tutors and professors who embraced a deeper educational philosophy through spiritual formation. After Southwestern, students are equipped for life and the next level of learning, but they will also have a God-centered heart, with excellent business skills to help the communities that so desperately need them. They will act locally, because they've been trained to think globally. They will extend, and defend, compassion for their fellow man, because Southwestern has raised their moral conscience to another level for success.

➢ At Southwestern**, excellence** is the end result, a core value, that I, as President, cherish, because I know, in my heart, when the preceding six are taught and demonstrated, learned and embraced, the students in our charge are the next generation of scholars and winners. They leave better human beings, smarter young women and men, and ready to tackle world problems, community issues. The goal at Southwestern is a return to academic excellence, because we sincerely believe this noble brand of excellence honors God and inspires people and includes the concepts of evaluation, critical review, intensity, and talent. At Southwestern, we strive to bring out the natural gifts and graces our students have, by encouraging them to pursue the most outstanding training to companion and complement their goals, their dreams, and their futures. I am pushing for excellence. I am pushing for scholars. With these 'Core Values,' Southwestern Christian College will preserve its real, righteous legacy, for generations to come.

OUR PRESENT

INSTITUTION PRIORITIES

Qualitative Educational Program

1. Maintain a *qualitative academic program* that will accommodate individual differences in learning rates, aptitudes, prior knowledge and experience. (SACS/COC Requirements: CR2.72, CR2.73, CS3.4, CS3.5, FR4.1, FR4.2, FR4.4)

Enrollment Management

2. Maintain an aggressive student recruitment system to provide educational opportunities to increased numbers of students. (SACS/COC Requirements: CR2.6, CS3.4.3, CS3.9)

Faculty & Staff Competence

3. Attract and retain a competent faculty and staff as well as provide opportunities for continuous faculty/staff development. (SACS/COC Requirements: CR2.3, CR2.8, CS3.7)

Financial Stability

4. Expand and stabilize the financial resources of the college by improving current revenue generating campaigns, programs, processes, and operations and by opening new revenue markets. (SACS/COC Requirements: CS3.2.2.2, CS3.10)

Fiscal Management

5. Maintain an improved fiscal operations and internal control system that is responsive to the college's needs and requirements of external agencies. (SACS/COC Requirements: CR2.11, CS3.10)

Physical Plant & Grounds

6. Ensure the adequacy and quality of buildings, grounds, equipment, and vehicles in support of the teaching/learning mission (SACS/COC Requirements: CR2.11, CS3.11)

Public Service & Visibility

7. Serve the Terrell community through college-sponsored events and increase positive awareness of all college programs and services throughout the service area and constituent community. (SACS/COC Requirements:CR2.4, CR2.5, T4-FWS-JLD)

Student Access

8. Maintain a definitive, systematic student financial aid operation that is responsive to internal and external fiscal and programmatic requirements. (SACS/COC Requirements: CS3.10.2)

Governance

9. Implement Board approved policies that guide the CEO in establishing initiatives, programs and services to fulfill the mission of the college and ensure that the financial resources of the institution are adequate to provide a sound educational program. (SACS/COC Requirements: CR2.2, CS3.2)

Planning & Assessment

10. Develop, maintain, assess, and improve academic programs, administrative/educational support services and student services to admit, retain, and graduate students who achieve established learning outcomes designed to prepare them for success in their chosen field. (SACS/COC Requirements: CR2.5, CS3.3)

Academic Support

11. Provide adequate learning resources and Academic Research data to support and improve the teaching/learning environment. (SACS/COC Requirements: CR2.9, CR2.10, CS3.4.9, CS3.8)

Student Affairs

12. Develop a wide spectrum of Student Support Services in academics, student life, housing, counseling, and security to ensure an acceptable level of success and retention in the college's educational delivery system and provide a safe and secure living/learning environment. (SACS/COC Requirements: CS3.9, FR.4.5)

OUR FUTURE

THE STRATEGIC PLAN

KPI = ***key performance indicator***

Cost = ***Amounts in addition to regular annual department appropriations***

1. Qualitative Educational Program

Maintain a *qualitative academic program* that will accommodate individual differences in learning rates, aptitudes, prior knowledge and experience. (SACS/COC Requirements: CR2.72, CR2.73, CS3.4, CS3.5, FR4.1, FR4.2, FR4.4)

Collaborative Planning Units: All Educational Divisions, V.P. Academic Affairs, Student Affairs, Academic Research, Technology

Outcome: SwCC's curriculum will display academic content, rigor and coherence that is appropriate to its higher education mission and provide students with the best possible preparation for lifelong learning, success in their chosen profession, and meaningful contributions to addressing the world's problems.

What will be done to achieve the outcome?	Who is responsible?	How will you know it is done? (Criteria for Success) KPI	How much will it cost?	When will it be done?
1.1 Conduct a Curriculum Study to include national, state, and local standards, alumni and former student perceptions, peer institution's curriculums, and industry needs. Findings will be used to propose changes, modifications, and/or enhancements.	Dean of Academic Affairs Faculty Curriculum Development Committee Department Chairs Academic Research	Presentation of Proposed Curriculum Revisions to the Board, President, and Academic community Curriculum Study Questionnaire (CSQ) Results	$2,000	May, 2019

1.2 Conduct Listening/Vetting Sessions with Academic Community and stakeholders to achieve "buy in" for curriculum enhancements. Allow faculty and staff to take ownership by Developing the Implementation Plan & Schedule to roll out the approved enhancements.	President, Dean of Academic Affairs	Session Artifacts of Engagement Roster of Focus Group Attendees Implementation Plan & Timetable published and distributed to Academic Community Faculty Engagement Survey	-0-	May, 2019
1.3 All Divisions will conduct formative and summative assessments of Student Learning Outcomes at the course, program, and institutional levels. Assessment results will be compared with peer institutions. Assessments findings will be fed back into the assessment cycle to provide for ongoing, continuous improvement.	Dean of Academic Affairs Department Heads	AIER annual reports KPI - % of Course Completion KPI-9 Gen Ed Competencies	-0-	annually
1.4 All faculty will utilize the functionality of Schoology (LMS) to provide supplemental instruction for all classes in order *to accommodate differences in the modalities of teaching and learning styles* and	Dean of Academic Affairs Department Heads All teaching faculty	Student Enrollment Records in Web-Assisted Instruction KPI-27 DL or Web Assist Satisfaction KPI-31 Enrollment in Web-Assist Student-Teacher Evaluations	-0-	Fall, 2019 All course offered in Schoology

afford 24/7 student access to learning resources.				
1.5 Expand faculty development opportunities to support *inclusive* pedagogy and continuing faculty innovation in the classroom	Dean of Academic Affairs Faculty Development Committee	Participant Attendance Records Classroom Innovation as observed by Department Chair Classroom Innovation as reported in annual AIER reports Student Opinion Survey	$5,000 annually (workshops, travel, stipends to incentivize training sessions & honorariums for guest faciliators)	One session per term
1.6 Develop Articulation agreements or MOUs with senior colleges to which SwCC students most frequently transfer in order to provide for smooth transition	Dean of Academic Affairs President	Articulation Agreement KPI-1 Transfer GPA Rate	-0-	Spring, 2018
1.7 Developing programs at all levels, including academic offerings, personal enrichment, and professional licensing to respond to the "new" normal and changing demographics. (nontraditional markets; i.e. continuing education, high demand, high paying entry level positions in allied health industry for our "graying" population)	Dean of Academic Affairs V. P. of Institutional Advancement	Proposal submitted to Academic Community and President	$1,000 per year	February, 2019

1.8 Offer new 4-year programs Nursing, Business, Music, Mortuary Science, Church Administration, Human Rights, Legal Criminal Justice, Education	President Dean of Academic Affairs	SACS Substantive Change Approval		Fall, 2022 (All) Phased in over 5 year period
1.9 Prepare & Submit Prospectus for Distance Learning 100% online degree programs (Associate & Bachelors)	Dean of Academic Affairs V.P. IE Academic Affairs Committee	SACS/COC Letter of Approval	$1,000	Fall, 2019
1.10 Resubmit Substantive change to SACS/COC for Allied Health Program	V.P. I.E. Academic Dean	SACS/COC approval	Cost embedded in program	Fall, 2019

2. Enrollment Management

Maintain an aggressive student recruitment system to provide educational opportunities to increased numbers of students and diverse populations. (SACS/COC Requirements: CR2.6, CS3.4.3, CS3.9)

Collaborative Planning Units: President's Office, Academic Affairs, Faculty Development Committee, Academic Research

Outcome: Incrementally grow enrollment, (500 by 2025), enhance student quality, increase diversity and maximize net tuition revenue in order to elevate the quality of the education we provide.

What will be done to achieve the outcome?	Who is responsible?	How will you know it is done? (Criteria for Success)	How much will it cost?	When will it be done?

2.1 Establish a new culture at SwCC to support enrollment management as the concept that enrollment, persistence, and retention is everybody's business	Admissions Director President The Academy	Weekly Reports of Recruitment Activity Increased pool of prospects Annual AIER report KPI-1 Recruitment yield KPI-3 Student Diversity KPI-5 Retention Rate	-0-	Ongoing Assessed annually
2.2 Focus on personal relationships with schools, school personnel, students and families and show "value" in the SwCC experience.	Admissions Director Recruiters, President	# of Inquiries # of applications # of inquiry conversions Assessment on conversion yield	-0-	April, 2019
2.3 Enhance social media as a recruitment tool, and use students and alumni to tell the story (Facebook, twitter, YouTube, Blogs, Website*)	Admissions' Director Activities Director Academic Research	Social Media Weekly Activity Reports Track Solicitations Sources from Inquiries	$2,500	Ongoing
2.4 Improve the flow of timely initial and follow-up communications to prospective students	Admissions Director Recruiter	Customer Service Care Activity Logs Survey/Poll	-0-	Poll conducted at the end of each term
2.5 Develop relationships with public and private, local and national businesses and alumni to assist in providing ***internship*** and ***jobs*** for our graduates	Admissions Director President V.P. of Institutional Advancement	Intern & Job Listing From local and national businesses. Annual Job Fair Business Participants	-0-	May, 2019

2.6 Restore eligibility to recruit and enroll international students (I-20 processing)	Admissions Director President	Certification of Eligibility to participate	-0-	January, 2019
2.7 Aggressively pursue opportunities to recruit veterans to SwCC Online	Admissions Director Veterans Affairs Officer	Increased Veteran Enrollments	-0-	Spring, 2019

3. Faculty & Staff Competence

Attract and retain a competent faculty and staff as well as provide opportunities for continuous faculty/staff development. (SACS/COC Requirements: CR2.3, CR2.8, CS3.7)

Collaborative Planning Units: President's Office, V.P. Academic Affairs, Faculty Development Committee, Schoology/Populi Trainers, Academic Research

Outcome: An outstanding faculty will guide our students in transformative and innovative learning experiences characterized by high expectations that lead to fully realized learning outcomes.

What will be done to achieve the outcome?	Who is responsible?	How will you know it is done? (Criteria for Success)	How much will it cost?	When will it be done?
3.1 Advertise position openings in professional journals and website with qualifications. Appoint only qualified faculty who can embrace our mission to educate the whole man.	President Academic Dean	Published Position Openings KPI-17 Faculty Credentials KPI-18 Faculty Diversity	$1,000	As needed
3.2 Provide a professional, nurturing environment conducive to teaching and learning	President Academic Dean	Faculty Evaluation KPI-16 Faculty & Staff Satisfaction	-0-	Annual assessment

that motivates faculty to "cause" learning and be engaged in lifelong learning for themselves.				
3.3 Require that each faculty member attend at least one professional development activity per academic year	Faculty Faculty Development Committee	Certificate of Participation KPI-19 External Recognition	$10,000 faculty development budget	ongoing
3.4 Promote, develop, and reward faculty excellence, with special emphasis on responding to the changing needs of the college, students, and professoriate.	Faculty Faculty Development Committee	SOS Student Satisfaction Survey KPI-16 Faculty/Staff Satisfaction	-0-	Survey conducted every two years

4. Financial Stability

Expand and stabilize the financial resources of the college by improving current revenue generating campaigns, programs, processes, and operations and by opening new revenue markets. (SACS/COC Requirements: CS3.2.2.2, CS3.10)

Collaborative Planning Units: Board, President, Chief Fiscal Officer, V.P. Institution Expansion, T3 Grant Development

Outcome: Analysis of the financial position of the college will show it as a "going concern" with net assets sufficient to support the educational mission of the college and provide for future expansion,

What will be done to achieve the outcome?	Who is responsible?	How will you know it is done? (Criteria for Success)	How much will it cost?	When will it be done?
4.1 Review current fundraising campaigns	President CFO	Increase in Unrestricted	-0-	August, 2018

for effectiveness and retire ineffective programs	V. P. Institution Expansion Comptroller	Net Assets		
4.2 Expand the scope of fund-raising *to "friend raising"* to include philanthropists from expanded private and public sectors	Board President	Comprehensive Fund Raising Report Increased Donor Base	-0-	June, 2019
4.3 More aggressively promote the Draft program for systematic Planned giving	Board President V.P. Institution Expansion	Increased # of donors And funds generated by systematic giving	-0-	May, 2018
4.4 Re-establish an Endowment Fund	Board President	Documentation for establishment of Endowment	-0-	June, 2019
4.5 Create and publish an Authorized Fund Raisers Listing and execute a MOU with each fundraiser for greater transparency and safeguards for institutional assets	President CFO	Listing Posted on Web MOU on file in appropriate office	-0-	November, 2017
4.6 Aggressively pursue opportunities for funding via federal, state, local, grants and contracts	CFO CFO Grant Writer	Portfolio of Grants submitted and Awarded from diverse funding sources	5,000	June, 2019

5. Fiscal Management

Maintain an improved fiscal operations and internal control system that is responsive to the college's needs and requirements of external agencies. (SACS/COC Requirements: CR2.11, CS3.10)

Collaborative Planning Units: Business Office Staff, CFO, Financial Aid, Other Sponsored Programs, Technology

Outcome: Safeguard the assets of the college by maintaining a comprehensive system of fiscal accountability in accordance with acceptable accounting procedures and other regulatory requirements.				
What will be done to achieve the outcome?	Who is responsible?	How will you know it is done? (Criteria for Success)	How much will it cost?	When will it be done?
5.1 Conduct Business Office functions of Accounts Receivable, Accounts Payable, Human Resources, Purchasing, Building Maintenance in accordance with acceptable business practices and integrity.	CFO Comptroller BO Staff	Customer Satisfaction Survey Accurate and timely reporting Maintenance Service logs	-0-	Ongoing Annual periodic assessment
5.2 Make appropriate purchases of products and services to support the educational mission of the college in accordance with SwCC's procurement policy and approved budgets.	CFO President	Transaction Journals Bid Proposals for procurement of products and services.	-0-	ongoing
5.3 Exercise exemplary	ALL staff	Customer Service	-0-	Every two years

customer care services to our students, parents, and vendor as internal and external customers.		Surveys in Institutional Research		
5.4 Conduct required annual audits of Financial Statements that accurately and fairly reflect the condition of the business,	CFO Comptroller Independent Auditor	Annual Audit	-0-	On or before March 31 of each year
5.5 Perform a monthly review of the financial climate to ascertain if changes in operations or budget modifications are needed to assure a positive year end outcome	CFO Comptroller	Year End KMGP Financial Ratios Annual Audit	-0-	ongoing
5.6 Create Annual Operating Budget in accordance with anticipated student enrollment, institution plan, approved department budget requests, trends, and forecasts	President CFO	Budget approved by board at annual meeting	-0-	November or May of each year
5.7 Complete transition to new accounting software and new SIS system software	CFO Comptroller BO Staff	All BO functions and reporting becomes byproduct of daily operations with comprehensive, integrated system	1,500 monthly	March, 2019

6. Physical Plant & Grounds

Ensure the adequacy and quality of buildings, grounds, equipment, and vehicles in support of the teaching/learning mission (SACS/COC Requirements: CR2.11, CS3.11)

Collaborative Planning Units: President's Office, CFO, Student Affairs, Maintenance Staff

Outcome: Maintain of current facilities in excellent working order and prudently renew facilities as they age, and expand facilities as needed to accommodate new enrollment and strategic expansion

What will be done to achieve the outcome?	Who is responsible?	How will you know it is done? (Criteria for Success)	How much will it cost?	When will it be done?
6.1 Develop a Five Year Comprehensive Facilities Master Plan based upon the findings of a Facilities Audit. The plan will encompass a general operational maintenance schedule, a schedule of preventive maintenance activities, maintenance repairs & replacement procedures, and capital projects.	CFO	Facilities Audit Report Maintenance Plan with related forms for Implementation	-0-	October, 2019
6.1 Update "risks" assessments associated property, plant, and equipment and secure appropriate insurance coverage.	President CFO, V.P. Emeritus	Insurance Policies on File	--0-	Updated each year

6.2 Evaluate and Formulate Revenue Producing Options for the use of current and projected building and grounds.	CFO, President	Facilities Marketing Plan Proposal	-0-	December, 2018
6.3 Review 5-Year History of Utility Usage and Billings and Develop Plans to enhance Efficient Cost and Environmentally Conscious usage.	CFO, President	Utility Analysis and Proposal	-0-	December, 2018

7. Public Service & Visibility

Serve the Terrell community through college-sponsored events and increase positive awareness of all college programs and services throughout the service area and constituent community. (SACS/COC Requirements: CR2.4, CR2.5, T4-FWS-JLD)

Collaborative Planning Units: V. P. Institution Expansion, Student Affairs, Student Activities, Upward Bound, SFSP, (FWS-JLD)

Outcome: Develop programs to improve the quality of the SwCC public relations and public image, particularly to the City of Terrell & Kaufman County

What will be done to achieve the outcome?	Who is responsible?	How will you know it is done? (Criteria for Success)	How much will it cost?	When will it be done?
7.1Promote volunteerism and service learning as an integral part of the student's co-curricular experiences.	Academic Affairs Financial Aid	Documentation of Community service hours Social media	-0-	ongoing
7.2 Partner with local agencies to promote	Athletic Director	Community Outreach Report	$500 printed materials	Spring, 2019

health and fitness awareness & other programs that the college can offer to foster improved relationships with city residents.				
7.3 Update/Conduct economic impact study to demonstrate how the college has positively contributed to the growth and development of the city of Terrell.	CFO Academic Research	Study Academic Research	-0-	Summer, 2019

8. Student Access

Maintain a definitive, systematic student financial aid operation that is responsive to internal and external fiscal and programmatic requirements. (SACS/COC Requirements: CS3.10.2)

Collaborative Planning Units: Admissions, Financial Aid, CFO, Comptroller, Technology

Outcome: Provide access to higher education for eligible students in a timely

What will be done to achieve the outcome?	Who is responsible?	How will you know it is done? (Criteria for Success)	How much will it cost?	When will it be done?
8.1 Administer T4 program in compliance with Federal & State guidelines & Reporting Requirements	FA Director BO Independent Auditor	Financial Aid Awards FA Annual Audit Programmatic Reports Institution Effectiveness Report KPI-33 # of eligible Students	-0-	Annually

		Awarded % of Need Award to Eligible Students Federal Aid Awarded State Aid Awarded Student Loan Awarded Institution Grant-In-Aid Categorical Aid		
8.2 Seek external private and public scholarships, internships, and other sources of gift aid to reduce the debt burden of our students	FA Director Alumni Board	Posted Jobs Funded Scholarships available to supplement Title IV Aid	-0-	2021
8.3 Assist in the recruitment process by providing FA information to prospective students	FA Director & Staff	FA Activity Reports	-0-	ongoing
8.4 Conduct FA workshops and financial literacy workshops for the community as an extension of FA services and in support of our public service initiative	FA Director & Staff	Schedule and attendance logs	-0-	ongoing
8.5 Expand Financial Literacy initiative in Curricular and co-				

curricular activities				
8.6 Modify & Implement Default Management Plan to accommodate new and best practices to reduce Cohort Default Rate	FA Director Default Prevention Manager BO staff	Modified Default Management Plan submitted to DOE	-0-	Spring, 2019

9. Governance

Implement Board approved policies that guide the CEO in establishing initiatives, programs and services to fulfill the mission of the college and ensure that the financial resources of the institution are adequate to provide a sound educational program. (SACS/COC Requirements: CR2.2, CS3.2)

Collaborative Planning Units: Board, President, CFO

Outcome: The Board will be kept abreast of the State of the College by the President and Board appointed liaisons.

What will be done to achieve the outcome?	Who is responsible?	How will you know it is done? (Criteria for Success)	How much will it cost?	When will it be done?
9.1 Board minutes will be maintained on all Board meetings in compliance with board bylaws, SACS/COC, and other regulatory agencies.	Board Chair	Board Minutes	-0-	ongoing
9.2 The President will make periodic progress reports to the Board on the extent to which the	President	President Report Board Minutes	-0-	Twice a year (November & May)

college is achieving the goals of the SP and fulfilling its mission.				
9.3 The Board, as the policy making body, will provide oversight to the college and exercise fiduciary responsibility.	College Board	Minutes	-0-	ongoing
9.4 The Board will review all SACS/COC Board requirements and comply	College Board	Minutes	-0-	ongoing

10.Planning & Assessment

Develop, maintain, assess, and improve academic programs, administrative/educational support services and student services to admit, retain, and graduate students who achieve established learning outcomes designed to prepare them for success in their chosen field. (SACS/COC Requirements: CR2.5, CS3.3)

Collaborative Planning Units: All planning units, Academic Research*

Outcome: All planning units will develop an assessment plan to be updated annually in which they identify their unit mission in support of the institutional mission and identify goals and outcomes to be achieved, methods of assessment, and improvement made or planned for continuous improvement based upon assessment findings.

What will be done to achieve the outcome?	Who is responsible?	How will you know it is done? (Criteria for Success)	How much will it cost?	When will it be done?
10.1 Follow assessment manual guidelines in assessing each planning unit in order to provide for continuous improvement.	All planning unit chairs	Annual AIER reports	-0-	annually

10.2 Update & publish planning calendar	President V.P. IE	Calendar viewable online	-0-	2019

11. Academic Support

Provide adequate learning resources and Academic Research data to support and improve the teaching/learning environment. (SACS/COC Requirements: CR2.9, CR2.10, CS3.4.9, CS3.8)

Collaborative Planning Units: Library, Student Affairs, Academic Research, Student Activities, Technology

Outcome: Student engagement in curricular and co-curricular programs to improve retention and graduation rates

What will be done to achieve the outcome?	Who is responsible?	How will you know it is done? (Criteria for Success)	How much will it cost?	When will it be done?
11.1 Reduce dependence on developmental education by matching support services to the needs of the learners.	Dean of Academic Affairs Division Chair of Basic Studies	Independent Prescriptive Plans for Student Engagement	-0-	2021
11.2 Offer supplemental instruction as co-requisites to credit-bearing courses as an alternative to developmental classes	Dean of Academic Affairs Faculty Senate	Curriculum Modification Proposal & Approval	-0-	Fall, 2021
11.3 Identify and create a wide variety of new formal and informal learning spaces to accommodate diverse learning styles and increase student engagement.	President Bldg & Grounds Staff	Approved Plans & Space Allocation	-0-	Fall, 2021

12.Student Affairs

Develop a wide spectrum of Student Support Services in academics, student life, housing, dining services, counseling, and security to ensure an acceptable level of success and retention in the college's educational delivery system and provide a safe and secure living/learning environment. (SACS/COC Requirements: CS3.9, FR.4.5)

Collaborative Planning Units: Student Affairs, Residence Life Staff, Security, Scholar's Lab, Library, Technology, Student Activities, Dining Services

12.1 Outcome: Develop and implement programs to engage students and create "life" on campus

What will be done to achieve the outcome?	Who is responsible?	How will you know it is done?	How much will it cost?	When will it be done?
12.1.1 Plan and implement a variety of workshops, programs, and activities to provide opportunities for students to interact, learn, and develop.	Director of Student Activities Dorm Supervisors Athletics Dean of Women	Calendar will be created, published, and implemented. (Student Satisfaction th nonacademic programs services)	$5,000	August, 2018

12.2 Outcome: Identify "gaps" in policies and procedures needed to provide a qualitative Residence Life, and develop, publish, and implement policies and procedures appropriately.

What will be done to achieve the outcome?	Who is responsible?	How will you know it is done?	How much will it cost?	When will it be done?
12.2.1 Conduct focus group of Residence Life staff with student representatives Identify areas requiring improved	Dean of Women Dean of Men	Updated/Amended Student Handbook	-0-	April, 2018

policies/procedures Draft recommended action for Presidential approval				
12.4 Outcome: Develop MOU with area hospital and counseling services				
What will be done to achieve the outcome?	Who is responsible?	How will you know it is done?	How much will it cost?	When will it be done?
12.4.1Partnership will be created with area hospitals, healthcare.	President Seamster	Executed MOU	0	October, 2018

12.5 Outcome: Develop an Enrollment Management Plan to Address Recruitment, Prospect Tracking, Admissions Processing, & Retention Activities				
What will be done to achieve the outcome?	Who is responsible?	How will you know it is done?	How much will it cost?	When will it be done?
12.5.1 A Comprehensive Enrollment Management Plan will be developed for college-wide planning and budgeting purposes. 12.5.2 An Admissions operational calendar will be developed and implemented 12.5.3 Weekly Work-In Progress Reports to the President every Monday	Director of Admissions VP of Student Affairs	A Monday report will be generated and distributed to the President's executive team each week.	0	September, 2018 ongoing

12.6 Outcome: Create a SwCC Police Department				
What will be done to achieve the outcome?	Who is responsible?	How will you know it is done?	How much will it cost?	When will it be done?
12.6.1 A police department will be crafted and certified through the State of Texas	President Seamster Security Staff	Official certification documents	0	August, 2018

12.7 Outcome: Create a formal New Student Orientation				
What will be done to achieve the outcome?	Who is responsible?	How will you know it is done?	How much will it cost?	When will it be done?
12.7.1 First Week Welcome Week will be reviewed and revamped	Director of Center for Student Success Director of Admissions Director of Student Activities	New Student orientation will be planned and implemented	$1,000	August, 2018

APPENDICES

APPENDICES

Institution Effectiveness & Planning Task Force
Chart of Linkages between Mission, Institutional Planning, & Institution Effectiveness
Planning & Institutional Effectiveness Units
Overview of AMS (Accountability Management System)
SWOT Analysis (Strengths, Weaknesses, Opportunities, & Threats)
Key Performance Indicators
QEP

INSTITUTIONAL EFFECTIVENESS & PLANNING TASK FORCE

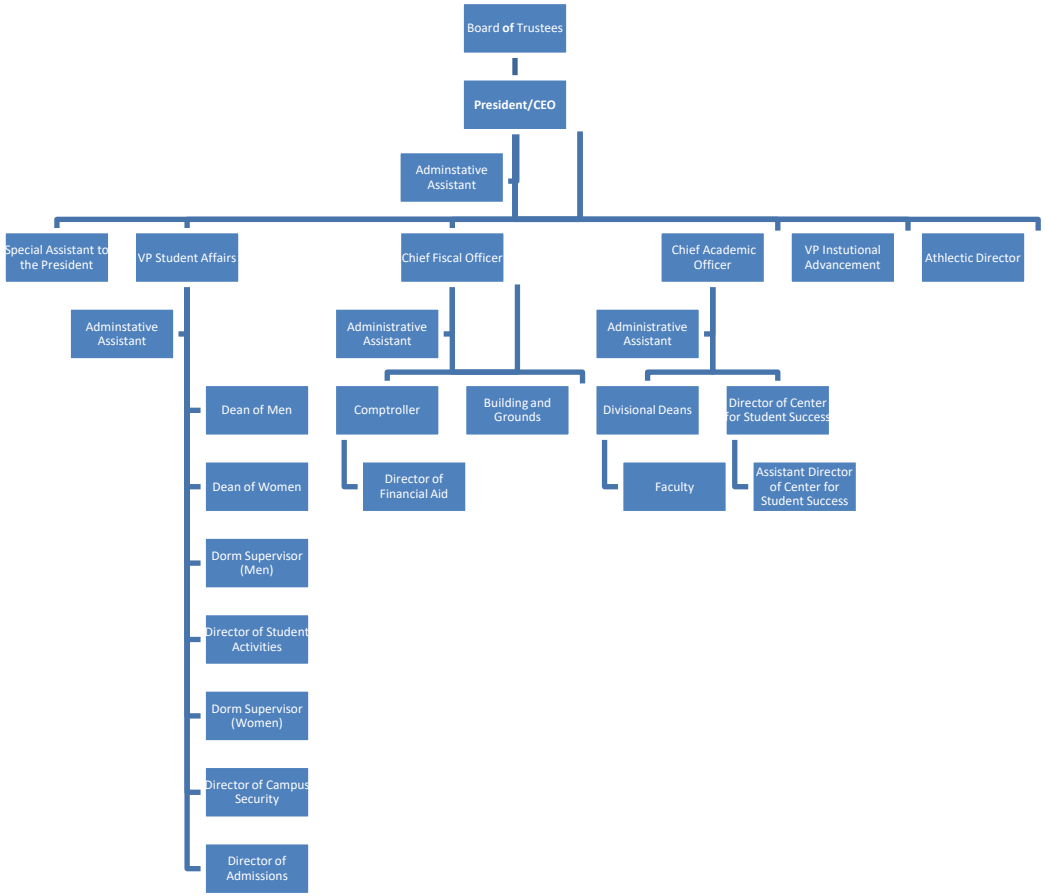
Purpose: To assist the President in providing leadership, oversight, management, and integration of the College's institutional research, planning, and assessment activities.

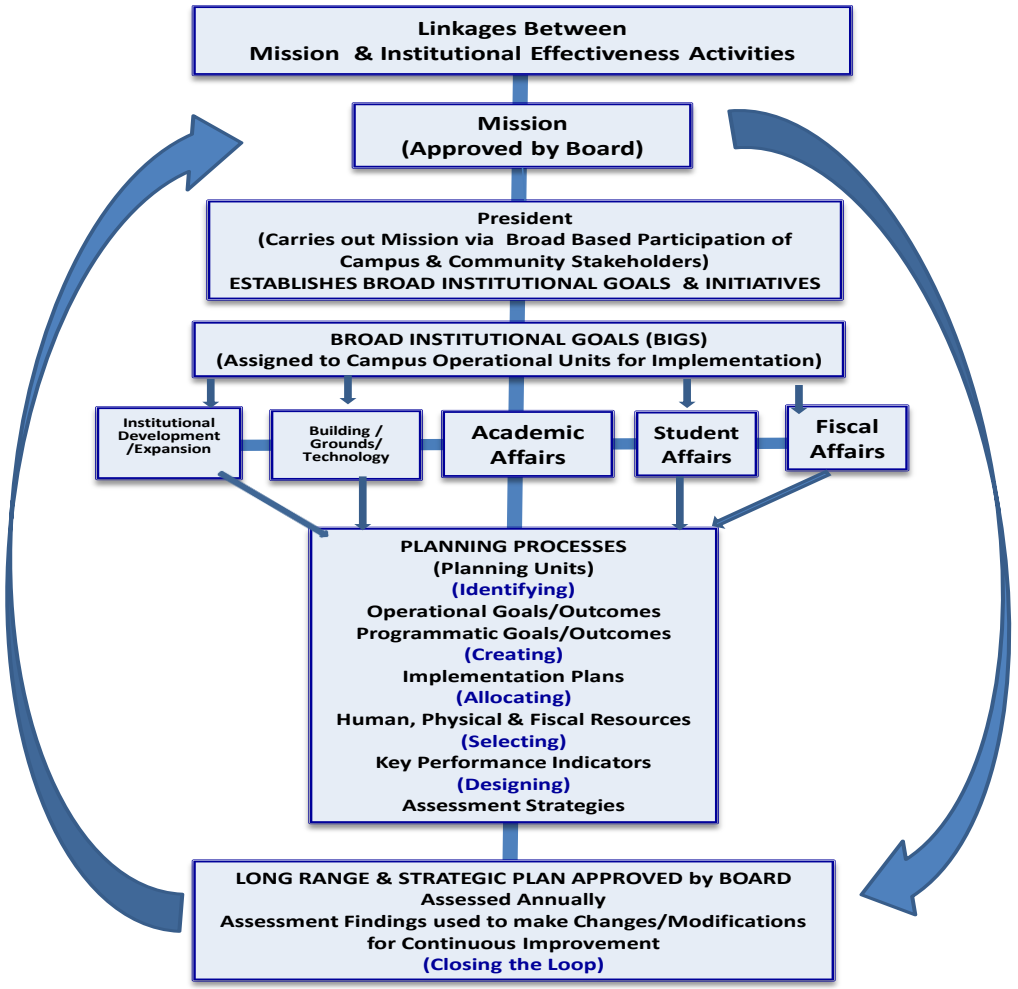
Dr. Joyce M. Cathey, Vice President of Institution Effectiveness, Chair

Vice President of Institution Expansion, Co Chair
Vice President of Academic Affairs
Vice President of Student Affairs
Chief Fiscal Officer
Faculty Senate Representative
Dean of Women
Dean of Men
Security Officer
Director of T3
Director of Financial Aid
Student Senate Representative
Director of Student Success
Director of Student Activities
Student Representative
Dr. E. D. Seamster, Jr. President/CEO *

(Ex offcio member of all committees)

ORGANIZATION CHART




Linkages Between
Mission & Institutional Effectiveness Activities
Mission
(Approved by Board)
President
(Carries out Mission via Broad Based Participation of
Campus & Community Stakeholders)
ESTABLISHES BROAD INSTITUTIONAL GOALS & INITIATIVES
BROAD INSTITUTIONAL GOALS (BIGS)
(Assigned to Campus Operational Units for Implementation)
Institutional Development /Expansion
Building / Grounds/ Technology
Academic Affairs
Student Affairs
Fiscal Affairs
PLANNING PROCESSES
(Planning Units)
(Identifying)
Operational Goals/Outcomes
Programmatic Goals/Outcomes
(Creating)
Implementation Plans
(Allocating)
Human, Physical & Fiscal Resources
(Selecting)
Key Performance Indicators
(Designing)
Assessment Strategies
LONG RANGE & STRATEGIC PLAN APPROVED by BOARD
Assessed Annually
Assessment Findings used to make Changes/Modifications
for Continuous Improvement
(Closing the Loop)

PLANNING & INSTITUTIONAL EFFECTIVENESS UNITS

	Pcode	Planning Unit	Unit Manager
1	1000	Office of the President	Dr. E.D. Seamster, Jr.
2	1010	Office of the Assistant to the President for Development	Dr. Stevie Roberts
3	1020	Office of Vice President for Institutional Advancement	Dr. James Maxwell
4	1022	Upward Bound Math/Science	Mr. Albert Rice, Sr.
5	2000	Office of Dean of Academic Affairs	Dr. Deborah Hodridge
6	2010	Division of Bible & Religious Studies	Dr. James Maxwell
7	2020	Division of Business & Vocational Education	Dr. Walter Price
8	2030	Division of Natural Sciences, Mathematics, & Computer Science	Professor Lisa Jackson
9	2040	Division of Humanities	Mr. Barry Graham
10	2050	Division of Social Sciences	Dr. Douglas McDuffie
11	2060	Division of Physical Education & Sports	Coach Bruce Johnson
12	2070	Division of Basic Studies	Dr. Denise Olivier
13	2080	Learning Resource Center (Library)	Ms. Shirley Hudson
14	3000	Chief Fiscal Officer	Mr. Carl Lavallais
15	3010	Comptroller's Office	Dr. J. M. Cathey
16	3020	Student Financial Aid	Ms. Angela Hill
17	3025	Default Prevention Officer	Ms. Dean Royal
18	3030	Buildings & Grounds (Operation & Maintenance)	Mr. Carl Lavallais
19	4000	Office of the Vice President for Student Affairs	Dr. Ben Foster, Sr.
20	4010	Admissions	Mr. Shane Mushonga
21	4020	Security	Chief Jonathan McClinton
22	4050	Center for Student Success	Ms. Kecia Baker-Morris
23	5000	Educational & Institutional Technology	Dr. Joyce M. Cathey
24	6000	Institutional Effectiveness	Dr. Joyce M. Cathey

Welcome to AMS for Faculty, Administrators, and Staff

Southwestern Christian College has selected Accountability Management System (AMS) by TaskStream to coordinate our outcomes assessment and continuous improvement processes. This guide provides you with an overview of your role(s) in AMS. For detailed information and step-by-step instructions, please refer to the appropriate sections of the help area.

What Is AMS?

AMS is a portal designed to help you have a way to manage content, resources, and communication for all accountability processes.

AMS provides the tools to help you and your colleagues define objectives and outcomes through the use of collaborative authoring tools. These tools facilitate consensus building around all aspects of outcomes assessment and accountability, including defining outcomes and planning for assessment.

On your home page, you can view any announcements posted by campus administration. There is an internal Message Center that provides a closed email system to communicate with other contributors in your community. Your organization may share resources with you to provide important information related to your work in AMS. The Locator provides a place to view profile information about other AMS contributors in your organization.

What is Outcomes Assessment and Accountability?

AMS can be used for both outcomes assessment and accountability. AMS will help showcase the effectiveness of what Southwestern is accomplishing. In this way, outcomes assessment is a great opportunity for participants to think about what they are doing. Frequently, this process and the discussion it incites lead to the identification and implementation of improvements to create an even more successful entity.

The purpose of accountability and outcomes assessment is to improve the learning environment, not evaluate individual faculty or the students. Organizational effectiveness is often measured by looking at the effectiveness of the units of the institution.

How do you get access to work in AMS?

As a member of a department or division using AMS in your organization's accountability process, you will require an AMS account. Your AMS account will be associated with the participating area(s) (e.g. Administrative, Academic, Student Support, Accreditation,

etc.) in which you participate. For example, if you are part of the Student Affairs Department, you will register your AMS account within the Student Affairs organizational area. You will be given separate instructions for this process.

An AMS Coordinator may assign you one or more workspaces depending on your areas of responsibility. Workspaces are lists of requirements to which your participating area needs to add content. Workspaces can be accessed by multiple members of your participating area. For each of the twelve Institutional Priorities, Collaborating Planning Units are identified. You may be asked to provide content or data of some type if your area is among those listed.

What is your role in AMS?

Add and View Content

You will be working, in conjunction with other members of your participating area, within at least one workspace. This workspace will define the requirements to which your participating area needs to respond. Your participating area may be assigned more than one workspace.

The structure and guidelines that accompany the requirements are specified by the AMS Coordinator who set up the workspace that you will be using. Since you will be sharing the workspace with other members of your participating area, there are some important things to keep in mind.

There are two levels of permissions that you may be given for each workspace. You may be given only the ability to view the contents of the workspace or you may be granted editing access, as well. You can determine which level of access you were given by looking at the links associated with the workspace on your home page. No matter which level of access you are given, you will also be able to participate in discussions with other members of your participating area around each requirement.

The discussion area is a very important part of your workspace. It provides an environment for you and your colleagues to discuss the content that you are including. If you have view only access, then the discussion areas provide a place for you to offer your suggestions and insights for the included content.

Submit and Review

Your participating area may be required to submit certain requirements for review. If you have the Submission & Read Reviews tab, you are required to submit at least one of the requirements for review. The purposes of review may be a simple sign off that something is complete, or it may be to provide you with feedback that supports your efforts. The workspace manager will communicate to you the purpose of the review, the review method, and who will do the review.

Reviewers will have the option of sending the submitted requirement back to request revision. When a requirement is sent back for revision, Reviewers may include comments and/or a provisional review that will accompany the request for revisions.

Help and Support

While using AMS, you may have technical questions about the system. For support, you can access the help area at any time by clicking the Help link from the top right corner of the page. If you would prefer personal assistance, you can contact TaskStream's support team, Mentoring Services, by calling 800-311-5656 or by emailing them at help@taskstream.com.

However, if you have questions regarding the requirements of your workspace or other methodological issues, we suggest you contact Dr. Joyce Cathey, V. P. of Institution Effectiveness. Email: joyce.cathey@swcc.edu. (972) 524-3341, Extension 140.

1.800.311.5656

www.taskstream.com

PRESIDENTIAL SWOT ANALYSIS

Analysis: *Where are we today in terms of realizing our **MISSION?** What are our Strengths, Weaknesses, Opportunities, and Threats?*

Strengths (What do we do well?) What unique resources do we have to draw on? What do others see as our strengths?)

- SwCC is the only HBCU supported by African American members of the Church of Christ in the world.
- SwCC is in proximity to 2 major cities (Dallas and Ft. Worth).
- SwCC is in close proximity to our constituents and stakeholders.
- SwCC has more than adequate space to house students, created instructional space, expanded recreational space, etc. This could benefit up to 3 times our current population.
- SwCC is developing relationships with the city of Terrell as well as with Kaufman County.
- SwCC ministry students comprise up to 80% of the ministers serving the Churches of Christ (approximately 1500 Churches of Christ).
- SwCC has both national and international graduates which enhances SwCC's ability to be world changers.
- SwCC provides a low student-teacher ratio which allows SwCC students to be known by name and have access to hands-on support.
- SwCC alumni comprise up to 80%-90% of auxiliary leaders serving the Churches of Christ.
- SwCC Acapella Choir travels throughout the US serving as ambassadors, fundraisers and recruiters.
- SwCC has developed and maintained a large library/learning center that provides class and office space, lecture hall space and
- a technology lab.
- SwCC has a dedicated and committed faculty and staff.

Weaknesses (What can we improve? Where do we have fewer resources? What are others likely to see as weaknesses?)

- SwCC has a veteran aging faculty.
- SwCC has a veteran aging Board of Directors.
- SwCC has veteran stakeholders and fundraiser coordinators (i.e. Dinner Day).
- SwCC is currently under capacity with regards to its student population.
- SwCC lacks affluent donors.
- SwCC is in need of trained and qualified student recruiters.
- SwCC has many inactive alumni chapters that could raise funds and/or recruit students.
- SwCC has a short supply of financial and material resources that could assist with expanding academic programs.
- SwCC's property is landlocked in its present location.
- SwCC's campus has aged buildings and buildings with deferred maintenance.
- SwCC's location is located within a city which limits its visibility from major highways.
- SwCC has financial debt that existed prior to the appointment of the current president.
- SwCC needs decisive financial support from the Department of Education.

Opportunities (What opportunities are open to us? What trends could we take advantage of? How can we turn our strengths into opportunities?)	**Threats** (What threats could harm us? What threats do our weaknesses expose us to?)
• SwCC can recruit younger and trained staff and faculty. • SwCC can develop new partnerships for financial and material resources. • SwCC's new leadership provides an opportunity to create a new vision that is inclusive of 21st century learning opportunities. This includes rebranding SWCC both locally and nationally. • SwCC can develop and expand distance learning to include neighboring cities. • SwCC can rebuild its athletic program. • SwCC can offer more academic and leadership scholarships to women and men. • SwCC can recruit younger and more resourceful/skilled board members committed to Christian education and values. • SwCC can create its own press to create literature for all Churches of Christ and other religious organizations. • SwCC can utilize the President's skills as they relate to land development. • SwCC can build partnerships with HBCUs and PWIs. • SwCC can solicit PhDs for online platforms as instructors. • SwCC can build partnerships with local and national civic and political leaders. • SwCC can build healthier relationships and dialogue between the President, administration and board. • SwCC can expand the curriculum and modes of delivering instruction in view of the new and changing demographics.	• SwCC currently has a low student population. Increase is necessary. • SwCC has many dilapidated buildings that are in need of repair for beautification purposes. • SwCC's aging faculty needs up-to-date training on new and emerging teaching/learning strategies and technology. • SwCC has many financial obligations that continue to plague the school. • SwCC needs to regain its I20 status in order to recruit athletes internationally. • SwCC needs to be able to raise more unrestricted funds. • SwCC loan default rate is too high. • SwCC has accrued too much debt, particularly debt that was carried over from the previous administration.

Southwestern Christian College

P.O. Box 10, Terrell, TX 75160

Dear Colleagues:

As you know, the time is rapidly approaching when we will have to present our case for Reaffirmation of Accreditation to the Southern Association of Colleges and Schools/COC.

In this climate of increased attention to "accountability and responsibility" evaluators will want to know how we assess the achievement of our mission; what key performance indicators support our assumptions; how we publish our findings to our college community; and how we use our findings for continuous improvement.

To that end, one of the tools that have been designed to inform our college community is the Annual Institutional Report Card. This report card covers all areas of the college community. It is designed to reflect how well we are doing, how we compare to industry standards or institutional benchmarks, and what areas require future refinement and focus.

It is believed that a report card, prepared annually, can also motivate us to higher achievement and improvement from year to year. The Planning & Institution Effectiveness Task Force asks that you study the list of key performance indicators that have been made a part of this document, related to your area of work, and report data as requested for the most recent three (3) years. If you have questions, please feel free to contact any member of the Institutional Effectiveness Task Force.

You may note that some performance indicators represent future reporting areas, for which you will not have current data. These indicators are shown so that you will be aware of data collection needs in the future. In those instances, you may indicate N/A for the years where data is not available.

We cannot over emphasize the importance of your participation in this effort. You are thanked in advance in anticipation of your cooperation!

Fraternally,
Dr. Joyce Cathey, V.P. Institutional Effectiveness

SwCC Key Performance Indicators
(Institutional Report Card & Benchmark)

	KPI's (Key Performance Indicators)	Definition	Source Of Data	Bench Mark
1	Recruitment Yield	% of qualified applicants offered admissions that enroll	Admission	
2	EFT Enrollment	Number of total credit hours attempted divided by 15	Academic Affairs	
3	Student Diversity	% enrollment of all ethnic groups ■ White ■ African American ■ Hispanic ■ Other	Academic Affairs	
4	Credit Hours Generated	Total student credit hours per semester	Academic Affairs	
5	Retention Rate	% of fall semester first-time, full-time entering students who are re-enrolled or transferred in the following semester % of fall semester first-time, full-time entering students who re-enroll the following Fall semester	Admissions Academic Affairs	
6	Graduation Rates: - Bachelors - Associate	% of full-time baccalaureate students who graduate in six years. % of full-time associate degree students who graduate in four years	Academic Affairs IR	

7	Student-Faculty Ratio	# of EFT students divided by number of EFT faculty	Academic Affairs IR	
8	Degrees and Certificates Awarded	Total number of degrees conferred Total number of certificates awarded	Academic Affairs	
9	Demonstration of General Education Functional Skills	% of graduates who demonstrate competencies in ■ critical thinking, ■ math, ■ science, ■ reading, ■ writing ■ computation	Academic Affairs Inst Research ETS Accuplacer	
10	Two-Year College Transfer GPA Rate	Grade point average of all two-year transfer students	Academic Affairs	
11	Job Placement Rate	% of Graduates employed within one year after graduation.	Academic Research	
12	Student Satisfaction	Composite scores from annual new student, continuing student surveys about level of general satisfaction with campus educational programs and services	Academic Research	
13	Student Goal Attainment Rates	% of graduating students who report that their objective for attending SwCC has been fully accomplished	Academic Research	
14	Employer Satisfaction	Composite score from annual employer survey about level of satisfaction with the skills, knowledge and behavior demonstrated by SwCC graduates	Academic Research	
15	Alumni Satisfaction	Composite score from periodic alumni survey about level of general satisfaction with campus academic programs and services	Academic Research Alumni Dir	

23		Total revenue earned	BO	

16	Faculty and Staff Satisfaction	Composite score from annual faculty and staff surveys about factors influencing job performance and satisfaction	Academic Affairs IR	
17	Faculty Credentials	% of faculty who have attained the terminal degrees in their respective fields	Academic Affairs	
18	Faculty Diversity	% of full-time faculty who are minority and women	Academic Affairs	
19	External Recognition of Achievements of Faculty and Staff	Number of faculty and staff who receive awards, distinctions, and recognitions by external bodies	Academic Affairs Division Heads	
20	Library holdings and expenditures	Total volume of library holdings. % of total expenditures devoted to library acquisitions (IPEDS Report)	Library Staff IR	
21	Value of Foundation and Endowment Support	Fiscal year market value of endowment and foundation support	BO	
22	Expenditure Structure	The proportion of SwCC expenditures accounted for by ■ instruction, ■ academic support, ■ institutional support, ■ student services, ■ physical support, ■ scholarships	BO	

		From student tuition and fees		
24	Per Student Expenditures	Total operating expenditures per equivalent full-time student	BO	
25	Plant Operation and Maintenance	Expenditures on buildings and grounds as percent of current operating expenditures	BO	
26	KMGP Financial Ratios	Ratio that indicate the financial strength and viability of the institution	BO	
27	Distance Learning Program Satisfaction	Satisfaction of participants enrolled in SwCC Online Courses	Tech Coordinator	
28	Rate of Students in Transfer Degree Programs with Learning Support Requirements	% of entering freshmen in Transfer Degree program who have learning Support requirements	Academic Affairs CSS	
29	Rate of Students with Learning Disabilities	% of students enrolled and served with documented learning disabilities	Academic Affairs	
30	Rate of Students with Disabilities	% of students enrolled and served with documented disabilities	Academic Affairs	
31	Enrollment in SwCC On-line or Web Assist Courses.	Number of students enrolled in On-line or Web Assist Courses (On or off campus)	Tech Coordinator Academic Affairs	
32	Student Engagement	% of students who participate in: ■ School sponsored activities ■ Intramurals ■ Tutoring Sessions ■ SSS Activities ■ Community Service (Hours)	CSST-3 Activities Director	
33	Student Access	# of Eligible Students Awarded % of Need Awarded to Eligible Students Federal Aid Awarded State Aid Awarded Student Loan	FA Director Default Mgr.	

		Institutional Grant-In-Aid Categorical Aid FFELP Default Rate		
34	Student Affairs	Student Satisfaction with nonacademic programs and services: Housing Food Services Security	Academic Research	

Quality Enhancement Plan

SACS defines the Quality Enhancement Plan (QEP), required as a key component of the reaffirmation process, as "a carefully designed course of action that addresses a well-defined and focused topic or issue related to enhancing student learning." Furthermore, SACS states that the QEP "should be embedded within the institution's ongoing integrated institution-wide planning." The QEP must be "forward looking" and "[launch] a process that can move the institution into the future characterized by creative, engaging and meaningful learning experiences for students."

The Quality Enhancement Plan must:

- focus on student learning (changes in knowledge, skills, behaviors or values)
- enhance student success
- include broad-based participation in the identification of the topic or issue to be addressed in the QEP
- include careful review of best practices
- include clear goals
- specify realistic, measurable student learning outcomes
- include allocation of adequate human and financial resources to develop, implement and sustain
- include implementation strategies that include a clear timeline and assignment of responsibilities
- include a structure established for evaluating the extent to which the goals set for the plan are attained

Furthermore, the QEP must:

- be part of ongoing planning and evaluation
- be Linked to effectiveness, quality, mission
- be Focused on well-defined issue(s)
- be thorough and analytical
- engage the wider academic community
- be an action plan to improve student learning