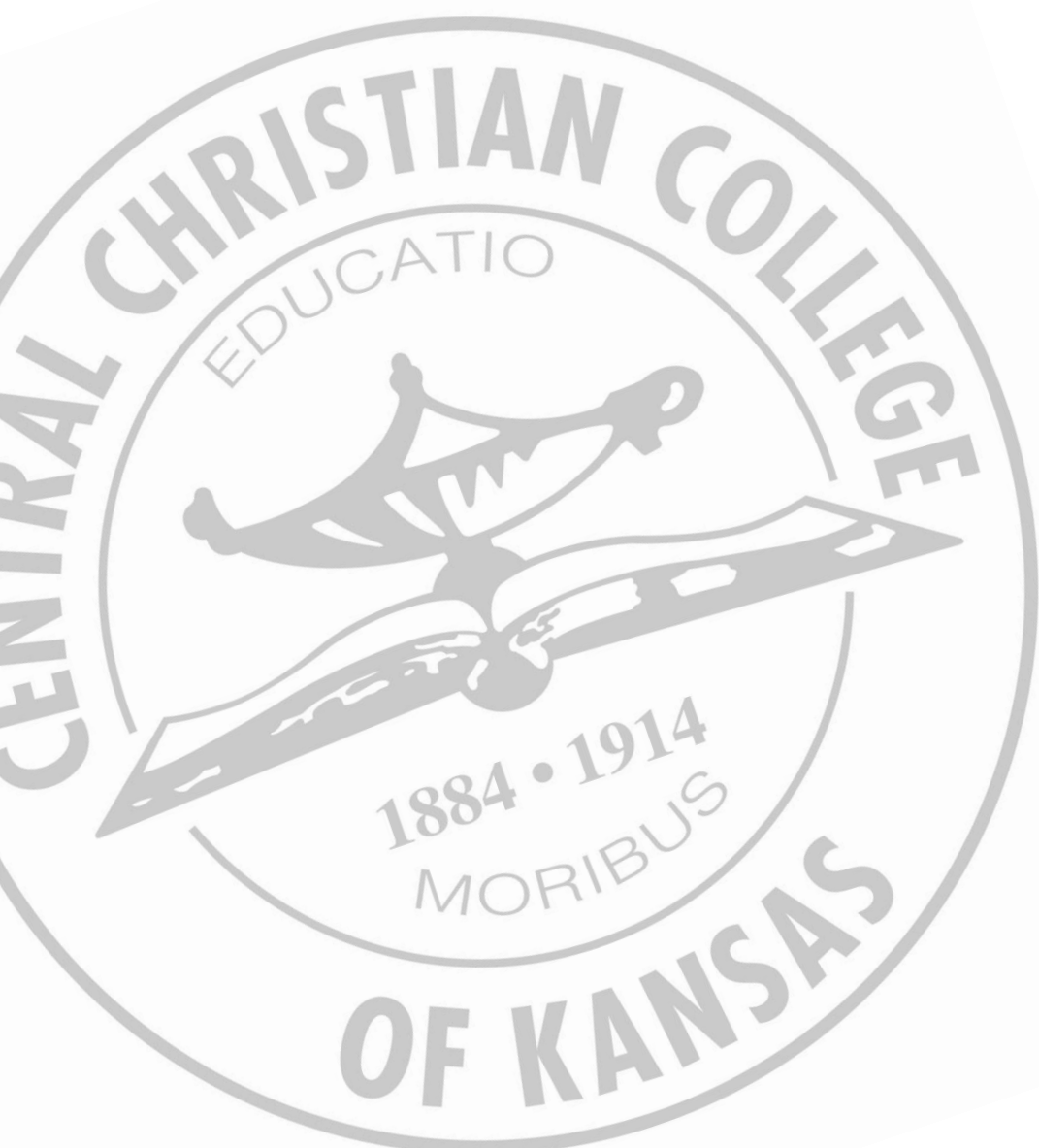

CENTRAL CHRISTIAN COLLEGE OF KANSAS

STRATEGIC PLAN

2018-2019

VERSION 30



Central Christian College of Kansas: Strategic Plan

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30th Edition

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CHANGES TRACKER FOR STRATEGIC PLAN – DRAFT 30

Performance Outcomes	The Board approved a modification in the ENDS/Performance Outcomes. As a result, the Performance Outcomes were modified in alignment with this action.
Mission Statement	Added a description of how the mission statement was developed. Language was borrowed from the 2013 Comprehensive Self-Study.

INTRODUCTION

The environment of higher education is characterized by unprecedented scrutiny and tremendous change. Added to this is an increased focus on compliance and regulatory control. In response, this strategic plan represents the committed endeavors of this community to achieve our shared mission and vision.

Strategic planning, as it is viewed by Central Christian College of Kansas, is a systemic process that is both organic and ongoing. It represents the efforts of an invested culture participating in its own dynamic, unfolding journey toward the fulfillment of its God given mission and vision. The College has had a long history of strategic planning. Iterations of strategic plans can be found throughout the 80's, 90's, and 00's. Through its iterations, the reader can catch a glimpse of how God is working through the cooperative effort of His people.

The purpose of the strategic planning process is to provide a formal articulation of the vision and the mission of the College and those steps and outcomes needed to maintain alignment to those elements that sustain the unique nature of the College.

ASSESSMENT

In order to effectively execute a strategic plan, an assessment model should be identified to ensure that the each outcome is assessed and appropriate modifications are made. The model, illustrated below, clarifies the paradigm through which the College seeks to sustain a culture that reflects integrated assessment at all levels of its operations.

The specific strategy to maintain this high level of accountability is articulated in the *Institutional Assessment Plan*. Figure 1 illustrates the assessment process as it is applied to the work of the College.

Figure 1

College Assessment Model



MISSION STATEMENT

A mission statement is an opportunity to convey, in a concise and compelling way, the difference an institution can make in the world. The Board of Trustees approved the current mission statement on October 8, 2010¹.

Christ-Centered education for character.

This most recent update to the mission statement more closely resembles the original mission of the College as illustrated in the seal of the College, where the motto states *Educatio Moribus*. Translated, this motto conveys the foundational mission of the College, which was *Education in Character*. Thus, the College's newest mission, *Christ-Centered education for character*, represents an appreciation for and continuation of the mission that defined Orleans Seminary, the predecessor to Central Christian College of Kansas (*Christ-Centered education with character*).

This mission statement grew out of numerous strategic planning meetings initiated by President Hal Hoxie, in the spring of 2010. Capitalizing on the size of the College and its interconnectedness, the President issued an open invitation to attend and contribute to a number of strategic planning meetings. In response, faculty members, staff, Board members, community members, and students joined the President in helping to refine and define the mission statement. An evaluation concerning the familiarity of the former mission statement (pre-2010) revealed that very few individuals could articulate the mission of the College. Thus, a paramount concern in the creation of the current mission statement was that it be meaningful enough to endure.

Central Christian College educates men and women of character who affect the world for Christ. This mission statement is a reaffirmation of that seminal goal. It is an uncomplicated and clear-cut reminder of the ethos that has inspired this institution since its inception. This mission drives us forward to higher levels of excellence and distinction. Through our residential program centrally located in McPherson, Kansas and through our global online learning environment, Central Christian College propels forward towards its mission.

VISION STATEMENT

A vision statement is a broad declaration of what the institution believes God desires for us to accomplish. It represents an aspiration that serves as an impetus to drive the institution.

In humble response to God's direction and provision, Central Christian College seeks to be a premier global educational institution focused on providing a Christ-Centered Education for Character to any person desiring to become a faithful steward of mind, heart, body, and soul.

Ephesians 4:12-13 provides the challenge that beats at the heart of our mission. It reads, "...prepare God's people for works of service, so that the body of Christ may be built up until we all reach unity in the faith and in the knowledge of the Son of God and become mature, attaining to the whole measure of the fullness of Christ." In order to do this, Central Christian of Kansas has dedicated itself to the above stated vision.

¹ Adopted in 2010, revised in 2016 with the addition of a dash between *Christ* and *Centered*.

SUPPORTING DOCUMENTS

While this strategic planning document is designed to be comprehensive in scope, specific elements of the plan are fleshed out in other organizational documents. The specific names of these documents and a brief description are provided here.

Institutional Assessment Plan: The purpose of this document is to describe the assessment plan utilized by the College to evaluate its entire academic and support operations. [Office of the Provost]

Institutional Dashboard: This Excel file, housed in a shared file in the cloud, contains numerous spreadsheets and illustrative figures through which the leadership of the College can obtain data and analysis. [Office of the Provost]

Catalog: While primarily built as an academic tool, the Catalog serves as a public document articulating and elucidating the mission and function of the College. In it are iterations of the mission statement, outcomes, measures, Core Values, Statement of Faith, as well as other significant doctrines and codes of the College.

CUSTOMERS AND STAKEHOLDERS

Identifying stakeholders is a vital part of the strategic planning process, as it recognizes those individuals affected by the plan or can influence the plan. Through this identification process, valuable insights and resources are documented for follow-up and ongoing engagement. This section of the Strategic Plan outlines those who have been identified.

PRIMARY CUSTOMER

While it is clear that a number of individuals and associations benefit from the mission and operations of Central Christian College, the College recognizes that each student is of primary importance. As such, we identify the students as the primary customers. While the needs of stakeholders (described below) are taken into consideration, our chief concern and principal aim is to design a learning environment that can strategically meet the needs of our primary consumers and help them develop fit hearts, souls, minds and bodies.

STAKEHOLDERS

Stakeholders represent individuals or organizations that have direct involvement, investment, or interest related to the ongoing mission of Central Christian College.

DIRECT:

- Students
 - Adult Learners
 - Non-Residential Professionals
 - Residential Professionals and Pre-professionals
 - High school students enrolled in dual-credit courses
- Faculty
- Staff
- Board of Trustees

INDIRECT:

- Alumni
- Donors
- Future employers of graduates

- Free Methodist Church of North America
- Church (Universal)
- Families of students
- McPherson and surrounding communities
- Local and state governments associated with alumni
- Local communities associated with alumni
- Partners

SWOT ANALYSIS

Having identified the stakeholders', feedback provides the opportunity to recognize Strengths, Weaknesses, Opportunities, and Threats. This information assists the plan in recognizing those factors that can enhance or aggravate the process.

The data below represents a culmination of each Stakeholder feedback process. In each category, five issues are recognized as most predominate, as identified by the leadership team. These serve as key indicators, though all items listed are considered within the strategic planning process. *Bolded items were added or modified in 2018. Past strengths that are no longer recognized are removed, but remain in the historical documents.*

STRENGTHS

- Strategic Leadership (Plan)
- Missional/Fit Four Culture (Holistic Ministry)
- **Living Testimonies (Past/Present)**

COMPOSITE LIST

- McPherson, KS (our location – affluent, supportive, safe, future-focused)
- Interpersonal Relationships
- Our impact on students
- Students can be known here
- Community has confidence in our students
- Evidence that the Holy Spirit is moving in our faculty/staff
- A variety of Spiritual Formation opportunities
- Alumni appreciation of CCC (need data of 2-year vs. 4-year alumni)
- Increasing academic depth through terminal degree completion of faculty
- Liberal Arts Education
- Diverse Student Body
- Residential Campus experience
- Prayer Focus of Leadership
- **Advancing Degrees (Pedigree)**
- **Aligned Student Body**

WEAKNESSES

- Stewardship
- Monetary Restrictions (Debt and Credit)
- **Inferiority Complex**

COMPOSITE LIST

- **Human Resources (Diversity, Compliance, Training)**
- Infrastructure (Buildings, Technology, Resources, Curb Appeal)
- Limited training (Professional Development)
- Student entering colleges are unprepared for college level work.
- Lacking strong denominational support
- Internal communication
- People (Retention mindset – treating others with courtesy and support)
- **External perspectives through hiring**
- **Oversight**
- **Aging Debt**
- **Dependence on external LMS**
- **Branding**
- **Extracurricular/Co-Curricular Activities**

OPPORTUNITIES

- Online Education
- **The Foundation**
- Academic Program Management (add/subtract programs & master's)
- Athletic Programming (Extra & Intramural)
- **Community Support/Involvement**

COMPOSITE LIST

- Signature program(s)
- **CORE/Cabinet Leadership**
- Developing hybrid teaching methods
- Workshops and seminars; or host a conference
- Apologetics
- Co-Curricular Programming
- Go Green
- Missions
- Technology
- Increased focus on Assessment
- Presidential Education Program – if **funded by endowment**
- Charity/service/community events Participation
- Dual-credit
- International/Underrepresented Population Markets (ESL)
- Alumni relationships – marketing, alumni children, reconnecting with lost, development
- ADA Development
- Campus Security
- **Spiritual Formation**
- **Marketing/Message/Branding**
- Tax Benefits
- Online Donors
- **Refocus on Non-Athletes**

THREATS

- Increased Government Regulations
- Economy & perception of student debt (cost of education) by customers
- Competition (Geographic, Virtual, Saturation)
- **Composite Financial Index (CFI)**
- **Online Education**

COMPOSITE LIST

- **Rumors (Negative)**
- Tuition Driven/Affordability of Private Education
- Global political instability
- Residential Experience (Cost related to experience)
- Access to cash (Line of Credit, debt, timely payment)
- **Deferred Maintenance**
- **Title IX Concerns**
- **Culture shifts and degrading social morals (depending on target population)**
- **Morale**

PERFORMANCE REPORT CARD

	2017-2018	2018-2019		
Tuition discounting greater than 40%	F			
Tuition dependency greater than 85%				
Student default rate above 5%				
Debt service more than 10% of annual operating budget				
Less than a one-to-three ratio between endowment and operating budget				
Average tuition increase greater than 8% for five years				
Deferred maintenance at least 40% unfunded				
Short-term bridge financing required in the final quarter of each fiscal year.				
Less than 10% of operating budget dedicated to technology.				
Average alumni gift is less than \$75.00 and fewer than 20 percent of alumni give annually.				
Institutional enrollment of one thousand students or fewer.				
Conversion yield is 20% behind primary competitors				
Student retention is 10% behind that of primary competitors				
The institution is on probation, warning, or notice				
The majority of faculty do not hold a terminal degree				
Average age of full-time faculty is fifty-eight or higher				
The Cabinet averages more than twelve years or fewer than three years at the institution				
No complete online program				
No new degree program developed in the last two years				
Academic governance requires more than one year to approve new degree programs.				

OUTCOMES

Outcomes serve as the objectives used to gauge the institution's achievement in the fulfillment of its mission and vision. Each outcome signifies a distinct quality that can be used to quantify institutional progress and are useful in the evaluative process. Subordinate measures can be used as performance Indicators².

Character can be described as the summative qualities that define an individual. The etymology of the word demonstrates that it signified the manner of life and encompassed the internal disposition and nature of the individual, as approved by external actions and behaviors³. The distinct merits and virtues are not necessarily identified, since character itself was defined through the observation of the individual, not necessarily by a comparison to an outside standard.

In Luke 2:52 we find a description of the development outcomes associated with Jesus. The gospel writer asserts Jesus "grew in wisdom and stature and in favor with God and man." This description captures the holistic reality of humanity, recognizing both our vertical relationship within creation and our horizontal relationship with the Creator. Jesus further provides a glimpse of developmental when questioned about the greatest commandment. He responded, "Love the Lord your God with all your heart and with all your soul and with all your mind and with all your strength" (Mark 12:28-30).

At its core, Scripture defines that these four criteria act as terminal values, representing the highest ideals of human functioning. Each criterion represents an essential element of character, which allows the individual to grow in wisdom, stature and favor. These same ideals serve as the basis through which Central Christian College has chosen to measure the effectiveness of its mission. It is important to note that there is no hierarchal structure to these four elements. One is not necessarily more important than another and no one element can be viewed in isolation from the others, since the four operate in relation to one another.

These four character outcomes serve as the virtues toward which the college presumes every student should demonstrate progress during his or her residency and beyond. They represent the *Performance Outcomes*. In addition, the College has also identified *Operational Outcomes*. Both are described in detail further in this document.

² Possible measures include entry/exit exams, capstone projects, comprehensive residential responses (personal growth reflection), as well as other tools.

³ Liddell, H. G. & Scott, R. (1867). *GreekEnglish Lexicon based on the German work of Francis Passow*. New York, NY: Harper & Brothers

PERFORMANCE OUTCOMES

Based on the recognized Ends Policy, adopted by the Board of Trustees, these Performance Outcomes represent the *ends* (outcomes) identified by the Board. These outcomes represent minimum performance expectations for the institution.

FIT HEARTS (SOCIALY RESPONSIBLE: CULTURAL & RELATIONAL)

We believe students graduating from Central Christian College should demonstrate an ability to engage and connect with those from diverse cultures, backgrounds and worldviews. This dimension represents the dispositional effect of character, *illustrated by students engaged in hospitality and civil discourse.*

- Miville-Guzman Universality-Diversity Scale (M-GUDS)
 - Target: Graduate Average Mean Scores of 3.01-4.44 (Proficient); ≥ 4.5 (Ideal)
- Spiritual Transformation Inventory
 - Target: Graduate Average Mean Scores of 3.01-4.44 (Proficient); ≥ 4.5 (Ideal)
(Connecting to Spiritual Community Subscale)

FIT SOULS (SPIRITUALLY RESPONSIVE: SPIRITUAL & ENVIRONMENTAL)

We believe students graduating from Central Christian College should demonstrate an appreciation for the Lordship of Jesus Christ. This dimension represents the spiritual effect of character, *illustrated by students engaged in spiritual formation and stewardship.*

- Spiritual Transformation Inventory
 - Target: Graduate Average Mean Scores of 3.01-4.44 (Proficient); ≥ 4.5 (Ideal)
(Connecting with Spiritual Practices Subscale)
- Spiritual Transformation Inventory
 - Target: Graduate Average Mean Scores of 3.01-4.44 (Proficient); ≥ 4.5 (Ideal)
(Connecting with God Subscale)

FIT MINDS (RATIONALLY COMPETENT: INTELLECTUAL & PSYCHOLOGICAL)

We believe that students graduating from Central Christian College should demonstrate intellectual and psychological health. This dimension represents the cognitive effect of character, *illustrated by students engaged in critical thinking and self-discovery.*

- California Critical Thinking Skills Test
 - Target: Graduate Scores ≥ National Average (Proficient); ≥75th percentile (Ideal)
- Spiritual Transformation Inventory
 - Target: Graduate Average Mean Scores of 3.01-4.44 (Proficient); ≥ 4.5 (Ideal)
(Connecting with Self & Others Subscale)

FIT BODIES (PROFESSIONALLY ASTUTE: PHYSICAL & VOCATIONAL)

We believe students graduating from Central Christian College should demonstrate a commitment to a healthy and productive lifestyle. This dimension represents the somatic effect of character, *illustrated by students who maintain wellness and engage vocational skills.*

- Senior Career Portfolio
 - Target: Successful completion of Senior Career Portfolio & Fitness Profile ≥ 100%, with Placement Scores ≥ 85%
- Spiritual Transformation Inventory
 - Target: Graduate Average Mean Scores of 3.01-4.44 (Proficient); ≥ 4.5 (Ideal)
(Connecting with God's Kingdom Subscale)

OPERATIONAL OUTCOMES

In addition to the Performance Outcomes associated with the Fit Four, the College also recognizes the need for Operational Outcomes. These outcomes refer directly to the infrastructure (buildings, funds, and personnel) required to fulfill the mission of the College and assist the institution in the fulfillment of the Performance Outcomes. The general elements include leadership, operations, faculty, athletics, professional education, student services, advancement/development, and admissions.

CCC administration develops short-term and long-term plans to execute the vision. Each year the President leads the planning process recording updates and results, as well as articulating new short-term goals designed to move CCC toward the 2035 vision. The scope of these short-term goals is focused on a 1-5 year timeframe. Each director, overseeing the various divisions of the College, support the President in the process by working with vested individuals and defining appropriate divisional goals. The entire administration operates as a team, dedicated to achieving the vision and demonstrating good stewardship of the College.

The following Operational Outcomes describe the administrative ends required to maintain the mission of the institution.

FINANCIAL VIABILITY

Steward fiscal and capital resources in ways that support and sustain the College.

- **Fiscal Stewardship:** Maintain the financial health of the College, in keeping with its mission.
- **Enrollment:** Maintain enrollment at sustainable levels (College & Departmental) and ensure that tuition revenue is supporting the fiscal well-being of the College.
- **Endowment:** Successfully maintain a development strategy that provides for the financial, human, and social capital essential for success.
- **Auxiliary Operations:** Operate other businesses to generate income for the college and provide quality jobs/internships for residential students.

OPERATIONAL EFFICIENCY

Steward capital, physical, and human resources in ways that support and sustain the College.

- **Infrastructure:** Execute a campus plan that supports the aspirations of the College; building, renovating, and maintaining aesthetic, functional, efficient facilities.
- **Human Resources:** Hire, retain, and mentor talented employees who share a love for Central Christian College, its students, and its mission.
- **Marketing:** Communicate the story of Central Christian College in order to promote loyalty, community, and ownership.
- **Technology:** Provide a technological infrastructure to support and inspire excellence in education and support services

CULTURAL ENGAGEMENT

Model Christian service, leadership, and citizenship locally and globally.

- **Accessibility:** Provide expanded access to educational opportunities on and off campus.
- **Increased Diversity:** Increase the diversity of the student body, faculty and staff.
- **Spiritual Development:** Provide opportunities for evangelism, discipleship, and service.

PROGRAMMATIC DISTINCTION

Provide a premier educational experience.

- **Accreditation:** Maintain the highest levels of accreditation as is appropriate for the aspirations of the College.
- **Athletics:** Increase the prominence of athletics, athletic facilities, and athletic performance.
- **Academics:** Increase the prominence of academic programs through exceptional educational experiences, collaborative research, and excellence in extra-curricular involvement.
- **Co-curricular & Support Services:** Provide quality and effective services designed to reinforce and enhance the mission of the College and the success of its constituency.
- **Espirit de Corps:** Foster a spirit of community, ownership, and optimism that resulting in engagement of the community and College constituency

FIVE YEAR PLAN (2016-2021)

The five-year plan is updated annually and the date range always reflects a five-year perspective, based on the date of revision. In this version, the five-year plan is focused on 2018-2019. Goals and KPI's from past plans are carried over and retain their original target completion dates.

In some instances KPI numbering might show gaps. This is due to completed or modified KPI's being removed from the current Five Year Plan. A major renumbering of KPI's took place in the spring of 2014. The full list of KPI's and progress made for each, can be viewed on the KPI Progress and Assessment Chart.⁴

Bracketed Dates [####] represent the aspired year in which the KPI should be completed. Parenthesized comments illustrate the division of the College responsible to provide oversight to the KPI.

- OPR = Office of Primary Responsibility
- OCR = Office of Coordinating Responsibility

In 2017 President's cabinet restructured the administration and changed job titles of the senior leadership to more traditional titles. This will be reflected in the document below.

FINANCIAL VIABILITY

Steward fiscal and capital resources in ways that support and sustain the College.

- **Fiscal Stewardship:** Maintain the financial health of the College, in keeping with its mission.
 - **KPI 1.11:** Maintain CFI demonstrating financial responsibility in accordance with Dept. of Education regulations
 - CFI \geq 1.5 (2021) (OPR: Business, OCR: All offices) **PROGRESSING**
 - **KPI 1.12:** Reduce debt (OPR: Business, OCR: All Offices) **PROGRESSING**
 - **KPI 1.13:** Tithe from the Results of Operations (OPR: President, OCR: All offices) **DELAYED**
 - **KPI 1.14:** Maintain a residential give-back ratio below 50% (OPR: Enrollment, OCR: Business, AD) (2020) **PROGRESSING**
 - **KPI1.15:** Realize a Net Revenue of \$15,000/student SAS) (OPR: Business)
- **Enrollment:** Maintain and execute a strategic enrollment plan that ensures sustainable levels (College & Departmental) to ensure that tuition revenue is supporting the mission and fiscal well-being of the College. (OPR: BUSINESS, OCR: All offices)
 - **KPI 1.21:** Maintain a retention rate above 75% [2020] (OPR: Enrollment, OCR: All offices) **PROGRESSING**
 - **KPI 1.22:** Maintain a persistence rate above 55% [2020] (OPR: Enrollment, OCR: Provost) **PROGRESSING**
 - **KPI 1.23:** Increasing SAS annual enrollment of 3% [2015-2020] (OPR: Enrollment, OCR: Provost) **PROGRESSING**
 - **KPI 1.24:** Increasing SPE annual enrollment 12% [2015-2020] (OPR: Provost, OCR: Business) **PROGRESSING**

⁴ Beginning in 2010 and prior to the establishment of the Five-Year KPI's, the leadership of the College established One-Year Goals. These goals included divisional and campus-wide goals. Presidential assessment notes for the campus-wide goals during the years that the One-Year goals were the primary means of strategic assessment can be reviewed in former drafts of this document. Strategic Plan Version 28 contains the last known record.

- **KPI 1.25:** Maintain a FT-FTF retention rate above 65% [2017-2022] (OPR: Enrollment, OCR: Business) **PROGRESSING**
- **Advancement & Endowment:** Successfully maintain an advancement strategy that provides for the financial, human, and social capital essential for success.
 - KPI 1.31: MOVED
 - KPI 1.32: MOVED
 - **KPI 1.33:** Unrestricted donations support 10% of annual budget (Fund 01) (OPR: Advancement)
 - **KPI 1.34:** Establish CCK Foundation to manage endowment and auxiliary revenue streams to support the CCK mission (OPR: Advancement, OCR: All Offices) **MET**
 - **KPI 1.35:** Balance endowment position and grow endowment (\$8M by 2021) (OPR: Advancement, OCR: Business) **PROGRESSING**
 - **KPI 1.36:** Athletic advancement initiatives that support of 25% of the athletic budget [2018] (OPR: Athletic)
- **Auxiliary Operations:** Operate other businesses to generate income for the college and provide quality jobs/internships for residential students.
 - **KPI 1.41:** Revenue of \$500,000 annually [2018] (OPR: President)
 - KPI 1.42 MOVED

OPERATIONAL EFFICIENCY

Steward capital, physical, and human resources in ways that support and sustain the College.

- **Infrastructure:** Execute a campus plan that supports the aspirations of the College; building, renovating, and maintaining aesthetic, functional, efficient facilities.
 - **KPI 2.11:** Publish and execute a campus maintenance plan that illustrates an annual care strategy [2017] (OPR: Business, OCR: All) **NOT MET**
 - **KPI 2.12:** Publish and execute a deferred maintenance plan [2016] (OPR: Business, OCR: All) **COMPLETED**
 - **KPI 2.13:** Build a dormitory [2021] (OPR: Advancement, OCR: All) **PROGRESSING**
 - **KPI 2.14:** Enhance campus security (lighting, keyless entry, surveillance, etc.) [2020] (OPR: Business, OCR: Enrollment) **PROGRESSING**
 - **KPI 2.15:** Build outdoor athletic complex [2021] (OPR: Athletic, OCR: Business, Advancement, President) **PROGRESSING**
- **Technology:** Provide a technological infrastructure to support and inspire excellence in education and support services.
 - **KPI 2.21:** Maintain stakeholder (faculty & staff) satisfaction above 85% (OPR: President, OCR: All)
 - **KPI 2.22:** Move the entire campus (Staff & Students) to Microsoft 365 [2017] (OPR: President) **COMPLETED**
- **Human Resources:** Hire, retain, and mentor talented employees who share a love for Central Christian College of Kansas, its students, and its mission.
 - **KPI 2.31:** Address pay inequity (internal) [2017] (OPR: President, OCR: All) **PROGRESSING**
 - **KPI 2.32:** Maintain a Human Resource Office [2018] (OPR: President, OCR: Business) **MET**
 - **KPI 2.33:** Address pay inequity (external) [2021] (OPR: President, OCR: All) **PROGRESSING**
- **Marketing:** Communicate the story of Central Christian College in order to promote loyalty, community, and ownership.
 - **KPI 2.41:** Publish an annual President's Report [2017] (OPR: President, OCR: Marketing) **MET**

- **KPI 2.42:** Hire director and develop marketing department (OPR: President) **COMPLETED**
- See KPI 4.55

CULTURAL ENGAGEMENT

Engage in Christian service, leadership, and citizenship locally and globally.

- **Accessibility:** Provide expanded access to educational opportunities on and off campus.
 - **KPI 3.11:** Maintain a student success strategy that supports accessibility to educational offerings (OPR: Enrollment)
 - **KPI 3.12:** Create Central Work Program – Give students’ opportunity to graduate without accumulating debt. [2020] (OPR: President) **COMPLETED**
 - **KPI 3.13:** Increase partnerships with high schools – Goal of 10. (OPR: Provost) **COMPLETED**
- **Increased Diversity:** Increase the diversity of the student body, faculty and staff.
 - **KPI 3.21:** Host ESL/International Program (OPR: Enrollment, OCR: Provost)
 - **KPI 3.22:** Increase diversity in faculty by leveraging diverse trade publications (OPR: Provost) **MET**
 - **KPI 3.23:** Maintain enrollment diversity ratios above regional benchmarks (OPR: Enrollment) **MET**
- **Spiritual Development:** Provide opportunities for evangelism, discipleship, and service.
 - **KPI 3.31:** Sponsor one mission’s trip each academic year (OPR: Enrollment) **MET**
 - **KPI 3.32:** At least one athletic team participating in a cross-cultural mission’s experience – every four years (OPR: AD) **MET**
 - **KPI 3.33:** Maintain a 75% attendance ratio of Faculty & Staff at student-centric spiritual formation events (OPR: Enrollment, OCR: All)
- **Citizenship:** Provide for and support the public good through humanitarian engagement.
 - **KPI 3.41:** Have each Cabinet member serve on a Board or Service Organization [2018] (OPR: All) **Met**
 - **KPI 3.42:** Have each campus sponsored organization/club sponsor at least one community service initiative each year [2018] (OPR: Enrollment, OCR: All) **MET**

PROGRAMMATIC DISTINCTION

Provide a premier educational experience.

- **Accreditation:** Maintain the highest levels of accreditation as is appropriate for the aspirations of the College.
 - **KPI 4.11:** Receive approval from HLC to expand online offerings **COMPLETED**
 - **KPI 4.12:** Gain approval for a Master’s Program through the Higher Learning Commission [2021] (OPR: Provost)
 - **KPI 4.13:** Gain programmatic accreditation in at least one program/major [2020] (OPR: Provost)
 - **KPI 4.14:** Get on the Open Pathway [2023] (OPR: Provost)
- **Athletics:** Increase the prominence of athletics and athletic performance.
 - **KPI 4.21:** Hire a fulltime athletic director **COMPLETED**
 - **KPI 4.22:** MOVED
 - **KPI 4.23:** A majority of programs complete winning seasons [2019] (OPR: Athletics)
 - **KPI 4.24:** Hire a Full-time Athletic Trainer [2016] (OPR: Athletics) **COMPLETED**
 - **KPI 4.25:** Initiate Hall of Fame event as part of athletic advancement [2020] (OPR: Athletics) **MET**

- **KPI 4.26:** Twenty-five percent of all athletes eligible for Conference Student-Athlete honors. [2021] (OPR: Athletics, OCR: Provost)
- **KPI 4.27:** Maintain eligibility as a Champion of Character Institution. [2021] (OPR: Athletics)
- **Academics:** Increase the prominence of academic programs through exceptional educational experiences, collaborative research, and excellence in extra-curricular involvement. (OPR: Provost)
 - **KPI 4.31:** Expand SPE Offerings (OPR: Provost)
 - One Program [2016]
 - Two Programs [2017]
 - Two Programs [2018]
 - One Program [2019]
 - Master's Program [2020]
 - **KPI 4.32:** Establish an Online Campus [2017] (OPR: Provost)
 - KPI 4.33: MOVED
 - **KPI 4.34:** Maintain a Faculty with 65% holding a Doctoral Degree. (OPR: Provost) **NOT MET**
 - **KPI 4.35:** Sponsor an honor society for each program/major (as available). (OPR: Provost)
- **Co-Curricular & Support Services:** Provide quality and effective services designed to reinforce and enhance the mission of the College and the success of its constituency.
 - **KPI 4.41:** Establish a career service program [2017] (OPR: Enrollment)
 - **KPI 4.42:** Sponsor an annual diversity exposure event [2018] (OPR: Enrollment)
 - **KPI 4.43:** Sponsor an annual social justice series [2018] (OPR: Enrollment)
 - **KPI 4.44:** Host annual fund-raising event focused on social/community concern [2019] (OPR: Enrollment, OCR: Spiritual Life)
- **Esprit de Corps:** Foster a spirit of community, ownership, and optimism resulting in engagement of the community and College constituency.
 - **KPI 4.51:** Initiate a community/constituency appreciation program [2020] (OPR: Advancement, OCR: All) **ONGOING**
 - KPI 4.52: MOVED
 - **KPI 4.53:** Maintain a campus communication plan that engages the campus community and allows the community to engage the process. (OPR: Advancement, OCR: All)
 - **KPI 4.54:** Sponsor a minimum of six public facing Presidential events each academic year [2019] **MET**
 - **KPI 4.55:** Maintain a monthly alumni communication apparatus [2016] (OPR: Advancement, OCR: All) **MET**

KPI PROGRESS & ASSESSMENT MATRIX

Last Updated Feb 2020

FINANCIAL VIABILITY					
Reference	Status	Data	Oversight	Target	Revisions & Updates
KPI 1.11: Maintain CFI demonstrating financial responsibility in accordance with Dept. of Education regulations; CFI \geq 1.5	Progressing	<ul style="list-style-type: none"> • CFI 1.0 [2018-2019] • CFI .10 [2017-2018] • CFI .90 [2016-2017] • CFI .90 [2015-2016] • CFI .80 [2014-2015] • CFI .90 [2013-2014] • CFI .90 [2012-2013] • CFI .40 [2011-2012] 	OPR: Business, OCR: All offices	2021	Originally KPI 1.0 [2013] Established 2013
KPI 1.12 Reduce debt	Progressing	<ul style="list-style-type: none"> • Debt has increased by an average of 1% for the past four years (as of 2018/19 final audit) • Replenished cash solvency of the Restricted Fund (approximately \$200,000) [2016-2017] • \$##### [2016-2017] • \$9,230,703 [2015 2016] • \$9,221,304 [2014 2015] • \$6,854,903 [2013 2014] • \$5,324,302 [2012-2013] 		2025	We deferred this goal due to strategies related to 1.11 Updated progression goals [2017] Updated in 2016 from <i>Reduce debt by 10%</i> Originally KPI 4.2 [2013] Established 2013
KPI 1.13 Tithe from results of operations	Not Met	<ul style="list-style-type: none"> • No Data [2016-2017] • \$5,000/month (The Well) [2015-2016] • \$5,000/month (The Well). [2014-2015] 		Ongoing	Delayed until CFI >1.5 Established 2015
KPI 1.14 Maintain a traditional (SAS) give-back ratio below 50%	Progressing	<ul style="list-style-type: none"> • 60% [2018-2019] • Significant modifications made to the tracking system. [2018] 		Ongoing	Established 2015

		<ul style="list-style-type: none"> • 60% [2017-2018] • 62% [2016-2017] • 64% [2015-2016] • 62% [2014-2015] • Scholarship/Grant tracking system (EXCEL) initiated by the Admissions Office [2014-2015] 			
KPI 1.21 Retention >75%	Progressing	<ul style="list-style-type: none"> • 61% retention of Fall 18 full time, first time freshman (IPEDS) • Participated in the CCCU-CAP Student Satisfaction Inventory (SSI) • 58% [2017] • Participated in Ruffalo Noel Levitz National Study on Retention in an effort to provide better benchmarking and comparative Data [2016-2017] • Participated in NSSE in an effort to better understand student satisfaction as part of the first year experience and senior persistence [2016-2017] • <i>Enrollment and Retention Plan – Stage II</i> submitted to Strategic Plan [2015-2016] • 63% [2014-2015] • Development of Retention Plan – Stage I [2013-2014] • Implementation of LRAP [2012-2013] 		2020	Originally KPI 1.1 [2013] Established 2013
KPI 1.22 Persistence rate >55%	Progressing	<ul style="list-style-type: none"> • 36% (2018 or FA 2015 cohort) • 43% [2017] • Participated in Ruffalo Noel Levitz National Study on Retention in an effort to provide better benchmarking and comparative Data [2016-2017] • Participated in NSSE in an effort to better understand student satisfaction as part of the first year experience and senior persistence [2016-2017] 		2020	Originally KPI 1.1 [2013] Established 2013

		<ul style="list-style-type: none"> Modified introductory online course (PHP) to focus more on online learning success: Pass rates increased to 90%; formally was 58% [2016-2017] <i>Enrollment and Retention Plan – Stage II</i> submitted to Strategic Plan [2015-2016] Development of Retention Plan – Stage I [2013-2014] Implementation of LRAP [2012-2013] 			
KPI 1.23 Increase SAS enrollment by 3% annually	Progressing	<ul style="list-style-type: none"> Fall 18 to Fall 19 decrease of 11% Fall 17 to Fall 18 decrease of 14% Fall 16 to Fall 17 increase of 7% <i>Enrollment and Retention Plan – Stage II</i> submitted to Strategic Plan [2015-2016] Fall-to-Fall Increase (14-15) – 2% [2013-2014] – Two year average 5% Fall-to-Fall Increase (13-14) – 9% [2013-2014] Institutional dashboard projections calculated and recorded [2012-2013] 		2020	Originally KPI 1.2 [2013] Established 2013
KPI 1.24 Increase SPE enrollment by 12% annually	Progressing	<ul style="list-style-type: none"> Fall 18 to Fall 19 decrease of 8% Fall 17 to Fall 18 decrease of 9% Fall 16 to Fall 17 decrease of 14% Transitioned Criminal Justice marketing and enrollment management to KeyPath and added an Associate of Arts and Associate of Arts in Criminal Justice [2016-2017] Began partnership with KeyPath (ceasing contract with GHE) in order to leverage key virtual marketing strategies [2015-2016] <i>Enrollment and Retention Plan – Stage II</i> submitted to Strategic Plan [2015-2016] Fall-to-Fall Increase (15-16) – 29%; Five year average of 50% [2015-2016] 		2020	Added 2016 Established 2016

KPI 1.31 Increase President's circle by 25%	Inactive				Goal was moved to Advancement as part of operational/divisional goal. Established 2015
KPI 1.32 Increase Alumni giving by 30%	Inactive				Goal was incorporated as part of Advancement operational goal Established 2015
KPI 1.33 Unrestricted donations support 10% of annual budget	Progressing	<ul style="list-style-type: none"> • \$2,065,179 [2018-2019] • \$683,491 [2017-2018] • \$584,058 [2016-2017] • \$616,998.83 in Unrestricted funds. This total met and exceeded the 10% support of the annual budget. (Goal was \$530,000) [2015-2016] 		Ongoing	Updated in 2016 from Development provides 10% of total budget Originally KPI 4.5 "10% of the total budget supported by Development" [2014] Established 2014
KPI 1.34 Establish CCK Foundation to manage endowment and auxiliary revenue streams to support the CCK mission	Met	<ul style="list-style-type: none"> • Established CCK Foundation [2018-2019] • Official paperwork filed with the IRS [2016-2017] • CCK Board approved the structure of the Foundation Board [2016-2017] • Application submitted to the IRS requesting 501-C3 status 2015-2016] 		2017	Updated in 2016 from Establish a foundation Established 2014
KPI 1.35 Balance endowment position and grow endowment (\$8M by 2021)	Progressing	<ul style="list-style-type: none"> • Launched the Capital Campaign [2016-2017] • \$5,964,810 [2015-2016] 		2021	Established 2016
KPI 1.36 Athletic advancement initiatives that support 25% of the athletic budget	Not Met	<ul style="list-style-type: none"> • No data prior to 2017 		2021	Adjusted Target until 2021 [2017] Moved from KPI 4.22 [2016]

					Originally KPI 3.2 [2013] Established 2013
KPI 1.41 Net revenue of \$500,000 annually (Auxiliary Business)	Progressing	<ul style="list-style-type: none"> • \$159,427 [2018-2019] *Holdings contributions subtracted • \$355,568 [2017-2018] • \$354,731 [2016-2017] • \$260,026 [2015-2016] • \$106,746 [2014-2015] • \$(13,226) [2013-2014] 		2018	Data taken from LLCs Activity Sheet in final Audit Modified from single goal in 2015 Strategic Plan Originally KPI 4.6 "Supplementary Revenue Streams" [2013] Established 2013
KPI 1.42 Grow number of students in President Opportunity Challenge each year	Met With Concerns	<ul style="list-style-type: none"> • No longer a KPI in this section SEE KP 3.12 • 42 CWP's [2016-2017] • 21 CWP's [2015-2016] 			Move to KPI 3.12 (2016)
OPERATIONAL EFFICIENCY					
KPI 2.11 Campus Maintenance Plan	Not Met	<ul style="list-style-type: none"> • Fully Implementation of National Management Resources for campus maintenance [2016-2017] • Assignment of new Maintenance Director on College Campus [2016-2017] • No Plan [2015-2016] • No Plan [2014-2015] 		2017	Established 2015
KPI 2.12 Deferred Maintenance Plan	Progressing	<ul style="list-style-type: none"> • Plan Updated for 2017-2018 [2016-2017] • Deferred maintenance issues have been identified and quantified in a document using the Covey quadrant prioritization chart. [2015-2016] • Currently \$1.9 million in deferred urgent and important repairs. Most urgent and Important 		2016	Established 2015

		repairs are HVAC systems, vehicles and roofs. [2014-2015]			
KPI 2.13 Build Dormitory	Progressing	<ul style="list-style-type: none"> Included in the Capital Campaign, launched in 2017 [2016-2017] Received the city's preliminary permission for parking [2016-2017] Initial drawing submitted for preliminary discussion and need analysis [2015-2016] Initiated funding inquiries with USD [2014-2015] 		2021	Established 2016
KPI 2.14 Enhance Campus Security	Progressing	<ul style="list-style-type: none"> Updated Emergency Signage [2016-2017] Launched student security watch (SOAR) [2016-2017] Hosted Campus Shooter Training [2015-2016] 		2020	Established 2016
KPI 2.15 Athletic Complex	Progressing	<ul style="list-style-type: none"> Included in Capital Campaign [2016-2017] Purchased Light Capital [2015-2016] 		2021	Established 2016
KPI 2.21 Maintain stakeholder satisfaction >85%	Not Met	<ul style="list-style-type: none"> No Data [2016-2017] No Data [2015-2016] No Data [2014-2015] 		Ongoing	Updated from Staff IT as the same level of other regional institutions Established 2015
KPI 2.22 Office 365	Completed	<ul style="list-style-type: none"> Migration complete [2015-2016] 		2017	Established 2015
KPI 2.31 Internal Pay Inequity	Progressing	<ul style="list-style-type: none"> Initiated internal Pay Inequity study focused on classifications of jobs [2017] Presented a revised Load Calculation plan to Faculty for modification and approval [2016-2017] Faculty equity study resulted in salary recalculations and redistribution of budget allowance [2015-2016] 		2017	Established 2015

KPI 2.32 Human Resource Office	Progressing	<ul style="list-style-type: none"> • Combined Accounts Payable with Human Resources [2017-2018] 		2018	Established 2015
KPI 2.33 External Pay Equity	Not Met	<ul style="list-style-type: none"> • Presented a revised Load Calculation plan to Faculty for modification and approval. [2016-2017] • Fulltime Faculty salaries under <i>identified benchmark</i> were adjusted for 2016-2017 [2015-2016] 		2021	Established 2016
KPI 2.41 Annual President's Report	Met	<ul style="list-style-type: none"> • Launched First President's Report [2017-2018] 		2018	Delayed until 2018 due to establishment of Marketing Office Established 2015
KPI 2.42 Marketing Office	Completed	<ul style="list-style-type: none"> • Director of Admissions and Marketing [2018-2019] and Design Technician [2018-2019] Hired • Hired Marketing Director – Office established [2016-2017] 		2017	Established 2014
	CULTURAL ENGAGEMENT				
KPI 3.11 Student Success	Progressing	<ul style="list-style-type: none"> • Moved Student Success Center (SAS) to Science Hall in old classroom and provided new furniture and layout [2017-2018] • The Student Success Center (SAS) has a student utility rate of 66% [2016-2017] • Initiated the Pathway Program for SPE based on outcomes realized during the Open Enrollment initiative shut down in 2016 [2016-2017] • Hired an additional staff member [2015-2016] • Open Enrollment for SPE Closed: Student performance was not enhanced and retention rates were negatively impacted – the decision was made to stop open enrollment and maintain entry requirements and admissions 		Ongoing	Modified from Initiate remedial program to support open enrollment [2016] Established 2015

		<p>requirements that enhanced student success [2015-2016]</p> <ul style="list-style-type: none"> • Student tutoring was launched for online students [2014-2015] 			
<p>KPI 3.12 Create and execute successful Central Work Program</p>	Completed	<ul style="list-style-type: none"> • 21 CWP's [2018-2019] • Program no longer taking new applicants, working the current students through and out of the program. [2018-2019] • 42 CWP's [2016-2017] • 21 CWP's [2015-2016] • Program initiated [2014-2015] 		Ongoing	<p>Modified from Establish President Opportunity Grant KPI 1.42 [2016]</p> <p>Modified from single goal in 2015 Strategic Plan</p> <p>Originally KPI 1.4: "Reduction of Student Load" [2013]</p> <p>Established 2013</p>
<p>KPI 3.13 Increase partnerships with local high schools – 10 schools</p>	Completed	<ul style="list-style-type: none"> • 12 Institutions [2016-2017] 		Ongoing	Established 2015
<p>KPI 3.21 Host ESL/International Program</p>	Progressing	<ul style="list-style-type: none"> • Hosting two Chinese exchange students [2016-2017] • Faculty approved GELI Program, establishing ESL program and courses. [2015-2016] • President & Provost visited China; two articulation agreements signed [2015-2016] • Contracted with Chinese recruiter [2014-2015] • Program initiated [2014-2014] • Hired International Coordinator [2013-2014] • President & Provost visited China on a fact finding mission [2013-2014] 		Ongoing	<p>Modified from <i>Initiate an ESL Program</i> Originally KPI 1.5 [2013]</p> <p>Established 2013</p>
<p>KPI 3.22 Faculty Diversity</p>	Met – With Concerns	<ul style="list-style-type: none"> • All open positions are advertised through Diverse Issues in Higher Education (Diverse Jobs) 		Ongoing	<p>Modified from <i>Initiate an ESL Program</i></p> <p>Established 2015</p>

<p>KPI 3.23 Maintain enrollment diversity ratios above regional benchmarks</p>	Met	<ul style="list-style-type: none"> • CCKK = 45% - KICA = (42%) [2018-2019] • CCKK = 51% - KICA = (41%) [2017-2018] • CCKK = 46% - KICA = (39%) [2015-2016] • CCKK = 48% - KICA = (30%) [2014-2015] • CCKK = 53% - KICA = (28%) [2013-2014] 		Ongoing	Established 2016
<p>KPI 3.31 Sponsor one mission's trip each academic year - Campus</p>	Met	<ul style="list-style-type: none"> • Oakdale [2016-2017] • Portland, Mexico [2015-2016] • Dallas [2014-2015] • Haiti [2013-2014] • Haiti [2012-2013] 		Ongoing	Established 2016
<p>KPI 3.32 At least one athletic team participating in a cross-cultural missions experience, every four years</p>	Met	<ul style="list-style-type: none"> • Golf – Hurricane Harvey Relief in Rockport, TX [2018] • Baseball—participated in project for the McPherson Food Bank [2017] • Softball—Participated in a Feed the Homeless Program in Orlando, FL [2017] • Women's Soccer—participated in NCCAA community events in Kissimmee, FL [2015 and 2016] • Golf – Native American Reservation [2016-2017] • Golf & Tennis (M/W) – Native American Reservation [2015-2016] 		Ongoing	Established 2016
<p>KPI 3.33 Maintain a 75% attendance ratio of faculty & staff at spiritual formation events</p>	Not Met	<ul style="list-style-type: none"> • No Data 		Ongoing	<p>Upon consideration, this KPI did not reflect the true nature of the outcome desired – removed [2017]</p> <p>Established 2016</p>
<p>KPI 3.41 Have each Cabinet member serve on a Board or Service Organization</p>	Met	<ul style="list-style-type: none"> • President: McPherson Hospital Board & Kansas Cosmosphere Education Advisory Board, United Way Board; Academic Dean: Countryside Community Garden and Worship 		Ongoing	Established 2016

		Team Committee at Countryside Covenant Church, McPherson, KS; AD: No data; Foundation: The Cedars – Chair of Finances; Advancement: Missions Leadership Team at Crosspoint Church (Hutchinson, KS); Student Life: Serves as staff during summers at Kansas Bible Camp and Camp Elim.			
KPI 3.42 Have each campus sponsored organization/club sponsor at least one community service initiative each year	Progressing	<ul style="list-style-type: none"> Education Club sponsored CHUMS; Pi Gamma Mu worked with Circles providing childcare; Phi Beta Lambda hosted a March of Dimes Stand Up for Orphans event[2017]; SGA hosted three blood drives; Flying Tigers assisted the McPherson Airport as part of the JAARS event [2016-2017] Education Club (CHUMS); Phi Beta Lambda hosted a March of Dimes Stand Up for Orphans event[2017]; SGA hosted three blood drives; Flying Tigers assisted the McPherson Airport as part of the JAARS event [2015-2016] 		2018	Established 2016
PROGRAMMATIC DISTINCTION					
KPI 4.11 Receive approval from HLC to expand online offerings	Met	<ul style="list-style-type: none"> Permission to expand to 100% granted as an outcome of an embedded request in the 2013 Comprehensive Visit. [2012-2013] 		2014	Established 2013
KPI 4.12 Gain approval for a Master's Degree	Progressing	<ul style="list-style-type: none"> Completed an initial study to discover market needs, which resulted in the launch of the Insurance/Risk Management Program [2014-2015] Initiated self-study and market need analysis [2013-2014] 		2021	Originally KPI 1.3 & 2.3 [2013] Established 2013
KPI 4.13 Gain programmatic accreditation in at least one program/major	Progressing	<ul style="list-style-type: none"> The Business Department completed an initial investigation identifying the costs and steps needed to complete the accreditation process [2016-2017] 		2020	Established 2016

KPI 4.14 Get on the Open Pathway	Progressing	<ul style="list-style-type: none"> • Team drafts of Assurance Argument submitted to editor for comprehensive draft [2016-2017] • IAC concurred with the team's findings and affirmed progress [2016-2017] • Focused Visit Report Draft submitted to the Board [2015-2016] 		2023	Established 2016
KPI 4.21 Hire a fulltime athletic director	Met	<ul style="list-style-type: none"> • New athletic director hire [2018-2019] • New athletic director hired [2016-2017] • Hired [2014-2015] 		2016	Originally KPI 3.2 [2013] Established 2013
KPI 4.22 Athletic advancement initiatives that support 25% of the athletic budget	Not Met			2018	KPI moved to KPI 1.36 [2016] Originally KPI 3.2 [2013] Established 2013
KPI 4.23 Fifty percent of teams complete winning seasons (>.500)	Not Met	<ul style="list-style-type: none"> • .388 [2016-2017] • .417 [2015-2016] • .277 [2014-2015] 		2019	Originally KPI 3.3 [2013] Established 2013
KPI 4.24 Hire full-time Athletic Trainer	Met	<ul style="list-style-type: none"> • Hired full time trainer and had part time trainer [2018-2019] • Hired Trainer [2014-2015] 		2016	Originally KPI 3.4 [2013] Established 2013
KPI 4.25 Initiate Hall of Fame event as part of athletic advancement	Progressing	<ul style="list-style-type: none"> • Hosted Hall of Fame event [2018-2019] • AD building strategy for implementation [2017-18] • Engaged statistician to review athletic records to ensure archival data [2016-2017] 		2020	Established 2016
KPI 4.26: Twenty-five percent of all athletes eligible for Conference Student-Athlete honors.					Established 2017

KPI 4.27: Maintain eligibility as a Champion of Character Institution					Established 2017
KPI 4.31 Expand SPE Offerings	Progressing	<ul style="list-style-type: none"> • Launched Associates in Criminal Justice [2016-2017] • Completed <i>Competitor</i> study [2015-2016] • Launched Associates [2015-2016] • Launched Psychology [2014-2015] • Launched Interdisciplinary [2014-2015] • Spanish Ministry Leadership Program [2013-2014] – This KPI (2.2 from 2013) was abandoned due to lack of support from the World Ministry Center and Leadership [2013-2014] 		2020	Modified from Initiate 2-3 new programs/majors in the School of Professional Education KPI 1.6 “Introduce Criminal Justice as a hybrid program to SAS students” combined with this KPI. [2014] Established 2013
KPI 4.32 Establish an online campus	Met –With Concerns	<ul style="list-style-type: none"> • Switched to Keypath Education [2016-2017] • Launched Dialog – Enhancement will continue through 2017 [2014-2015] 		2017	Established 2014
KPI 4.33 Submit an application for a Master’s Program to the Higher Learning Commission	Withdrawn				This KPI was moved to KPI 4.12.
KPI 4.34 Maintain a Faculty with 75% Ph.D.’s or Terminal degrees	Not Met	<ul style="list-style-type: none"> • 29% [2018-2019] Includes SPE faculty • 27% [2017-2018] Includes SPE faculty • 32% PH.D. One ABD and one starting spring of 2017 [2016-2017] • 25% [2015-2016] • 37% Ph.D. [2014-2015] 		Ongoing	Established 2014
KPI 4.35 Sponsor an honor society for each program/major	Progressing	<ul style="list-style-type: none"> • Business/PBL: Sigma Beta Delta [2015-2016] • Science: Beta Beta Beta [2015-2016] • Online: Alpha Sigma Lambda [2015-2016] • English: Alpha Sigma Iota [2014-2015] • Athletics: Chi Alpha Sigma [2014-2015] • Social Science: Pi Gamma Mu [2013-2014] 		Ongoing	Established 2014

KPI 4.41 Establish a career services program	Progressing	<ul style="list-style-type: none"> Hosted on-campus Job Fair [2016-2017] Initiated Senior Seminar (SAS) [2015-2016] 		2017	Established 2014
KPI 4.42 Sponsor and annual diversity event	Progressing	<ul style="list-style-type: none"> Hosted Rev Loggins as part of a campus-wide spiritual formation event [2016-2017] Hosted Cross-cultural forum for faculty and staff [2016-2017] Participated in a joint effort with Hutchinson Community College for MLK Day [2016-2017] 		2018	Established 2016
KPI 4.43 Sponsor and annual social justice series	Not Met	<ul style="list-style-type: none"> No Date [2016-2017] 		2018	Established 2016
KPI 4.44 Host an annual fund-raising event focused on a social/community concern	Progressing	<ul style="list-style-type: none"> No Data [2016-2017] Hosted Operation Christmas Child [2015-2016] 		2019	Established 2016
KPI 4.51 Initiate a community/constituency appreciation program	Progressing	<ul style="list-style-type: none"> Hosted <i>Lunch with a Cop</i> [2018-2019] Hosted <i>Coffee with a Cop</i> [2018-2019] Hosted <i>Coffee with a Cop</i> [2016-2017] Hosted BBQ for local law enforcement (Blue Salute BBQ) [2016-2017] 		2020	Established 2015
KPI 4.52 Have each Cabinet member serve of a local Board or Service Organization	Modified	<ul style="list-style-type: none"> 			KPI moved modified and moved to KPI 3.41
KPI 4.53 Maintain a campus communication plan that engages the campus community and allows the community to engage the process	Met	<ul style="list-style-type: none"> Added the <i>Tiger Central App</i> campus wide [2016-2017] Added digital signage and spiritual formation communication [2016-2017] <i>Read Ahead</i> – All Staff [2015-2016] Director’s Meetings [2014-2015] Shared Drive [2013-2014] 		Ongoing	KPI needs specificity Established 2016
KPI 4.54	Progressing	<ul style="list-style-type: none"> Eight Roundtables [2016-2017] Six Roundtables [2015-2016] 		2019	Established 2016

Sponsor a minimum of six public facing Presidential events each academic year		<ul style="list-style-type: none"> Nine Roundtables [2016-2017] 50% increase in attendance 			
KPI 4.55 Maintain a monthly alumni communication apparatus	Met – On Time	<ul style="list-style-type: none"> TODAY monthly webzine established. Click and Open rates significantly higher than national averages (CR-25.5%; OR-26.14) [2016-2017] 		2016	Established 2016

STRATEGIC ENROLLMENT MANAGEMENT PLAN – 2018 UPDATE

PREFACE

Central Christian College of Kansas articulated a Retention Plan as part of the Strategic Plan instituted with the beginning of the Hoxie Administration, in 2012. At the time of its unveiling, the creators noted that while the outcomes would remain stable, the strategies and initiatives used to obtain these goals would evolve.

Early in 2015, it was evident that the five-year division of the strategic plan (2013-2018) was insufficient to address the number of changes that have affected the institution. This led the leadership team to begin the process of updating the Strategic Plan, which included an updated five-year plan and an updated retention plan. This need for modification was fortuitous. At the time of the update, data demonstrated increases in traditional retention. However, traditional enrollment was declining. At the same time, online enrollment was increasing significantly, but showed weak persistence rates.

The revision of the Strategic Plan provided the opportunity to also publish a modified Strategic Enrollment Management Plan (SEMP) and address the following objectives:

1. Respond to deficits in the retention plan designed for the first five-year plan. Specifically, this updated SEMP will include initiatives and goals associated with the School of Professional and Distance Education (SPED).
2. Build upon the successes associated with the first retention plan and its outcomes.

Prior to 2009, retention was largely the property of the Admissions Office and was predominately focused on data tracking. In 2009, retention came under the oversight of the Office of Student Affairs and the Chief Student Affairs Officer. With that transition, retention data was used to initiate strategic retention efforts. In 2014, the Provost's Office was also added to this process as retention strategies for non-traditional students also became a focus of the institution. In 2017, CCKK redesigned its administrative structure and appointed a Vice President of Enrollment. This position ties directly with the Strategic Enrollment Management Plan.

Most recently, a perspective shared in this document, retention efforts have been the product of the combined efforts and input of Academics, Student Affairs, Admissions, Financial Aid, Institutional Research, and the President's Cabinet. This is a significant change in how retention was approached in the past, since it now assumes that enrollment management is the responsibility of the entire institution; rather than the work of one department. As such, this document is a representation of the synergistic energies of a campus culture dedicated to student success and the advancement of its mission.

Joel Figgs
Vice President of Enrollment

EXECUTIVE SUMMARY

This Strategic Enrollment Management Plan (SEMP) supports the CCK Strategic Plan by providing an informed mechanism for deploying support and resources designed to enhance student enrollment, retention, and persistence. This plan includes three segments:

- Part I: The Organizing Framework
- Part II: The Environmental Overview
- Part III: The Plan

As is true for any dynamic document, the data and the plan set forth herein are in a continuous state of flux. As such, this plan codifies a design that will require revision and refinement as the needs of the institution and the results of the data provide greater clarity. Being an organic document, the current iteration may illustrate significant modifications from earlier versions. The reader should refer back to earlier versions of the Strategic Plan to view source documents in their original form.

In order to reach the enrollment goals, as stated in the Strategic Plan, the institution has adopted the following initiatives:

- Initiative I: Enhance data collection and treatment of findings
- Initiative II: Enhance student persistence through a culture that is focused on academic and social engagement
- Initiative III: Enhance pre-enrollment services
- Initiative IV: Enhance programming to attract and preserve student enrollment

ORGANIZING FRAMEWORK

The intent of all Strategic Enrollment Management initiatives is to provide efficient and effective operations, leading toward improved retention and persistence of students at the College. Data informs these initiatives, ensuring that program oversight receives timely and relevant input.

Student retention and persistence is an ongoing concern of nearly every institution intent on offering a quality education experience. As such, the College a comprehensive tracking system (included in the Data Book) to record and provide longitudinal data. Annual data tracking helps inform goal setting and assess programmatic success. Data points include:

- Student Persistence Fall to Fall/Head to Head
- Student Persistence Fall to Spring/Head to Head
- Student Persistence Fall to Fall/Students in Residence
- Student Persistence Fall to Fall/Students of Color
- Student Persistence Fall to Spring/Students of Color
- Student Persistence Fall to Fall/Student Athletes
- Student Persistence Fall to Fall/By Class

The purpose of the tracking of this data, other than for the purposes of assessing budgetary projections, is to determine trends within certain subcategories; evaluating when a student may choose to end their CCK experience prior to the receiving of a degree and in what category we often find those students.

Since fall 2009, CCKC began assessing student’s self-reported plans for return from the fall semester to the spring and from the spring to the fall. Each semester prior to the selection of courses for the following semester, CCKC administers an Intent to Return Survey (IRS) to the students. This self-reporting tool allows the College to gauge the probability that a student may or may not return to CCKC for the following semester. The information is compiled on a spreadsheet with the information divided into categories of Returning, Not Returning, Undecided and Graduating. The information is processed by the Student Affairs staff and disseminated to the faculty, coaches and advisors to solicit additional information as to why the student may be choosing to not return and to give key individuals in the students’ CCKC experience an opportunity to explore what options the student may have to return for another term and persist on to graduation.

Furthermore, students whose intention it is to leave CCKC prior to the completion of the undergraduate studies are asked to complete an “Exit Survey” in which they are asked to evaluate their experience as a student and to state their reasons for not persisting. The information gathered has helped to shape the persistence efforts.

ENVIRONMENTAL OVERVIEW

In 2017, data collection shifted from internally derived data points to the utilization of nationally recognized data points (i.e. IPEDS, SAM, KICA). Therefore, the College relies on definitions provided by the National Center for Education Statistics and other reliable sources.

The overarching goal of Phase I was to raise the 64% retention average (Head-to-Head average from 2000 – 2010) to 69% by the fall of 2015. The institution choose to set an annual goal of increasing the retention rate by 2%. The specific goals are illustrated in Table 2.1. Actual data from each year has also been recorded for evaluative purposes.

Table 2.1

Three Year Retention Goal – By Year

Year	Percent Increase	Goal	Actual
2013	2%	65%	68.00%
2014	2%	67%	68.60%
2015	2%	69%	68.20%

According to the National Collegiate Retention and Persistence-to-Degree Rates⁵ (ACT institutional Data File, 2015), the national retention rate for first-time/full-time students (2013 to 2014) for Private institutions with a BA/BS was 70.2% ($M - N 249$; $SD 19.3$). For private institutions with traditional admissions requirements, the rate was 64% ($M - N 10$; $SD 29.2$). When looking at private institutions only offering Bachelor degrees, the rate was 64.9% ($M - 87$; $SD 11.6$).

⁵<https://www.ruffalonl.com/papers-research-higher-education-fundraising/student-retention-white-papers-and-trend-reports/act-collegiate-retention-persistence-rates>

As illustrated in Table 2.1, significant increases to retention occurred, though the institution did fall short of its overall goal of attaining a 69% retention rate. However, current retention is in alignment with state and national trends. These increases were the outcomes of a number of strategic initiatives, discussed further below.

While no specific persistence goal was identified in Stage I, the College did track persistence rates as part of its data collection process. The most recent data demonstrates a persistence rate of 35% in six years. This is significantly lower than the national average. According to National Collegiate Retention and Persistence-to-Degree Rates (ACT institutional Data File, 2015), the national persistence rate for private institutions with BA/BS was 57.2% ($M - N 155$; $SD 24.6$). For private institutions with traditional admissions requirements, the rate was 24.7% (4-years), 38.1% (5-years), and 42.3 % (6-years). When looking at private institutions only offering a Bachelor degrees, the rate was 37.0% (4-years), 45.3 (5-years), and 47.0% (6-years)⁶.

THE PLAN

ENROLLMENT MODEL

In conjunction with this Strategic Enrollment Management Plan, an enrollment model was developed to project student enrollment, based on the expected retention goals articulated in document. The purpose of this model is to illustrate how the impact of these strategies will affect enrollment data in future years.

Numbers here represent estimates based on historical data and identified enterprises that might affect enrollment. Data here inform budgets, though specific numbers may differ based on real-time analysis associated with budget planning. This plan is designed to provide trends that inform the budget and planning process.

SCHOOL OF PROFESSIONAL AND DISTANCE EDUCATION

Table 3.1 illustrates the enrollment goals through the 2020 academic year, the target of this initiative. This model was updated in the summer of 2016 to reflect the Strategic Plan's goal of 12% annual growth.⁷ The numbers are modified annually, as actual retention rates are applied. Therefore, the goals in Table 3.1 adjust as data is inputted. The benchmark numbers will remain here to provide historical reference and alignment with long-range planning.

Table 3.1

Enrollment Goals: School of Professional and Distance Education

⁶ <http://media.collegeboard.com/digitalServices/pdf/professionals/four-year-graduation-rates-for-four-year-colleges.pdf>

⁷ Initially the model, which assumed a Legacy Student persistence rate of 45% and a New Enrollment persistence rate based on a calculation of a rolling retention applied to the first term (70%) and a more steady retention rate applied to future terms (80%). This model was modified after the transition to Keypath, which significantly affected enrollment data. A new model was applied and updated in this report.

	FA-16	FA-17	FA-18	FA-19	FA-20
Original Projections/Goals	563	631	706	791	886
Rolling 12% Updated Goals		573			
Progress	512 (-51)	427 (-146)			
5Yr Rate of Increase	27%	18%			

The spring of 2021 is projected at 1050

SCHOOL OF LIBERAL ARTS AND SCIENCES

Table 3.2 illustrates enrollment goals for the School of Liberal Arts and Science through the 2020 academic year. The model assumes a 5-6% annual increase, applying a negative trend every three years of about 5%. The negative number is based on historical trends in recruiting cycles at CCCK. The goal is to maintain a 3% growth rate over a five-year period

The numbers will be modified annually, as actual retention rates are applied. Therefore, the goals in Table 3.2 will be adjusted in the Dash Board as data is inputted. The benchmark numbers will remain here to provide historical reference and alignment with long-range planning.

Table 3.2

Enrollment Goals: School of Liberal Arts and Sciences

	2016-17	2017-18	2018-19	2019-20	2020-21
Freshmen	120	130	120	130	140
Sophomore	73	80	87	80	87
Junior	62	57	62	67	62
Senior	48	58	53	58	63
Total (Benchmark)	304	325	322	335	352
Actuals	315 (+9)	341(+16)	297 (-25)		

2020 TRACKING MATRIX

In light of data gathered during Phase I, the following initiatives have been identified to assess progress through 2020. As is true of the strategic Plan, new initiatives may be added to this document. All KPI's are designed to be completed by 2020, unless otherwise noted (20##). Overall, the intent of these initiatives is to maintain retention and persistence rates above the national norm.

INITIATIVE I: ENHANCE DATA COLLECTION AND TREATMENT OF FINDINGS

Division	Topic	KPI	Progress	Metric	Frequency	Target	Source	Progress
Student Affairs	Exit Interview	Provide exit interview to students to determine trends causing student to leave the College	Exit interviews are administered at the point of withdrawal. Data is analyzed over the summer.	Derive key deficiencies and trends to help increase student retention by 2% annually while achieving and maintaining a 75% retention rate.	Annually	Increase of one more every two-years	Annual Update – Data Book	In Place [2016] In assessing data, it was determined that an expanded field of options needed to be added for “reasons for leaving” to provide more precise data collection [2017]
Student Affairs	Intent to Return Survey	Continue to utilize the Intent to Return Survey as a way to enhance advising and follow-up with on-the-edge students.	Surveys are administered approximately 7 weeks prior to the close of the semester.	Predictive analysis and data support for early intervention.	Semester	Annual 10% increase over baseline	Student Activities	In Place [2016]
Institutional	Education	Increase knowledge and resource base	As Available	Attendance at events	Annual	>3 events per	TBD	<i>Hearing the Students' Voice: Using NSSE Comments</i> – Center

		through professional development				academic year		for Postsecondary Research (2017) <i>Retention Excellence – Ruffalo Noel Levitz (2017)</i> <i>Improving Persistence and Completion Rates of Second-year and Transfer Students – Ruffalo Noel Levitz (2017)</i> <i>Hispanic Culture in American Colleges Colloquia (2017)</i>
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INITIATIVE II: ENHANCE STUDENT PERSISTENCE THROUGH A CULTURE THAT IS FOCUSED ON ACADEMIC AND SOCIAL ENGAGEMENT.

Division	Topic	KPI	Progress	Metric	Frequency	Target	Source	Progress
Academic & Student Affairs	Organizations	Expand and enhance student activity resource base to support academic and social organization.	Chartering system has been put into the Student Government Handbook with access to funds available.	Number of academic clubs/organizations and increased engagement in social activities.	Annually	Increase of one more every two-years. Evaluate the attrition and persistence of those who engage in	Internal Reporting	The Multi-Cultural Club received official recognition by SGA (2017)

						campus organizations.		
Academic	Program Efficacy	Continue to review programs through the Triennial process to ensure market viability.	Triennials are submitted to AAAC for review and modifications are considered	Submission and publication of data in Data Book	Annually	Annual 10% increase over baseline	Student Activities	In Place [2017] All programs have completed initial reporting.
Academic & Student Affairs	Fit-Four	Continue to develop integration of Fit-Four model into curricular and Co-curricular programming.	Program reports are submitted and required to be connected to one area of the Fit Four. The data is easily available based on the Four Fits.	Fit Four Labeling and census Satisfaction Survey linked to perceived knowledge and application of the Fit Four.	Annually	100% of programming linked to Fit Four	Triennial Reviews and Program Census	
Student Affairs	Connection Week	Continue to use and develop this New Student Orientation.	Orientation is in place and evaluated annually	Connections week student and parent surveys	Annually	Annual 5% increase over baseline	Student Affairs	
Student affairs	Student Success Center			Attendance Numbers Persistence rates	Annually	Annual 10% increase over SAP rate		

				Improved GPA				
Joint	Early Alert System	Expand the current Early Alert System, integrating with CAMS	Winter of 2016 Student Risk migrated to CAMS allowing real-time updates to staff.	CAMS Integration	One Time	2017	CAMS	COMPLETED – Student Rick reporting is active
Academics	Bookstore	Identify solutions to ensure the affordability and accessibility of course materials for all students.		Book Acquisition	Annually	100% of students equipped with courses materials	Course Feedback/Survey	COMPLETED
SPE	Course Materials	Identify solutions to ensure the timely receipt of course materials to enhance course engagement.		Book Acquisition	Annually	100% of students equipped with courses materials	Course Feedback/Survey	COMPLETED
	School Spirt/Ethos	Investigate mechanisms to increase esprit de corps and						

		student involvement						
Academics	Student Engagement	Enhance classroom experience through the professional development initiatives designed to train faculty members to effectively engage students		TIGER	Annually	Score above established baseline	Academic Office	Created 2017 Cohort Persona to educate Faculty

INITIATIVE III: ENHANCE PRE-ENROLLMENT SERVICES

Division	Topic	KPI	Progress	Metric	Frequency	Target	Source	Progress
SPE	Marketing	Develop <i>personas</i> of each online program to inform marketing strategies, based on historical persisting students.	Partnered with KeyPath Education	Personas	Annual	Completion	KeyPath	COMPLETED – Presented during Quarterly Meeting in 2016 – Resulted in Web Development.
SPE	Course One Success Rate	Provide needed support and design to promote	Curriculum team has reviewed the historical data and is working	Pass Rate	Cohort	Pass rate >75%	Status Reports/Data Book	COMPLETED – <i>Essentials of College Success</i>

		student success in the first (introductory) course for online students.	on design. (4/1/16) New Course Launch during Winter of 16.					launched – Pass rates increased significantly with retention rates increasing to the 90 th percentile.
SPE	Admissions Policy	Adjust admissions standards that are in alignment with persisting students.	Standards returned to 2.00, with avenues for students seeking amnesty.	Retention	Cohort	Overall retention >65% T1-T2 retention >70%	Catalog & Status Reports/Data Book	COMPLETED – SPE Admission standards set at 2.00, based on retention data. The team is investigating amnesty pathways to assist those students with low GPA, but ready to transition into college studies.
SPE	Pre-Enrollment Screening	Identify and utilize <i>markers</i> that inform student success as part of the		Completion of Document	One Time	Completion	Document	COMPLETED: CCKK provided specific markers,

		pre-enrollment process.						which have been incorporated into enrollment strategies used by Keypath – resulting in increased retention rates.
SPE	Course Materials	Identify solutions to ensure the timely receipt of course materials to enhance course engagement.		Course Material Distribution	Annual	100% of books in the hands of student prior to class start	Survey	COMPLETED: Tree of Life [2016-2017] Moved to use of ECampus
Student Affairs	Project Able	Increase budget and modify participation requirements.		GPA & Enrollment Data	Annual	First semester GPA above 2.0 Fall to fall 1 st year retention 60%	Annual Report	
SPE	Student Engagement Strategy	Implement a student engagement process identifying specific contact		Completion and implementation of document	One Time	100% of students being processed through the strategy.	Contact Strategy Document	

		points in the first term of the student lifecycle.						
Academic	Placement	Use placement assessment to assist in advising.	Placement testing is in place and scores are recorded. Professional Development services would aid in helping advisors know best how to use this information to advise.	Smarter Measure Study	One Time	Completion	Institutional Research	
Financial Aid & Enrollment Services	Package Awareness	Implement CAMS Portal or other Web service that allows student to track and maintain financial aid.		Student Satisfaction	Annually	5% increase from initial benchmark	KeyPath	
Financial Aid	SALT	Enhance financial awareness and education through the use of SALT membership and enroll		Memberships in SALT	Annual	90%	SALT	Complete No longer using SALT

		students in SALT programming						
Financial Aid	Customer Service	Develop a process to assess customer service through surveys or feedback loops.		Survey	Annually	TBD	Survey Gizmo	
Financial Aid	Timeliness	Ensure that students are not beginning enrollment without completing FA process.		Ratio of packages processed to confirmed enrollment	Term-by-term	100%	CAMS	COMPLETED: CCKK transitioned the DKS contract to focus on pre-enrollment counseling and processing. As of Winter of 2016 no students are progressing without completed FA packages.
Financial Aid	File Management	Ensure that returning students are engaged in the FA process early enough to complete		Timely File Management	Term-by-Term	10% Increase annually over baseline	CAMS	COMPLETED: CCKK transitioned the DKS contract to focus on pre-enrollment

		documentation in a timely manner.						counseling and processing. As of Winter of 2016 no students are progressing without completed FA packages.
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INITIATIVE IV: ENHANCE PROGRAMMING TO ATTRACT AND PRESERVE STUDENT ENROLLMENT

Division	Topic	KPI	Progress	Metric	Frequency	Target	Source	
Athletics	Development Programs	Establish and enhance development programs (junior varsity).		Team Development	Semi-Annually	One new JV team added to programming roster	Annual Audit	
Academic	Program Marketability	Continue to review programs to ensure compliance with best practice and trends	Triennials are submitted to AAAC, including a comparative analysis.	Submissions of comparative analysis with triennial.	Tri-Annually	Every program analyzed every three years	Data Book	
Athletics	Wrestling	Establish a wrestling program		Team Persistence	Annually	85% persistence rate	Annual Audit	COMPLETED

SPE	Curriculum Expansion	Continue to expand SPE offerings based on market research		Program Starts	Annual	1-2 new programs each year	Catalog	
SAS	Program Audit	Reduce program offering to enhance funding and support for primary programs		Funding	Annual	10% increase towards equal funding	Budget	In 16-17 Speech/Theatre, Organizational Communication, and Aviation Management were removed from the Catalog. Other programs are under review.
SAS/SPE	Portfolio	Establish the use of portfolio (career based)	2015 – Contracted with Keypath to leverage Selio	Level One: 2017 graduating seniors will have a portfolio (Linkedin). Level Two: Development of a curriculum plan for using Portfolio. Level Three: Implementation with incoming freshman.	Annual	100% of all graduating seniors have an employment portfolio	Annual Audit	Senior Portfolio was introduced to the SAS curriculum in 16-17. Modifications to the program are under review as we prepare for 17-18. SELIO was tested with SPE students spring of 2017 – data forthcoming.

SAS/SPE	Diversity	Increase the number of course offerings that include a cross-cultural competency.	Began relationship with Student International	Increase in courses	Annual	25% Increase	Master Course List (DV) Designation.	
SAS	Hybird Offerings	Initiate hybrid offerings to offset low enrolment in SAS.	Tested in Summer of 15 & 16	Increased enrollment in Hybird offerings	Annual	10% Increase	Enrollment Report	

Updates:

- Participated in Ruffalo Noel Levitz National Poll of Retention Indicators.

GLOSSARY

Core Values: These describe the instrumental values used to guide the operations of the institution. Each is an articulation of the principles and standards that inform all the functions and serve as a representation of the institution's moral position.

FTE: An acronym representing "Full Time Equivalent", which describes a computation used to derive a measure of size describing different populations related to the institution (e.g. students, faculty, and staff).

Graduate: An individual who has completed a program of study at the College and has been awarded a commensurate degree.

Outcomes: These operational statements describe a terminal state or condition that represents a desired future state. They are positional in that they are intended to describe an end point, not necessarily a process. The term *Outcome* is synonymous with the term *Ends*, which is used by the Board of Trustees to describe operational measures used to determine compliance.

Mission: The basic purpose of the institution. The Mission Statement succinctly states why the organization exists.

Performance Indicator (KPI): A description illustrating the condition of a process or outcome. This can often be numeric or represented by a series of symbols. Performance indicators tend to be quantitative and useful in developing statistical inferences.

Spiritual Disciplines: Exercises, practices, or routines, designed to assist the individual in spiritual growth and maturation (e.g. prayer, fasting, worship, study).

Stakeholder: A term used to describe any individual or organization that has a compelling interest in the operations of the institution. This interest includes investments and outcomes.

SWOT Analysis: A process through which the institution performs a series of internal and external assessments designed to identify strengths, weaknesses, opportunities and threats.

Vision Statement: This statement presents the ideal image of the institution. The vision statement does not describe the current state of the institution, but is the written summary of what the institution would like to achieve; a representation of the desired end state.