



TABOR COLLEGE

HLC AQIP Portfolio

October 2014

TABOR COLLEGE ABBREVIATIONS AND ACRONYMS

AAC	Academic Affairs Council
AGS	Adult and Graduate Studies (Tabor College Wichita location)
APC	Academic Policies Committee
ASC	Academic Support Coordinator
CCGE	Carson Center for Global Education
CHUMS	Challenging, Helping, and Understanding kids through MentorShip
CMBS	Center for Mennonite Brethren Studies
CMP	Crisis Management Plan
CRC	Campus Recreation Center – exercise room, gym, two racquetball courts, weight training
EMT	Enrollment Management Team
ERMS	Enrollment Revenue Management System
ET	Executive Team
FPC	Faculty Personnel Committee
FYE	First Year Experience
IAC	Institutional Assessment Committee
IR	Institutional Research
MA EML	Master of Arts in Entrepreneurial Ministry Leadership
PAC	Presidential Advisory Council
RA	Resident Assistant
RD	Resident Director
SAB	Student Activities Board
SSI	Student Satisfaction Inventory
STEPS	Studies That Enhance Program Success
TC	Tabor College
TCH	Tabor College Hillsboro
TCW	Tabor College Wichita
TEC	Teacher Education Committee
VPA	Vice President of Advancement
VPAA	Vice President of Academic Affairs
VPBF	Vice President of Business and Finance
VPTCW	Vice President of Tabor College Wichita
VPEM	Vice President of Enrollment Management
VPSL	Vice President of Student Life, Learning and Formation
WUMP	Wichita Urban Ministry Plunge

OTHER ABBREVIATIONS AND ACRONYMS

AAC&U	Association of American Colleges & Universities
ACCK	Associated Colleges of Central Kansas
ACE	American Council on Education
ADA	Americans with Disabilities Act
AP	Advanced Placement
ASPA	American Society for Public Administration
ASPS	Adult Student Priorities Survey
ATC	Athletic Trainer Certification
BOC	Board of Certification (Athletic Training)

CAATE	Commission on Accreditation of Athletic Training Education
CCCU	Coalition for Christian Colleges and Universities
CCNE	Commission on Collegiate Nursing Education
CIC	Council for Independent Colleges
CIP	Classification of Instructional Programs
CLA	Collegiate Learning Assessment
CLEP	College Level Examination Program
CSI	College Student Inventory
ESSDACK	Educational Services and Staff Development Association of Central Kansas
FERPA	Family Educational Rights and Privacy Act
FSSE	Faculty Survey of Student Engagement
GCWF	Great Colleges to Work For
IPEDS	Integrated Postsecondary Education Data System
KBOR	Kansas Board of Regents
KCAC	Kansas Collegiate Athletic Conference
KICA	Kansas Independent College Association
KICFA	Kansas Independent Colleges Finance Authority
KPTP	Kansas Performing Teaching Portfolio
KSDE	Kansas Department of Education
MB	Mennonite Brethren
MBF	Mennonite Brethren Foundation
MCAT	Medical College Admission Test
MOU	Memorandum of Understanding
NACE	National Association of Colleges and Employers
NAIA	National Association of Intercollegiate Athletics
NASM	National Association of Schools of Music
NCATE	National Council for Accreditation of Teacher Education
NSSE	National Survey of Student Engagement
PALS	Private Academic Libraries Section
SWOT	Strengths, Weaknesses, Opportunities, Threats

TABOR COLLEGE INSTITUTIONAL OVERVIEW: The cultural and spiritual foundation of Tabor College is the Mennonite Brethren Church. Tabor's mission statement, "Preparing people for a life of learning, work and service for Christ and his Kingdom," stems from the core values of this association. Tabor's vision is to be the college of choice for students who seek a life transforming, academically excellent, globally relevant, and decidedly Christian Education. The Mission and Vision Statements are embodied in its Core Values.

Christ-centeredness is the primary value of Tabor College. All activities and programs flow out of and are evaluated in reference to it. The Mennonite Brethren Confession of Faith provides the biblical and theological foundation. Tabor's goal is to develop students who are broadly educated, competent, and able to embrace the joy of learning, which will last a lifetime. Tabor recognizes that learning occurs in informal settings as well as in the classroom and in organized field experiences. Service is at the heart of Christ-centered education. The college emphasizes the value of caring for others and being engaged. Participation, both in the formal classroom and outside of it, is viewed as an effective way to prepare students for a life of work and service. Tabor values community. It desires to be a place where individuals feel like they belong, where there is a sense of mutual support, and where members hold each other accountable.

Tabor College spans two locations: a traditional, residential campus in Hillsboro, Kansas, and a non-traditional, commuter, online location in Wichita, Kansas, which houses the School of Adult and Graduate Studies. Tabor College Wichita houses all Tabor College online courses, as well as various on-site classes. TCW cohorts are designated as either all online or all on-site. Offerings include degree completion (STEPS), an AA in Urban Ministry, and undergraduate majors in Business Administration, Christian Ministry and an RN-to-BSN in Nursing. A Master's in Business Administration and an MA in Entrepreneurial Ministry Leadership are also offered. Twenty-four traditional majors are offered on the Hillsboro campus, as well as 30 minors and nine pre-professional programs.

Full-time and part-time faculty (41) teach mainly at TCH and make up 42.55 percent of the teaching body with gender delineation of 21 male and 20 female. Adjunct faculty (54) make up 57.95 percent of the teaching body, most teaching TCW courses. Some faculty serve both locations. Of the 39 full-time faculty members, 59 percent hold terminal degrees and 41 percent hold non-terminal degrees. Of those who hold non-terminal degrees, 15.4 percent are actively pursuing terminal degrees.

Support staff are located at each location. Administrators number 80, with 17.5 percent serving part-time; 52.5 percent of administrators are male and 47.5 percent female. General staff number 27, 51.85 percent of which are part-time; 44.44 percent are male and 55.56 percent are female.

Fall 2014 data reflect an undergraduate combined full-time and part-time enrollment of 735 students: 142 at TCW and 594 on the Hillsboro campus. Graduate enrollment in Wichita totals 31 students. The fall 2014 FTE was 675. Race/Ethnicity of combined enrollees at both locations reflects a mainly white student body with 70 percent of all students indicating White as at least one of their ethnic origins. Other

backgrounds of note were Hispanic (11 percent), Black/African American (8 percent) and two or more races (3 percent.)

In alignment with its Mission and Vision Statements and Core Values, Tabor College established a Presidential Leadership Program, enrolling its first students in fall 2011. The mission of the program is: “To prepare people to be persons of influence, learning how to lead and lead well, influencing the world to be more as God intended it to be.” The program creates a learning community around leadership and has both a Scholars and a Fellows track. It is a four-year, eight-semester program.

Service projects and trips are an integral part of the Tabor College experience. Study abroad opportunities are available at Interterm. Student-run organizations serve the campus and community. Student-led worship and corporate worship are part of the Tabor experience.

QUALITY IMPROVEMENT JOURNEY: Tabor is pleased with its progress since beginning its AQIP journey in 2003. Tabor has gone through several cycles of Systems Portfolio development, attending Strategy Forums and creating Action Projects. After a successful Quality Check-Up visit in 2008, HLC approved Tabor’s continued accreditation, with the next affirmation of accreditation in 2016.

Recent Action Projects include:

Foster a Culture of Assessment: Several steps have been taken to help create a climate of assessment at Tabor. The reestablishment of action teams and conversation days at both TCH and TCW in the past year has contributed to a broader and deeper understanding of the importance of assessment and the contributions it brings to the institution. The faculty committee and ET have added assessment updates to their regular meeting agenda. Developing the 2014 Systems Portfolio: The leaders of the Portfolio process learned that we should start earlier if we want to use a team-based approach. The value of using a team-based approach was recognized. Building Campus Communication and Relationships: In the fall of 2013, all employees were given the opportunity to participate in a survey about communication issues at Tabor. The results were provided to the ET. One resulting change was a monthly “Starbucks with the President” for faculty. This provides a forum for discussion of matters ranging from development of new programs to changes in the college’s health care plan.

Assessment- and data-driven steps that have been taken include: having the division chairs and faculty chair accompany the VPAA to the AAC&U General Education Conference (February 2012); implementing a third-party assessment platform, LiveText; having a representative faculty committee review the college’s core curriculum, which led to significant revision completed in the fall of 2013; and ensuring that all programs (academic and non-academic) have stated outcomes and means of assessing those outcomes. Assessment results are turned into the IAC for review.

Looking ahead, significant institutional energy will be given to assessing Tabor’s retention and graduation rates on the Hillsboro campus as part of our participation in HLC’s Academy for Student Persistence and Completion. At the Wichita location, we continue to expand our program offerings to meet our stakeholder needs.

CATEGORY ONE INTRODUCTION

Tabor College identifies its systems maturity: processes and systems maturity: results as aligned. Tabor's mission informs common learning outcomes, which focus on knowledge, skills, and abilities. Tabor strives to ensure that these outcomes are relevant to our many stakeholders. It also seeks to ensure quality across all programs, regardless of modality or location. To assist in meeting these objectives, Tabor deploys academic support services that are intended to help all students succeed. To aid students in meeting these objectives, Tabor has articulated that ethical behavior is essential to the academic endeavor to be modeled by both faculty and students.

Tabor has identified several areas for continued institutional energy related to this category. We believe the core curriculum needs a new assessment process; we will continue to track the performance of students on certification exams such as athletic training and teacher licensure; we will evaluate how our non-traditional programming mix meets the needs of our stakeholders (especially Christian Ministries); we will monitor credit-hour integrity through syllabi review; and we will give attention to career services and how it can leverage participation in the Higher Learning Commission Academy for Student Persistence and Completion to improve student success.

These elements combined, especially in light of our previous Systems Portfolio, lead Tabor College to self-identify processes and results as aligned in terms of systems maturity.

AQIP CATEGORY ONE: HELPING STUDENTS LEARN

Common Learning Outcomes

1P1

Common Learning Outcomes focuses on the knowledge, skills, and abilities expected of graduates from all programs. Describe the processes for determining, communicating, and ensuring the stated common learning outcomes and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

- **Aligning common outcomes to the mission, educational offerings, and degree levels of the institution (3.B.1, 3.E.2)**

Tabor College is a vibrant, Christ-centered intellectual community in which academic, social, and spiritual growth are fostered by creative, rigorous, and broad inquiry. This focus informs all aspects of college life in order to prepare students for service to the Kingdom of God, civic responsibility, and the demands of the contemporary global marketplace within a context informed by the Mennonite Brethren tradition and broader Christian thought. (3.B.1, 3.E.2)

As a liberal arts college awarding Bachelor of Arts degrees, Tabor seeks to provide students with breadth and depth of knowledge. The faculty approves all common core components to the curriculum. The revised outcome statements and new core curriculum were approved by both Tabor College Hillsboro (TCH) and Tabor College Wichita (TCW) faculty at the faculty retreat in August 2013. The core curriculum was intentionally built on Tabor's mission, vision, and values. The faculty focused on three guiding questions: Who is God? Who am I? Who is my neighbor? These intertwined questions direct students to the Christian faith through an initial profession of, or a deepening relationship with, Christ. Tabor has a specific group of courses that all students take during their tenure. These distinctive courses allow two pathways of study: one for students who profess a solid faith and one for those still seeking their faith. The general core is modeled on the Kansas Board of Regents (KBOR) core model to assist transfer students. The core knowledge is categorized into three areas: Knowledge of the Creator (pathways), Knowledge of the Created World, and Knowledge of the Co-Created World. Each student chooses an area of study in which to complete a "Work and Service Emphasis," utilizing a portfolio assessment process. In conjunction with the general education courses, these emphases work as vehicles to connect the liberal arts learning characterizing the core curriculum, their vocations, and career preparation. The flexibility in the core curriculum allows students to complete all core requirements in as few as 41 hours. (3.B.1, 3.B.2, 3.E.2)

- **Determining common outcomes (3.B.2, 4.B.4)**

Four baccalaureate outcomes and three core curriculum outcomes were approved by the faculty at both the TCH and TCW locations (August 2013). Tabor College graduates demonstrate the following Christ-centered, learning, and service outcomes:

Baccalaureate Outcomes

Outcome One: Understanding of themselves formed by encounters with the example and teachings of Christ as understood by the Mennonite Brethren tradition within the context of broader Christian thought, including awareness of personal and corporate vocation.

Outcome Two: The intellectual skills to engage the context in which they find themselves using the methods, resources, and standards of the academic disciplines; for example, analytic inquiry, information literacy, engaging diverse perspectives, quantitative fluency, and communication fluency.

Outcome Three: Content knowledge and skills related to the major field of study that prepare the student to be successful in his or her chosen profession or advanced academic endeavors.

Outcome Four: A commitment to service, ethical reasoning and action, and intercultural sensitivity. (3.B.2)

Core Curriculum Outcomes

Upon completing the general education core at Tabor College, students will demonstrate the following Christ-centered, learning, and service outcomes:

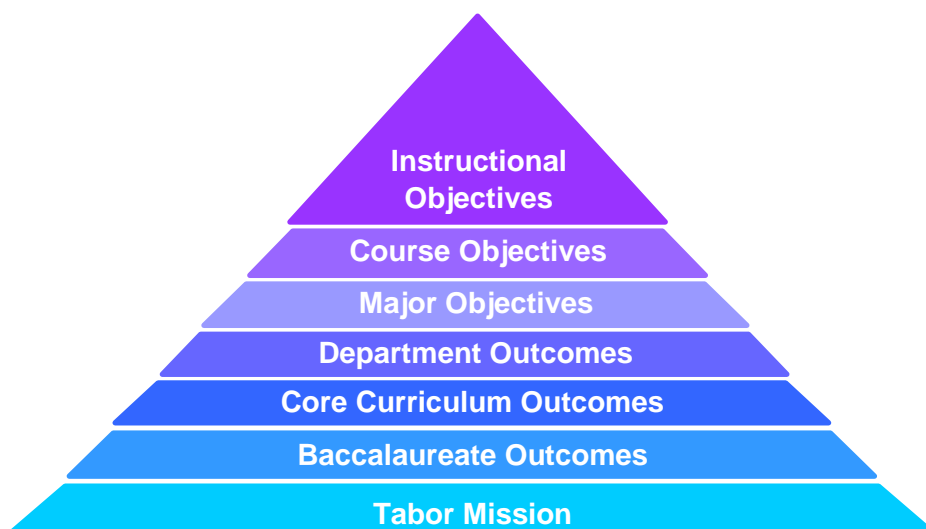
Outcome One: Understanding of biblical faith and calling within the context of the Mennonite Brethren tradition.

Outcome Two: Understanding and synthesis of knowledge across disciplines that prepares students for lifelong learning.

Outcome Three: Awareness of the call to service in personal, professional, and community contexts.

The Outcomes Pyramid in Table 1.1 shown below presents a pictorial clarification of the hierarchical relationships between the mission and the different levels of objectives and outcomes at Tabor:

TABLE 1.1: OUTCOMES PYRAMID



(4.B.4)

- **Articulating the purposes, content, and level of achievement of the outcomes (3.B.2, 4.B.1)**

The faculty has primary responsibility for the curriculum. Tabor recently finished a two-year review of the curriculum and core that determined the purposes and content of the core. The annual assessment of programs by faculty, the review of the core curriculum, and the development of standards of achievement were discussed at the all-campus conversation days hosted in the fall and spring semesters of the 2012-13 academic year. Any changes to the curriculum must be approved by the faculty (by majority vote) and the Executive Team (ET). (3.B.2, 4.B.1)

- **Incorporating into the curriculum opportunities for all students to achieve the outcomes (3.B.3, 3.B.5)**

Tabor has taken several steps to enable all students to achieve the core outcomes. These include:

A robust academic advising system that includes specific initiatives for the first-year experience as well as at-risk students. One of the principal objectives of that system is to ensure that students are enabled to meet program outcomes via the weekly Intervention Team meeting.

Faculty are encouraged to note students who are not performing at desired levels and contact student services to suggest a possible intervention.

Students are able to give feedback through course evaluations. There is a process for noting consistent problems with a course or professor and addressing those problems.

A recent major curricular initiative involved a revision to the key elements of the core curriculum. The process of developing these revisions took into account students' current and anticipated needs. This led to a more student-friendly core that includes more options for meeting general education requirements. The approved core requires that all students participate in collecting, analyzing, and communicating information. All seniors take a capstone course that requires an appropriate level of scholarship. (3.B.3, 3.B.5)

Through course evaluations and academic policy discussion, the faculty approved two pathways to meet the Bible distinctive as opposed to the historic single pathway with the express intent to assist students in meeting the desired outcomes.

- **Ensuring the outcomes remain relevant and aligned with student, workplace, and societal needs (3.B.4)**

Beginning in fall 2010, initial work was undertaken for a core curriculum review. In the 10-11 year, the VPAA took members of the Academic Affairs Council to the AAC&U General Education Conference. Substantive work was undertaken in the 11-12 year. This work was facilitated by a sub-group of the faculty consisting of the division chairs and the faculty chair. Using information from the AAC&U conference and research data concerning peer schools' cores, a presentation on core outcomes was presented to the full faculty at faculty retreat in August 2013. The retreat was solely

dedicated to the curriculum revision. Through extensive debate at that retreat, the curriculum was refined and approved. The 13-14 year was used to finalize some of the substantive changes, including revision of distinctives and construction of new degree audits through the ERP/Jenzabar system. The core was implemented during the fall of 2014 for incoming freshmen. Core curriculum outcomes were approved at both TCH and TCW. The strategic plan was central to this revision process.

To help ensure that our curriculum remains relevant, a number of stakeholder engagements were held at both locations. Two examples of this process are described below.

The teacher education program holds regular meetings with an advisory board with representation from multiple school districts, including both teachers and administrators. These individuals provide input into general education needs (part of our core curriculum) as well as education-specific course offerings. (3.B.4)

TCW sponsors community luncheons for future employers and other interested parties to discuss educational needs of potential employees. (3.B.4)

- **Designing, aligning, and delivering co-curricular activities to support learning (3.E.1, 4.B.2)**

One of the objectives of Tabor's current strategic plan is to develop cross-cultural experiences. The plan states:

Strategic Objective: To require that each student has a cross-cultural experience.

Unique Benefit: To instill in each student global awareness and cultural relevance and competency. (3.B.4)

This emphasis on cross-cultural understanding is also found in Tabor's baccalaureate objectives: **Outcome Four**: A commitment to service, ethical reasoning and action, and intercultural sensitivity.

The Carson Center at Tabor is responsible for the organization of cross-cultural trips and experiences. Tabor has invested more authority/responsibility in the Carson Center, strengthening the administrative support for intercultural experiences – international travel in particular. Example: a study is underway for the CCGE. The director received training and is now a certified administrator of the intercultural development inventory, which all trip participants take through a pre- and post-test. The study compares how students do with an on-campus experience (comparing curricular and co-curricular). On the average, Tabor offers five trips per year ranging from disaster relief trips to Art and History emphasis trip in Western Europe. (3.B.4, 3.E.1, 4.B.2)

A commitment to service is also part of the above mentioned outcome of the core curriculum. We provide many co-curricular activities that provide service opportunities. Some of these include:

Tabor College students participate regularly in service projects, beginning with freshman orientation their first weekend on campus. (3.E.1)

Voluntary service is encouraged by many student-run organizations.

Every Tabor College athletic team completes a service project. (3.E.1)

World Impact benefits from students serving in WUMP, Wichita Urban Ministry Plunge, an outreach seeking to present Christ to inner-city children. (3.E.1)

Tabor College students mentor elementary school students through the CHUMS program school in USD 410 Hillsboro. (3.E.1)

Other examples of co-curricular activities that support learning include:

Every athletic team has a faith integration plan written by the coach, including community service. One hundred percent of Tabor athletes participated in 30 service projects during the 2013-14 academic year. This supports baccalaureate outcome one, which discusses both a personal and corporate understanding of faith. (3.E.1)

The majority of participants in music ensembles and drama are not performance majors. These ensembles tour and perform for the public sacred and secular works, in keeping with the purpose of influencing culture and worldview. (3.E.1)

TCW had a first work and service trip to Bolivia, which incorporated nursing and theology students. This was offered as a course and the achievement of outcomes was evaluated. (3.E.1, 4.B.2)

- **Selecting tools/methods/instruments used to assess attainment of common learning outcomes (4.B.2)**

As part of the curriculum revision process, the Institutional Assessment Committee (IAC) found it prudent to utilize the National Survey of Student Engagement (NSSE) and the Faculty Survey of Student Engagement (FSSE), as well as a new in-house instrument to survey alumni. The group recognizes the need for an instrument to evaluate the core curriculum and is looking at a product like the CLA.

Each department is working to ensure that the outcomes of common core courses taught within the department align with the outcomes of the core using a common core curriculum matrix. (4.B.2)

Tabor has embedded annualized review of the comprehensive core curriculum in the departmental assessment process, which is reported to and reviewed by the IAC. (4.B.2)

The IAC in conjunction with the faculty has chosen to use the NSSE as part of the assessment of core outcomes. (4.B.2)

Faculty, the Alumni Office, and the IAC worked with the Director of Assessment to develop and implement a survey of alumni. Part of the process was the decision to only survey alumni who graduated from the institution. Tabor felt that graduates could give a better picture of the Tabor experience.

- **Assessing common learning outcomes (4.B.1, 4.B.2, 4.B.4)**

While the institution has clearly stated common learning outcomes, the assessment process for the outcomes is still being developed. The current process is tied to our program assessment, but has been slowed by the revision of the core curriculum. During program assessment, each department looks at its offerings that are part of the core. (4.B.1, 4.B.2)

In the fall of 2013 there was an attempt to develop and put into place a plan specifically for evaluating the core. The proposed plan did not work. After attending the HLC conference in April 2014, the Director of Institutional Assessment brought back a possible assessment process presented by Coe College. This plan seemed to be a better fit for Tabor. An adaptation of Coe's plan was presented to the VPAA and the Institutional Assessment Committee in the spring of 2014, after which the faculty received a presentation of the plan at the August 2014 workshop. The faculty was much more responsive to this proposed plan and is using this new approach to outline an assessment plan for the core that will be in place by the spring of 2015. (4.B.4)

1R1 What are the results for determining if students possess the knowledge, skills, and abilities that are expected at each degree level?

- **Outcomes/measures tracked and tools utilized**

Tabor College has created the IAC, consisting of faculty and staff from both Hillsboro and Wichita, to oversee data and performance information. This committee is responsible for identifying the data that need to be gathered as well as providing a central coordination team for assessments to be evaluated.

As a result of AQIP feedback and a desire to further streamline the process, the IAC initiated the Tabor College "Yearly Assessment Cycle," a document that outlines for the entire system when data are collected, what data are important, and who is responsible to collect and initially provide assessment of the data. This means the IAC has the clearest view of the assessment information at Tabor and can direct the overall management and distribution. A portion of the yearly assessment cycle related to the core curriculum is included below.

TABLE 1.2: ASSESSMENT RELATED TO THE CORE

ACTIVITY	BY WHOM?	TIMEFRAME	GROUP
Course Evaluations – Reflects on course and professor	By Students, Reviewed by Professor, Department Chair, Division Chair, FPC	End of course	TCH and TCW
Major/Dept. assessment of outcomes (currently used for Core)	Department faculty	One-third annually on a 3-year cycle	TCH and TCW

Core Curriculum Assessment of Outcomes beginning spring 2015	Faculty	One-third annually on a 3-year cycle	TCH and TCW
Baccalaureate Goal Outcomes Assessment beginning spring 2015	Faculty, appropriate support area staff	One-fourth annually on a four-year cycle	TCH and TCW
Program review – Academic	Program Faculty	1 per year per division	TCH and TCW
Support Areas	VPs, Directors, staff	One-third of objectives annually on a 3-year cycle	TCH and TCW
Curriculum Review	VP of Academics, Faculty	Every 7 Years as scheduled	TCH and TCW
The National Survey of Student Engagement (NSSE)	IR	Every 3 years	Freshmen and Seniors at TCH
Adult Student Priorities Survey	TCW and IR	Every 3 years	All TCW Students
TCH Alumni Survey	IR	Every 3 years	TCH
TCW Alumni Survey	TCW		TCW

(4.B.4)

- Summary results of measures (include tables and figures when possible)**

One of the measures used by TCH to assess common learning outcomes is the NSSE, a section of which measures students' perceptions of their cognitive and affective development as well as their overall satisfaction with the institution and provides useful evidence of their educational experiences. Several of the measures match quite closely with Tabor's baccalaureate/common learning outcomes.

For example, baccalaureate outcome two states that the student will develop the intellectual skills to engage the context in which they find themselves using the methods, resources, and standards of the academic disciplines, e.g., analytic inquiry, information literacy, engaging diverse perspectives, quantitative fluency, and communication fluency. This matches with NSSE items Thinking critically and analytically; Speaking clearly and effectively; Writing clearly and effectively, Understanding people of other backgrounds, and analyzing Numerical and statistical information (See Table 1.3 below). Tabor participated in a missions-based consortium (MECIC) that provides a benchmark for similar schools.

TABLE 1.3: NSSE 2013 INSTITUTIONAL REPORT
HOW STUDENTS ASSESS THEIR EXPERIENCE

	Tabor	MECIC (consortium)	Carnegie Class
Writing clearly and effectively	2.8	3.2	3.1
Speaking Clearly and Effectively	2.9	3.2	3.0
Thinking Critically and analytically	3.2	3.4	3.3

Analyzing numerical and statistical information	2.6	2.5	2.8
Acquiring job or work related knowledge and skills	2.9	3.1	3.0
Working effectively with others	3.0	3.2	3.0
Developing or clarifying a personal code of ethics	3.2	3.1	2.9
Understanding people of different backgrounds	2.9	2.7	2.8
Solving complex, real-world problems	2.5	2.9	2.8
Being an informed and active citizen	2.4	2.9	2.7

To enhance the assessment efforts, work began on an Alumni Survey for TCH in 2012. A standardized template for the alumni survey was developed in 2014. The survey was then sent to graduates from the last ten years. Currently there is only one year of data. The goal is to send out this survey every three years to help ensure the gathering of required data and enable comparative studies. One of the questions was designed to measure alumni perception of achievement of baccalaureate (common) outcomes. The information related to this question can be found in Table 1.4.

TABLE 1.4: SURVEY OF GRADUATES 2014

Please indicate how well your Tabor degree prepared you for your job and/or graduate school/professional school.						
Answer Options	Very Well	Well	Adequately	Poorly	Very Poorly	Response Count
Applying knowledge and skills for a job or career:	30	38	25	5	2	99
Public speaking/presentations:	19	46	30	4	0	99
Written communication:	34	48	16	2	0	99
Knowledge of subject:	35	43	19	2	1	99
Interpretation of data or information:	25	39	33	2	0	99
Quantitative skills:	20	36	40	2	0	98
Analytical and reasoning abilities:	32	44	18	3	2	98
Computer and other technology skills:	16	29	35	16	4	99
Ability to work with others:	47	41	10	2	0	99
<i>answered question</i>						99
<i>skipped question</i>						0

Tabor is also working on a curriculum map and a more direct process for the assessment of baccalaureate outcomes. This work has been slowed by the revision of both the baccalaureate outcomes and core outcomes that became a more lengthy process than planned. The first revision of the core, completed in the fall of 2012, didn't achieve the desired results. Consequently, the core and

outcomes underwent a second revision carried out by faculty with input from senior administration, Student Life, and student recruitment. This broader approach was designed to help ensure that the core curriculum and outcomes were relevant to students and effective in providing guidance to the educational process. During this time of change, the assessment of the core curriculum that is embedded in department and program assessments was used for limited assessment of the core.

- **Comparison of results with internal targets and external benchmarks**

At the time of participation in the NSSE and the alumni survey, there were no internal benchmarks for these instruments. The IAC and faculty determined a need to set benchmarks for these instruments, a task which was delegated to the IAC with a deadline in the spring of 2015. The NSSE results were compared to the external benchmarks provided in Table 1.3. While there were no huge gaps between Tabor and our two benchmark groups, it is clear that our performance is not at desired levels.

- **Interpretation of results and insights gained**

The results of the 2013 NSSE reported above, the results from previous NSSEs, and the alumni survey results are part of what led to the revision of our core curriculum. The revision stemmed from the realization that students' educational needs were not being met at desired levels. Before the current revision, the core had not been revised in many years and it was felt that updating the core outcomes and curriculum would greatly enhance the educational experience at Tabor.

1I1 Based on 1R1, what improvements have been implemented or will be implemented in the next one to three years? (4.B.3)

A target for fall of 2015 is to choose a form of standardized measure to evaluate core curriculum as well as transfer students' ability to meet core outcomes upon entry. Development of a new assessment process for core outcomes based on the revised core is in process. (4.B.3)

Under the leadership of the IAC, the college revised its peer/benchmark IPEDS group and the NSSE benchmark group to align more closely with Tabor's institutional characteristics. In the spring of 2014, the use of benchmark groups was strengthened in the catalog and curriculum change process so that every proposal must utilize two benchmark schools at a minimum. The revised core curriculum and core outcomes will improve the educational process at Tabor. (4.B.3)

Program Learning Outcomes

1P2 Program Learning Outcomes focuses on the knowledge, skills, and abilities graduates from particular programs are expected to possess. Describe the processes for determining, communicating, and ensuring the stated program learning outcomes and who is involved in those

processes.

- **Aligning program learning outcomes to the mission, educational offerings, and degree levels of the institution (3.E.2)**

Each academic discipline sets its own learning objectives aligned with the Tabor mission, vision, and core values (see baccalaureate outcomes). This process began under a 2009 Action Project titled “Establishing outcomes, standards, achievement measures for all academic programs.” All departments completed construction of objectives under the guidance of the 2011 Culture of Assessment Action Project team. These have been refined over the last three years under the leadership of the Director of Institutional Assessment and the IAC. Many programs also have external accrediting agencies providing objectives for graduates. Programs with external guidance include Music (National Association Schools of Music - NASM), Social Work (Behavioral Science Regulatory Board – BSRB and Council on Social Work Education – CSWE), Education (National Council for Accreditation of Teacher Education – NCATE and Kansas Department of Education – KSDE), TCW Nursing (Commission on Collegiate Nursing Education – CCNE) and Athletic Training (Commission on Accreditation of Athletic Training Education – CAATE). (3.E.2)

- **Determining program outcomes (4.B.4)**

The department that houses the program develops the program’s goals and objectives. These objectives are assessed yearly within the department to determine the effectiveness of the program. Discipline-area faculty develop the course-level objectives and review transferability of courses. Articulation agreements are reviewed at the graduate level providing feedback to the undergraduate institution. Any changes to the curriculum must be approved in the department’s division. Supported changes in the form of a proposal are then brought to the Academic Policies Committee (APC) for review. Approved changes are presented to the Faculty and the ET. (4.B.4)

A specific function of the faculty is to be in charge of the total academic program and to prescribe courses, requirements, departments, and major fields, including establishing appropriate academic conduct and discipline. The Faculty also prescribe conditions for graduation and evaluate the academic programs of the college. (4.B.4)

- **Articulating the purposes, content, and level of achievement of the outcomes (4.B.1)**

The faculty drive the process of articulating the purposes, content, and level of achievement of the program outcomes. The process typically follows the following procedures:

The faculty of a department review and adapt content as needed to maintain currency and appropriate levels of content. As part of this process, the department faculty review course and program assessments to determine if changes need to be made to reach desired outcomes. Many

faculty consult with outside accreditors, employers, and related agencies to review possible changes in content or purposes of the program. (4.B.1.)

All substantive curricular changes that come from a department must be approved through the division, then by the APC, and finally by the full faculty.

Departments are then responsible to monitor faculty-approved benchmarks. If a department is accredited by an outside agency, the faculty of the department are responsible for ensuring the benchmarks of the agency are being met. (4.B.1)

- **Ensuring the outcomes remain relevant and aligned with student, workplace, and societal needs (3.B.4)**

Influenced in part by the Tabor alumni survey of 13-14, as well as the national conversation from employers, a major initiative emerged during the curriculum review process. The initiative was to develop a component that would better align career and vocational readiness. The result of this work is a minimum of 10 hours that students must complete in what is now called a “work and service emphasis.” (3.B.4)

Tabor has a contract with Noel-Levitz to provide an annual data review and consultation that involves all enrollment management staff members, all senior staff, performing and visual arts faculty, and all head coaches. This is a day-long consultation that includes a review of the trends in higher education, as well as how Tabor’s data align with these trends. This consultation culminates in strategic Enrollment Revenue Management System (ERMS) goals for the coming year.

There are several department-specific methods used to help ensure outcomes remain relevant.

The science faculty monitor MCAT changes, which result in changes to the curriculum. The development of the MA in Entrepreneurial Ministry Leadership utilized the assistance of denominational leaders and leaders from other denominations. Social Work faculty consult with those who oversee internships to ensure students are educated in current models and trends. (3.B.4)

TCW generates contacts regularly at local hospitals to help identify needs. For instance, many local hospitals are encouraging their RNs to seek BSN degrees. Because Tabor College offers an RN-to-BSN degree, it can tailor its program to the needs expressed by the hospitals.

- **Designing, aligning, and delivering co-curricular activities to support learning (3.E.1, 4.B.2)**

Student Life holds an annual off-campus retreat at which they plan comprehensive programming for the year, including residence life, student success, service activities, and chapel.

The Hope Scholar program is designed to encourage faculty and students to apply for funding for research in programmatic areas beyond the classroom. This enables students to formally present their research at regional and national conferences and to see modeled and to practice participation in a professional/scholarly community. (3.E.1, 4.B.2)

The Social Work Club sponsored human trafficking awareness week, which included events for students and the community. These included a 5k run, special speakers, and a concert.

CHUMS is a program that partners with USD 410's after school program. This program provides opportunities for students in education, psychology, and other programs to act as tutors and mentors to public school students. USD 410 has a high regard for the CHUMS program and sees it as a vital part of USD 410's after-school program. (3.E.1, 4.B.2.)

Wichita Urban Ministries Plunge (WUMP) enables students from our ministry-related programs, the Social Work Program, and others to be involved in a cross-cultural program working with children and adolescents in a more urban setting than that found in Hillsboro. (3.E.1, 3.B.4.)

Multicultural Student Union is an organization open to all students interested in the concerns of ethnic and racial minorities on campus and students interested in sharing their cultural experiences, bringing a better understanding to the College and community. (3.E.1, 3.B.4.)

TCW ministry and nursing students have the opportunity to participate in a cross-cultural immersion experience that provides students with the opportunity to practice a variety of ministries for the whole person (physical, emotional, and spiritual) in an unfamiliar culture. (3.E.1, 3.B.4.)

- **Selecting tools/methods/instruments used to assess attainment of program learning outcomes (4.B.2)**

On the TCH campus there is an annual reporting process that was developed with the input of the faculty, The IAC, and the VPAA. This began three years ago and is still in the refining process. Each department chooses assessment methods that fit their programs and that are in alignment with the reporting process requirements. The IAC receives and reviews all reports to provide help in ensuring that best practices in assessment are met. (4.B.2)

The faculty at the TCW location just finished a revision of their assessment process, which is being instituted during the fall of 2014. Some departments had been using the same process that is used on the TCH campus. (4.B.2)

- **Assessing program learning outcomes (4.B.1, 4.B.2, 4.B.4)**

Each year, the TCH faculty in a department assess one-third of the department outcomes. A summary report of findings is also prepared. See Tables 1.5 and 1.6.

TABLE 1.5 ANNUAL ACADEMIC ASSESSMENT REPORT

Program Learning Objectives – all objectives will be evaluated within a 3-year cycle. Include the objectives being measured this year.
<i>Objective:</i>
<i>Objective:</i>
Means of Assessment and Targets

Data Sources	
Means of Assessment	
Means of Scoring	
Assessment Results	
Target/Benchmark	
Dissemination and Use	
What were the most valuable things you learned?	
How will these findings be used?	Changes to the Assessment Plan
	Changes to the Curriculum
	Changes to the Academic Process
	Other
How have you provided assessment feedback to those who need the information?	

TABLE 1.6 ACADEMIC DEPARTMENT ASSESSMENT SUMMARY

TABOR COLLEGE ACADEMIC DEPARTMENT ASSESSMENT SUMMARY 2012-14 Use of Assessment Results to Improve Academic Programs
What types of assessments were used for this report? (Course evaluations, major evaluations, surveys, focus groups, institutional surveys, etc.)
What departmental strengths have you identified through the assessment process?
What departmental weaknesses have you identified through the assessment process?
How have the assessment results been used to reinforce or improve teaching and learning objectives?
Describe how the results have been used to improve the department in terms of achieving departmental outcomes
What broader needs have been identified through the assessment process (e.g., personnel, equipment, space, etc.)
Highlights From Major Assessments

(4.B.1, 4.B.2, 4.B.4)

1R2

What are the results for determining if students possess the knowledge, skills, and abilities that are expected in programs?

- **Outcomes/measures tracked and tools utilized**

Programs measure and track outcomes through an annualized review process, as well as through professional exams, such as BOC, ATC, and MCAT. Currently there is an ongoing process of developing a core curriculum matrix through which assessment of core curriculum/general education can occur. The following table illustrates the various aspects of the program assessment process.

TABLE 1.7: PROGRAM ASSESSMENTS OF STUDENT LEARNING

ACTIVITY	TIMEFRAME	WHEN ANALYZED
Classroom Assessments	Continuous	Immediate
Internship Evaluations	Continuous	Immediate
Program Acceptance (Education, Social Work)	Completion of specified program	Set by program
Exit Exams	Program period	End of program
Portfolio Reviews	Program specific	Program specific
Capstone Courses	Last year of program	End of program
Standardized Tests when given	Program period	End of program
Professional Licensure	Program period	End of program
Annual Department Assessments	Every year	June 1
Alumni Survey	Every 3 years	2014, 2017...
Student Satisfaction Inventory	Every 3 years	2014, 2017...
Adult Student Priorities Survey	Every 2 years	2012, 2014...

TCW has chosen to use the Adults Student Priorities Survey (ASPS) to aid in the assessment of student learning. The TCW faculty chose to use this instrument because of its focus on adult learners as opposed to the more traditional undergraduate student found on the TCH campus.

In spring of 2014, all the students on the TCH campus were given the opportunity to participate in the SSI. This instrument was used to examine student satisfaction with learning on the program level.

- **Overall levels of deployment of assessment processes within the institution.**

During the 2012-13 year, not all operational areas submitted annual report as needed. The IAC counseled with the President on the importance of this process. Through his support, we reached 100 percent reporting in 2013-14.

Tabor has now entered the refining stage of assessment. The original goal was to involve all areas in assessment; to accomplish this, the assessment process started at a basic level. The need to add depth and refinement to the process has been recognized.

- **Summary results of assessments (include tables and figures when possible)**

EXTERNAL ACCREDITATION

Tabor has gone through several external accreditation reviews in recent years. The reviews conducted by CCNE (Nursing), NASM (Music), and NCATE/KSEE (Education) all resulted in continued accreditation and predominantly positive feedback. The review by CAATE (Athletic Training) revealed several issues that needed to be addressed. Tabor has developed a change plan and is currently implementing the required steps.

FACULTY ASSESSMENT PROCESS

A review of faculty annual academic assessment reports (Table 1.8) by the IAC found that all TCH faculty were fully participating in the assessment process. The IAC did note that some reports lacked maturity in assessment of learning processes. Some departments at TCW were following this process, but are now instituting a different method.

Departmental assessment of program outcomes achievement is completed each spring (see Tables 1.9 and 1.10 for content). The second full year of assessment based on this process was completed in the spring of 2014. A survey of faculty assessment reports demonstrates that all departments have established department and course objectives. All departments have determined data points and benchmarks and have gathered and reviewed their data. The majority of the departments have planned and made changes based on the assessment results. A few examples of changes are provided below:

Departmental Statements of change based on assessment:

SOCIAL WORK

“Students continue to struggle with APA formatting and synthesizing scholarly work. Continue to keep the article review and add a full lecture on APA formatting is needed.

“The literature review process needs to begin earlier in the course. The instructor will provide scholarly articles to synthesize within the first two weeks of the semester along with library literacy instruction. The literature review will be broken down further for students along with required instructional meetings.” (4.B.3)

ART

AR 328 Mixed Media – Spring 14

“There are some areas of improvement. I should provide more detailed information on the 40-days projects earlier. I need to put it on the course syllabus so that students have a clear understanding on the requirements in advance. This issue is also related to my communication skills, suggesting a need for further improvement in this area.” (4.B.3)

BUSINESS DEPARTMENT

“A significant curricular revision was instituted for the academic year 2013-2014. Incoming freshman will be required to have an internship/field learning experience. (A transition period for major changes occurred during 2013-2014. There was an increase in the number of substitute courses for fixed requirements due to the less prescriptive nature of our concentrations. The number of internship experiences anticipated for 2014-2015 academic year will increase significantly; during the summer of 2015, the department will have 12 interns in the field.)” (4.B.3)

TCW – CHRISTIAN MINISTRIES DEPARTMENT

“Students have been through a great deal of transition and this caused disruption in their

education. As the new director, I will focus on creating overall learning outcomes for the program, individual course outcomes, and rubrics for all courses. There are planned changes in revision of intended learning objectives, revision of measurement approaches, changes in targets/standards, revision of course sequence, revision of course content, and addition and deletion of courses.”

INDIRECT ASSESSMENTS

Several sources that emphasized a more indirect assessment of learning based on student perception were used. Since students are our key stakeholders, their perceptions and beliefs about the institution and the learning that occurs here are very important. The first of these was the alumni survey at TCH. The alumni survey questions related to program assessment are shown below.

TABLE 1.8: ALUMNI SURVEY TCH PREPARATION FOR JOB OR GRADUATE SCHOOL

	Very Well	Well	Adequately	Poorly	Very Poorly
Applying Knowledge and Skills for job or career	30.3%	38.38%	25.25%	5.05	2.02
Knowledge of Subject	35.35%	43.43%	19.19%	2.02	1.01

The majority of the responding alumni felt that we had prepared them for jobs or for entering graduate school. We had a slightly higher score on the question related to knowledge of subject. If the three positive categories are combined, 97 percent of our graduates felt well-prepared in their fields.

TABLE 1.9: TCW NURSING PROGRAM – RN-TO-BSN PROGRAM EXIT SURVEY
RESULTS FROM 2006-2011

Did this program meet your expectations?	Totals			
1 - Strongly Disagree	3%			
2 - Disagree	8%			
3 - Adequate	13%			
4 - agree	44%			
5 - Strongly Agree	32%			
General Satisfaction with the program:	Totals	General Satisfaction with the program:	Totals	
The Faculty was very professional.		Module readings were current and relevant		
1 - Strongly Disagree	3%	1 - Strongly Disagree	3%	
2 - Disagree	5%	2 - Disagree	3%	
3 - Adequate	15%	3 - Adequate	16%	
4 - agree	35%	4 - agree	36%	
5 - Strongly Agree	43%	5 - Strongly Agree	42%	
The faculty was helpful to the students		The classroom discussions and activities helped clarify concepts.		
1 - Strongly Disagree	3%	1 - Strongly Disagree	2%	
2 - Disagree	5%	2 - Disagree	6%	
3 - Adequate	19%	3 - Adequate	14%	
4 - agree	31%	4 - agree	38%	
5 - Strongly Agree	42%	5 - Strongly Agree	40%	
The texts and readings stimulated academic growth		The Program has assisted me to achieve my educational goals.		
1 - Strongly Disagree	3%	1 - Strongly Disagree	4%	
2 - Disagree	8%	2 - Disagree	6%	
3 - Adequate	17%	3 - Adequate	7%	
4 - agree	37%	4 - agree	31%	
5 - Strongly Agree	35%	5 - Strongly Agree	47%	

The texts and readings stimulated personal growth		The Program has assisted me to achieve my personal goals	
1 - Strongly Disagree	4%	1 - Strongly Disagree	4%
2 - Disagree	6%	2 - Disagree	6%
3 - Adequate	17%	3 - Adequate	10%
4 - agree	36%	4 - agree	31%
5 - Strongly Agree	37%	5 - Strongly Agree	49%

This table indicates that overall, TCW nursing students believe that they received a good education through Tabor college.

Two nationally normed instruments, the SSI on the TCH campus and the ASPS at the TCW location, were used. Selected items from the SSI and the ASPS relating to student satisfaction with courses are included in the tables below.

TABLE 1.10: 2014 SSI INSTRUCTIONAL EFFECTIVENESS

	Tabor College	National Four-Year Private Institutions
Item	Satisfaction	Satisfaction
The content of courses within my major is valuable	5.73	5.67
The instruction in my major field is excellent	5.92	5.65
The quality of instruction I receive in most of my classes is excellent	5.60	5.55
*SCALE – INSTRUCTIONAL EFFECTIVENESS	6.05	5.74

TABLE 1.11: 2012 ASPS INSTRUCTIONAL EFFECTIVENESS

	Tabor College	National Four-Year Private Institutions
ITEM	Satisfaction	Satisfaction
The quality of instruction I receive in my program is excellent	6.11	5.77
Nearly all faculty are knowledgeable in their field	6.31	6.07
Major requirements are clear and reasonable	5.88	5.81
The content of courses within my major is valuable	6.10	5.77
*SCALE - INSTRUCTIONAL EFFECTIVENESS	6.05	5.74

- **Comparison of results with internal targets and external benchmarks**

The TCH alumni survey was given for the first time in the spring of 2014. Currently there is no comparison or benchmark group. Before the instrument is given again, Tabor needs to set goal-related benchmarks. Along with setting appropriate benchmarks, current results can be compared to past data as the cycles of the TCH alumni survey are completed.

In light of the SSI- and ASPS-provided comparisons, Tabor did slightly better than comparison groups on all items related to instructional effectiveness.

In the departmental assessment process, all faculty set achievement benchmarks for departmental outcomes. All faculty have participated in this benchmarking for the last two years. As we mature in

this process and gather more data, those benchmarks will be refined. Where applicable, benchmarks were aligned with external accrediting agencies standards.

- **Interpretation of assessment results and insights gained**

Our in-house assessment process has improved greatly during the last five years. Very little assessment was completed before that time. We currently note the need for additional depth and sophistication in parts of the assessment process, as well as further training for those involved in assessment.

Benchmarking from the mean scores of the SSI and ASPS indicate that Tabor students perceive that they are receiving a good education in the program of study and that courses in their program area are taught by qualified instructors. As Tabor continues to strive for excellence, higher level benchmarks will need to be set for these areas.

1I2 Based on 1R2, what improvements have been implemented or will be implemented in the next one to three years? (4.B.3)

We have made substantive changes to the Athletic Training program in light of revised CAATE standards and student certification performance, through which we set a three-year process to be in full compliance with standards. In addition, the AT department has proposed a graduate assistant initiative to meet staffing needs also set by CAATE. The initiative is being processed by ET as part of 15-16 budget-building process. (4.B.3)

The IAC seeks to improve the review and response process for department assessments. To that end, a pilot response process was used last year to give feedback. This resulted in a refined rubric for evaluations of the 2013-14 academic year. The review process is underway.

Academic Program Design

1P3 Academic Program Design focuses on developing and revising programs to meet stakeholders' needs. Describe the processes for ensuring new and current programs meet the needs of the institution and its diverse stakeholders. This includes, but is not limited to, descriptions of key processes for:

- **Identifying student stakeholder groups and determining their educational needs (1.C.1, 1.C.2)**

Tabor College serves three categories of students – undergraduate liberal arts students at the Hillsboro campus and both adult degree completion and graduate students at the Wichita location – with its educational offerings. Students' changing needs are identified through various departments,

such as Enrollment Management, Student Life, and academic divisions, as well as many service areas. Both formal and informal processes guide the analysis and use of this information. (1.C.2)

During the admissions process, Admissions Counselors collect information about academic and extracurricular interests through dialogue with prospective students. The admission application also includes questions about intended academic major and extracurricular interests. The Admissions Office also collects feedback from students who do not matriculate in order to determine their reasons for not attending Tabor College. Data collected from students who do and do not attend Tabor College help identify student educational needs. This information is shared with the VPED and VPAA. (1.C.2)

- **Identifying other key stakeholder groups and determining their needs (1.C.1, 1.C.2)**

The Enrollment Management Office and Advancement Office personnel develop strong relationships with stakeholders – such as prospective students, alumni, community leaders, and churches – that provide feedback about each of these stakeholder groups’ needs. Data collected in the Enrollment Management Office from prospective students who matriculate and those who do not offer insight into student needs for educational offerings and services. The Enrollment Management Committee collects this data, along with input from Noel-Levitz consultants, to identify unmet stakeholder needs. Alumni propose new avenues for the college to explore through verbal feedback at alumni events and personal visits. (1.C.1, 1.C.2)

The Student Success Office tracks students’ reasons for leaving, including desired majors not currently offered and missing services that were desired through exit interviews and/or surveys. These results provide both qualitative and quantitative data that can be further analyzed. (1.C.1, 1.C.2)

The Academic Affairs Office gathers information about students’ educational needs through the declaration of major and academic advising processes, from public data sources such as the Bureau of Labor Statistics and the National Association of College and Employers, and from graduates’ actual job offers.

- **Developing and improving responsive programming to meet all stakeholders’ needs (1.C.1, 1.C.2)**

The general process for developing and improving programs at each location is described below.

TABOR COLLEGE HILLSBORO

All new programs are to be approved by the division upon the recommendation of a department and subsequently approved in order by the APC, the Faculty, the ET, and the Board of Directors.

All new courses are to be approved by the division upon the recommendation of a department and subsequently approved by the APC and the faculty. The ET can veto any faculty action because of budget implications.

All minor revisions of courses (e.g., course name or description) are to be approved by the division upon the recommendation of a department and reported to the APC.

All substantive modification to courses (e.g., number of credit hours) or programs (e.g., number of hours in a major) are to be approved by the division upon the recommendation of a department and subsequently approved by the APC and the faculty. The APC can recommend items be considered as “consent agenda items.”

TABOR COLLEGE WICHITA

All new programs are to be approved by the Adult and Graduate Studies (AGS) Academic Council and subsequently approved in order by the ET and the Board of Directors.

All new courses are to be approved by the AGS Academic Council upon the recommendation of the program director. The ET can veto any faculty action because of budget implications.

All minor revisions of courses (e.g., course name or description) are to be approved by the program director and reported to the AGS Academic Council.

All substantive modifications to courses (e.g., number of credit hours) or programs (e.g., number of hours in a major) are to be approved by the program director and subsequently approved by the AGS Academic Council.

Any addition, revision, or discontinuance of the core curriculum or any policy concerning all students (e.g., graduation requirements or attendance) is to be approved by the AGS Academic Council, the APC, and the TCH Faculty.

Examples of the Process in Action

FRESHMAN FIRST YEAR EXPERIENCE

During the spring 2012 semester, a task force assembled to review and research the First Year Experience (FYE). The task force included the Student Life department, as well as students from the Presidential Leadership Program. Research included best practices of other FYE programs and published research on the importance of FYE. Students and staff worked together to analyze material and attempt to determine what would fit the Tabor freshman experience based on college needs and demographics. (1.C.1, 1.C.2)

Recommendations were made to revise the current FYE program. Included in these revisions were the development of FYE outcome statements and assessment plan. The FYE program has been integrated with LiveText, which was used to collect data during the fall 2012 semester. The work completed by the Presidential Leadership students led to revisions in the previous course and led to new requirements that were implemented in the fall of 2012. Regular updates of the revision and implementation were reviewed in the Student Life department and reports were given to the IAC and the faculty. The revised FYE program is currently being offered. An assessment plan

was implemented during the fall 2012 semester and data is currently being gathered. In January 2013, the Student Life department used the data collected to review the FYE program. Proposed changes in the academic portion of the FYE were taken to the faculty and approved for implementation. (1.C.1, 1.C.2)

DEVELOPMENT OF NEW PROGRAMS

As part of the curriculum revision process, faculty considered “innovative” programs. A number of ideas were discussed over several months. Factors such as student interest, reports from enrollment management, employment forecasts, and campus fit were discussed. Nursing and criminology seemed to fit the TCH campus, both of which have had strong interest among prospective students. It was decided that nursing, given the scope and regulatory burdens, needed further research. A task force that includes faculty, student, and community members is in the process of exploring programming possibilities. Knowing that resource implications were modest in comparison to nursing, the faculty approved a program to be developed in criminology and/or restorative justice. In the summer of 2014, a person was hired to give leadership to that initiative and will develop the curriculum. (1.C.1, 1.C.2)

CONSULTATIONS WITH KEY STAKEHOLDERS

Tabor uses several avenues to keep abreast of stakeholders needs.

TCH has a yearly meeting with the Chamber of Commerce and receives input about needed job related skills.

The education, social work, and nursing programs, among others, report positive working relationships with their internship sites. Experiences these locations have with student interns provide feedback about internship sites view of skills needed for future employees. (1.C.1, 1.C.2)

The TC Education Department has a consulting board made up of area educators who provide input into the currency of the program.

TCW sent a survey to denominational leaders and other church leaders in the community to gauge interest in a new MA in EML. The feedback affirmed stakeholders’ interest in the degree, as well as the option to complete the degree online.

The TCW nursing program works closely with preceptors, area hospital administrators, and employers to determine needed changes in the nursing program.

In addition, the President gathers extensive information from donors, stakeholders, and alumni while traveling, which is communicated to functional areas to inform their decision-making processes.

- **Selecting the tools/methods/instruments used to assess the currency and effectiveness of academic programs.**

Tabor uses many of the processes described above to determine the currency and effectiveness of

programs. Tabor also looks at current employment trends to identify potential new programs.

Enrollment numbers in each program are tracked to help evaluate the desirability of each program.

- **Reviewing viability of courses/programs and changing or discontinuing when necessary (4.A.1)**

It is the responsibility of the academic department to monitor and assess needed changes within programs. The prerequisite requirements of a graduate program must correlate with the completed courses at the undergraduate level. The success rate of Tabor College students entering and completing these programs is examined. If the requirements change, or the success rate wanes, then the program needs to be reviewed and adjusted to fit the new model. A formal program review process including internal and external reviewers has been put into place and will be in the fall of 2015. (4.A.1)

1R3

What are the results for determining if programs are current and meet the needs of the institution's diverse stakeholders?

- **Outcomes/measures tracked and tools utilized**

Processes for gathering data about student satisfaction happen most formally through the SSI (TCH) and ASPS (TCW). These results are analyzed in various groups, including the faculty, IAC, Academic Affairs Office, and ET.

TCH tracks enrollment numbers in programs over multiple years to help determine whether programs are current and meeting the needs of stakeholders.

TCW tracks information such as enrollment numbers; stability and growth in site locations; number of online students; number of cohorts; and growth in the Studies That Enhance Program Success (STEPS) program. The faculty believes that these numbers provide an indication of how well that the programs at TCW are meeting student needs.

- **Summary results of assessments (include tables and figures when possible)**

The ASPS provides a data point for TCW in evaluating whether programs are meeting the needs of students. See chart below:

TABLE 1.12: TCW PROGRAM EFFECTIVENESS – ASPS 2012

	TCW	National Adult Students
ITEM	Satisfaction	Satisfaction
The content of courses with my major is valuable	6.10	5.87
My classes provide opportunities to improve my technology skills	6.06	5.91
There are sufficient options within my program of study	6.38	6.07
Tuition paid is a worthwhile investment	6.64	6.65

These numbers indicate that TCW students believe the education they receive is a good investment. There is a belief that they are learning both skills and content that have value.

TCW enrollment tracking indicates that enrollment numbers are increasing, resulting in greater stability.

TABLE 1.13: TCW ENROLLMENT

Tabor College Wichita Number of Students by Major								
	FA07	FA08	FA09	FA10	FA11	FA12	FA13	FA14
Business Administration	22	21	13	4	11	16	15	21
Nursing	50	51	69	68	85	112	102	114
Christian Ministry	23	16	11	14	13	17	7	4
Undeclared	13	5	6	3	7	2	1	3

Source: Susan Lehrman; Formatting: IR

TCW research found that nursing students in rural Kansas were appreciative of offering the RN to BSN courses through ITV at Colby. It was also discovered that TCW is the only nursing program in Kansas that offers an onsite RN-to-BSN program.

TCH uses the SSI to help evaluate program effectiveness. The SSI reveals the following about students' perception of whether programs are meeting their academic needs. See chart below:

TABLE 1.14: TCH PROGRAM EFFECTIVENESS – SSI 2014

	TCH	National Four-Year Private Institutions
ITEM	Satisfaction	Satisfaction
The content of courses with my major is valuable	5.73	5.67
Tuition paid is a worthwhile investment.	5.08	4.90

Assessment of program effectiveness and currency is determined partly through program enrollment numbers at TCH. These numbers have been tracked for multiple years (see Table 1.15).

- **Comparison of results with internal targets and external benchmarks**

One internal benchmark at TCH deals with a major viability threshold. The policy is still under development; a draft of the policy is provided here.

The committee considered the previously agreed-upon viability threshold (15 declared majors or a minimum of five graduates total during the past three consecutive years). The major viability plan included a four-year implementation sequence that will need to be republished. The question now is when to begin that countdown: retroactively, now, or in the future. If a major is determined to be

unviable, the program will have two years to make changes. If the major has not achieved viability at that point, it will be removed from the academic program. The Faculty Personnel Committee (FPC) considered possible exceptions for programs that don't have many majors or graduates but do produce a substantial number of GE courses. They also agreed informally that counts will be taken in the spring and discussed how to classify majors, arriving at the conclusion that majors will be classified only by the two-digit CIP code with double majors counting for both.

Benchmarking from the mean scores of the SSI and ASPS indicate that Tabor students perceive that the content of courses in their major is valuable and that their education is worth the cost of tuition. As Tabor continues to strive for excellence, higher level benchmarks will need to be set for these areas.

- **Interpretation of results and insights gained**

At TCH, recognition of low (or no) student enrollment in some programs established the need for a major viability threshold.

At TCW the flat enrollment in the Christian ministries program was identified as a problem area. There had not been a director of this program for several years and this pointed out the need to hire someone for that position.

The generally average scores on the SSI and ASPS suggest the need to set goals for improvement.

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Based on 1R3, what improvements have been implemented or will be implemented in the next one to three years?

A new director was hired for the Christian Ministries program at TCW. The new director surveyed current students, denominational leaders, and other key stakeholders. This has led to the creation of the MA EML program as well as revisions in the Christian Ministry program that should yield increased enrollment. This work also led to the offering of courses that enables students to receive credentialing certificates in Anabaptist studies offered by the Mennonite Brethren denomination.

At TCH, part of the curriculum review process was looking at program enrollments. Based on enrollment and recommendation of department faculty, several majors were dropped. This process also led to the realignment or combining of some related major. In other cases, steps were taken to revitalize a program by hiring additional faculty and committing funds to capital improvements.

TABLE 1.15: MAJORS

NUMBER OF STUDENTS BY MAJOR: FALL 2005 to FALL 2014

	FA05	FA06	FA07	FA08	FA09	FA10	FA11	FA12	FA13	FA14
HUMANITIES										
Biblical/Religious Studies	27	19	29	29	23	25	19	17	18	14
Christian Ministry-Leadership	9	12	10	5	3	3	2	2	2	1
Christian Ministry-Mission				2	2	6	6	1	1	1
Christian Ministry-Youth	17	13	6	5	5	9	8	7	9	9
Communications									2	17
Communication-Comm Studies	2	5	8	6	9	10	5	2	3	
Communication-Journalism	3	6	2	4	6	7	5	8	4	1
Communication-Organiz Comm	14	5	3	6	6	5	5	4	1	
Communication-Perf Arts	2	0	1	3	2	2	2	0	0	
English	4	3	5	5	8	8	4	3	6	6
English-Sec Ed	7	8	6	6	8	6	5	7	6	4
History	7	5	2	6	6	9	13	9	6	3
History-Sec Ed	8	3	5	7	7	11	9	4	3	5
Humanities-Biblical/Religious Studies	3	2	5	2	1	0	2	2	1	
Humanities-Communication	1	2	4	1	0	0	1	1	1	
Humanities-English	1	0	1	0	0	0	0	0	0	
Humanities-Music	1	0	0	0	0	0	0	0	0	
International Studies	2	4	5	5	3	1	2	2	3	3
Philosophy	3	2	2	1	5	6	3	3	3	3
NATURAL/MATHEMATICAL/BEHAVIORAL SCIENCE										
Behavior Science	4	6	7	4	5	6	6	5	1	1
Biochemistry										
Biochemistry-Sec Ed	15	13	15	11	16	18	26	21	17	17
Biology	0	0	2	2	2	3	2	3	3	2
Biology-Sec Ed	1	2	3	5	2	0	2	2	1	
Environmental Biology	4	4	5	7	6	4	5	8	6	7
Chemistry	2	1	2	4	2	2	0	0	1	
Chemistry-Sec Ed	4	0	4	6	1					
Math/Comp Science	8	6	6	3	2					
Math/Comp System Admin	4	3	3	6	3	2	2	3	4	6
Math	1	3	8	8	6	9	8	3	5	5
Math-Sec Ed	0	0	0	0	0	0	2	2	1	
Med Tech	2	1	0	4	2	2	1			
Natl Sci-Biology	0	1	0	0	0	0	0	0	0	
Natl Sci-Biology-Sec Ed	0	1	0	0	0	0	0	0	0	
Natl Sci-Chemistry	2	1	0	1	1	1	1	1	1	
Natl Sci-Health Science	0	0	0	0	0	0	0	0	0	
Natl Sci-Math	0	0	0	0	1	1	1	0		
Psychology	16	12	15	18	23	24	28	33	35	33
Soc Sci-Community Service	0	0	0	0						
Soc Sci- History	5	7	2	1	3	0	2	3	2	
Soc Sci-History-Sec Ed	6	3	1	0	2	1	9	5	2	
Soc Sci-Political Science	3	0	3	2	5	3	5	3	2	
Soc Sci-Psychology	6	2	1	3	0	3	2	7	2	
Soc Sci-Social Welfare/Social Work				2	3	1	4	3	1	
Soc Sci-Sociology	24	21	3	2	2	3	0	1		
Soc Sci-Sociological Practice			12	1						
Social Welfare/Work				8	10	15	22	28	26	21
EDUCATION/APPLIED ARTS										
Athletic Training	9	11	10	10	10	7	14	9	6	11
Athletic Training - not declared						9	6	7	4	10
Busn Admin-Acct (Acct/Finance 07)	9	17	0	17	13	17	17	10	11	14
Busn Admin-Agr/Business	2	3	1	3	3	5	4	2	2	
Busn Admin-Business Ed-Sec Ed	0	0	1	1	0	1	3	1		
Busn Admin-Business Ed-Sec Ed	0	1	0	0	0	0				
Busn Admin-Comp Science	9	18	19							
Busn Admin-Finance	27	27	33	40	37	19	21	22	24	35
Busn Admin-Management	18	12	13	11	15	11	16	17	19	14
Busn Admin-Marketing	1	0	0	0						
Busn Admin-Office Admin	13	13	8	5						
Busn Admin-Sport Management										
Busn Admin-Sport Mktg/Mgmt	18	36	31	35	47	44	59	39	45	44
Elem Ed/Educational Studies	13	12	9	3	4	4	17	10	5	
Special Education	28	3	3	1						
Health/PE	22	20	16	22	18	22	28	16	17	16
HLPE-El/Sec Ed	2	2	0	0						
HLPE- Recreation	2	0	0	0						
HLPE-Camp Director	3	10	4	8	5	9	16	17	19	21
HLPE-Sport Management	10	8	6	9	10	10	13	19	23	25
HLPE-Sports Studies	0	1	5	0	3		1	1	1	
HLPE-Other	1	0	0	0	0	1	1	1	1	2
Off. Stud/Lib AA				28	26	33	31	19	18	14
Secondary Education										
VISUAL/PERFORMING ARTS										
Graphic Design	16	15	20	21	22	23	20	16	11	9
Church Music							1	2	2	1
Music	2	3	4	2	2	3	6	3	3	6
Music-Business	0	0	0	0	0	0	0	0	0	
Music-Composition										1
Music-Instrumental						1	1	1	1	
Music-Piano	2	2	2	1	0	1	1	2	2	1
Music-Vocal							1	2	2	1
Music-Vocal & Instrumental						3	2	1	1	
Music Education-El/Sec Ed	3	3	0	3	4	0				
Studio Art									2	
Freshmen Not Declared	124	131	119	141	140	154	145	142	160	159
Undeclared	33	30	30	28	40	41	27	79	70	67

Source: Susan Lehman, Assistant Registrar, Format: IR

Academic Program Quality

1P4

Academic Program Quality focuses on ensuring quality across all programs, modalities, and locations. Describe the processes for ensuring quality academic programming. This includes, but is not limited to, descriptions of key processes for:

- **Determining and communicating the preparation required of students for the specific curricula, programs, courses, and learning they will pursue (4.A.4)**

Expectations regarding student preparation and learning objectives are communicated to prospective students in a variety of ways. The athletic recruiting system generates the majority of student contacts. These contacts enlist much of their information from the coaches, but admissions recruiters also work to provide the relevant material concerning Tabor programs. Tabor College admissions representatives attend high school visits, college planning conferences, and college fairs.

The expectations for TCH and TCW are posted in each location's college catalogs available on their respective websites. Once initial student contact is made, the primary focus for program information is obtained from the faculty and available printed materials. Academic personnel and advisors meet with incoming students and discuss initial assessments and appropriate placement. This information is reinforced by assessment personnel who are available to discuss assessment results and course placement with students and advisors. Course placement and proper sequencing of courses are reinforced by the student's advisor. (4.A.4)

In both TCH and TCW locations, syllabi describe content, objectives, sequence of material, texts required, major projects, and assignments. The evaluations and expected student outcomes are supplied along with contact information. All syllabi are available online and are kept on record in the Academic Office. (4.A.4)

The entry-level TC101 course provides information and leads students in discussion to understand college expectations and to process their college experiences. It is through this course that students are encouraged to investigate their major and the graduation requirements.

- **Evaluating and ensuring program rigor for all modalities, locations, consortia, and when offering dual-credit programs (3.A.1, 3.A.3, 4.A.4)**

There are several methods and processes employed to evaluate and ensure program rigor. Tabor has developed a credit-hour policy that is shared by both locations. The underlying basis of the policy is the United States Department of Education Program Integrity rule, which defines a credit hour as "an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than

- (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or
- (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.”

The policy defines credit hour equivalencies for traditional lecture, seminar, topics, temporary courses; laboratory courses; student teaching and internships; condensed courses; independent study courses; and distant education, online, and hybrid courses. (3.A.1, 3.A.3, 4.A.4)

The core revision process undergone during 2011-2013 resulted in shared baccalaureate and core objectives for both Tabor locations. This revision process was informed by both the AAC&U core outcome rubrics and the Degree Qualification Profile. (3.A.1, 3.A.3, 4.A.4)

Tabor has a consortial agreement with several Kansas schools, the Association Colleges of Central Kansas (ACCK). There is a committee with representation from each school that works to ensure the appropriate rigor for all shared courses. (3.A.1, 3.A.3, 4.A.4)

The VPAA of TCH is currently working with USD 410 administration to review and expand dual-credit offerings.

TCW contracted with Learning House as a third party to ensure academic rigor and quality of program delivery. In fall 2013, the IAC approved an institutional assessment plan, which for the first time, included a schedule for program reviews that will incorporate outside reviews. These reviews will begin in the fall of 2015. (3.A.1, 3.A.3, 4.A.4)

- **Awarding prior learning and transfer credits (4.A.2, 4.A.3)**

Both TCH and TCW have comprehensive policies regarding awarding Prior Life Learning credit and transfer credit. A summary of significant points is provided here:

PRIOR EXPERIENTIAL LEARNING

Tabor College recognizes the value of educational experiences outside the realm of traditional higher education and believes that valid learning experience should be formally recognized. Credit will be granted only to the extent that the following criteria are met:

1. Experiences for which credit is requested are consistent with the College’s mission.
2. The subject area is one in which the College has existing curriculum or is evaluated by a qualified expert in the subject area.
3. Credit should be awarded for learning and not merely for experience.
4. College credit should be awarded only for college-level learning. (4.A.2, 4.A.3)

TCW's catalog states: Credit for veteran's training and other non-collegiate work is given in accordance with the credit recommendation published by the American Council on Education (ACE). (4.A.2, 4.A.3)

TRANSFER CREDIT

At TCH, transfer credit will normally be awarded for credit earned at regionally accredited institutions and completed with a grade of C- or better. TCW recognizes credit from regionally accredited and faith-based accredited institutions. (4.A.2, 4.A.3)

Both locations have policies regarding number of transferable hours, required grades for a course to transfer, and equivalency. (4.A.2, 4.A.3)

- **Selecting, implementing, and maintaining specialized accreditation(s) (4.A.5)**

The TCH Athletic Training program is accredited by the CAATE. Tabor incorporates the BOC pass statistics and employment information into the program. The BOC changed the examination pass rate requirements in 2011. The Athletic Training department has made numerous changes to their program to retain viability and student success. (4.A.5)

Tabor's Music Programs are accredited by NASM. We completed a self-study and onsite visit in the 2013-14 year and are awaiting results regarding our continued accreditation. (4.A.5)

Tabor's Teacher Education Program is accredited by NCATE and the state of Kansas. The most recent reaccreditation occurred in 2013. The Teacher Education Program monitors changes in NCATE and Kansas requirements and keeps the program up-to-date. Changes can be documented in the minutes of the monthly TEC meetings on the development/changes to courses and curriculum. (4.A.5)

The Social Work program has recognized the need for students to attain licensure through CSWE. The former program chair consulted with State of Kansas BSRB, CSWE, social work agencies, alumni, and other groups to develop a program that will meet licensure requirements and expectations of future employers. Tabor is currently in the beginning stages of obtaining CSWE approval. (4.A.5)

The RN-to-BSN program at Tabor College Wichita is accredited by the CCNE. Accreditation with this body has been maintained since 2004. TCW works consistently to maintain standards and ensure the continuation of this accreditation. (4.A.5)

- **Assessing the level of outcomes attainment by graduates at all levels (3.A.2, 4.A.6)**

The degree levels BA and MA have developed specific outcomes (outcomes for the AA will be complete by spring of 2015). Both locations share common core outcomes that are applicable to both AA and BA programs. These outcomes can be found in both the TCH and TCW undergraduate catalogs. Both locations share baccalaureate outcomes for those receiving BA or BS degrees; these can also be found in the catalogs. The MA programs offered through TCW each have specific

outcomes spelled out in the TCW Graduate Degree catalog. Descriptions of how these outcomes are assessed can be found in Category 1P1 and 1R1. (3.A.2)

- **Selecting the tools/methods/instruments used to assess program rigor across all modalities.**

The VPAA and the Director of Assessment determined that a syllabi audit would be a valuable tool in assessing program rigor across modalities and would be provide useful data for both locations. The faculty was informed about this process in advance. The core curriculum currently in progress will also be useful in determining levels of rigor (see 1P1 and 1R1). Other methods of assessing rigor (such as the NSSE and the Alumni Survey) can be found in 1R1. (3.A.2, 4.A.6)

1R4

What are the results for determining the quality of academic programs?

- **Outcomes/measures tracked and tools utilized**

The syllabi audit was based on a sampling of syllabi from various disciplines. The audit targeted several areas of concern. First, the audit evaluated whether courses taught across modalities shared the same course description and outcomes. A second part of the audit examined whether departments with external accreditations indicated requirements for those accreditations in syllabi. A more informal part of the audit looked at issues related to fulfillment of credit-hour policy. The process for this needs to be formalized.

Tabor also tracks pass rates for external licensing bodies. This includes the KPTP exam for teacher licensure in Kansas, the BOC exam for athletic training, and the Social Work licensure exam.

Descriptions of Alumni Survey results and NSSE outcomes can be found in 1R1.

- **Summary results of assessments (include tables and figures when possible)**

The pertinent results for the NSSE can be found in 1R1 in Table 1.3; results from the alumni survey can be found in Table 1.4.

The licensure exams scores provide indication of quality in the teacher education program. Tabor's completion pass rates are noted in the chart below.

TABLE 1.16 KPTP SCORES

KPTP 2013-2014						
Active Students	KPTP	PASSED 2013-14	NP 2013-2014	% PASSED	% NP	13-14 Prog. Completers
28	28	26	2	93%	7%	23
KPTP 2012-2013						
Active Students	KPTP	PASSED 2012-13	NP 2012-2013	% PASSED	% NP	12-13 Prog. Completers
17	17	16	1	94%	6%	16
KPTP 2011-2012						
Active	KPTP	PASSED	NP 2011-	% PASSED	% NP	11-12 Prog.

Students		2011-12	2012			Completers
28	28	28	0	100	0	28

The Social Work Program is relatively new, so only a few students have taken the Social Work licensure exam. All those who have taken the exam have passed. The results for the BOC exam for athletic training have been less successful with a first-time pass rate of 27 percent and an overall pass rate of 68 percent.

The syllabi audit indicated that in most cases, courses taught in multiple sections at the TCH and TCW locations did share objectives and course description. The exceptions to this have been addressed and are being corrected.

A larger discrepancy was found in course objectives between traditional courses and online courses. This is a problem that Tabor has been working to address.

The second part of the audit found that all courses in programs that are accredited by external bodies did contain requirements related to those accreditations. The Social Work program is in the midst of obtaining accreditation and has begun the process of including CSWE standards in its syllabi.

Of the syllabi sampled, the preponderance of traditional courses and a substantial number of the online courses do fulfill the credit-hour policy. The final reiteration of this policy has just been approved, which should lead to increased compliance.

- **Comparison of results with internal targets and external benchmarks**

As indicated in the section above, Tabor's pass rates for education and social work are very good. The athletic training BOC exam does not meet desired standards.

At the time of participation in the NSSE and the alumni survey, there were no internal benchmarks for these instruments. The IAC and faculty determined a need to set benchmarks for these instruments, a task that was delegated to the IAC with a deadline in the spring of 2015. The NSSE results were compared to the external benchmarks provided in Table 1.3. While there were no huge gaps between Tabor and our two benchmark groups, it is clear that our performance is not at desired levels.

- **Interpretation of results and insights gained**

Part of the discrepancy in outcomes between traditional courses and online courses comes because they originate from separate locations (TCH traditional, TCW online). This is being addressed by both the APC (TCH) and AGS Academic Council (TCW). This has not been intentional, but stems in part from extensive use of adjuncts at TCW who may not be aware of the need to have standardized outcomes.

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Based on 1R4, what improvements have been implemented or will be implemented in the next one to three years?

TCH and TCW are working together to ensure that courses taught across varying modalities will share a common description and outcomes.

Tabor is in the process of developing a credit-hour “calculator” to help ensure all syllabi reflect the credit-hour policy.

Tabor has made changes in the athletic training program designed to strengthen areas the BOC exam indicated were weaknesses in the current program.

Academic Student Support

1P5

Academic Student Support focuses on systems designed to help students be successful. Describe the processes for developing and delivering academic support to students. This includes, but is not limited to, descriptions of key processes for:

- **Identifying underprepared and at-risk students, and determining their academic support needs (3.D.1)**

When students enroll, they are required to submit data that allow the College to identify student needs. The data include ACT and/or SAT scores, high school and other previously attended academic institution grades, Advanced Placement (AP) and College Level Examination Program (CLEP) test scores.

There are various additional means of identifying student support service needs. Student Life efforts are focused on the following:

Students admitted conditionally are monitored closely by Student Success and are assigned mentors.

Faculty report to Student Success during semesters if students are experiencing academic difficulties.

The Intervention Team meets every Monday. Convened by the director of Student Success, this group goes through academic alerts and attendance alerts (sent automatically to Student Success through the Jenzabar system). Student needs are identified and Student Life staff are assigned to students for follow-up. Tutoring needs are identified and students experiencing motivation and/or transitional issues are noted. (3.D.1)

Academic advisors at TCH meet one-on-one with students to discuss their interests, academic and career options, and course selections. The course registration process was changed in 2013-14 to meet the expressed need of many students, allowing them to register for their courses online instead of

solely through academic advisors. Although this change potentially decreases the amount of one-on-one, face-to-face interaction that some advisors have with their students, many students continue to choose to meet in-person for advising sessions. (3.D.1)

At TCW, the Academic Support Coordinator (ASC) at the beginning of each student's program to create an academic course plan. Midway through a student's program the student is contacted again to gather information about the student's performance, engagement, and satisfaction with his or her program. Finally, the student and ASC meet during the semester prior to graduation to confirm completed program requirements. In addition, the ASC is in contact with students frequently as academic and personal issues arise throughout the educational experience. TCW faculty also provide academic support services. (3.D.1)

At-risk students conditionally admitted to Tabor College are identified by ACT scores <18, low GPA (<2.0) and/or poor reading comprehension identified from an initial placement examination. Students can also be identified as 'at risk' by faculty or advisors who have identified motivational or performance issues. These students are assigned mentors from the Student Success Office, with whom they are required to meet weekly. They are enrolled in a TC Study Skills Seminar and are regulated to 12.5 credits per semester (Tabor College Catalog, Admissions section, page 20). Students not meeting the prerequisite math score of 21 on the ACT will be remanded to Basic Mathematics or Intermediate Algebra depending on other competencies. These elementary math courses are remedial in nature and do not meet core curriculum requirements. (3.D.1)

Learners with special needs are encouraged to utilize the services provided by the Student Success Office. Services available include course-based individual tutoring, peer tutoring, computer-assisted skill development, and time management planning. A Writing Center sponsored by the English Department also provides tutoring services for students who need assistance with academic writing. (3.D.1)

In 2012 TCH established the Intervention Team, consisting of the Student Success Counselor, academic support coordinators, resident directors, and the Director of Campus Ministries. The purpose of this team is to improve opportunities for at-risk students to succeed.

Such students are identified through a variety of sources:

Instructors send student concerns about academically at-risk and disengaged students to the Student Success Counselor and/or the VPSL. Resident Directors gather student concerns during weekly meetings with Resident Assistants. These concerns are discussed in weekly one-on-one meetings Resident Directors have with the VPSL.

Staff members on the Intervention Team, who serve as first-year experience and transfer class instructors, collect feedback from students in one-on-one academic advising sessions, which take place at least once per semester.

Results from the College Student Inventory (CSI), which is required for all first-year students, are assessed within the Intervention Team.

The Intervention Team divides the student alerts identified each week to establish follow-up contact with each individual. Intervention Team members then submit weekly contact logs to the VPSL, documenting these follow-up conversations and suggesting necessary support services. The student feedback gathered by the Intervention Team is also analyzed for trends in student needs, which are then addressed within the necessary areas, such as residence life, student programming, and student success. (3.D.1)

- **Deploying academic support services to help students select and successfully complete courses and programs (3.D.2)**

Academic advisors at both TCH and TCW aid students in identifying and clarifying their interests, abilities and life/career goals, and develop an educational plan for the realization of these goals. On the TCH campus, the freshman year advising program is integrated with TC101 Introduction to the Tabor Experience. At the end of the freshman year, students who are not ready to declare a major are assigned to an advisor. Students may request a change of advisor at any time by contacting the Academic Office. (3.D.2)

- **Ensuring faculty are available for student inquiry (3.C.5)**

Tabor has taken several steps to ensure students have access to professors. Students have email access to professors through the course page on My Tabor. All professors are required to have office hours when they are available to students. In an effort to enhance the role of office hours, a policy was developed that requires that syllabi include office hours and contact information. Syllabi have been reviewed to ensure that the policy is being followed. Office hours are also to be posted in the office complex areas. (3.C.5)

- **Determining and addressing the learning support needs (tutoring, advising, library, laboratories, research, etc.) of students and faculty (3.D.1, 3.D.3, 3.D.4, 3.D.5)**

ADVISING

All students have an assigned advisor. The advisor is available to meet with the student to discuss course needs and selection, to track progress toward the degree, and to ensure that the student has needed support. Incoming freshman are assigned a FYE advisor who aids in adjusting to college life, selecting courses, evaluating interests and abilities, and choosing an appropriate major. (3.D.3)

LIBRARY

Tabor College Library has a wide variety of resources available in order to assist Tabor College students with their research needs. Tabor College Library subscribes to a state-of-the-art online resource center (formerly known as the “book” catalog) which provides access to print books, electronic books, widely respected full-text journal and magazine databases, and many other resources from libraries located around the world. (3.D.1, 3.D.4)

COMPUTER LABS

All students are given computer access to Tabor College computers and network through school computers. The MJR31 Lab houses 10 computers and one laser printer. This lab’s primary function is to accommodate students who need to use Mathematica for class assignments, classroom instruction, and general student use. The Business Building Lab houses 15 computers and one laser printer. The business computer lab is often used for class instruction, both during the day and evening. This lab’s primary function is for coursework within the Business and Education departments, but is available for general student use. The Library Lab is available all hours the Library is open, except when scheduled classes are meeting in the room (schedule is posted in advance by the Library Lab door).

(3.D.1, 3.D.4)

WRITING CENTER

Peer tutors are available in the Writing Center to help students at any stage of the writing process. This includes arranging, supporting, and revising ideas, as well as teaching proofreading skills. Tutors act primarily as “coaches.” Tutors are Tabor students who are excellent writers and are trained through a practicum course. (3.D.1, 3.D.4, 3.D.5)

STUDENT SUCCESS OFFICE

The Student Success Office is available for *all* students at Tabor College to provide academic support services ranging from free individual tutoring, group tutoring, academic mentoring, and learning improvement programs. Special assistance is offered to students with disabilities. The Student Success Office encourages all students, faculty and staff to utilize the services provided.

(3.D.1, 3.D.4, 3.D.5)

STUDENT DISABILITY SERVICES

Students who have qualified disabilities and wish to arrange the appropriate accommodations in addition to the general academic support provided through the Student Success Office must identify themselves to the Director of Student Success at the point of enrollment. Each syllabus is required to have a statement on accommodations for disabilities. (3.D.1, 3.D.4, 3.D.5)

SCIENCE LABS

The Science building includes eight laboratories with current equipment that includes Atom Absorption (AA), UV, Visible, and IR Spectrophotometers, Gas Chromatography (GC), High Performance Liquid Chromatography (HPLC), Ultracentrifuge, Electrophoresis, Polymerase Chain Reaction (CR), and Gas Chromatography/Mass Spectrometry (GC/MS). (3.D.1, 3.D.4, 3.D.5)

Dedicated laboratory spaces are maintained for: Cell Biology and Microbiology; Environmental Science; Ecology and Botany; Zoology; Anatomy and Physiology; Chemical Instrumentation Biochemistry, Organic Chemistry; and Physical Chemistry. (3.D.1, 3.D.4, 3.D.5)

- **Ensuring that staff members who provide student academic support services are qualified, trained, and supported (3.C.6)**

All student support staff positions have detailed job descriptions that contain required qualifications. When there is an opening, a search committee is appointed by the VPSL. The search committee completes a preliminary assessment. Frequently a telephone conference call is made to help narrow the list. Primary candidates are then chosen for an on-site interview and are brought to campus. (3.C.6)

In 2011-12, the Tabor Board determined a resource percentage of staff based on FTE of students: one student success officer per 200 students.

Academic support staff are trained and supported through a combination of means. Training is provided through an annual planning retreat conducted by the VPSL. At that retreat, time is allocated to review strategies, set goals, and identify new or ongoing needs to be addressed. There are funds for journals and memberships allocated to provide a source for professional development. Tabor recently purchased an institutional membership in NACE specifically to increase resourcing to/for career services, which is part of the student services area. Typically, at least one member of the professional Student Life staff is sent to a national conference, the ASPA, on an annual basis. (3.C.6)

- **Communicating the availability of academic support services (3.D.2)**

There are a variety of ways in which information on academic support services is communicated. The student handbook has a section on student support services that describes the services, contact information, and any process required to receive help. The Student Life department posts fliers on campus and places frequent reminders in the Student Life monthly newsletter. (3.D.2)

All syllabi are required to provide information about student success services, disability student services, and the writing center. One of the tasks of advisors is to monitor student progress and remind students of the support services available. Advisors are also expected to meet with their students who are below a C- at mid-term and help the student develop a plan to raise his or her grade. (3.D.2)

- **Determining goals for retention, persistence and program completion (4.C.1, 4.C.4)**

The President, working with the ET, set the following goals for the 2013-2014 academic year: Retention at TCH fall to fall - 75-80 percent; fall to spring – 90 percent; spring to fall – 90 percent. Graduation rates were set for Hillsboro at 55 percent and at 85 percent for Wichita. The spring-to-fall goal was exceeded. The others fell below by a few percentage points. (4.C.1)

The Student Life Office created initiatives based on the available data regarding persistence. The highest reported reason for student departure was academic difficulty. Two years ago, the Student Life Office created a mentoring program for students who were identified as being academically at-risk. These students included those who were admitted on probation and those whose professors reported early alert warnings (see 2P2, 2R2). (4.C.4)

- **Selecting the tools/methods/instruments used to evaluate the effectiveness and comprehensiveness of support services**

The Noel-Levitz SSI is administered annually to the student body and the data are utilized by a variety of departments on campus to make process improvements or program enhancements. The SSI was chosen to assess this area because the college was able to tailor the question base to be specific to the student service areas. This has allowed a much more detailed analysis of student services.

At the TCW location, the ASPS from Noel-Levitz was chosen by the faculty to determine students' perception of the effectiveness of support programs. This survey is given to all students and is offered every two years. An alumni survey for nurses that asked questions specifically related to TCW was also recently completed. The Student Advisory Council at TCW is also seen as a means of identifying potential problems with support services.

1R5

What are the results for determining the quality of academic support services?

- **Outcomes/measures tracked and tools utilized**

The SSI is the predominant assessment instrument used on the TCH campus. The ASPS is the instrument of choice at the TCW location. Through the Student Life Office, Tabor has been tracking the number of students on probation, off probation, and the retention rate of students on probation.

- **Summary results of assessments (include tables and figures when possible) (4.C.2, 4.C.4)**

Our percentage of students on probation has remained consistent until the fall of 2014, but the retention of those students has increased. In the fall of 2014, Tabor admitted its lowest number of probation students since 2011. (4.C.2, 4.C.4)

Fourteen of Tabor's 16 team sports earned the NAIA Scholar Team Award for their academic efforts in the classroom during the fall and spring semesters of the 2013-14 academic year by having a cumulative GPA of 3.0 on a 4.0 scale. Also in 2013-14, Tabor had 46 NAIA Academic All-

American Athletes and 67 KCAC Academic All-Conference Athletes.

TABLE 1.17: 2012 ASPS CAMPUS SUPPORT SERVICES

ITEM	SATISFACTION	SATISFACTION
	TCW Satisfaction	Other Adult learner satisfaction
Computer labs are adequate and accessible for all students	5.74	5.49
Library services and services are adequate for adults	5.88	5.53
Career services are adequate and accessible for adult students	5.94	5.18
Academic support services adequately meet the needs of adult students	6.07	5.53
Bookstore hours are convenient for adult students	6.08	5.10
*ACADEMIC SERVICES SCALE	5.93	5.38

TABLE 1.18: 2014 SSI TCH CAMPUS SUPPORT SERVICES

	Tabor College	National Four-Year Private Institutions
ITEM	SATISFACTION	SATISFACTION
Library staff is helpful and approachable	5.86	5.69
Library resources and services are adequate	5.77	5.57
Computer labs are adequate and accessible	5.68	5.41
Tutoring resources are readily available	6.12	5.57
Academic support services adequately meet the needs of students	5.69	5.35
There are adequate services to help me decide upon a career	5.17	5.27
Bookstore staff are helpful	6.11	5.51
*ACADEMIC SERVICES SCALE	5.77	5.48

- **Comparison of results with internal targets and external benchmarks (4.C.4)**

Benchmarking from the mean scores of the SSI and ASPS indicates that Tabor students are satisfied with the academic services provided. One data point for TCH was below our comparison group – Career Services. As Tabor continues to strive for internal excellence, higher benchmarks will need to be set for these areas. (4.C.4 is addressed in 2P2, 2R2, and 2I2)

- **Interpretation of assessment results and insights gained (4.C.2)**

Both Tabor locations offer a variety of academic support services. The lower score for the TCH campus in career services came as no surprise. This is an area Tabor has been trying to improve over the last few years, but work is still needed. (4.C.2 is addressed in 2P2, 2R2, and 2I2)

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Based on 1R5, what improvements have been implemented or will be implemented in the next one to three years? (4.C.3)

The First Year Experience action project was planned and completed by the Student Life Office. Information was gained about freshman needs; this information was incorporated into the revised FYE program. Assessment data are now being gathered. (4.C.3)

Career services have been improved in the last two years. Seminars on resume writing and interviewing skills have been offered. Limited career counseling is being offered. There is much room for growth in these areas.

Tabor has joined the HLC Academy for Student Persistence and Completion to develop new skills in tracking and utilizing information related to retention and graduation rates (see 2P2, 2R2). (4.C.2, 4.C.3, 4.C.4)

Academic Integrity

1P6

Academic Integrity focuses on ethical practices while pursuing knowledge. Describe the processes for supporting ethical scholarly practices by students and faculty. This includes, but is not limited to, descriptions of key processes for:

- **Ensuring freedom of expression and the integrity of research and scholarly practice (2.D., 2.E.1, 2.E.3)**

The freedom of expression and integrity of research and scholarly practice are addressed in the college catalog. In the section entitled “Tabor is a community of learners” it states: “faculty serve as models for students as they think and talk through their own positions on various issues. Teachers share their own views and are willing to take a positive stance but do not force the student to take that view. The integrity of the student’s perspective is respected” (p 9) . (2.D.)

Freedom of instruction is the right of the instructor; each instructor is responsible for the proper exercise of this freedom in concert with the College Intellectual Property policy. (2.D.)

Academic freedom is limited by and is to be interpreted in the light of the universally accepted beliefs and mores of society. A further limitation arises from the fact that Tabor College is a Mennonite Brethren institution. Instruction and investigation is to be within the framework of the Christian faith and practice of Tabor College as set forth in the Confession of Faith approved by the Mennonite Brethren Conference and endorsed by the College Board of Directors.

Tabor utilizes TurnItIn to help regulate academic integrity. There is also an IRB board and defined processes to ensure integrity of research by faculty and students. (2.E.1, 2.E.3)

- **Ensuring ethical learning and research practices of students (2.E.2, 2.E.3)**

The Policy on Academic Integrity can be found in the College Catalog (pp. 59-60). This policy

was rewritten in 2013-2014 to update, clarify, and become more redemptive in nature. The concept of academic integrity is also covered in TC101, a course required for all freshman. All syllabi are required to have a statement on academic integrity. In 2012-13, TCH added Turnitin to monitor student integrity issues. (2.E.2, 2.E.3)

The Institutional Research Board (IRB) at Tabor oversees all student research. (2.E.2)

- **Ensuring ethical teaching and research practices of faculty (2.E.2, 2.E.3)**

The IRB must approve all research done on or through the Tabor campus. The IRB has a published policy providing guidelines for acceptable research. A proposal that contains a project description, description of participants, identification of risks, informed consent procedures, and methodology for security of data is required. All proposals are reviewed by the IRB – the proposal can be approved, have required changes, or be denied. (2.E.2, 2.E.3)

Course evaluations provide students opportunities to indicate their perceptions of how fairly professors treat individuals to what extent grading is done in a fair and accurate manner. These evaluations are reviewed by the faculty member, the department chair, and the VPAA. This provides a process to ensure student perceptions are taken into account.

- **Selecting the tools/methods/instruments used to evaluate the effectiveness and comprehensiveness of supporting academic integrity**

The SSI (TCH) and the ASPS (TCW) were chosen by the IAC in conjunction with the faculty from each location. On the TCH campus, Turnitin is used to identify plagiarism issues in student papers. Records of plagiarism incidents are kept in the Academic Office.

1R6

What are the results for determining the quality of academic integrity?

- **Outcomes/measures tracked and tools utilized**

Tabor has begun tracking instances of academic dishonesty. These records indicate the number of students that have committed some form of academic dishonesty as well as tracking repeat offenders. The SSI (TCH) and ASPS (TCW) have been used to give indication of students' perception of faculty academic integrity. The student right to appeal when they believe they have been treated unfairly also indicates students' view of Tabor's integrity.

- **Summary results of measures (include tables and figures where appropriate)**

The ASPS indicates that TCW students, compared to National Adult students, feel they are treated fairly.

TABLE 1.19: ASPS TCW

	TCW	National
Faculty are fair and unbiased in their treatment of students	6.12	5.76

TABLE 1.20: SSI TCH

	TCH	National
Faculty are fair and unbiased in their treatment of students	5.63	5.34
Freedom of expression is protected on campus	5.03	5.44

The SIS indicates that TCH students, compared to those at national four-year universities, feel they are treated fairly. Freedom of expression is rated lower at TCH than at other four-year private colleges.

The professors at TCH who have used the Turnitin program have been satisfied with the results. Tracking of academic dishonesty incidents by the Academic Office has led to a revision of how incidents are handled.

The tracking of incidents of academic integrity show little change in number of incidents from year to year.

- **Comparison of results with internal targets and external benchmarks**

Benchmarking from the mean scores of the ASPS indicates that TCW students are satisfied with the degree of freedom of expression found on location. Benchmarks from the mean scores of the SSI were mixed. One data point for TCH indicates students are below average in satisfaction with freedom of expression. Students do believe that faculty are fair and unbiased.

As Tabor continues to strive for academic excellence, higher benchmarks will need to be set for these areas.

- **Interpretation of results and insights gained**

The score for TCW on fairness was higher than our benchmark group. The score of 6.17 on a 7-point scale is a good score in its own right.

At TCH, the lower score on academic freedom may be an indication of issues related to Tabor's faith-based standards in regards to freedom of expression.

1I6 Based on 1R6, what improvements have been implemented or will be implemented in the next one to three years?

In the 2013-14 academic year, a policy on intellectual property was developed. As an academic community, Tabor College personnel engage in activities that produce “intellectual property,” which includes all creative works or ideas expressed in forms that can be shared or can enable others to use them. It is in the best interest of Tabor College and its employees to have an intellectual property policy that protects both parties.

The addition of Turnitin in 2012 simplified the process of identifying academic dishonesty and gave some uniformity to the process. The policy on academic dishonesty was revised in 2013 to add clarity and to create a more redemptive process for students.

CATEGORY TWO INTRODUCTION

Tabor College identifies its systems maturity: processes and systems maturity: results as aligned. Tabor strives to meet the non-academic needs of current and prospective students. It also gives close attention to persistence and completion data. It focuses on determining, understanding, and meeting the current and emerging needs of stakeholder groups. To ensure these voices are heard effectively, Tabor has an established formal complaint process, which includes not only a record of when stakeholders are dissatisfied, but a regular analysis of the complaint log. To ensure long-term stability, Tabor collaborates and partners with multiple stakeholders in an effort to uphold and reinforce the institutional mission.

Tabor has identified several areas for continued institutional energy related to this category. Participating in the Higher Learning Commission Academic for Student Persistence and Completion has the potential to inform institutional practices and self-understanding significantly; alumni will continue to be surveyed so as to help inform programming enhancements; beginning with the 2014-2015 review, the analysis of the complaint log will be put into a historical context as opposed to a one-year snapshot; and Tabor will continue to leverage its current and developing collaborations and partnerships to further the mission of the institution through such opportunities as Pioneer College Caterers and the Hillsboro Development Corporation.

These elements combined, especially in light of our previous Systems Portfolio, lead Tabor College to self-identify processes and results as aligned in terms of systems maturity.

AQIP CATEGORY TWO: MEETING STUDENT AND OTHER KEY STAKEHOLDER NEEDS

Current and Prospective Student Need

2P1

Current and Prospective Student Need focuses on determining, understanding and meeting the non-academic needs of current and prospective students.

- **Identifying key student groups**

Tabor College serves three categories of students; undergraduate liberal arts students at TCH and both adult degree completion and graduate students at TCW.

Over the last few years, Tabor has recognized key student groups. This has occurred in part because of broadened student recruitment. Tabor is a Mennonite Brethren college situated in Hillsboro, Kansas, a predominantly white (93 percent) rural community of 3,000. Tabor is recruiting students from urban areas that are more diverse both religiously and ethnically. These students often have different needs and interests than the rural Kansas student.

Tabor, like many other colleges, has an increasing population of underprepared students. There is also an increasing number of students with identified learning disabilities.

The needs of commuters and working adults are addressed by offering modular courses at the TCW location and by offering online and hybrid courses through both Tabor locations.

- **Determining new student groups to target for educational offerings and services**

During the admissions process, Admissions Counselors collect information about academic and extracurricular interests through dialogue with prospective students. The admission application also includes questions about intended academic major and extracurricular interests. The Admissions Office also collects feedback from students who do not matriculate in order to determine their reasons for not attending Tabor College. Data collected provide information and suggest trends related to desired educational and service needs. This information is shared with the VPED and VPAA.

- **Meeting changing student needs**

Students' changing needs are identified through various departments, such as Enrollment Management, Student Life, and academic divisions, as well as many service areas. Both formal and informal processes guide the analysis and use of this information.

When students enroll, they are required to submit data that allow the College to identify student needs. These data include ACT and/or SAT scores, high school and other previously attended academic institution grades, AP and CLEP test scores, FAFSA, payment plan information, brief medical history, and housing preferences. Academic Affairs, Financial Aid, Business Office, Student Success, and Residence Life Offices receive the student information pertinent to their areas, which is then analyzed for trends.

The (EMC) analyzes many of these as well as national trends for current and prospective students in order to determine “guidelines and policies for student recruitment, retention, and financial aid.”

EMC consists of the VPEM, the VPAA, the VPSL, the Vice President of Business and Finance (VPBF), the Student Success Counselor, the Director of Student Financial Aid, and one faculty member from each of the four academic divisions.

- **Identifying and supporting student subgroups with distinctive needs (e.g., seniors, commuters, distance learners, military veterans) (3.D.1)**

The college is committed to providing services to stakeholders with a variety of needs. Students with documented disabilities work with the Disabilities Advisor in the Student Success Office to determine appropriate accommodations. The office is instrumental in maintaining compliance with ADA guidelines. The head of student success serves as a liaison between Tabor College faculty, staff, and the student population in this area. (3.D.1)

TCW maintains contact with distance learners through newsletters, a prayer ministry, and regular contacts from the student’s advisor.

In an effort to meet the needs of the increasing number of underprepared students, the Intervention Team was created at TCH in 2012. This group includes the Student Success Counselor, academic support coordinators, resident directors, and the Director of Campus Ministries. These needs are identified by a variety of sources. (3.D.1)

Instructors send student concerns about at-risk and disengaged students to the Student Success Counselor and/or the VPSL.

Resident Directors gather student concerns during weekly meetings with resident assistants. These concerns are discussed in weekly one-on-one meetings resident directors have with the VPSL.

Staff members on the Intervention Team, who serve as freshman advisors, collect information from students in one-on-one academic advising sessions, which take place at least once per semester.

Staff members on the Intervention Team, who serve as first-year experience and transfer class instructors, collect feedback throughout each of these courses.

The Intervention Team divides the student alerts identified each week to establish follow-up contact with each individual. Intervention Team members then submit weekly contact logs to the VPSL, documenting these follow-up conversations and suggesting necessary support services. The student feedback gathered by the Intervention Team is also analyzed for trends in student needs, which are then addressed within the necessary areas, such as residence life, student programming, and student success. (3.D.1)

- **Deploying non-academic support services to help students be successful (3.D.2)**

At TCW, the Student Advisory Council consists of current students who meet monthly with faculty and staff members. The group meets to discuss efforts to create community among adult and graduate students, to present student concerns, and to offer suggestions for how to improve the TCW educational experience.

TCW begins each term with a new student orientation for all degree programs. This required orientation helps new students learn and understand how to navigate their Tabor degree programs from a policy, process, and technology perspective. It is a time for students to learn about TCAGS and sets the foundation for a successful educational experience.

As a residential campus, TCH has multiple non-academic support services for students. The following are many of the services provided to help students be successful in their overall college lives:

PERFORMING AND VISUAL ARTS

Tabor believes that performing and visual arts provide an outlet for creative expression through participation in theater productions and a variety of musical performing groups representing multiple genres from sacred choral to contemporary Christian music. Nearly one in five students actively participates in performing or visual arts activities.

CHAPEL

The Chapel mission statement is “To support the mission of Tabor College by developing environments and relationships that promote Christian spiritual formation.”

Regular chapels are scheduled twice a week. Discipleship groups are available at various times throughout the week and at various locations on campus.

Service trips and local service opportunities, special events such as drama productions, concerts, lectures, and academic forums are also available for spiritual formation credit. The chapel music program has broadened to reflect Tabor’s changing demographics. Student-led groups provide music ranging from classical to rap. The Student Life Office is responsible for arranging the chapel program schedule.

CAMPUS RECREATION CENTER

A gym, two racquetball courts, an exercise room and a weight-training facility are located in the Campus Recreation Center (CRC). All students enrolled in eight hours or more per semester may use the facility at no charge.

INTRAMURALS

Intramural sports and recreational activities are an integral part of Student Life at Tabor. Intramurals provide for all of the Tabor community (including staff and faculty) a comprehensive and

positive program designed to meet physical, mental, and recreational needs for activity and competition.

COMMUNITY MINISTRY GROUP

Tabor believes great things happen when students connect with each other. There are community groups (small groups) offered around the Tabor campus. Most community group activities occur in student living areas. These gatherings will be an opportunity for students to connect as peers and engage in spiritual formation. Regardless of the nature of an individual's faith commitment, these groups are opportunities to share life and explore Christ-centered spirituality in a safe, supportive, and student-facilitated setting. (3.D.2)

THEME HOUSES

Theme housing is an option for juniors and seniors with common academic and extra-curricular interests. It is designed to be a formative living and learning community to integrate students' residential, academic, and extra-curricular experiences. Themes for a living community often focus on a common extra-curricular activity, academic major, campus organization, or common interest. Residents of a theme house meet weekly to discuss their theme and make valuable contributions to the broader community by providing various programs or events focused on their particular theme.

ATHLETICS

Tabor College sponsors both male and female competitive athletics. Men's sports include football, cross country, basketball, baseball, soccer, track and field, bowling, swimming, and tennis. Women's sports include volleyball, cross country, basketball, softball, soccer, track and field, bowling, swimming, and tennis. Tabor also sponsors a competitive co-ed cheer team. The athletic department's mission statement is: "Creating an environment for student athletes that supports learning, promotes excellence and stimulates Christian growth."

STUDENT ACTIVITIES BOARD

The Student Activities Board (SAB) is responsible to plan social events for the year under the direction of the Student Senate. The group's objectives are to present creative entertainment that enhances the college experience, promote community among Tabor students, and provide a sense of Tabor spirit and pride. There is an attempt to provide activities that appeal to the broad range of Tabor students.

MULTICULTURAL STUDENT UNION

The Multicultural Student Union is an organization open to all students interested in the concerns of ethnic and racial minorities on campus and students interested in sharing their cultural experiences, bringing a better understanding to the college and community. (3.D.1)

- **Ensuring staff members who provide non-academic student support services are qualified, trained, and supported (3.C.6)**

All student support staff positions have detailed job descriptions that contain required qualifications. When there is an opening, a search committee is appointed by the appropriate VP. The search committee completes a preliminary assessment. Frequently, a telephone conference call is made to help narrow the list. Primary candidates are then chosen for an on-site interview and are brought to campus. (3.C.6)

Student support staff are trained and supported through a combination of means. Training is provided through an annual planning events conducted by VPSL or VPPEM. Time is allocated to review strategies, set goals, and identify new or ongoing needs to be addressed. There are funds for journals and memberships allocated to provide a source for professional development. (3.C.6)

- **Communicating the availability of non-academic support services (3.D.2)**

There are a variety of ways in which information on non-academic support services are communicated. The student handbook has a section on non-academic support services that describes the services, contact information, and any process required to receive help. The Student Life department posts fliers on campus and places frequent reminders in the Student Life monthly newsletter. Announcements related to these services are made in chapel. (3.D.2)

- **Selecting tools/methods/instruments to assess student needs**

TCH has chosen to use the NSSE and the SSI to help assess non-academic student needs. Through the NSSE, TCH is part of a consortial group, MECIC, which includes assessment items related to spiritual life and cultural diversity. There are also a variety of department specific surveys administered to examine student needs. The Student Life Office added a housing survey to its annual resident assistant/resident director evaluation in 2013 to determine met and unmet student needs. An informal process of data collection happens as RAs report weekly to RDs about student concerns. In their roles as student organization advisors, Student Life staff members collect feedback from students. Further, RDs meet weekly with the VPSL to discuss these concerns gathered and determine appropriate courses of action.

TCW has chosen to use the ASPS as well as in-house assessments to determine the meeting of student need.

- **Assessing the degree to which student needs are met**

The results of the above tools are analyzed in various groups, including the IAC, AGS Academic Council (TCW), Academic Affairs Office, Intervention Team, and ET. Courses of action are then determined by these groups and implemented as resources are available. For example, as retention

rates suggested that academically at-risk students were not being served well, additional resources were provided for the Student Success Office and the Intervention Team was created.

Additionally, the Student Life Office collects data through an annual housing survey and exit interviews when students choose to leave the college. These results are analyzed by the VPSL and Student Life staff in order to determine met and unmet student needs.

2R1

What are the results for determining if current and prospective students' needs are being met?

- **Outcomes/measures tracked and tools utilized**

Processes for gathering data about student satisfaction happen most formally through the surveys noted in 2P1.

- **Selecting tools/methods/instruments to assess student needs**

We will continue to seek tools, methods, and instruments on an as-needed basis pending feedback gathered through processes already noted.

- **Summary results of measures (include tables and figures when possible)**

TABLE 2.1: SSI TCH

SSI 2013-2014	TABOR COLLEGE HILLSBORO	NATIONAL FOUR-YEAR PRIVATE INSTITUTIONS
SCALE	Satisfaction	Satisfaction
Campus Climate	5.54	5.35
Campus Support Services *	5.77	5.48
Responsiveness to Diverse Populations	5.42	5.29

TABLE 2.2: NSSE TCH

NSSE 2012-2013 MECIC	TCH	MECIC
Ethical and spiritual development of students is an important part of the mission of the institution*	4.3	3.9
There are opportunities for students to strengthen their religious commitment *	4.3	3.9
As a result of my experience here, I am more aware of my own personal values	4.2	4.2
Faculty and staff here are respectful of people of different races and cultures	4.1	4.3
The students here are respectful of people of different races and cultures	3.8	4.1
The environment here encourages students to develop an appreciation of diversity*	3.4	3.9

* Indicates statistical significance

TABLE 2.3: ASPS TCW

ASPS 2012-13	TABOR COLLEGE WICHITA	NATIONAL ADULT STUDENTS
SCALE	Satisfaction	Satisfaction
Campus Climate*	6.08	5.60
Service Excellence*	5.98	5.36

* Indicates statistical significance

- **Comparison of results with internal targets and external benchmarks**

The variance in SSI scores on campus support services is considered statistically significant. The score was slightly better than the benchmark mean. The other two scores indicate that Tabor is comparable to the average score of four-year private institutions.

The NSSE MECIC scores relating to spiritual formation indicated Tabor is above the mean score of other consortia schools at a degree indicating statistical significance. Tabor's mean scores on items related to appreciation of cultural diversity are at or below the mean scores of other MECIC schools. The variance in both ASPS scores is considered statistically significant. This would indicate that TCW is above the national average for student satisfaction with campus climate and service excellence.

- **Interpretation of results and insights gained**

The scores of most concern are those from the MECIC related to appreciation of cultural diversity. The results may be due, in part, to the changing demographics of the Tabor student body. The concern is that it may indicate that faculty and staff unintentionally display actions or attitudes that are culturally insensitive. It is worth noting that Tabor course evaluations do not indicate that students feel professors are disrespectful toward those of different races or cultures.

2P1

Based on 2R1, what improvements have been implemented or will be implemented in the next one to three years?

The MECIC scores related to culturally diversity were shared at the 2013 campus-wide conversation day. Work groups were challenged to discuss ways to eliminate perceived cultural insensitivity. One result was that during the 2011-2013 curriculum revision, a curriculum component related to cultural diversity was strengthened.

Retention, Persistence, and Completion

2P2

Retention, Persistence, and Completion focus on the approach to collecting, analyzing and distributing data on retention, persistence, and completion to stakeholders for decision-

making. This includes, but is not limited to, descriptions of key processes for:

- **Collecting student retention, persistence, and completion data (4.C.2, 4.C.4)**

The Student Life Office leads the efforts in collecting and evaluating retention information. In the past four years, data have been collected after the 20th day of each semester. Data collected include incoming academic profile, campus involvement, race/ethnicity, financial aid status, first generation status, and current academic progress. (4.C.2, 4.C.4)

- **Determining targets for student retention, persistence, and completion**

Tabor has reviewed the data twice per year to look for patterns of at-risk students. Exit interviews have been conducted for many who have not returned and the college now has two years of data of non-returning students. From this data, the Student Life Office has developed strategies for at-risk groups. These groups include athletes, males, and conditional acceptances. The highest reported reason for student departure was academic difficulty.

- **Analyzing information on student retention, persistence, and completion**

Tabor recently joined the HLC Academy for Student Persistence and Completion. This led to the development of a data book related to persistence. Tabor has begun the process of analyzing this data in a formal manner.

- **Meeting targets for retention, persistence, and completion (4.C.1)**

The President, working with the ET, set the following goals for the 2013-2014 academic year: Retention at TCH fall to fall - 75-80 percent; fall to spring – 90 percent; spring to fall – 90 percent. Graduation rates were set for Hillsboro at 55 percent and at 85 percent for Wichita. The spring-to-fall goal was exceeded. The others fell below by a few percentage points. (4.C.1)

- **Selecting tools/methods/instruments to assess retention, persistence, and completion (4.C.4)**

Tabor is currently developing a more mature plan for collecting and analyzing data related to retention. Currently, Tabor tracks IPEDS comparisons, does exit interviews, and has begun to track internal patterns to identify at-risk students. (4.C.4)

2R2 What are the results for student retention, persistence, and completion?

- **Outcomes/measures tracked and tools utilized**

Tabor's data book developed for the Persistence Academy includes information on fall to fall, fall to spring, and spring to fall retention, graduation rates, a new student profile, and data reported by students on reasons for not persisting.

- **Summary results of measures (include tables and figures when possible)**

Tabor discovered that students reported the top two reasons for leaving as academic difficulty and finances. We also found athletes, males, and those admitted conditionally more likely to leave.

- **Comparison of results with internal targets and external benchmarks**

Tabor does not have good benchmarking data. This is one of the next steps to be pursued through the work being done for the Persistence Academy.

- **Interpretation of results and insights gained**

The Student Life Office created initiatives based on the available data regarding persistence. The highest reported reason for student departure was academic difficulty. Two years ago, the Student Life Office created a mentoring program for students who were identified as being academically at-risk. These students included those who were admitted on probation and those whose professors reported early alert warnings. Each student who was identified as being at-risk was assigned a mentor from the Student Life staff. It is the responsibility of the staff member to make weekly contact with students to monitor progress and provide resources and accountability. There has been an increase in the retention rates for probation students as a result of this program, which launched in fall 2012.

Persistence percentage of probation students (Fall to Spring)

Fall 2011 – Spring 2012	65 percent
Fall 2012 – Spring 2013	72 percent
Fall 2013 – Spring 2014	73 percent

2I2 Based on 2R2, what improvements have been implemented or will be implemented in the next one to three years? (4.C.3)

Last year, the college entered into the Higher Learning Commission's Academy for Student Persistence and Completion. During the first couple of years, the focus of the academy will be on data collection. A task force has been created to work with the academy and has goals set for the coming year to develop a deeper level of data regarding persistence and completion. In later years, the academy focus will center on developing specific action projects from the conclusions found in the additional data analysis.

(4.C.3)

The mentoring program has provided improved services for probation students. This has led to a higher rate of persistence and academic progress. The mentoring program will be expanded to include other at-risk students. The work of the Persistence Academy will aid the task force in identifying other at-risk sub-populations. (4.C.3)

Key Stakeholder Needs

2P3 Key Stakeholder Needs focuses on determining, understanding and meeting needs of key stakeholder groups including alumni and community partners. This includes, but is not limited to, descriptions of key processes for:

- **Determining key external stakeholder groups (e.g., alumni, employers, community)**

In response to our Systems Portfolio Appraisal Feedback Report, Tabor recognized the need to develop a process whereby stakeholders can be identified, formalize its processes for securing stakeholder input, and accurately measure and identify stakeholder needs.

Tabor has had limited processes for defining stakeholder groups and for measuring its ability to successfully meet the needs of its various stakeholders. Future success is predicated on an accurate understanding of stakeholder needs and an ability to effectively meet those needs. An action project was designed to supply key data that will help guide Tabor's strategic planning, and will provide a structure that will enable the college to regularly update critical information on stakeholder needs.

There were two initiatives focused on Understanding Students' and Other Stakeholders' Needs. The first initiative in this Action Project was driven by the need to begin gathering data from our alumni. No one knew if or when an alumni survey might have been sent out, so developing an alumni survey became a priority.

A second initiative in this project began in September 2012 and was focused on helping support areas on campus identify stakeholders, develop objectives to help meet stakeholder needs, and begin assessing whether they were successfully meeting needs. The Director of Assessment met with each of the VPs to discuss whether their units had begun this process. While most units clearly identified stakeholders, very few units had objectives or had considered the idea of assessing success of stakeholder initiatives.

This led to the inclusion of this topic on the agenda for conversation day in October 2012. During this meeting, administrators, faculty, and staff were tasked with identifying these groups, evaluating how their functional areas currently meet the needs of stakeholders they serve, and suggesting how they might determine further stakeholder needs in the future. Subsequent to this, the President identified 21 unique institutional stakeholders in the institution's first comprehensive articulation of stakeholders.

- **Determining new stakeholders to target for services or partnership**

Through the process described above, Tabor College has identified the key stakeholder groups of parents, Board of Directors and denominational leaders, alumni, local community, and future employers. The college worked on a Higher Learning Commission Action Project from 2011-2013 to determine key stakeholders.

- **Meeting the changing needs of key stakeholders**

PARENTS

Tabor College begins its relationship with parents at new student orientation. Faculty, staff, and administrators participate in organized orientation sessions and open discussion with parents during this event. Parents are encouraged to sign up to be sent monthly prayer calendars and Campus Chronicle (monthly calendar and newsletter). Social media interaction has also recently been added to increase communication with parents and family.

BOARD OF DIRECTORS AND DENOMINATIONAL LEADERS

Board members and denominational leaders present needs in formal and informal gatherings with College administrators and faculty members. Board members also offer feedback during Board meetings hosted on campus three times each year.

ALUMNI

The Advancement Office engages alumni through the three departments: Alumni, Communications, and Donor Relations. In order to increase engagement, these departments communicate with alumni through the following means: surveys, social media, e-mails, phone calls, and personal visits to increase engagement. Two staff members have been added to the Advancement Team, and their offices in Oklahoma and California allow increased opportunities to meet in person with alumni and friends. In 2012, the Advancement Team, along with the President, organized gatherings to collect alumni feedback about the College's next capital campaign. Surveys were conducted for TCH and TCW alumni to gather information such as student experience satisfaction, alumni participation, and fundraising.

COMMUNITY

Tabor College is involved with the local community in many ways. An administrator or faculty member serves on the Chamber of Commerce Board. The VPA attends monthly Kiwanis Club meetings. The President sits on the Hillsboro [Economic] Development Corporation Board. Tabor offers a Lifelong Learning Program that is an outreach program to senior citizens. The College works cooperatively with the Hillsboro school district to provide an after-school mentoring program in the elementary and middle schools. The Tabor advisor for this group collects feedback from the school principal and counselor to adjust the program as needed. Following a competitive selection process, Tabor was approved to participate in a Kansas state tax credit program, which will immediately benefit the community in conjunction with the new center for the arts. Being located in Marion County, Tabor College benefits from the state Rural Opportunity Zone program, which helps attract faculty and staff to the community.

FUTURE EMPLOYERS

The College's close connection with MB churches through administrator, faculty, staff, and student contact increases its ability to identify these future employers. Student internships present opportunities to collect data about future employers' needs. Internship supervisors send feedback about their experiences with students, providing a picture of the types of employees they seek. Alumni surveys offer input about how prepared students felt when they entered their careers.

- **Selecting tools/methods/instruments to assess key stakeholder needs and assessing the degree to which key stakeholder needs are met**

PARENTS

New student orientation includes sessions for parents. During this time, issues related to parenting a college student are addressed. Survey results are collected after these sessions to analyze and inform necessary changes to better meet parents' concerns.

BOARD OF DIRECTORS AND DENOMINATIONAL LEADERS

Board members help guide the college and provide accountability of college administration. The college hosts Board meetings three times each year to discuss important institutional issues.

Executive Team members update Board members about the state of the institution, and Board members communicate concerns and ask questions during these meetings.

College faculty and administrators meet often with denominational leaders. The MB southern district offices are located in the TCW building, so frequent interaction occurs here. The VPSL has regular contact with the southern district minister to discuss our mutual relationship with MB students and to discover internship or employment in churches. Tabor has representation at each of the MB district conferences' annual conventions to share reports about the college and gather feedback about needs in the district conferences.

The college houses the Center for Mennonite Brethren Studies (CMBS), which archives data about the denomination. CMBS staff also offers consultation to denominational churches for "planning workshops, seminars, historical celebrations, and publications related to Mennonite Brethren history, life, and thought." CMBS is also open to the public.

Tabor College provides load time for one faculty member to administer Ministry Quest, a leadership and ministry exploration program for high school students in the USMB conference.

Tabor College faculty and students offer resources to meet denominational church needs. Faculty and administrators fill in for pastors as needed, and two college choirs travel to MB churches during spring break to lead worship services and/or present concerts.

Each year, the College hosts a Church Spirit Night, in which MB church members are invited to attend a home basketball game.

ALUMNI

Tabor's alumni initiatives begin with sophomore students. The college considers any student who has completed one year of education at the institution to be an alumnus. The Alumni Director hosts an annual event for sophomores to welcome them into the Alumni Association and begin a relationship with them as alumni. The Alumni Director continues this relationship with the junior and senior students with annual events for each.

The Alumni Office coordinates an annual Thank-a-thon, during which students are recruited to make phone calls to alumni who have made donations to the College. The students simply thank alumni for their gifts. Additionally, the Alumni Office coordinates an annual Phone-a-thon, in which students are recruited to make phone calls to alumni to solicit funding for student financial aid programs. These points of contact with alumni helps connect students to alumni, building a relationship that may last beyond the students' years attending the institution.

The President and Advancement Department administrators meet with alumni and friends of the College regularly to update them about the institution and gather feedback about their needs. These contacts are logged weekly and reviewed during weekly team meetings.

The Advancement Team has made several changes that have increased communication and support for alumni. The web site was redeveloped, social media outlets have been utilized more frequently, and targeted regions have had increased alumni events.

Alumni surveys from both locations assessed, among other things, how alumni wanted to be involved with the college. This feedback has provided direction for alumni relations efforts.

COMMUNITY

The President and Advancement Team network in the business community consistently. Representatives from Tabor serve on the Chamber of Commerce Board. The College hosts an annual Chamber of Commerce on campus. The VPA attends Kiwanis Club meetings twice a month. These two venues provide opportunities for formal input from community representatives.

Tabor runs the Music Preparatory School, which provides group and private piano lessons for community members, typically K-12 students, in Marion County.

The Lifelong Learning program presents weekly lectures coordinated by and hosted at TCH for community members ages 60 and up.

The college works collaboratively with Hillsboro elementary and middle schools to provide after-school mentors through the CHUMS program. Tabor students meet twice each week with USD 410 students for tutoring and mentoring.

Tabor College athletic, music, and theater events effectively serve the community, as evidenced by the number of community members in attendance at these functions.

Each year during new student orientation, new student groups complete service projects at various locations in Marion County. Athletic teams and often residence hall floors also perform community service projects each semester.

FUTURE EMPLOYERS

The education, social work, and nursing programs, among others, report positive working relationships with their internship sites. Experiences these locations have with student interns provide feedback about their desires for future employees.

The Business Department at TCH hosted a Business Leaders Stakeholders advisory luncheon to seek their advice about what the business department curriculum should be like. They were asked what they wanted in a graduate, what was important, and what the educational focus should be. The Education Advisory Board meets twice yearly to dialogue about program opportunities and issues as well as to solicit feedback from partner districts.

TCW generates contacts regularly at local hospitals to help identify needs. For instance, many local hospitals are encouraging their RNs to seek BSN degrees. Because Tabor College offers an RN-to-BSN degree, it can tailor its program to the needs expressed by the hospitals.

2R3

What are the results for determining if key stakeholder needs are being met?

- **Outcomes/measures tracked and tools utilized**

Data collected during the *Understanding Students' and Other Stakeholders' Needs* HLC Action Project determined that formal processes needed to be improved to gather data from alumni. Much of alumni satisfaction had been established through informal conversations with Alumni Office staff members at alumni events and individual contacts. Surveys were created for and administered to TCH and TCW alumni. The Advancement Office, IAC, and ET analyzed these results.

Other interactions with stakeholders yield informal feedback about satisfaction. The President and Advancement Department administrators meet with alumni and friends of the College regularly to update them about the institution and gather feedback about their needs. These contacts are logged weekly and reviewed every Monday morning.

- **Summary results of measures (include tables and figures when possible)**

The alumni department regularly performs surveys at TCH alumni events. The surveys indicate that the majority of alumni in attendance are satisfied with event. While Likert scale questions were included, the comments were more informative. Sample comments are included below.

- 1) *This is what we came for, and were not disappointed. Excellent in every way.*
- 2) *It was one of the best times I could remember at my reunion! Thanks for all the planning to make it a memorable weekend for me.*

- 3) *I very much enjoyed the young alumni reunion, I liked having a place to gather. Perhaps a bigger area next time would be preferable.*
- 4) *The Festival Dinner needs to be more geared for the younger crowd, or there needs to be a younger alumni event at dinnertime on Friday. The volleyball game should be on Saturday. And soccer should be home too. They used to play at home, but the past couple of years they haven't. Not everyone is interested in the football game. Just sayin'.*

The alumni survey done at TCW was more exploratory in nature, asking what types of activities alumni would be interested in attending. Alumni expressed interest in reunions and becoming involved with recruiting or promoting TCW. There was no interest expressed in attending sporting events or a homecoming.

A survey of alumni and other stakeholder was done in conjunction with planning for the new fine arts center. This survey indicated strong support, both in concept and willingness to contribute to the project.

- **Comparison of results with internal targets and external benchmarks**

There are currently no benchmarks. Tabor has just begun formal assessment of relationships with stakeholders.

- **Interpretation of results and insights gained**

The TCH alumni department survey included demographic data that allowed breakdown of responses by age category. The older groups rated alumni activities most favorable, while younger alumni ratings were not as favorable. This indicates that more consideration needs to be given to planning based on age group interests.

The TCW data seems consistent with the non-traditional student audience. TCW students are not typically involved with college sports activities since the locations are sixty miles apart, so alumni are not interested in attending TCH events. The same would be true for homecoming events. An interesting data point is alumni interest in assisting with recruitment – this suggests strong support for the program at TCW.

Based on 2R3, what improvements have been implemented or will be implemented in the next one to three years?

Tabor has developed, reviewed, and refined alumni surveys for both TCH and TCW. Each has only been administered once, so additional data need to be collected. Another step accomplished was developing a process to gather alumni information more effectively and keep it updated in our databases. The IR Office is now working with the Alumni Office to create more effective ways of gathering information and ensuring it is entered into the database.

The development of an Alumni Survey has helped foster conversations and questions concerning long-term outcomes, not just focusing on the outcomes measured during the college years. Another effective practice related to the survey is the development of a process for gathering new graduates' information so they can be added to the alumni database. Finally, the building of a relationship between IR and the Alumni Office has enabled both offices to function more effectively.

The results of the TCH Alumni Survey contributed to the drive behind the curriculum revision of 2011-2013 described in Category 1R2.

Complaint Processes

2P4

Complaint Processes focuses on collecting, analyzing and responding to complaints from students or key (non-employee) stakeholder groups. This includes, but is not limited to, descriptions of key processes for:

- **Collecting complaint information from students**

Students are encouraged to report complaints, concerns, and grievances. Several processes guide the collection, analysis, and action determined when students file one or more of these.

CONCERNS

A concern is defined as “discontent with a Tabor policy, process, decision, or personnel relationship” and is directed to the VPSL or VPAA. Non-academic concerns are addressed in weekly Student Life staff meetings, and a Student Life staff member follows up with the student if the group determines action is necessary. Academic concerns are directed to the VPAA, who determines and completes any necessary action and student follow-up. At TCW, concerns are directed to the Vice President of Tabor College Wichita, who follows a similar process.

COMPLAINTS

Concerns can be elevated to formal complaints when the informal review process proves unsatisfactory to any party. These can be filed with any VP. All complaints and actions are logged in the official complaint file maintained by the VPAA. This file, in redacted form, is annually analyzed for trends by the ET. In the fall of 2014, Tabor began a comprehensive review and revision to the complaint and associated compliance issues stemming from Title IX mandates. Tabor plans to use this opportunity to review all complaint and appeal procedures.

GRIEVANCES

Tabor also offers a grievance process to its employees for circumstances in which informal resolution is not possible to redress issues that fall outside the customary personnel procedure or other stated appeal process. Grievances are reported to the President, who appoints a grievance committee following the process outlined in the Policy Manual.

- **Collecting complaint information from other key stakeholders**

Complaints from off-campus stakeholders are submitted to the President; stakeholders on campus communicate with the VP of the area or the President if needed. All formal complaints are entered in the complaint log, which is maintained by the VPAA.

Some concerns are gathered through stakeholder surveys such as the parent survey about new student orientation and the alumni survey. However, concerns are more typically received through personal contact with stakeholders. When a concern is received, it is sent to the office that can best meet the needs of the complainant.

- **Learning from complaint information and determining actions**

The ET conducts an annual review of the complaint log as well as the appeal log. All personal identifying information (e.g., student name, professor name) are removed prior to this review. During the review, the group looks for trends and issues that warrant additional action or reflection. It also makes sure that issues have been resolved appropriately and cases are closed or receives an update on the case status if open. Non-redacted versions of the complaint and appeal logs are maintained by the VPAA.

- **Communicating actions to students and other key stakeholders**

The college official facilitating the resolution of a complaint is responsible for communicating to the appropriate parties. Notes describing the actions associated with resolution are included in the complaint log and are part of the annual review process.

- **Selecting tools/methods/instruments to evaluate complaint resolution**

The annual review process allows for the opportunity to consider all aspects of the complaint process, including methods and recording instrument.

2R4

What are the results for student and key stakeholder complaints? This includes, but is not limited to, descriptions of the following:

- **Outcomes/measures tracked and tools utilized**

Items measured or tracked on the complaint log include case number, complainant, date, issue, summary of the issue, action taken by executive team member, action date, and status.

- **Summary results of measures (include tables and figures when possible)**

Minutes of the ET review of the 2013-2014 complaint log are as follows: "Complaint Log Review: Frank [VPAA] presented and summarized the complaint and appeal logs. Complaint Log: 6 cases logged, 50 percent of which concern dissatisfaction with classes or professors (involving two professors). Appeal Log: 23 cases logged, 70 percent approved/30 percent denied the majority dealing with SAP but also including one grade change request and one program suspension. Patterns: appeal

log well within reason given TCH student body size; complaint log also within reason, esp. given FPC support for higher faculty performance standards. Add [U.S.] Department of Education appeal."

A comprehensive Department of Education investigation, stemming from an Office of Civil Rights review of alleged racial discrimination, resulted in affirmation of Tabor's policies and procedures.

- **Comparison of results with internal targets and external benchmarks**

No formal benchmarks are set for complaints though internal patterns are reviewed.

- **Interpretation of results and insights gained**

Review of results indicate that the number of complaints were well within reason given the size of the student body.

2I4 **Based on 2R4, what improvements have been implemented or will be implemented in the next one to three years?**

In addition to the annual review, we will be adding at least three years of data for comparison purposes. This will be implemented in the coming year (2014-2015 review).

Building Collaborations and Partnerships

2P5 **Building Collaborations and Partnerships focuses on aligning, building, and determining the effectiveness of collaborations and partnerships to further the mission of the institution. This includes, but is not limited to, descriptions of key processes for:**

- **Selecting partners for collaboration (e.g., other educational institutions, civic organizations and businesses)**

Tabor seeks to form collaborative agreements with organizations that are mutually beneficial. Several examples are provided:

A goal at TCW is to increase enrollment in the RN-to-BSN program. One way to achieve this goal was to recruit more students from community college programs. TCW leadership researched the most appropriate community colleges to our service area in terms of programming. Another criterion was the ability to create seamless transition from an ABN to a BSN program. Several mutually beneficial reverse articulation agreements have been signed with community colleges.

The Tabor Education Department has chosen to build a partnership with USD 410, the local school district. This partnership has been beneficial for the Education Department and its students. USD 410 provides observation sites for students, as well as being a site for practice teaching. Tabor students participate in USD 410's after-school program through CHUMS. The Education department has also been able to partner with ESSDACK for professional development.

The Tabor library has partnered with PALS to form a consortial buying group that has resulted in reduced prices for all consortium members. The college librarian participated in a state meeting that lobbied to help with funding proposals that were under review by state legislature. This group was able to minimize anticipated budget reductions in the two-year state funding allocation process.

ACCK/IMA insurance: ACCK business officers have an “affinity group” that meets on a quarterly basis. One of their functions is to manage the joint health insurance program, review contracts, and prepare for consideration by the board of the ACCK action associated with that review.

- **Building and maintaining relationships with partners**

TCH hosted a Business Leaders Stakeholders advisory luncheon to seek their advice about what the business department curriculum should be like. When asked what they wanted in a graduate, replies included: focus on the basics of business fundamentals, character development, a good work ethic, practical skills, and communication. Great importance was placed on internships and students being able to use technology. A faith-based liberal arts education was affirmed. A final suggestion was to develop a co-curricular transcript that would be added to the academic transcript.

TCH partners with Pioneer College Caterers. As part of maintaining and enhancing the relationship with Pioneer, their corporate officers came in person for a portion of the most recent negotiations. Pioneer made financial contribution to a recent significant renovation to the cafeteria. Pioneer also has made contributions to the Tabor Signature Campaign.

At TCW, the director of the Nursing Program attends career fairs at the academic and employer level to build relationships with potential employers. Close ties are maintained with the Kansas State Nursing association; this provides many benefits to the program.

The Director of the Christian Ministries Program at TCW has become involved with the Youth Pastors' Network in Wichita and the Wichita Pastors' Network. This may provide opportunities to serve various ministries in Wichita but also provides potential students and internship sites. The program director has also been connecting with Mennonite Brethren churches in the area to develop mutually beneficial relationships.

- **Selecting tools/methods/instruments to assess partnership effectiveness**

Pioneer does an annual student and employee survey. The library has also done surveys to assess effectiveness. The SSI and ASPS have also been used to assess these services. Since Tabor already uses the SSI and ASPS and they contain questions related to these service areas, it was decided to use them here.

Tabor has hosted employee meetings to discuss the insurance benefit. There have been optional group meetings and one-on-one meetings during which the college brings vendors to speak directly with employees about insurance related issues.

Members of the Tabor Education Department meet regularly with representatives from USD 410 to discuss the effectiveness of their collaboration.

- **Evaluating the degree to which collaborations and partnerships are effective**

Collaborations and partnerships that include a financial component (Pioneer, bookstore, etc.) are evaluated on financial viability as well as customer service and satisfaction.

2R5

What are the results for determining the effectiveness of aligning and building collaborations and partnerships?

- **Outcomes/measures tracked and tools utilized**

The SSI and ASPS are nationally normed instruments used to assess the library, food service, and bookstore. Pioneer College Caterers shares the results of their own assessment instrument with Tabor.

Tabor tracks the percentage of employees who choose optional insurance packages. The Great Colleges to Work For survey (GCWF) also provides information about satisfaction with benefits that can be applied to the insurance benefit.

- **Summary results of measures (include tables and figures when possible)**

The SSI indicates that Tabor students are satisfied with library services, and highly satisfied with the bookstore. The student satisfaction with the food service is significantly higher than the mean at other institutions (5.4 vs 4.26)

The ASPS indicates that TCW students are satisfied with library services and highly satisfied with bookstore services.

Pioneer College Caterers Survey indicates that overall students are highly satisfied with the cafeteria. There were a few areas of concern related to cafeteria appearance and the lack of healthier food options.

According to the GCWF, Tabor employees ranking of Compensation, Benefits, and Work/Life Balance fall into the fair category.

- **Comparison of results with internal targets and external benchmarks**

The SSI scores and the ASPS scores all indicate a higher level of satisfaction than the provided peer mean scores.

The GCWF score is a summary score for three distinct areas. Tabor's score is slightly lower than the mean score of school in the same Carnegie class.

- **Interpretation of results and insights gained**

As mentioned earlier, the GCWF score is a scale score covering three distinct areas. In meetings where insurance coverage has been discussed, the indications are that employees are highly satisfied with the health insurance coverage. The lower score may be reflective of one of the other area scores.

Salaries are a recognized area of concern at Tabor and likely skewed the score.

2I5

Based on 2R5, what improvements have been implemented or will be implemented in the next one to three years?

The Pioneer College Caterers Survey was one of the factors that led to a major renovation of cafeteria in 2013. This renovation included facility improvements and the addition of new food stations that offer healthier food options.

The Tabor bookstore (JayShop) has increased its profile and is attempting to better meet the needs of stakeholders by such action as adding new merchandise based on customer feedback and offering special sales opportunities at commencement.

Tabor has developed a partnership with the Hillsboro Development Corporation to provide a youth/bowling center for the benefit of the community and Tabor College students.

Tabor is exploring an educational partnership with USD 435 and Memorial Health Systems of Abilene, Kansas.

CATEGORY THREE INTRODUCTION

Tabor College identifies its systems maturity: processes and systems maturity: results as systematic. Hiring practices focus on finding appropriately qualified and credentialed employees so that programming and services—academic and non-academic—meet the needs of our multiple stakeholders. In addition to hiring qualified employees at all levels, Tabor strives to effectively evaluate and recognize its work force through systematic and robust processes, which include multiple feedback mechanisms. Tabor also seeks to enrich employees through training and professional development opportunities.

Tabor recognizes that while the employee evaluation process is generally sound, adjunct faculty are not being consistently evaluated. As a result, the Faculty Personnel Committee is working to address this gap. Moreover, the relationship of faculty and freshmen stemming from the First Year Experience warrants added review. Participation in the Higher Learning Commission Academic for Student Persistence and Completion will help frame a strategy to address this need. Finally, stemming from conversation day activities as well as the Great Colleges to Work For /Modern Think employee survey, Tabor is continuing to give attention to communication among campus personnel. As part of an Action Project on communication, the IAC is working to identify ways that will help to increase communication among employees so that overall employee satisfaction would rise.

These elements combined, especially in light of our previous Systems Portfolio, lead Tabor College to self-identify processes and results as systematic in terms of systems maturity.

AQIP CATEGORY THREE: VALUING EMPLOYEES

Hiring

3P1

Hiring focuses on the acquisition of appropriately qualified/credentialed faculty, staff, and administrators to ensure that effective, high-quality programs and student support services are provided. This includes, but is not limited to, descriptions of key processes for:

- **Recruiting, hiring, and orienting employees**

RECRUITING

As a small institution, Tabor College does not have an organized recruiting program. Employee searches are conducted when there are vacancies. All half-time or greater positions, including new positions, require an updated job description. Any new position requires a job description be written as part of the justification process. All potential positions must be approved by the ET through a justification process. Upon justification, the department head writes an advertisement for the position, which is then placed in appropriate publications including on the Tabor College website.

HIRING

The Executive Administrative Assistant to the VPBF collects all resumes for Administrative and Staff positions. The Executive Administrative Assistant to the VPAA collects all vitae for Faculty positions. Information is stored on a shared network drive. Upon receipt of an indication of interest, the area VP sends a number of documents inclusive of an application, background information about the College, and the Tabor theological summary document. Response materials are requested to be returned electronically. All candidates who are interviewed are given an authorization form for a background check.

The search committee, appointed by the appropriate VP, completes a preliminary assessment. Frequently, a telephone conference call is made to help narrow the list. Primary candidates are then chosen for an on-site interview and are brought to campus.

Campus interviews for faculty and administration typically include a presentation (classroom teaching for faculty interviews), time for interacting with faculty, and appointments with key leaders, including the President, VPAA, search committee, and students. All faculty members are invited to meet the candidate during his or her campus visit as well as in a public forum with a candidate presentation. Campus interviews for staff positions typically do not include a presentation but do include most of the other items previously stated.

ORIENTATION

Within the first year of employment, full-day training and informational workshops are conducted for new employees. These workshops provide details concerning institutional policies and working

procedures, as well as directions in the use of campus technology systems. Thereafter, training workshops regarding in-house matters are provided on an as-needed basis. These generally occur biennially.

- **Designing hiring processes that result in staff and administrators who possess the required qualification, skills, and values (3.C.6)**

The institution has job descriptions for all positions at both locations and houses them with the Executive Administrative Assistant to the VPBF in the central offices of the college. Supervisors write a job description detailing the specific credentials (both required and desired), the expected skill set and the duties of the position in collaboration with other colleagues. These job qualifications are in line with the core values that have been established by the college. Faculty credentials are in line with suggested qualifications as determined by the position. (3.C.6)

FACULTY CREDENTIALS

General requirements for faculty are guided by the Policy Manual, which lists the expectations for faculty related to teaching, scholarship, service, and management. The specific credentials and skills for a faculty position are influenced heavily by the Department Chair and the VPAA. The faculty also has adopted a list of expected terminal degrees by discipline.

ADMINISTRATION AND STAFF CREDENTIALS

The responsibility for identification of required credentials, skills, and knowledge for administration and staff originates with the department manager in the area in which the employee will work. The ET has responsibility for approving these new positions as well as to re-justify positions that become open. (3.C.6)

The College continues to use job descriptions in the hiring process. When a position becomes vacant, the area VP along with other affected employees and/or supervisors update the current job description to ensure that all expectations are current and appropriate to the requirements of the position and needs of the college. Job descriptions are used in posting job vacancies. (3.C.6)

Core values have been established by the college, and questions may be asked during the interview process to determine a prospective employee's personal alignment to these values. References are also checked by the supervisor. Transcripts are also checked for faculty positions to ensure credentials and training.

After all presentations or interaction events, feedback forms are collected from the groups. A recommendation is made to the appropriate VP by the search committee and passed on to the President. On behalf of the Board, the President extends the offer of hire to the candidate of choice.

Currently there is no standardized hiring process for adjunct faculty. In recognition of this, the FPC is working at formalizing that process. The present plan is to work through that process with a new policy in place by the end of the 2014-2015 academic year.

- **Developing and meeting academic credentialing standards for faculty, including those in dual credit, contractual, and consortia programs (3.C.1, 3.C.2)**

The VPAA is charged with the responsibility of ensuring that all faculty are appropriately credentialed. The Policy Manual lists the expectations for regular faculty related to teaching, scholarship, service, and management. The VPAA, in consultation with the FPC and APC, has defined what constitutes a terminal degree within an academic discipline for the purpose of promotion to full professor. Faculty without terminal degrees in their disciplines at the point of initial employment must be admitted to terminal degree programs and be making progress toward those degrees no later than the second year of employment (exceptions may be granted by the VPAA in consultation with the FPC). (3.C.2)

The credentialing expectation for dual-credit programs is that there will be a minimum of a Master's degree in Education or a minimum of 16-18 hours of graduate credit in the field of study. Tabor has a consortial program through the ACCK. The standards for professors in this program are set jointly by the Academic Deans from each participating school and documented in the ACCK Faculty Handbook. Hiring and advancement is overseen by the joint committee. (3.C.2)

- **Ensuring the institution has sufficient numbers of faculty to carry out both classroom and non-classroom programs and activities (3.C.1)**

Tabor, through the office of the VPAA, monitors the need for faculty. This is done in part by the VPAA building a faculty load sheet in consultation with department/division chairs. Both current and projected enrollment numbers are monitored for enrollment pressures in specific courses and for the purpose of ensuring that class size is appropriate for pedagogical demands. Revisions and adjustments are made when needed. A proposal for needed faculty, adjunct, and overload is prepared in alignment with the annual budgeting process and cycle. (3.C.1)

- **Ensuring the acquisition of sufficient numbers of staff to provide student support services**

The Student Life Office and the Academic Office monitor student need for various student support services. These two offices work together to forecast need and hire adequate staff to provide needed services.

- **Outcomes/measures tracked and tools utilized**

The FPC monitors faculty course evaluations, self-evaluations, and non-classroom activities to ensure that faculty performance is effective. Tabor strongly believes in the importance of students having the opportunity to interact with faculty both inside and outside the classroom. A strong score on the NSSE provides indication that we have adequate faculty to provide this important interaction. We also looked at the NSSE scores to help us gauge if we had adequate support staff to meet the needs of our students.

- **Summary results of measures (include tables and figures when possible)**

TABLE 3.1: NSSE 2013
STUDENT/FACULTY INTERACTION: FRESHMEN AND SENIORS

Summary of Indicator Items FRESHMEN

Student-Faculty Interaction	TC	MECIC	Carnegie Class	NSSE 2013
<i>Percentage of students who responded that they "Very often" or "Often"...</i>	%	%	%	%
3a. Talked about career plans with a faculty member	22	33	36	32
3b. Worked w/faculty on activities other than coursework (committees, student group, etc.)	15	19	22	18
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	19	29	29	24
3d. Discussed your academic performance with a faculty member	14	30	33	28

Summary of Indicator Items SENIORS

Student-Faculty Interaction	TC	MECIC	Carnegie Class	NSSE 2013
<i>Percentage of students who responded that they "Very often" or "Often"...</i>	%	%	%	%
3a. Talked about career plans with a faculty member	63	55	51	42
3b. Worked w/faculty on activities other than coursework (committees, student group, etc.)	39	36	31	25
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	44	45	40	32
3d. Discussed your academic performance with a faculty member	40	38	40	32

TABLE 3.2: NSSE 2013
INTERACTIONS WITH STUDENT SERVICES STAFF: FRESHMEN AND SENIORS

Summary of Indicator Items

Quality of Interactions

Freshman

	TC	MECIC	Carnegie Class	NSSE 2013
<i>Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with...</i>	%	%	%	%
13d. Student services staff (career services, student activities, housing, etc.)	53	46	45	44
13e. Other administrative staff and offices (registrar, financial aid, etc.)	51	45	44	42

Summary of Indicator

Items

Quality of Interactions

Seniors

	TC	MECIC	Carnegie Class	NSSE 2013
<i>Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with...</i>	%	%	%	%
13d. Student services staff (career services, student activities, housing, etc.)	41	47	43	42
13e. Other administrative staff and offices (registrar, financial aid, etc.)	53	42	44	43

- Comparison of results with internal targets and external benchmarks**

The NSSE scores are benchmarked against the MECIC, our Carnegie class, and the 2013 NSSE results. Overall, our scores indicate that seniors reported being engaged at levels comparable to or slightly higher than our peer groups. The one exception to that would be interactions with student services.

The freshman data points are more scattered. Freshman scores related to engagement with faculty were consistently lower than our peer schools. Freshman scores were significantly higher when it came to the quality of interactions with student services and administration.

- Interpretation of results and insights gained**

Freshmen are less engaged with faculty, but much more engaged with student services staff than freshman in our peer group. This could be an unintended outcome of our FYE program. Freshmen are mentored and advised by student services personnel rather than by faculty. Also, freshman classes tend to be larger than other classes – this could create the gap between freshman and senior ratings of engagement with faculty.

3I1 Based on 3R1, what improvements have been implemented or will be implemented in the next one to three years?

Further study needs to be done on the impact of larger freshman class size and lower NSSE scores. Tabor also needs to look at the possibility of the FYE program unintentionally separating freshman and faculty.

Recognizing the lack of a formal hiring procedure for adjunct instructors, the FPC is working at formalizing that process. The present plan is to work through that process with a new policy in place by the end of the 2014-2015 academic year.

Evaluation and Recognition

3P2 Evaluation and Recognition focuses on processes that assess and recognize faculty, staff, and

administrators' contributions to the institution. This includes, but is not limited to, descriptions of key processes for:

- **Designing performance evaluation systems for all employees**

Tabor has a long-standing set of processes to evaluate faculty and administrative staff.

FACULTY

The evaluation process for faculty is clearly laid out in the Policy Manual. The central portion of the faculty evaluation process is a list of Ten Commitments. These commitments are divided into four categories: Teaching (delivery, design, assessment, course management); Scholarship (proficiency and creativity); Service (to the institution, the students, the community); and Management (department/division chairs, program supervisors). (3.C.3)

On an annual basis, each faculty member is asked to evaluate his/her respective courses, an evaluation that includes questions about the teaching component of the class. The evaluations are reviewed by the faculty member, the Department Chair, the Division Chair and the VPAA. On an annual basis, each faculty member will also prepare a written reflection on the commitments associated with teaching (only) noting a minimum of one highlight for the year per teaching-related commitment. The faculty member will share these reflections with his/her division chair who will in turn offer a consultative perspective which may include a face-to-face meeting. These materials are stored in the faculty member's professional assessment portfolio and submitted to the VPAA to be placed in the faculty file for inclusion in subsequent evaluations. Ideally, these materials will facilitate department and programmatic efforts. (3.C.3)

Additional required evaluations after three and six years are completed by the FPC, which includes three faculty members, faculty chair, and the VPAA, who is an ex-officio member. The faculty member being reviewed puts together a portfolio that must include a variety of documents including a self-evaluation, student evaluations, colleague evaluations, course evaluations, classroom observations by VPAA and other faculty members, recommendations, and previous self-evaluations. The FPC has a meeting with the faculty member to discuss the materials. They then write up a summary and a recommendation to forward to the VPAA, who makes a recommendation to the President. On behalf of the Board of Directors, the President makes a decision based on the recommendations related to employment (advancement in rank, continuing employment, improvement plan). (3.C.3)

A similar process is followed after the sixth year with slightly different materials included in the portfolio. In addition to the previous statement material, a Reflective Faith Statement paper will be included. This document is intended to provide opportunity for more extended and formal reflection on the faculty member's personal faith journey in the context of Christian higher education generally

and Tabor College specifically. (3.C.3)

ADMINISTRATIVE PERSONNEL

All administrative personnel have a formal evaluation every third year of employment, with informal evaluations annually as articulated in the Policy Manual. The Executive Administrative Assistant to the VPBF informs supervisors of administrative employees to be evaluated. The supervisor and administrative staff each name three or more persons to be included in the review. The Assistant to the VPBF sends evaluations to the named persons, collects them when returned, and distributes to the supervisor and the President.

The process has been expedited through the use of Survey Monkey website, which generates an e-link to the evaluation questions, allows for electronic responses, and summarizes the results to the survey master. The supervisor meets with the employee to present and discuss evaluation results. The results are placed in the employee's file.

SUPPORT STAFF EVALUATION

Support staff are to have an annual evaluation. A suggested process for evaluation, along with a sample evaluation form, is provided in the Policy Manual.

PRESIDENTIAL EVALUATION

The President is evaluated every three years by the Board using a Board-determined process. At the President's request, a competency review process by which the President would be reviewed, resulting in the first-ever formal review of a sitting President. This review involved internal and external evaluators.

- **Soliciting input from and communicating expectations to faculty, staff, and administrators**

The Policy Manual clearly explains the evaluation process for all classifications of employees. Input is solicited through instruments like the GCWF survey. In the last evaluation of the President, input was solicited by the Board from selected faculty, staff, administration, students, and alumni. Faculty evaluations include self-reflection, evaluation by peers, student evaluations, FPC, and the VPAA.

- **Aligning the evaluation system with institutional objectives for both instructional and non-instructional programs and services**

The Criteria used in evaluating administrator performance align closely with Tabor's stated values. The evaluation criteria include: possessing or pursuing an appropriate advanced degree and/or professional experience appropriate to the position; fulfilling responsibilities as stated in the job descriptions; competency and effectiveness in respective position; a Christian commitment, which is evident in job performance, lifestyle, and involvement with students; service, involvement, and attendance at functions relating to the wider Tabor community (church, campus gatherings,

faculty/staff functions, etc.); professional growth (e.g., attendance and participation at conferences, workshops, seminars, involvement in appropriate research projects, personal program of study); and positive personal relationships.

- **Utilizing established institutional policies and procedures to regularly evaluate all faculty, staff, and administrators (3.C.3)**

The purpose of the faculty evaluation process is to motivate faculty members to improve continually their performance. While the evaluation process provides a mechanism of accountability, the process is carried out in a context of support and encouragement.

The criteria that apply to all stages in the faculty evaluation process are teaching, scholarship, service, and management. In each stage of evaluation, it is the responsibility of the FPC and the administration to determine that faculty members continue to strongly support the mission, the theological emphasis and the doctrines of Tabor College as expressed in the Policy Manual and the catalog. (3.C.3)

- **Establishing employee recognition, compensation, and benefit systems to promote retention and high performance**

The administration has also presented a new insurance plan to continue to strengthen the benefit package of employees. The VPAA is currently working on a revision of the salary compensation policy. This proposal will be discussed at the ET before any final recommendations are made to the Board of Directors. Recently, there were retirement celebrations for faculty who have taught for 25 and 40 years. These were well attended by faculty, staff, administration, alumni, and community members. The recent changes in the faculty evaluation system were designed to encourage the faculty with the freedom to develop innovative teaching and scholarship while focusing on the mission of the college.

- **Promoting employee satisfaction and engagement**

There are several activities and services that benefit the health and well-being of its employees. The College offers reduced price flu shots each year. The exercise and gym facilities can be used at no charge by Tabor employees and families. There are Christmas events at each location as well as all-employee activities at the beginning and conclusion of each year. The fall event is a campus kick-off event and the spring is an end-of-year celebration and employee recognition. There are also a variety of dinners and activities hosted at the President's home.

3R2

What are the results for determining if evaluation processes assess employees' contributions to the institution?

- Outcomes/measures tracked and tools utilized**

Over the last several years, Tabor has used several instruments to measure its employee satisfaction and engagement. Most recently, Tabor has chosen to use Modern Think's GCWF survey because it seemed to provide a better fit than some of the previous instruments. The results of these surveys are analyzed by various committees including the ET and the IAC. Further input is often generated at campus-wide conversation days that allow employee input into the understanding of the results.

- Summary results of measures (include tables and figures when possible)**

TABLE 3.3: GREAT COLLEGES COMPARISON DATA

<i>GREAT COLLEGES/Modern Think</i>	<i>2012-2013 Overall</i>	<i>2013-2014 Overall</i>	<i>2014 Carnegie Class</i>
Job Satisfaction/Support	63	65	73
Teaching Environment	53	66	69
Professional Development	65	69	70
Compensation, Benefits & Work/Life Balance	62	63	68
Facilities	54	64	71
Policies, Resources & Efficiency	45	49	59
Shared Governance	40	47	65
Pride	76	75	79
Supervisors/Department Chairs	79	79	74
Senior Leadership	46	52	62
Faculty, Administration & Staff Relations	50	48	60
Communication	63	57	60
Collaboration	64	59	64
Fairness	57	60	62
Respect & Appreciation	60	65	63
Survey Average	59	62	66

- Comparison of results with internal targets and external benchmarks**

The GCWF provides comparative data for Tabor against Tabor based on the two years the survey has been done. It also provides comparative data with participating schools in Tabor's Carnegie class. In comparison with the Carnegie class, Tabor excelled in the area of Supervisors/Department Chairs, but scored lower in other areas. We were glad to note that Tabor's scores improved in twelve areas.

Tabor had not set goals or benchmarks for each category but had set a goal of overall improvement, and this did occur.

- **Interpretation of results and insights gained**

The overall changes between 2012 and 2013 were positive. We have been working to increase employee satisfaction during our AQIP journey and are noting both improvement and room for growth.

3I2

Based on 3R2, what improvements have been implemented or will be implemented in the next one to three years?

Recent improvements have included the implementation and continued use of campus conversation days. The results from these conversations are often part of an action project or focus group. The President has implemented his e-communication, which he tries to write once every week or two. In addition, the President has started “Starbucks with the President” where faculty can come to just share ideas. These items have allowed the faculty and staff to feel more valued. At the faculty’s request in the spring of 2014, the President’s Advisory Council was restructured to better establish communication between administration and faculty.

The administration has also presented a new insurance plan to continue to strengthen the benefit package of employees. The VPAA is currently working on a revision of the salary compensation policy. This proposal will be discussed at the ET before any final recommendations are made to the Board of Directors. Recently, there were retirement celebrations for faculty who have taught for 25 and 40 years. These were well attended by faculty, staff, administration, alumni, and community members. The recent changes in the faculty evaluation system were designed to encourage the faculty with the freedom to develop innovative teaching and scholarship while focusing on the mission of the College.

Processes and systems are being evaluated and adjusted for improvement continually throughout the year when issues and needs arise. The various surveys, evaluations, conversation days feedback, in-service activities, etc. are all used to help formulate targets for improvement. The various committees evaluate the results, making recommendations to the ET. Final decisions are made with the strategic plan in mind along with best practice procedures.

Based on feedback from various sources including the Systems Portfolio Appraisal, conversation day activities, and the Great Colleges/Modern Think employee survey in the spring of 2013, we found that employees consistently rate communication as one of the top areas of concern. These sources indicated that employees believe there is a need for increased dialogue with peers and senior leadership. Additionally, the IAC determined this issue was an area of opportunity for improvement. An action

project was designed to increase communication with the hope that this would increase understanding between employee groups and senior leadership and improve overall work satisfaction between employees and administration.

Development

3P3 Development focuses on processes for continually training, educating, and supporting employees to remain current in their methods and to contribute fully and effectively throughout their careers within the institution. This includes, but is not limited to, descriptions of key processes for:

- **Providing and supporting regular professional development for all employees (3.C.4, 5.A.4)**

FACULTY

Although much of faculty training is self-directed based on the area of specialty, the FPC has taken a more direct role in guiding some of that training. Each faculty member is asked to self-evaluate his/her progress based on four categories (teaching, scholarship, service, and management). At the faculty member's review, the FPC asks questions based on these categories and makes suggestions based on the needs of both the faculty member and the College's organizational plans.

(3.C.4)

Other areas of professional development for faculty include professional development workshops at the beginning of the academic year and IT orientation. Faculty members may request other training as needs arise. (3.C.4)

STAFF

Training for staff members is typically determined by department heads. Support personnel have indicated their desire to participate in field-specific training, though avenues for attending are dependent on the supervisor of each department. (5.A.4)

ADMINISTRATION

Training for administrators is not done in a formalized way. As needs/interests arise, the appropriate training/development is utilized and encouraged, such as an off-site conference or webcast seminar. (5.A.4)

- **Ensuring that instructors are current in instructional content in their disciplines and pedagogical processes (3.C.4)**

Sabbatical leaves are available to full-time faculty and administration after six years of full-time service. Faculty members who have not completed their work toward terminal degrees are encouraged to apply for a Doctoral Completion Grant. Summer grants are available for professional advancement in graduate studies for full-time faculty. Professional development funds are available to all full-time faculty to be used for professional memberships, journals, books, conference fees, etc.

(3.C.4)

In addition, the Hope Scholarship Fund has been established to support scholarship at Tabor College. This is done by providing grants to faculty to systematically study issues of significance through a Christian worldview lens, encourage faculty development of innovative curriculum ideas, and help cover costs to complete or enhance scholarly projects. Also, the annual Kyle Faculty Lecture Series was established to encourage scholarship and to recognize the work of a Tabor College faculty member. (3.C.4)

- **Supporting student support staff members to increase their skills and knowledge in their areas of expertise (e.g. advising, financial aid, etc.) (3.C.6)**

Training is reinforced through a fund to help support professional development activities. Employees are encouraged to obtain ongoing professional development. As budgets allow, on an annual basis, the institution absorbs the cost of membership dues to professional organizations, off-site seminar registration fees, and travel. Where there are multiple employees within a department, financial necessity requires sharing opportunities over the course of two or more years when needed. Employees and supervisors will consult on the value of seminars being advertised in order to choose opportunities that will meet the best interests of both the employee and the institution. (3.C.6)

Other training opportunities include strategic planning sessions, utilizing various experts in areas such as sales, recruiting, marketing, and analyzing data. (3.C.6)

- **Aligning employee professional development activities with institutional objectives**

In 2011, Tabor sent the AAC to a conference put on by the AAC&U to provide training in developing and assessing core curriculum. This supports Tabor's emphasis on the liberal arts expressed in Outcome Two: Understanding and synthesis of knowledge across disciplines that prepares students for lifelong learning.

Tabor provided a series of lectures for faculty on the integration of faith and learning that supports Tabor's faith-based approach to education.

The President and several other key leaders have attended recent HLC conferences to gain a broader understanding of the ways in which assessment can help Tabor serve its students more effectively.

3R3

What are the results for determining if employees are assisted and supported in their professional development?

- **Outcomes/measures tracked and tools utilized**

The College has participated in Modern Think's "Great Colleges to Work For" survey for the past

two years. The results were used as discussion point at the fall 2013 all-employee conversation day.

- **Summary results of measures (include tables and figures when possible)**

TABLE 3.4: GREAT COLLEGES COMPARISON DATA

<i>GREAT COLLEGES/Modern Think</i>	<i>2012-2013 Overall</i>	<i>2013-2014 Overall</i>	<i>2014 Carnegie Class</i>
Job Satisfaction/Support	63	65	73
Professional Development	65	69	70

- **Comparison of results with internal targets and external benchmarks**

There was improvement in both categories related to professional development. In the category of Professional Development, Tabor's 2014 result was within one point of that of our peer schools.

There was a four-point increase in this score for Tabor from 2012-13 to 2013-14.

- **Interpretation of results and insights gained**

Tabor is showing improvement in the area of professional development.

3I3 Based on 3R3, what improvements have been implemented or will be implemented in the next one to three years?

In fall 2014, the IAC participated in a consultation call with Modern Think to better understand the GCWF instrument as well as trends in the data. The IAC will share these findings with the ET along with any recommendations for implementation in the 2015 administration of the survey.

CATEGORY FOUR INTRODUCTION

Tabor College identifies its systems maturity: processes and systems maturity: results as aligned. Tabor communicates and reviews its mission, vision, and values and strives to ensure that programming and services are reflective of this identity. Strategic planning processes are foundational to aligning mission and operations. Tabor is committed to effective leadership and governance processes that take into account institutional stakeholders including – among others – Board, faculty/staff, and students. Ethical practices undergird operations at all levels and are monitored for compliance.

Tabor has identified several areas for continued institutional energy related to this category. The processes associated with identifying, developing, and deploying the new MA in Entrepreneurial Ministry Leadership speak to the centrality of mission in meeting the needs of stakeholders, specifically Tabor's sponsoring denomination. As the program develops, Tabor will continue to communicate with both denomination leaders and those outside the denomination that the programs serves to ensure that it is meeting the needs of future employers. The ongoing Signature Campaign will further strengthen the institution's ability to deliver its mission. Tabor is also giving attention to the implementation and completion of the strategic plan including ways to better communicate this to stakeholders. This will be tied to the Executive Team goals set in May of 2014 through a SWOT analysis. Finally, the Institutional Assessment Committee and Executive Team are collaborating to clarify how to best leverage SSI data to assess and improve institutional integrity.

These elements combined, especially in light of our previous Systems Portfolio, lead Tabor College to self-identify processes and results as aligned in terms of systems maturity.

AQIP CATEGORY FOUR: PLANNING AND LEADING

Mission and Vision

4P1

Mission and Vision focuses on how the institution develops, communicates, and reviews its mission and vision. Describe the processes for developing, communicating, and reviewing the institution's mission, vision, and values and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

- Developing, deploying, and reviewing the institution's mission, vision, and values (1.A.1, 1.D.2, 1.D.3)

As a result of the most recent strategic planning experience, which included the Board, faculty, staff, external stakeholders, and students, Tabor has unapologetically confirmed our Christ-centeredness by reaffirming our mission, vision, and core values. Tabor developed a set of guiding strategic principles that provide clarity and focus to our plan. (1.A.1, 1.D.2, 1.D.3)

TABLE 4.1: MISSION, VISION, AND VALUES

<p>Mission: The mission of Tabor College is to prepare people for a life of learning, work and service for Christ and his kingdom.</p> <p>Vision: Tabor College's vision is to be the college of choice for students who seek a life transforming, academically excellent, globally relevant, and decidedly Christian education.</p> <p>Foundational Principles: Tabor College remains committed to its foundational principles of knowledge, faith, character, and truth.</p> <p>Core Values:</p> <p>Christ-centered: The primary value of Tabor College is its desire to be a Christ-centered institution. All activities and programs flow out of this value and are evaluated in reference to it. The Mennonite Brethren Confession of Faith provides the biblical and theological foundation for the institution.</p> <p>Learning: The purpose of Tabor is to promote learning. Tabor recognizes that learning occurs in informal settings as well as in the classroom and organized field experiences. Our goal is to develop students who are broadly educated, competent, and who embrace the joy of learning for a lifetime.</p> <p>Service: Service is at the heart of Christ-centered education. We emphasize the value of caring for others in all that we do.</p> <p>Involvement: We believe that engagement increases learning. Participation, both in the formal classroom and outside of it, is an effective way to prepare students for a life of work and service.</p> <p>Community: Tabor values community. It desires to be a place where individuals feel like they belong, where there is a sense of mutual support, and members hold each other accountable.</p>
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(1.A.1, 1.D.2, 1.D.3)

- Tabor College's goal is to create an ethos of intellectual inquiry and spiritual nurture. This provides a framework for students to live and learn among a community of learners. Those who join the community must be willing to live within the boundaries of a lifestyle covenant. These guidelines are listed in the Tabor College Catalog and Handbook for students. These guidelines are listed for faculty/staff in the college by-laws, strategic framework, mission statement, and Policy Manual.

(1.A.1, 1.D.2, 1.D.3)

The core value of community extends to all: students, faculty, and staff. Decisions made by consensus are valued. Most decisions include input from faculty and staff. There is an intentional effort to arrive at common agreement. Committees and task forces have responsibility to contribute to the overall decision-making process.

Tabor invites dialogue with students, faculty, and staff who come from other faith traditions, while transmitting Mennonite Brethren theological distinctives. Continuity of vision and mission builds a community of scholars with common purpose, open communication, and an understanding of Biblical principles.

Faculty and staff model participation in community for students by their presence at college and community activities. Committee service, by faculty, staff, and some student representatives, provides ownership of governance decisions at Tabor.

At commencement of employment, each functional VP provides written statements to employees in his/her area that communicate the mission, vision and values of the college.

- **Ensuring that institutional actions reflect a commitment to its values**

The strategic framework and the mission statement ground all decision-making. Goals and priorities are set by the ET at bi-weekly meetings and semi-annual retreats in alignment with the mission statement and the strategic framework. VPs at TCH and TCW set area goals and priorities, make recommendations, and carry out assignments for their respective areas. Internal decisions that need Board action are brought by the President or the ET first to Board committees and then to the full Board. On behalf of the Board, the President's Agenda document, dated October 2013, notes that there is an effort to "foster a spirit of mutual cooperation [in decision-making] to the extent possible in a consultative/collaborative manner, while recognizing that [the President] has primary responsibility for institutional health."

- **Communicating the mission, vision, and values (1.B.1, 1.B.2, 1.B.3)**

The College Board of Directors is ultimately responsible for ensuring that employees of the college understand the mission, vision, and values it prescribes as the governing body. Employment application materials include these statements. Employment interviews include a time of reflection concerning the statements. The Policy Manual is another source where these statements are displayed. At times, employees have received abbreviated versions of the statements in documents to be posted in the working environment as reminders. Through these means of communication and reference, mission, vision, and values are transmitted. (1.B.1, 1.B.2, 1.B.3)

Tabor College communicates its shared mission and values through numerous channels and activities that include the annual beginning-of-the-year all-employee luncheon, faculty and

administrator retreats, year-end employee milestone recognition event, the annual Richard Kyle Faculty Lecture and Dinner, Hope Scholarship funding awards, President's Christmas Receptions (Hillsboro and Wichita), the annual family Christmas dinner, the Clarence R. Hiebert Excellence in Teaching Award and reception, as well as various work group holiday celebrations, retirement, and farewell receptions, and Tabor Life Committee quarterly receptions. Faculty and staff often join student chapel events held twice a week. These events serve to reinforce the values of the college as described in the mission statement and in the Mennonite Brethren Confession of Faith in order to provide a sense of community among employees and to reward high achievement in the workplace.

(1.B.1, 1.B.2, 1.B.3)

- **Ensuring that academic programs and services are consistent with the institution's mission (1.A.2)**

As a liberal arts college awarding Bachelor of Arts degrees, Tabor seeks to provide students with breadth and depth of knowledge. The faculty approves all common core components to the curriculum. The revised outcome statements and new core curriculum were approved by the faculty (TCH and TCW) at the faculty retreat August 2013. The core curriculum was intentionally built on Tabor's mission, vision, and values. The faculty focused on three guiding questions: Who is God? Who am I? Who is my neighbor? These intertwined questions direct students to the Christian faith through an initial profession of, or a deepening relationship with, Christ. Tabor has a specific group of courses that all students take during their tenure. These distinctive courses allow two pathways of study: one for students who profess a solid faith and one for those still seeking their faith. The general core is loosely modeled on the KBOR core model to assist transfer students. The core knowledge is categorized into three areas: Knowledge of the Creator (pathways), Knowledge of the Created World and Knowledge of the Co-Created World. Each student chooses an area of study in which to complete a "Work and Service Emphasis" utilizing a portfolio assessment process. In conjunction with the general education courses, these emphases work as a vehicle to connect the liberal arts learning characterizing the core curriculum, their vocation and career preparation. The flexibility in the core curriculum allows students to complete all core requirements in as few as 41 hours. (1.A.2)

- **Allocating resources to advance the institution's mission and vision, while upholding the institution's values (1.D.1, 1.A.3)**

As a result of our strategic planning process, Tabor is investing in multiple strategic enhancements. These enhancements are viewed as an important, ongoing aspect of Tabor's strategic thinking and positioning that serve to propel the College into the future while strengthening our ability to serve the public good and our various stakeholders. These strategic enhancements include the following:

Performing Arts: The expansion of our excellent performing arts program, including the addition of new personnel and enhanced facilities; Curriculum Review: Our ongoing academic curriculum review process and increased faculty as a result; Technology: The enhancement of technology as a teaching, learning, and management tool via increased infrastructure, training, and management; Athletics: The expansion of our outstanding athletic programs in track and field, soccer, women's basketball, and through the addition of swimming and coaching personnel; Compensation: Increased faculty and staff compensation as a result of increased enrollment and revenue; Social Work: The strategic expansion of our Social Work program as it resonates strongly with our mission; Recruitment and Retention: The creation of a true partnership between the academic program and enrollment management, resulting in a stronger recruitment and retention effort; Ministry Quest: Serving our church youth groups with retreats and a discipleship program that encourages our youth in hearing the call to vocational ministry; and Graduate Theological Education: The creation of a graduate ministry degree that will serve the church by developing competent ministry leadership in an online format. (1.D.1, 1.A.3)

4R1

What are the results for developing, communicating, and reviewing the institution's mission, vision, and values?

- **Outcomes/measures tracked and tools utilized (e.g., brand studies, focus groups, community forums/studies, and employee satisfaction surveys)**

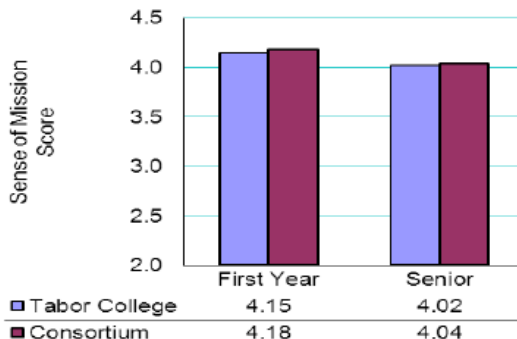
The IAC provided all employees an opportunity to indicate support of college mission through a qualitative survey administered in the fall of 2013 at an all-employee conversation day. Tabor has chosen to participate in MECIC through the NSSE to examine mission engagement on the Hillsboro campus. In the future, elements to measure mission-related items will be added to the ASPS to include the TCW location in this area.

- **Summary results of measures (include tables and figures when possible)**

A review of the strategic enhancements (preceding page) indicated that Tabor has committed resources, time, and energies to fulfilling each of the enhancements.

The IAC survey indicated a high level of knowledge about the mission of the college, agreement with, and support of the mission.

TABLE 4.2: MISSION ENGAGEMENT CONSORTIUM

2013 Mission Perception Inventory Tabor College		Sense of Mission (Cronbach's alpha=.866)									
First Year Mean 4.15 Median 4.11 25%ile 3.81 75%ile 4.44 Senior Year Mean 4.01 Median 4.00 25%ile 3.61 75%ile 4.67	 <table><tr><th></th><th>First Year</th><th>Senior</th></tr><tr><td>Tabor College</td><td>4.15</td><td>4.02</td></tr><tr><td>Consortium</td><td>4.18</td><td>4.04</td></tr></table>		First Year	Senior	Tabor College	4.15	4.02	Consortium	4.18	4.04	<p>This institution offers opportunities for developing leadership skills.</p> <p>The heritage of the founders/founding religious community of this institution is evident here.</p> <p>The mission of this institution is reflected in its course offerings.</p> <p>At this institution, there are opportunities for students to strengthen their religious commitment.</p> <p>Preparation for a career is an important part of the mission of this institution.</p> <p>The mission of this institution is widely understood by students.</p>
	First Year	Senior									
Tabor College	4.15	4.02									
Consortium	4.18	4.04									
<p>Social and personal development of students is an important part of the mission at this institution.</p> <p>Ethical and spiritual development of students is an important part of the mission at this institution.</p> <p>This institution offers opportunities for volunteering and community service.</p>											

- **Comparison of results with internal targets and external benchmarks**

The schools involved in the MECIC are all faith-based institutions and share a common mission orientation. Tabor is marginally below the mean of the scale, but not a statistically significant variance.

- **Interpretation of results and insights gained**

One of Tabor's goals is to be an institution of excellence. An average score indicates that goal has not been reached in student's mission perception. This is an area that needs to be targeted in the future.

The employees of Tabor understand the mission and are engaged with it. This is a very positive result for Tabor. It would be good to add a quantitative measure to this item as well as the qualitative survey.

Based on 4R1, what improvements have been implemented or will be implemented in the next one to three years?

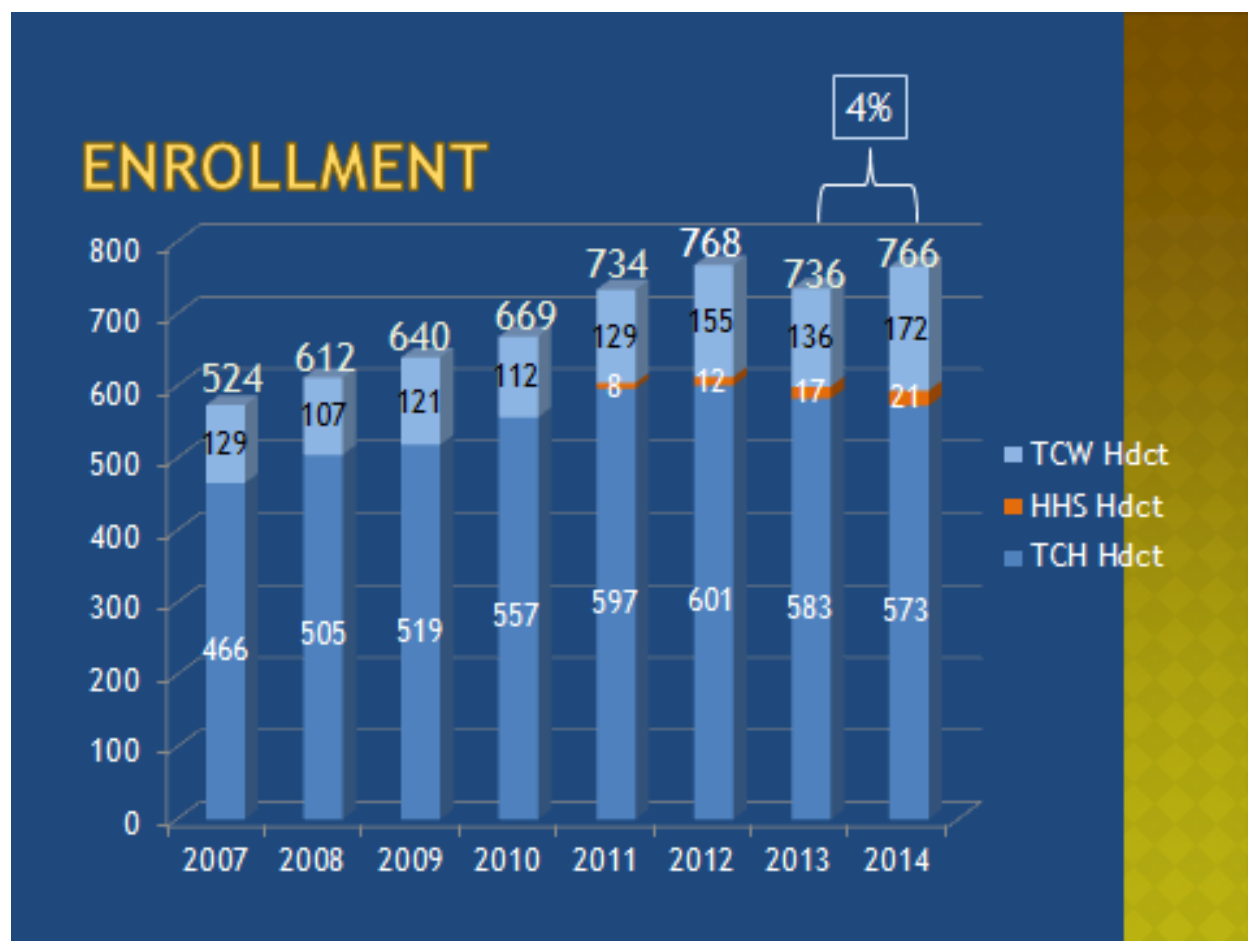
ACADEMICS

The MA EML program has been approved by the HLC. With the MA EML approval, Tabor also received permission to offer any approved program online, setting the stage for significant expansion of our TCW program offerings.

The Presidential Leadership Program is creating a stronger academic climate on the Tabor campus. A group of Scholars participated in the Leadership Challenge experience at Washburn University. The Tabor scholars won the competition, which included several large state universities. Another group went to Boston to present its service project to the Jenzabar Foundation.

The following graphic illustrates the growth of academic programs since 2007. This growth is an affirmation of the strategic work driven by Tabor's mission, vision, and values.

TABLE 4.3: ENROLLMENT TRENDS



ARTS

The Signature Campaign, including a new center for the arts, is a dominant focus demanding time and energy. Tabor has more than \$12 MM in commitments and gifts and is less than \$200,000 from meeting our January 14, 2015 deadline for a \$1 MM Mabee Foundation grant challenge. Since the challenge was

issued, we have raised \$2.5 MM alone. Building the enrollment of the visual and performing arts continues to be an emphasis in recruiting (see I13 Enhancing programs to build enrollment).

Strategic Planning

4P2

Strategic Planning focuses on how the institution achieves its mission and vision. Describe the processes for communicating, planning, implementing, and reviewing the institution's plans and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

- **Engaging internal and external stakeholders in strategic planning (5.C.3)**

In 2009, Tabor College embarked on a journey of creating the strategic plan for the future. The focus of strategic planning was to create a distinctive for the college in relationship to other colleges in the area. The development of a steering committee and the engagement of a planning firm provided guidance to the process. Perhaps the most inclusive strategic planning process ever in the history of the college, more than 20 members of our faculty, student body, administration, and Board of Directors met each month, reviewing research and making plans for the future. All employees had opportunity to provide input into the plan early on in the process and the faculty engaged in a discussion of the plan at a faculty retreat. Faculty and staff participated in work groups that helped formulated the strategic goals. The plan was complete and took effect in August 2011. It runs through the fall of 2016. (5.C.3)

- **Aligning operations with the institution's mission, vision, values (5.C.2)**

Through the development of the strategic plan, Tabor has unapologetically confirmed Christ-centeredness by reaffirming its mission, vision, and core values. Tabor developed a set of guiding strategic principles that provide clarity and focus to our plan.

Tabor relies on the strategic planning process to define objectives, select measures, and set performance targets for the organizational action plans. As part of the collaborative planning process, strategic goal highlights were identified for each of the objectives that emerged from the process. In addition, objectives were redefined as they relate to advancing the mission, vision, and values of the institution. The groups who are responsible to carry out specific objectives are responsible for the selection of the measures and setting the performance targets. (5.C.2)

- **Aligning efforts across departments, divisions, and colleges for optimum effectiveness and efficiency (5.B.3)**

The ET recognized that at a relatively small school like Tabor, it is especially important that all departments and divisions work together. A mission statement was adopted in 2012 to reflect this value. This mission statement (below) is printed at the top of the ET agendas as a consistent reminder

of this priority.

"The mission of the Executive Team is to advance and safeguard the mission, values, and Christ-centered identity of Tabor College by managing the financial affairs for stability and sustainability, creating an environment empowering personnel for growth and productivity, providing direction for strategic growth, ensuring excellence through accountability, insisting that students are being served, and making decisions for the common good of the institution."

(5.B.3)

Each operational area under the respective VP plans and evaluates annual goals intended to meet the strategic goals for the college. Annual retreats were conducted in the Athletic, Academic, Business, Advancement and Adult and Graduate Studies programs. These retreats served as part of the key planning processes for the college. In addition, committees are chartered to support the planning, evaluating, and reporting processes of the strategic plan. These include the IAC, EMC, APC, and AGS Academic Council, which report to the ET through the VP of each operational area.

(5.B.3)

- **Capitalizing on opportunities and institutional strengths and countering the impact of institutional weaknesses and potential threats (5.C.4, 5.C.5)**

Individual areas of the campus initiate direction-setting changes to meet the needs of students and other stakeholders. The advancement area, along with the President, have sought and gained solid pledges and cash gifts toward the projected fine arts center. The academic area has significantly revised the evaluation process, enhanced or revised existing programs, and investigated new programs. The Adult and Graduate School (TCW) recruited energetic new leadership and revised current programs. The athletic and enrollment management area re-tooled the leadership development and accountability structure. Following conversation with the Board in October 2014, the ET is beginning work on a three-year budget-building process that will reflect current and emerging factors such as enrollment trends, infrastructure adjustments, and changes in broader society. (5.C.4, 5.C.5)

- **Creating and implementing strategies and action plans that maximize current resources and meet future needs (5.C.1, 5.C.4)**

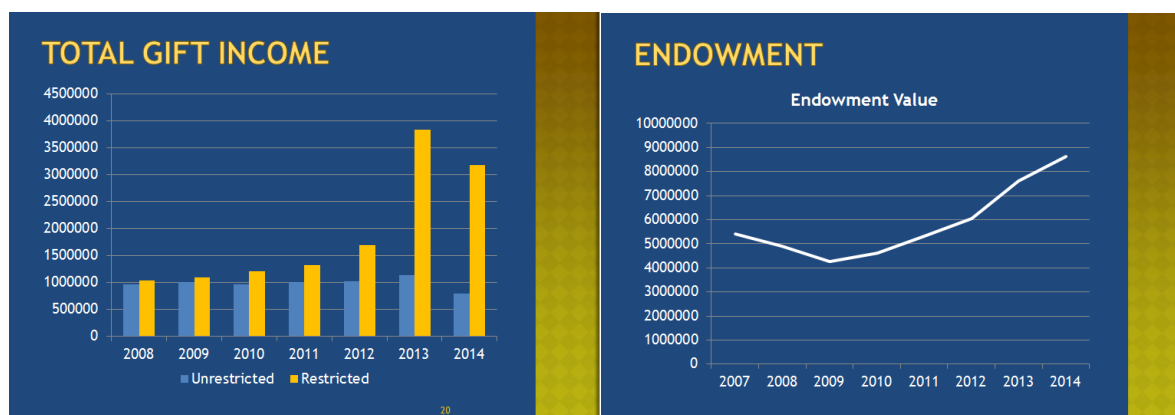
Every year, the ET meets at an off-campus site and devotes several days to conducting a SWOT analysis of the current Strategic Plan and AQIP Action Projects. New AQIP Action Projects are developed from items in the Strategic Plan that are deemed the most important by the IAC. (5.C.1)

Strategic initiatives and capital projects may be presented to the ET for deliberation, and approval or denial. Initiatives and projects will be considered for budget allocation during the planning stages for subsequent fiscal years, which typically take place between November and February. The ET determines the necessity for approval of initiatives and projects by the Board of Directors. The ET

presents a fiscal year budget proposal at either the February or the late spring Board of Directors meeting. Should an initiative or project require funding through debt management or accumulated reserve cash, such approval must be obtained from the Board of Directors. Occasionally, special fundraising efforts may be utilized for supporting initiatives or projects. Restricted gifts solicited for such specific purposes are utilized over and above the operating budget approval and management process. As a recent example, a restricted gift was designated for the non-traditional nursing program. Collaborative processes are facilitated via a governance structure that seeks input from internal constituencies in decision making. The ET, led by the President, gathers information from constituency, donors, alumni, department heads, and division heads. Faculty, staff, and students serve as representatives on a number of standing committees and task forces that make recommendations to administration. The Board of Directors gathers information from the President and the ET at meetings held three times each year, with reports in the interim on significant issues. (5.C.4)

The following graphics indicate the increase in both gifts and endowment funds because of the commitment and generosity of our supporters. This funding helps ensure Tabor's ability to meet current and future needs. (5.C.4)

TABLE 4.4: GIVING TRENDS



4R2

What are the results for communicating, planning, implementing, and reviewing the institution's operational plans?

- **Outcomes/measures tracked and tools utilized (e.g. achievement of goals and/or satisfaction with process)**

The IAC has been tasked with an annual assessment of the implementation of the Strategic Plan. This assessment was completed in the spring of 2014.

The qualitative survey developed by the IAC (noted in 4R1) included questions relating to knowledge and understanding of the current strategic plan. The ET is developing a “dashboard” to track key metrics.

- **Summary results of measures (include tables and figures when possible)**

The IAC found that there was a degree of unevenness in the implementation of the strategic plan. Some areas were completed, some are mid-way to completion, and others have yet to begin.

The employee survey indicated that some employees felt they did not have full knowledge of the strategic plan. Approximately 50 percent indicated that they had not reviewed the plan.

- **Comparison of results with internal targets and external benchmarks**

Dates for accomplishment of components of the strategic plan were identified for all outcomes. Actions steps, noted as strategic goal highlights, function as internal targets. The IAC noted the progress of each internal target and will continue to do so with each annual review.

- **Interpretation of results and insights gained**

The IAC noted that nearly 50 percent of the plan is already complete as of spring 2014, with two of the five years of the plan remaining.

The IAC realized that depending on the urgency and complexity of specific areas of the strategic plan, there would be variance in start dates and end dates of each component. A bigger concern was the difficulty in finding definite information related to achievement of components. The IAC noted this concern through use of the “no evidence” category.

There was some surprise that a percentage of employees claimed to be unfamiliar with the strategic plan. An electronic copy had been made available to all employees at an earlier date.

4I2

Based on 4R2, what improvements have been implemented or will be implemented in the next one to three years?

The IAC recommended that the ET assign a spokesperson to provide a brief report of progress each spring in advance of the annual review. Otherwise, it is difficult for the IAC to determine what progress has been made.

Communication was sent to all employees indicating where the electronic copy of the strategic plan is located. It was also recommended that regular updates of progress on the strategic plan be shared with the community to keep focus on the plan.

Tabor is moving ahead with the implementation of the strategic initiatives. The weakest area is compensation. This area has been a continuing area of slow growth for the college.

Leadership

4P3

Leadership focuses on governance and leadership of the institution. Describe the processes for ensuring sound and effective leadership of the institution and who is involved in those processes.

This includes, but is not limited to, descriptions of key processes for:

- **Establishing appropriate board-institutional relationships to support leadership and**

governance (2.C.4)

As was noted in the overview, Tabor is a private, denomination-affiliated educational institution. The College is responsible to the MB Churches of the Southern, Central, North Carolina, and Latin American districts. The college operates under its own charter and a Board of Directors, which are legally responsible for its operations. A majority of the Board members are appointed by the church with the remainder being appointed by the Board itself. The college has the good fortune of having little tension between church-appointed members and Board-appointed members. Both the faculty and the student senate have one full-voting representative on the Board. The Board conducts its business through an ET and through standing committees in Finance, Academic Affairs, Student Life, Institutional Advancement, Enrollment Management, and Board Development.

For the purpose of developing and making policy, two separate structures must be recognized: the academic program and the administration of all other aspects of the College.

Administration of college affairs other than the academic program: the authority to conduct the affairs of the college is provided in the charter. The Board is legally responsible for the affairs of the college. It exercises authority through the President, who carries out the general policies as determined by the Board.

The ET is the highest policy-making body below that of the Board of Directors. Policies may be formulated in the structure below the ET, but the determination or the making of policy for the entire college is accomplished in the ET. The President, as chair, has the power to influence, but does not determine policies. The committee has the final authority (subject to the Board of Directors) for policies of operational affairs. Policies determined by any other group are subject to veto or approval by this committee. (2.C.4)

Administration of the Academic Program: the VPAA is in charge of and is responsible to the President for the academic program. The VPAA obtains authority through the President and provides leadership to faculty and students. However, the faculty of Tabor College is the policy-making authority for the academic program. This authority is limited, since it is subject to review by the ET, which may disapprove any academic policy given its implications for resource allocation, strategic planning and prioritization, or mission fit. In a similar manner, policies are also formed in the Student Life area. (2.C.4)

The Faculty is the policy-making body for the academic program. The development of programs and the policies connected with this area are accomplished by the Academic Policies Committee. (2.C.4)

- **Establishing oversight responsibilities and policies of the governing board (2.C.3, 5.B.1, 5.B.2)**

The constitution and by-laws of the institution clearly explain the responsibilities and policies

of the governing Board. When a new Board member is elected, that individual is given a copy of the constitution and by-laws as part of a Board orientation conducted by the President. Occasionally, part of a Board meeting is given over to training and development of Board members.

The Board preserves its independence from undue influence through the Conflict of Interest Policy: A conflict of interest is deemed to exist when a member's judgment on an issue may be, or may appear to be, influenced by something other than the best interests of the college. Any question as to whether a conflict exists shall be determined by the Board Chair. When members are faced with a conflict of interest with regard to a matter before the Board, they should make the conflict known before engaging in discussion on such matters and refrain from voting on any related decisions. If appropriate, the Board Chair may also excuse the affected member(s) from all or a portion of the discussion and the vote. (2.C.3)

The Board oversees Tabor's financial and academic policies and practices. The Board takes responsibility to ensure the college meets its legal and fiduciary responsibilities.

A sample of policies and processes are provided below.

The Finance Committee of the Board: (1) develops financial guidelines and policies for the college, (2) assists the college administration in budget management, campus expansion, and legal matters, (3) keeps the Board informed about the financial operations of the college, and (4) brings recommendations to the Board for final approval. (5.B.2)

The Academic Affairs Committee: (1) reviews guidelines and policies for the college pertaining to the academic program of the college, (2) keeps the Board informed about trends, issues, and problems related to the academic program, (3) assists the college administration in planning academic programs, (4) evaluates faculty appointments, promotions, and applications for continuing employment, (5) brings recommendations to the Board for final approval. (5.B.2)

The Board assures that all internal constituencies are involved in the governance of the institution. Faculty and students each have a representative on the Board. Faculty, staff, and students serve as representatives on a number of standing committees and task forces that make recommendations to administration. The Board of Directors gathers information from the President and the ET at meetings held twice each year, with reports in the interim on significant issues.

(5.B.1)

- **Maintaining board oversight, while delegating management responsibilities to administrators, and academic matters to faculty (2.C.4)**

Goals and priorities are set by the ET at bi-weekly meetings and semi-annual retreats in alignment with the mission statement and the strategic framework. VPs set goals and priorities, make

recommendations, and carry out assignments for their respective areas, including the VPTCW. These are then approved by the President and forwarded to the appropriate committees of the Board of Directors. Internal decisions that need Board action are brought by the President or the ET first to Board committees, and then to the full Board. The strategic framework and the mission statement ground all decision-making. Other leadership groups that influence direction-setting and decision-making include the Presidential Advisory Committee (PAC – includes four representative faculty members from each division and the faculty chair), and the Academic Affairs Council (AAC – the four division chairs and the faculty chair with the VPAA). On behalf of the Board, the President's Agenda document, dated October 2013, notes that there is an effort to “foster a spirit of mutual cooperation [in decision-making] to the extent possible in a consultative/collaborative manner, while recognizing that [the President] has primary responsibility for institutional health.” (2.C.4)

- **Ensuring open communication between and among all colleges, divisions, and departments**

Communication between and among levels and units at the college are facilitated by a weekly newsletter from the Office of the President to all employees, the President's report to the Board, meetings between the President and the PAC, semi-annual administrators' reports to all employees, conversation day events, the annual assessment day for teaching faculty, regular staff meetings (monthly or weekly), department and division meetings, regular AAC and faculty meetings at TCH, and regular AGS Academic Council meetings at TCW. The TCH VPAA holds a position on the TCW Academic Council; the VPTCW holds a position on the TCH APC. The VPAA and VPTCW both hold positions on the ET (meets bi-weekly). Both the undergraduate and adult and graduate programs use the same core objectives for general education curriculum. (5.B.3)

- **Collaborating across all units to ensure the maintenance of high academic standards (5.B.3)**

All areas of the college are involved in ensuring the maintenance of academic standards. Coaches, Student Life staff, and faculty monitor student performance and can make recommendations for tutoring. A recent rewrite of the attendance policy involved faculty, administration, the athletic department, and Student Life to ensure a policy that supported students' academic performance. This revised policy proved a considerable success and was strengthened through the creation of an attendance tracking portlet within our ERP whereby program sponsors can track the attendance of their participants. (5.B.3)

There are students who serve on several key committees. The Teacher Education Department has a strong student voice, as does the APC.

Student Life is responsible for many aspects of the FYE program but receive input from faculty related to academic needs. (5.B.3)

- **Providing effective leadership to all institutional stakeholders (2.C.1, 2.C.2)**

When Tabor made the decision to build a new fine arts/auditorium facility, a necessary step was to involve institutional stakeholders to help create a sense of ownership. The effort to raise necessary funding, The Signature Campaign, involved a comprehensive pre-campaign study that included interviews, surveys, and focus groups that surveyed faculty, staff, students, Board members, alumni, and community members. Tabor hired a consultant, the Timothy Group, to help facilitate the process. This process led to modifications in the campaign. (2.C.1, 2.C.2)

When the Board began designing the evaluation process for the President, all stakeholder groups were involved through survey and interview processes. (2.C.2)

When work began on the current five-year strategic plan, a steering committee was developed to provide guidance to the process. A highly inclusive strategic planning process was developed with more than 20 members of the faculty, student body, administration, alumni, and Board of trustees meeting each month, reviewing research, and making plans for the future. (2.C.1, 2.C.2)

- **Developing leaders at all levels within the institution**

Tabor believes in developing the leadership abilities of all faculty, staff, and administrators while cross-training whenever possible so that leadership succession can be achieved by drawing from a broad and diverse pool of internal as well as external applicants for any openings that arise.

- **Ensuring the institution's ability to act in accordance with its mission and vision (2.C.3)**

The Board is ultimately responsible for ensuring that Tabor is able to act in accordance with its mission and vision.

An example of the care with which the Board attends to this issue would be the recent revised MOU with the Mennonite Brethren Foundation (MBF) regarding the management of gift expectancies. That process clarified how the MBF, as our estate-planning agency, would ensure that each gift fully reflects donor intent to support our educational programming and that those gifts would be included in our asset portfolio.

Another example of this would be the Board policy on conflict of interest. A conflict of interest is deemed to exist when a member's judgment on an issue may be, or may appear to be, influenced by something other than the best interests of the college. That member may be recused from a specific vote or if the conflict is large enough, be asked to resign. (2.C.3)

4R3 What are the results for ensuring long-term effective leadership of the institution?

- **Outcomes/measures tracked and tools utilized**

The Signature Campaign is currently one of the focal points of the college. Tracking the success of fundraising is a means of tracking the success of the leadership processes involved in the campaign. Tabor also uses the GCWF Survey to assess effective leadership.

- **Summary results of measures (include tables and figures when possible)**

In the 2014 GCWF Survey, 79 percent of all employees indicated good to very good satisfaction with their direct supervisors or department/division chairs (79 percent 2013), and 52 percent indicated good to very good satisfaction with senior leadership (46 percent in 2013).

The chart below provides information on the progress of the Signature Campaign.

TABLE 4.5: SIGNATURE CAMPAIGN PROGRESS



- **Comparison of results with internal targets and external benchmarks**

The GCWF Survey provided benchmarking against schools in Tabor's Carnegie Class. At Tabor, 79 percent of all employees indicated good to very good satisfaction with their direct supervisors or department/division chairs; the mean of the Carnegie class was 74 percent. At Tabor, 52 percent indicated good to very good satisfaction with senior leadership, the mean of the Carnegie class was 62 percent. Tabor has not yet developed internal benchmarks for this instrument

The benchmarks for the Signature Campaign are based on meeting intermediary goals. As of this writing, those goals have been met. We are three months ahead of schedule to meet the Mabee challenge.

- **Interpretation of results and insights gained**

While Tabor employee satisfaction with senior leadership was below that of the Carnegie class (52 percent vs. 62 percent), the Tabor increase in 2014 to 52 percent from 46 percent in 2013 was significant. This is an area that Tabor has struggled with in the past. Over the past year, several steps were taken to try to improve this relationship.

The positive response to the Signature Campaign can, at least in part, be credited to the high involvement of stakeholders in the planning of the project.

4I3

Based on 4R3, what improvements have been implemented or will be implemented in the next one to three years?

Improvements: A monthly forum with the President and the faculty at TCH was initiated in October 2013. Faculty members are encouraged to attend and to ask questions about issues of concern. The President also meets periodically with faculty and staff at TCW.

In May of 2014, The following Executive Team goals were set:

To create a detailed growth plan.

To review strategic plan.

To review staffing needs.

To develop integration of faith and learning program.

To understand and address the academic and faculty concerns and needs.

Integrity

4P4

Integrity focuses on how the institution ensures legal and ethical behavior and fulfills its societal responsibilities. Describe the processes for developing and communicating legal and ethical standards, monitoring behavior to ensure standards are met, and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

- **Developing and communicating standards**

Tabor's intent is to provide the framework for students to live and learn within a community of learners. Individuals who join the community must be willing to live with integrity within the boundaries of stated guidelines. For students, these guidelines are delineated in the Tabor College Catalog and Student Handbook. For faculty and staff, these guidelines are listed in the by-laws and Tabor College Policy Manual.

Ethical standards have been addressed by the College's policies and procedures, including the Employee Code of Ethics, the Academic Integrity Policy, and the agreement of employees to abide by the Statement of Faith. The College also addresses ethics in its Statement of Institutional Purpose, which accompanies the mission statement.

Policies are in place to handle disciplinary procedures for both employees and students. The academic tracking and disciplinary procedures for students is performed through the Academic Office.

- **Training employees for legal and ethical behavior**

The registrar provides training in FERPA regulations to faculty and staff on a regular basis. The registrar and VPAA are alerted to an issues related to FERPA issues and will send out communications and reminders related to FERPA issues.

At the all-college faculty and staff meeting in the fall of 2013, training was provided to all employees on issues related to sexual harassment and how to deal with related issues. In the fall 2014 meeting, the presentation was in compliance with required Title IX training and dealt with legal and ethical behavior related to sexual harassment and the reporting and/or handling of incidents. (2.A.)

During the 2013-14 academic year, a policy was developed on Intellectual Property Ownership. The principle and repercussions of the policy were discussed by both faculty and administration. Input was given and a final version approved by both faculty and administration. This policy became part of the employee handbook in May 2014. (2.A.)

Tabor has an Institutional Review Board that oversees all research done by students, faculty, and staff. This committee provides guidance to those doing research to ensure appropriate and ethical research. (2.A.)

- **Modeling ethical and legal behavior from the highest levels of the organization**

Both the Board, representing the owners, and the senior leaders, reporting to the Board through the President, model ethical and legal behavior. For senior staff, this is affirmed through the hiring and review process. For the Board, this is best evidenced through the annual conflict of interest review and how executive session related discussions are processed.

- **Ensuring the ethical practice of all employees (2.A.)**

All employees are provided access to the Tabor College Policy Manual that provides access to policies related to: Ethical Use of Computers, Student Lifestyle Covenant, Substance Usage (employees), Photocopying and Copyright Policy, Intellectual Property, and Statements of Compliance to various federal regulations. The Policy Manual also contains information on penalties related to failure to comply with policies. (2.A.)

- **Operating financial, academic, personnel, and auxiliary functions with integrity, including following fair and ethical policies and adhering to processes for the governing board, administration, faculty, and staff (2.A.)**

Key operational areas provide written public reports that are provided to the Board and other

key groups. These reports are available to the public on request. All operational areas give presentations at the all-employee meetings held in the fall of the academic year. The minutes of ET meetings and faculty meetings are made available electronically to all employees on a shared drive. The audited financial statements are reported in accordance with "Generally Accepted Accounting Principles" (G.A.A.P.) of the Financial Accounting Standards Board. (2.A.)

There is a clearly stated grievance procedure in the Policy Manual. Employees have the right to take grievances all the way to the governing Board. (2.A.)

- **Making information about programs, requirements, faculty and staff, costs to students, control, and accreditation relationships readily and clearly available to all constituents (2.B.)**

The Integrated Marketing Committee recently conducted a review and redesign of the TC website. Part of this process was to ensure that all pertinent information could be located through the website. A recent review by the VPAA indicates that information regarding programs, requirements, faculty and staff, costs to students, control, and accreditation relationships are available to all constituents. (2.B.)

A recent review of the catalog indicates that it provides information about programs, requirements, transfer policies, faculty, control of the institution, and accreditation relationships. (2.B.)

4R4 What are the results for ensuring institutional integrity?

- **Outcomes/measures tracked and tools utilized**

The Financial records are audited annually by Knudsen Monroe and Company, LLC. The audited financial statements are reported in accordance with G.A.A.P. of the Financial Accounting Standards Board.

As required by legislation that went into effect for plan years ending after January 1, 2009, the fourth audit of Tabor's 403(b) retirement plan was conducted by Knudsen Monroe and Company, LLC during 2014 (plan year ending December 31, 2013). The audit report was received and approved by the Board in October 2014.

The ASPS (TCW) and the SSI (TCH) are given to students to provide information of the student view of institutional integrity.

- **Summary results of measures (include tables and figures when possible)**

TABLE 4.6: TCW ASPS INSTITUTIONAL INTEGRITY

ITEM	TCW	Nat'l Adult Students
<i>7. The staff at this institution are caring and helpful.</i>	6.51	6.47

<i>29. I seldom get the "run-around" when seeking information at this institution.</i>	6.56	6.45
<i>33. Channels are readily available for adult students to express complaints.</i>	6.20	6.09
<i>39. This institution responds quickly to my requests for information.</i>	6.48	6.43
<i>46. This institution provides timely responses to student complaints.</i>	6.56	6.28

TABLE 4.7: TCH SSI INSTITUTIONAL INTEGRITY

1. ITEM	2. TCH	3. Nat'l Four Year Private Institutions
4. Admissions counselors accurately portray the campus in recruiting practices	5. 5.01	6. 5.10
7. I seldom get the run-around when seeking information	8. 5.19	9. 4.85*
10. Channels for expressing complaints are readily accessible	11. 4.79	12. 4.86
13. The institution has a good reputation in the community	14. 6.08	15. 5.60*

*indicates statistical significance

- **Comparison of results with internal targets and external benchmarks**

The comparison of mean scores indicates that TCW students are slightly more satisfied than other national adult students. TCW scores hover in the 6-point range on a 7-point scale, which indicates good overall satisfaction.

The comparison of mean scores between TCH and other national four-year private institutions indicates TCH scored higher on two items with a slight degree of statistical significance. TCH students feel the institution has a good reputation in the community (6.08 on scale of 7) and that they seldom get a run-around on campus (5.19 on a scale of 7).

- **Interpretation of results and insights gained**

As mentioned above, TCW students indicate a relatively high rate of overall satisfaction.

While overall results show strong satisfaction, TCH scores regarding institutional integrity are in keeping with national averages. A score of special concern is "Channels for expressing complaints are readily accessible" (4.79 on a scale of 7).

4I4

Based on 4R4, what improvements have been implemented or will be implemented in the next one to three years?

The IAC requested that ET give guidance on how best to set goals associated with the SSI process. The survey repeats on a three-year cycle, and we hope to set goals during the 2015-2016 academic year.

CATEGORY FIVE INTRODUCTION

Tabor College identifies its systems maturity: processes and systems maturity: results as aligned. Tabor focuses on the place of knowledge management in the decision-making process such as how data are identified and communicated for planning and improvement purposes. The institution strives to ensure such data are timely, accurate, and appropriate to the given audience. Tabor also leverages resource management and operational effectiveness to support and improve programming and services across the institution with an eye toward future needs.

Tabor has identified several areas for continued institutional energy related to this category. The Institutional Assessment Committee will continue to receive and review department and area assessments as well as refine the sharing of results. Using benchmark data, the Vice President of Academic Affairs will develop a revised faculty salary schedule for review by the campus stakeholders. Finally, as part of the Higher Learning Commission Academy for Student Persistence and Completion, Tabor will be moving from identifying and gathering data to development of specific strategies to improve persistence and completion rates. The Persistence Academy project is also being tracked via an institutional action project.

These elements combined, especially in light of our previous Systems Portfolio, lead Tabor College to self-identify processes and results as aligned in terms of systems maturity.

AQIP CATEGORY FIVE: KNOWLEDGE MANAGEMENT AND RESOURCE STEWARDSHIP

Knowledge Management

5P1

Knowledge Management focuses on how data, information, and performance results are used in decision-making processes at all levels and in all parts of the institution. Describe the processes for knowledge management and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

- **Selecting, organizing, analyzing, and sharing data and performance information to support planning, process improvement, and decision-making**

Tabor College has created the IAC, consisting of faculty and staff from both Hillsboro and Wichita, to oversee data and performance information. This committee is responsible for identifying the data that need to be gathered as well as provide a central coordination team for assessments to be evaluated.

As a result of AQIP feedback and to further streamline the process, the IAC initiated the Tabor College “Yearly Assessment Cycle,” a document that outlines for the entire system when data are collected, what data are important, and who is responsible to collect and initially provide assessment for the data. This means the IAC has the clearest view of the assessment information at Tabor and can direct the overall management and distribution.

The Office of Assessment and Institutional Research has collected more than 20 years of information related to student demographics, majors, degrees, and athletic involvement. It has also been responsible for administering, analyzing, and reporting the results of instruments related to student perceptions and values. The Office of IR, along with the IAC, served in this role with the AQIP Writing task force, providing the team with data and assistance in finding information for the report.

In the 2009-10 academic year, the Office of IR began developing the Tabor College Fact Book. The Fact Book is intended as a single, consistent source of information about Tabor College. It is a summary of institutional data gathered from both TCH and TCW. Multiple years of internal data and/or data from our benchmark institutions are provided for context when appropriate. While not comprehensive, the Fact Book does provide relevant facts and figures for the Board, administrators, faculty, staff, students, and other constituents.

The Business and Registrar’s Offices are concerned with satisfying external needs for both voluntary and mandatory data, which have driven some of the data collection mechanisms. The Business and Finance and the Registrar’s Offices have provided oversight to many of these reports, which include IPEDS (external), CCCU (external), and the Annual Report to the Board of Directors (internal). As part of the annual budget-building process, the Business Office provides 30 years of

historical data for each attribute of the operational budget. This perspective is foundational to setting enrollment and revenue targets for the ensuing year.

The Advancement Office uses data to organize and plan for current strategy. For example, an institutional feasibility study was performed in August/September 2011. A professional consulting group gathered and used the data sample to conclude and recommend moving forward with a capital campaign. The findings were presented to the Board of Directors, and their decision was to begin a capital campaign to fund a new Fine Arts Center. Secondly, the donor accounting software used enables Tabor College Advancement to track donor information, determine fundraising strategies, and prioritize contacts all to increase gifts that support the work and mission of the school.

Enrollment management planning is built on data. Through information collected and analyzed, recruiting territories are assigned based on historic trends. Financial aid is offered based on a predictive model that emerges from enrollment data from across the country. The EMT prioritizes personal contacts with prospective students based on predictive modeling for matriculation and tracks enrollment funnel data every week. In addition, the EMT meets bi-monthly to plan strategically around the funnel reports.

- **Determining data, information, and performance results that units and departments need to plan and manage effectively**

Beginning in 2011-2012, the Fact Book was developed over a period of several years. The IAC, ET, and the Academic Office had input into materials that should be included. The Academic Office solicited final feedback on the appropriateness of material and where it should be posted. As a result, Tabor has identified that the 13-14 template as the standard format.

The Director of Assessment has met with all VPs and several departmental heads to discuss data and information needs.

- **Making data, information, and performance results readily and reliably available to the units and departments that depend upon this information for operational effectiveness, planning, and improvements**

Based on feedback for Tabor's last Systems Appraisal and feedback from employees, a concentrated effort has been made to make data readily available.

This has been accomplished in part by making information available electronically to employees at both TCW and TCH. Examples of this would include:

ET minutes are available to employees on the shared network.

The Fact Book is available on the Tabor website.

The AQIP Portfolio will be available on My Tabor, the internal website.

The strategic plan was distributed to all employees and is available electronically.

The sharing of pertinent data has become institutionalized. The ET and the Faculty have both committed to discussing one data point at all regularly scheduled meetings. This has been ongoing since the fall of 2012.

Tabor has used all-employee conversation days to inform, educate, and elicit information related to the college assessment. The Director of Assessment presents pertinent data for review and evaluation at these sessions.

The results of several assessment instruments are available on the shared network. Examples of this would be the NSSE, the SSI, ASPS, and GCWF survey.

The VPBF makes a presentation at the fall all-employee meeting on the current fiscal health of the institution.

The President of Tabor writes a weekly communication, “At a Glanz,” which includes data points of interest. All employees receive this communication.

- **Ensuring the timeliness, accuracy, reliability, and security of the institution’s knowledge management system(s) and related processes**

The IR and Business Offices maintain historical data that is intrinsic to the institution’s knowledge management.

There is a published cycle of evaluations and assessment. This can be accessed by all employees so they are aware of the release of assessment results. The director of assessment sends out notifications of pertinent assessment results to appropriate VPs and departments.

TCH and TCW use Jenzabar as their Student information System. An IBM product (Cognos) is used in conjunction with Jenzabar to query our data. There are four report writers, (3) at TCH and TCW (1). Access to Cognos is limited by password protection and a limited number of site (access) licenses. There are sufficient numbers of employees to process this data that information can be received in a timely fashion.

Security within the Tabor system for all non-public material is through a password-protected network. A further layer of security is provided through the control of “permissions” within the protected network. Permissions are granted on the basis of a proven need for information.

TCH has invested in LiveText to aid in the assessment process. Live Text had a graduated roll-out and is currently being used by Student Life, the education department, and for the faculty assessment process. LiveText provides a secure system.

TCW has chosen to use Learning House to host online courses and provide an assessment vehicle. This was chosen by the AGS Academic Council as a robust and secure platform for their online courses.

After using the BCWI for several years, concerns were expressed about its accuracy and reliability in measuring employee satisfaction in a college setting. This led to a review of several employee satisfaction products. The decision was made to switch to the GCWF because it focuses specifically on academic institutions and has a proven track record. Tabor completed a conference call with GCWF to discuss the interpretation of results and to aid in deciding whether this is the appropriate tool for Tabor.

5R1

What are the results for determining how data, information, and performance results are used in decision-making processes at all levels and in all parts of the institution?

- **Outcomes/measures tracked and tools utilized (including software platforms and/or contracted services)**

The review of the software platforms and contracted services used by Tabor has been informal. This has involved discussions with those who use these tools. There seems to be a high level of satisfaction with these products.

The IAC is responsible for receiving and reviewing department and area assessments. A report is then given to the appropriate departments and the ET. This is a somewhat unwieldy process and will be greatly simplified once the LiveText rollout is completed.

Tabor uses all-employee conversation days to provide a platform to discuss a number of data points, performance results, and other information. Feedback is usually given through a focus group report, survey, or summary of table discussion.

- **Summary results of measures (include tables and figures when possible)**

Feedback from the fall 2012 conversation day identified data accessibility issues with CX, Tabor's ERP data management software (Jenzabar), and the need for access to clear data internally. This is an ongoing issue that is being addressed.

The main agenda at the fall 2013 conversation day was discussing the results of the GCWF survey. The entire Tabor community was led through a process that evaluated and discussed the results of this data.

The IAC's review of department and area assessments found that in 2014 all departments and areas were engaged in assessment. The areas related to academics had a more mature assessment system than others. All of the academic departments identified benchmarks, areas of success, areas of weakness, and planned changes.

- **Comparison of results with internal targets and external benchmarks**

Internal targets are assessed through the annual assessment process. The external benchmark group was revised in 2013-2014 by the IAC and approved by ET in summer 2014. That said, our

institution has not yet developed benchmarks for determining how data, information, and performance results are used in decision-making processes at all levels and in all parts of the institution.

- **Interpretation of results and insights gained**

A number of academic programs made changes based on course reviews and evaluation, feedback, and data from research. For example, using data based on year-end evaluations from 2012-13, the Bible, Religion, and Philosophy program set a goal to turn around grading with repeat assignments to two days so students will be given sufficient feedback to write the next paper. The Business program instituted a course revision for 2013-14 and initiated a mandatory internship/field experience for all incoming freshmen. In addition, a student advisory council was established for this program.

As a result of student evaluations, TCW initiated a student advisory council to receive feedback and to be the voice of the students.

The newly approved MA EML Program is a result of feedback and assessment from the Mennonite Brethren constituency. The program was designed after an initial survey, consultation with denominational leadership, and a two-day design summit with 12 people representing our markets and stakeholders.

The Tabor College cafeteria went through a significant transition in the summer of 2013 because of the results of student surveys. Several enhancements to the food program have been implemented. Examples of the improvements are: self-cook stations, a daily-changing feature bar (e.g., Mexican food bar, pasta bar, breakfast food bar, etc.), a pizza oven, and a rotisserie roasting oven. One significant change was the introduction of the continuous service program (7 a.m. to 7 p.m. Monday through Friday). This last feature met the concern for course scheduling conflicts with the limited two-hour block for serving lunch. Students often had back-to-back classes through the two-hour block and either missed lunch completely or had to eat lunch in 10-20 minutes. Subsequent surveys have resulted in nearly the absence of concerns about the food service program.

5I1

Based on 5R1, what improvements have been implemented or will be implemented in the next one to three years?

Since the previous report, Tabor College has put a number of systems in place to improve performance in areas that were weak. The following are examples of performance enhancement:

The Tabor College Assessment Plan was developed to provide a comprehensive tool for documenting research and evidence of performance. This document includes regular assessments as well as personnel evaluations.

In the 2012 academic year, the IAC initiated the following means of collecting data: each program was asked to submit assessment reports using a specified template. Programs were asked to highlight and define how they would adjust their plans based on the findings of the data collected from this cycle. This cycle helps all departments and programs come into alignment with external accreditation and to assist in closing the loop in data collection and assessment.

The IAC has become the clearinghouse for data evaluation and provides initial analysis for data collected per the Institutional Assessment Plan. Because this is a committee composed of faculty and staff from all departments and across both locations, the IAC is an ideal mechanism to take back and share these analyses with respective teams and locations.

Institutional-level analysis has been disseminated to the Board of Directors, President, VPs, and other key leaders on campus. Highlights of survey outcomes are presented at all-employee meetings held each fall. Survey reports are posted on the intranet file sharing system. Important findings are also shared through “At a Glanz” – the President’s weekly email, or email updates from other ET members.

Members of the IAC continue to review current processes and to develop and implement new processes that utilize organizational data to best meet the college vision, mission, and goals.

Resource Management

5P2

Resource Management focuses on how the resource base of an institution supports and improves its educational programs and operations. Describe the processes for managing resources and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

- **Maintaining fiscal, physical, and technological infrastructures sufficient to support operations (5.A.1)**
- The process is best represented through the annual budget-building process. Management of those processes are handled through a designated VP with comprehensive oversight. Each VP relies on director-level staff person to give leadership to the management and sufficiency of resources within each respective area. In the event that additional resources are needed, the annual budget-building process is the primary means for redress, although each VP has the liberty to use discretionary funds within his/her designated area. (5.A.1)
- **Setting goals aligned with the institutional mission, resources, opportunities, and emerging needs (5.A.3)**

The strategic framework and the mission statement ground all decision-making. Goals and priorities are set by the ET at weekly meetings and semi-annual retreats in alignment with the mission statement and the strategic framework. (5.A.3)

Resources, opportunities, and emerging needs are addressed in an ongoing basis within each operational area, consistent with the institutional mission and strategic framework. One example is the recent curricular innovation put forth by the faculty. Each initiative resulted in a pre-feasibility-like study that outlined the perceived need, resources required, and missional fit, which was then submitted to the ET for consideration. A review by that body, based on strategic priorities, determines whether or not that “innovation” moves forward through the formal governance process. (5.A.3)

- **Allocating and assigning resources to achieve organizational goals, while ensuring that educational purposes are not adversely affected (5.A.2)**

All revenue and expenses are monitored as part of the budget-building process. There is also a Board sub-committee that reviews all expenses and gifts. Further, the Board sub-committee is the body that, on behalf of the full Board, scrutinizes the annual audit. The sub-committee reports any findings/recommendations to the full Board in plenary sessions. (5.A.2)

An example of the care with which the Board attends to this issue would be the recent revised MOU with the MBF regarding the management of gift expectancies. That process clarified how the MBF, as our estate-planning agency, would ensure that each gift fully reflects donor intent to support our educational programming and that those gifts would be included in our asset portfolio. (5.A.2)

5R2

What are the results for resource management?

- **Outcomes/measures tracked and tools utilized**

Tabor uses IPEDS benchmark groups as well as data sets provided by the Council of Independent Colleges (e.g., Key Indicator Trends and Financial Indicator Trends) and the KICA (e.g., annual salary survey of all private institutions in the state of Kansas) to track resource management results. Details associated with the above are reported to the Board of Directors through the various committees and annual report process.

- **Summary results of measures (include tables and figures when possible)**

Results of these measures are included in the Executive Team SWOT analysis process. For example, in the 2014 off-site retreat, the ET followed the following agenda:

1. Review 2013-2014 President's Goals and Evaluation
2. Review 2014-2015 President's Agenda and Goals
3. Signature Campaign Time Line and Construction Time Line
4. Develop a Tabor College Dashboard
5. Discuss Executive Team Goals

Most items had a specific handout containing concrete information. The Dashboard is an exception, as it was identified as an action item for the 2014-15 year.

- **Comparison of results with internal targets and external benchmarks**

These data are being closely tracked internally against stated goals. We are working to find a means by which to track the same data from external sources; some are public data and can be easily gathered via IPEDS (e.g., retention, graduation rates, student loan default rate); other items are by definition proprietary (e.g. discount rate).

- **Interpretation results and insights gained**

At the fall 2014 off-site retreat, the ET a dashboard as a way to practically track critical data points and will assist in its creation.

5I2 Based on 5R2, what improvements have been implemented or will be implemented in the next one to three years?

The President has requested, based on the KICA annual survey, for a faculty salary schedule and incentive package to be developed, with the intent of revising the stated benchmarks as published in the Policy Manual. This request was also informed by IPEDS data as reported in Table 5.3.

Operational Effectiveness

5P3 Operational Effectiveness focuses on how an institution ensures effective management of its operations in the present and plans for continuity of operations into the future. Describe the processes for operational effectiveness and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

- **Building budgets to accomplish institutional goals**

Tabor has a defined budget-building process. This process begins with each VP building a budget for his/her operational area. Each VP will consult directors and department heads in the appropriate area to help prepare a budget in a collaborative manner, reflecting a broad understanding of the needs within the operational area. Each VP priorities budgetary needs. Each operational budget is brought to the ET. The ET looks at each budget and assesses overall college priorities in light of the historical data provided by the Business Office. The ET looks at forecasts for revenue and expenses for the coming year. The ET then creates a budget that is presented to the Tabor College Board at its winter meeting. The Board will speak into the budgeting process. The ET then reviews and refines the budget and presents the final budget at the spring Board meeting for approval. (5.A.5)

- **Monitoring financial position and adjusting budgets (5.A.5)**

The ET has the responsibility of continually monitoring the budget and making needed revisions. A locked-in review process is also followed each year. The fall “20th day report” triggers an automatic review of the budget using the revised census data based on actual enrollment numbers. If needed,

revisions are made and taken to the fall Board meeting. Budget reports are provided to all stakeholders after Board meetings via the President's Office (At a Glanz). (5.A.5)

- **Maintaining a technological infrastructure that is reliable, secure, and user-friendly**

Tabor College as an institution is committed to the timeliness, accuracy, reliability, and security of information systems. The AQIP process has highlighted the need for this type of information and the ability to call up reports as needed.

With the recent changes at ACCK, this has become a growth area for the institution. Because of the age of the CX system, some internal data has been difficult to gather. At a recent conversation day, this issue emerged as significant for many staff. Correcting the CX system is a high priority for the ET and is being addressed.

The Office of Information Services and Technology (OIST) uses comparative processes between information technology and field standards, best practices, and the condition of current, local services to determine if administrative support needs are being met. Such needs are balanced against the broader considerations just mentioned to avoid unsustainability and cost and operational inefficiencies and to ensure legal, regulatory, and obligations are met.

- **Maintaining a physical infrastructure that is reliable, secure, and user-friendly**

Tabor recognizes the need to update facilities to ensure that they are reliable, secure, and user-friendly. The list below is a sample of projects taken on in the last two years to improve the physical facilities.

Renovation of Carson Hall was completed in late summer 2012. Renovation costs incurred in 2011-12 and in 2012-13 were all absorbed by college operations without borrowing. The loan for the purchase price was included in the 2013 KICFA Bond Issue refinancing.

Construction and furnishing of the Harms Residence Hall was completed.

Paved parking improvements were made around Cedar Hall, adjoining the Harms Hall project.

The college contracted with Prairie Building Systems for the installation of a steel roof on California Hall of the men's residential quadrangle; replaced the cafeteria dishwasher and dish return system, which included substantial remodeling, re-plumbing, and updated electrical infrastructure; and added furnishings to present a rotisserie oven system for the student meal plan.

Tabor shared in the cost of digging an irrigation well and irrigation system with USD 410 for the field events area of the Joel H. Wiens Stadium Complex.

Tabor purchased a second gym floor buffing machine so that the units could be stored in both buildings containing gyms, increasing efficiency.

Dorm room furniture was purchased for Carson Hall, 306 Washington Hall, the off-campus rental hall, and the women's quad.

Hutton Construction began the replacement project of the women's quad elevated walkways and stairways and completed it as the 2013-14 school year began. Costs approaching \$600,000 will be funded through the KICFA Bond Issue refinancing.

Vogts-Parga Construction began the resurfacing project of the men's quad/CRC parking lot and completed it as the 2013-14 school year began. Elcon Services installed lighting.

Maintenance staff and various contractors began repairing and replacing cast iron plumbing in Regier Hall, California Hall, and Oklahoma Hall. These costs will be funded through the KICFA Bond Issue refinancing.

Maintenance staff replaced the north wall of Lincoln V Hall because of termite destruction and remodeled the bathroom of the hall impacted by the exterior renovation.

As part of a bond refinancing project, C and Madison Streets underwent significant enhancement, including the addition of cul-de-sacs to meet emergency access needs as well as general beautification. The college maintenance staff and volunteers are completing the landscaping.

- **Managing risks to ensure operational stability, including emergency preparedness**

Tabor College has a Financial Contingency Plan in the Policy Manual to address budget issues. The need for a formal crisis management plan was identified so an emergency preparedness and crisis management plan dealing with campus safety issues has been developed. Tabor College's Crisis Management Plan (CMP) has recently been updated. In October 2013, a Crisis Management Task Force, led by the VPSL, was formed. The purpose of this group was to update Tabor's CMP. The updated plan, presented to all employees during the 2014 fall orientation in August, includes enhanced coordination of with Hillsboro fire, police, and EMS departments.

Tabor College does include a risk assessment and management component in its planning processes. A recent example of this would be the assessment of student insurance needs for college sponsored international travel. Though the college does not have a formal process, risk assessments are performed and plans to minimize the risks do occur when the risk is identified. Some of the risks reviewed formally and informally are included in Table 5.1.

TABLE 5.1: RISK MANAGEMENT

Risk	Assessed and Addressed by:
Student recruitment/changes in enrollment	VPPEM; EMC; VPTCW; academic program chairs
Crisis Management, Classroom safety/evacuation plan	VPAA, VPSL, VPTCW
Fiscal Crisis	VPBF, ET, governing Board
Facilities/Plant Management/depreciation	VPBF
Rising cost of health care and other benefits	VPBF, ET, governing Board of the college

The student handbook, which has policies on safety, are presented to the students each semester. RAs and RDs are given safety training, specifically evacuation routes, safety procedures, and emergency phone numbers. Both fire and tornado drills are held each year. First-aid boxes are available in all buildings.

An Emergency Notification System, which sends text messages to all students in the case of emergency, is in use.

Several upgrades at TCW, including the installation of a panic bar, have been recently undertaken to enhance a climate of safety and security. A staff person is always on duty during evening classes. At student orientation, each student is given a flash drive with information—from academic policies to emergency preparedness information. When there is inclement weather, information is shared with students, faculty and staff through My Tabor, Facebook, email, college websites, and phone calls.

5R3

What are the results for ensuring effective management of operations on an ongoing basis and for the future?

- **Outcomes/measures tracked and tools utilized**

The ET uses official comparative data to learn about the place of the college among peer institutions, such as the CCCU Financial Indicators, the Common Data Set, IPEDS reports, the SSI, ASPS, NSSE, and FSSE and other nationally normed tests and marketing surveys. Some of these data points include both locations; some are specific to TCH or TCW.

- **Summary results of measures (include tables and figures when possible)**

Tabor realizes the importance of assessing how monies are used. The IPEDS and College Navigator have been included in the process of gathering data necessary for addressing this area. Tabor continues to give evidence of a positive CFI and has experienced endowment growth; the endowment has nearly doubled since 2009.

TABLE 5.2: CORE EXPENSES PER FTE ENROLLMENT BY FUNCTION 2012 (IPEDS)

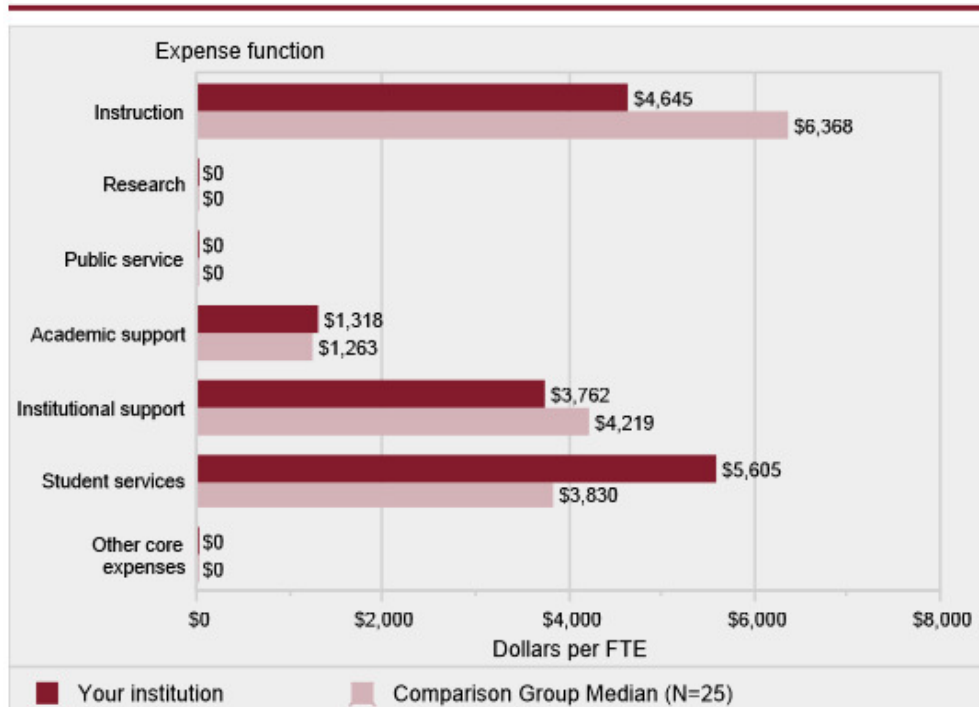
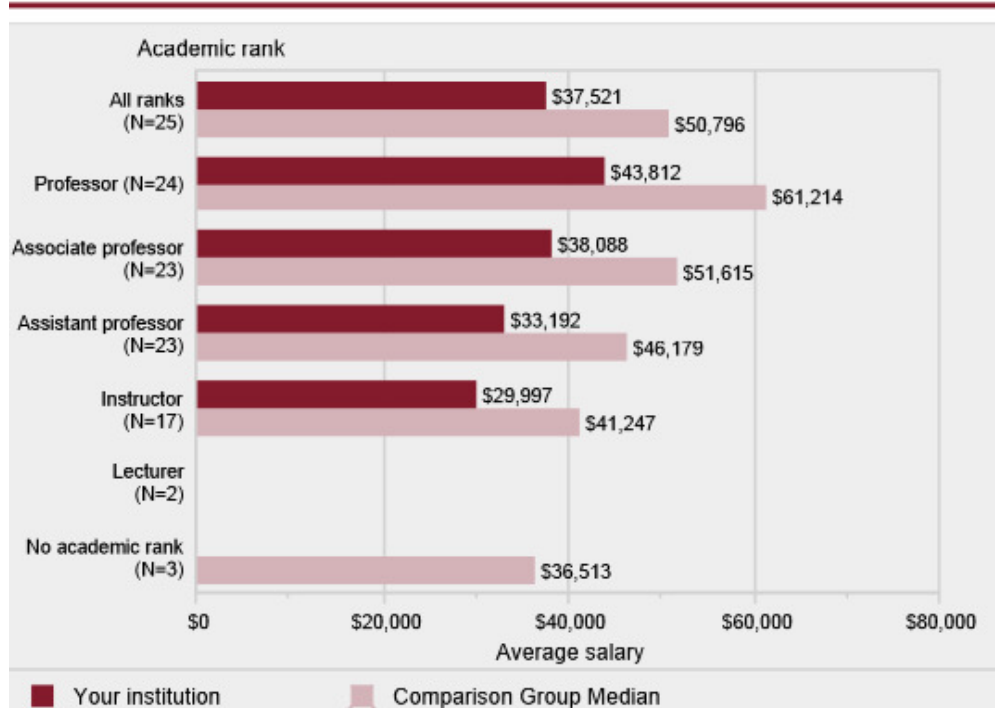


TABLE 5.3: COMPARATIVE AVERAGE SALARIES OF FULL-TIME INSTRUCTIONAL STAFF 2012-13 (IPEDS)



- **Comparison of results with internal targets and external benchmarks**

Tabor's salary level consistently falls below that of the schools in Tabor's IPEDs comparison

group.

IPEDS data indicate that Tabor spends more on student development than schools in our comparative group. This same data set indicates that Tabor spend less on instruction than our comparative schools.

In the area of retention, internal benchmarks were set in the 2012-2013 ET SWOT process and have been tracked closely since.

- **Interpretation of results and insights gained**

These data affirm the need to address salary disparities, which has culminated in the President's charge to the VPAA to recommend a revised salary schedule in fall 2014.

The student services comparison shows an inordinate allocation by Tabor when compared to the comparison group. However, it is unclear how other institutions are reporting their allocations.

Tabor's intentionally residential Hillsboro campus may be the basis for the discrepancy.

5I3

Based on 5R3, what improvements have been implemented or will be implemented in the next one to three years?

Tabor's graduation rates and retention rates are lower than desired. Tabor has just joined the HLC Academy for Persistence. The identification and gathering of data are in the beginning stages. The next areas of focus were identified for this project:

1. Tabor continues to attract more transfer students. We need to have more consistent data of how transfer students are persisting to graduation.
2. Diversity characteristics – race/national origin/ethnicity
3. First-generation students
4. D/F/W listings for student body, FF, and probation students
5. Academic major/Undecided data
6. Deeper evaluation of NSSE data and other institutional assessments
7. Tabor needs to develop regular reporting protocol for retention each year.

CATEGORY SIX INTRODUCTION

Tabor College identifies its systems maturity: processes and systems maturity: results as aligned. Quality Improvement initiatives are an intrinsic attribute of Tabor programming and services. At the core of these is the AQIP process itself, culminating in Systems Portfolio, Appraisal Feedback, and reaffirmation of accreditation. The institution seeks to demonstrate a culture of quality through infrastructure attributes such as the development of an assessment plan, committee structures, and resource provisioning. Tabor also seeks to learn from its Quality Improvement initiatives and communicate this knowledge to stakeholders.

Tabor has identified several areas for continued institutional energy related to this category. Again, participation in the Higher Learning Commission Academy for Student Persistence and Completion will identify strategies for improving retention and graduation rates. The Signature Campaign will continue along with completion of the Mabee challenge so that there can be a groundbreaking as soon as possible. Tabor also plans to expand TCW programs and sites. The Institutional Assessment Committee will continue its work on being more systematic in data collection. TCW will give ongoing attention to student feedback through the student advisory council. Finally, Tabor will continue to strengthen ties with its partners such as Pioneer College Caterers to meet current and emerging stakeholder needs.

These elements combined, especially in light of our previous Systems Portfolio, lead Tabor College to self-identify processes and results as aligned in terms of systems maturity.

AQIP CATEGORY SIX: QUALITY OVERVIEW

Quality Improvement Initiatives

6P1

Quality Improvement Initiatives focus on the Continuous Quality Improvement (CQI) initiatives the institution is engaged in and how they work together within the institution. Describe the processes for determining, and integrating CQI initiatives, and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

- **Selecting, deploying, and evaluating quality improvement initiatives**

Senior administrative staff are charged with answering the call to develop key action plans to support the college's organizational strategies. Using the strategic plan as a guide, action plans are developed within the other planning processes. The ET has experimented with a new method of planning action steps. This method includes two off-campus planning retreats where SWOT analyses were completed at both the operational level and the college level. Through these planning retreats, each ET member identifies key action items that support the strategic plan of the college, while supporting the ongoing mission and vision of the college. Integral to the coordination and planning of organizational strategies and actions plans is the IAC. The IAC has the responsibility, as a function of the Assessment Plan, for identifying opportunities for continuous improvement, reviewing work efforts and providing feedback and recommendations, and making recommendations for strategic planning based on assessment results. Aligning the various planning activities for the college is important and has demonstrated increased participation between all levels and departments of involved parties. An example of this is the process by which the ET had two "secret shoppers" visit campus. One of their principal findings was the general absence of curb appeal. We have hired an additional groundskeeper as well as given significant attention to minor projects (e.g., painting, science atrium flora upgrade) and major renovations such as the Madison/C Streets cul-de-sac.

- **Aligning the Systems Portfolio, Action Projects, Quality Check-up, and Strategy Forums**

AQIP action plans are aligned to the strategic plan and led by the IAC. The IAC is charged, by the ET, to oversee the planning, execution, and monitoring of action plans across the institution. Membership is inclusive of support staff, administration, and academic representation and is cross-functional in nature.

One key tool in developing the action plans that support the current organizational strategies was the 2011 Systems Portfolio Appraisal Feedback Report. The IAC utilized the comments related to identified opportunities, as well as areas that could leverage our strengths, to define appropriate action steps. The improvements in strategic planning made since the last portfolio submission include the intentional collaboration between the main college campus, TCH, and the School of Adult and

Graduate Studies location, TCW, for a variety of initiatives, include the drafting of the portfolio and the designated action projects each year. The following table shows the status of recent actions plans.

TABLE 6.1: TABOR ACTION PROJECTS

Action Plans	Status	Performance Results
Compensation Equity Review	Completed-Closed	Key accomplishments included adopting final revisions to the compensation equity document by the ET, using the compensation equity document by the ET to classify new positions, and making solid progress on a faculty compensation schedule.
Shared Governance Review	Completed-Closed	All processes related to governance and committee structures were reviewed as well as related issues such as faculty status, faculty load, and the relationship of the main campus in Hillsboro (TCH) and the extension site in Wichita (TCW).
Process for securing stakeholder input	Closed	The development of an Alumni Survey has helped foster conversations and questioning concerning long-term outcomes, not just focusing on the outcomes measured during the college years. The building of a relationship between the IR Office and the Alumni Office has enabled both offices to function more effectively.
First Year Review	Closed	The goal of developing a new programming around the First Year Experience (FYE) has been met. Through the process of research, implementation, assessment, and evaluation, Student Life has made several adjustments to its programming and learning process for the FYE program. Additionally, an annual assessment process for the FYE program has been established and data will continue to be gathered on an annual basis for continued review of the program.
Foster a Culture of Assessment	Active	Several steps have been taken to help create a climate of assessment at Tabor. The reestablishment of action teams and conversation days at both TCH and TCW in the past year have contributed to a broader and deeper understanding of the importance of assessment and the contributions it brings to the institution. The faculty committee and the ET have added assessment updates to their regular meeting agenda. The addition of the Director of Assessment to the AGS Council has provided a platform for sharing assessment needs and results across the locations. Implementation of LiveText, a third-party assessment platform.
Developing the 2014 Systems Portfolio	10-30-14	The leaders of the Portfolio process learned that we should start earlier if we want to use a team-based approach. The value of using a team-based approach was recognized. More people were aware of the Portfolio process, involved in providing information, and making the evaluative statements required in writing the Portfolio.
Building Campus Communication and Relationships	Active	In the fall of 2013, all employees were given the opportunity to participate in a survey asking about communication issues at Tabor. The results were provided to the ET. The team spent time discussing the results. Once a month there is a President's coffee that all faculty are invited to attend. This provides a forum for discussion of matters ranging from development of new programs to changes in the

college's health care plan. The PAC, which is made up of faculty, met on a more regular basis during the 2013-14 academic year. Faculty proposed several changes in PAC. All of these changes were agreed to and are currently being implemented.

Tabor College has developed a clear vision and mission and has articulated a set of values that define the work of Tabor College. Through communication of the strategic goals to all levels of the institution, the operational departments at both locations can align their strategic plans with the college plan and identify elements of the action steps that require department level involvement for successful achievement. Through coordinating and aligning processes and action plans, Tabor is providing staff training and involvement through planning retreats and employee service days. For example, all employees met to describe planning process and methods to communicate and report performance data. (5.D.2)

6R1

What are the results for continuous quality improvement initiatives?

See Table 6.1 above to find results from our Action Projects. Tabor has implemented other quality improvement initiatives. One of these was the curriculum review described in multiple Categories throughout the document. This initiative had several results: baccalaureate and core objectives were written; underpopulated majors were either dropped or plans developed for revitalization; core courses were reviewed and affirmed or changed; a core curriculum matrix is under development; and a work and service emphasis was added to each program.

Another key initiative for Tabor is joining the HLC Academy of Persistence and Retention. Tabor has just finished the development of a Data Summary Book and is attending an academy planning meeting in late October. The development of the data summary book was the first time all information related to persistence and retention was integrated into an easily accessed document.

6I1

Based on 6R1, what quality improvement initiatives have been implemented or will be implemented in the next one to three years?

Tabor has just submitted an action project based on future work with the Academy on Persistence and Retention. This action project is intended to help the college identify and improve strategies related to retention and graduation rates. A project team will be responsible for gathering data and making initial recommendations. This project principally involves academics and Student Life, but touches all areas of operation. We also have invited a student member to participate in this process.

Tabor's President has a series of goals for improvement that started in 2013. Some of these are included below, with brief statements regarding their status.

To complete the Signature Campaign and build the Center for the Arts

Tabor launched both the public phase and the challenge phase of campaign. Tabor is on track with donations to meet our Mabee challenge. The goals are to finish center for the arts fundraising by January 2015 and have groundbreaking no later than Homecoming 2015.

To expand TCW programs and sites

HLC approval of MA Entrepreneurial Ministry Leadership was obtained. Tabor has signed an agreement with Platform to assist in online marketing. A new website for TCW was created by Learning House. The online BSN has been launched. Articulation agreements have been signed with Butler and Hutchinson Community Colleges. Tabor is on track with plans to sign additional articulation agreements with other Community Colleges. An MSN and a MEd program are in the design stage.

Culture of Quality

6P2

Culture of Quality focuses on how the institution integrates continuous quality improvement into its culture. Describe how a culture of quality is ensured within the institution. This includes, but is not limited to, descriptions of key processes for:

- **Developing an infrastructure and providing resources to support a culture of quality**

Tabor's most recent Systems Appraisal (2011) made it very clear that the College did not have the "culture" of assessment that is necessary to support continuous quality improvement. The College recognized the need to make substantive improvements in assessment to make planning and improvement more effective. An action project entitled "Fostering A Culture of Assessment" was begun in November of 2011 to address these issues. This project has been kept open because it serves as a means of keeping assessment issues in focus. (5.D.2)

Several steps have been taken to help develop a stronger culture of assessment at Tabor. One step that has long-range implications for the assessment program is the purchase of a third-party product to support and enhance our assessment processes. After reviewing several such products, keeping the college's needs and resources in mind, LiveText was chosen. Training in the use of LiveText was a part of fall faculty development in 2012 and 2014. The implementation of LiveText began in the fall of 2012 in two areas: the FYE program, and in a professional education course required of all students in the Teacher Education Program. (5.D.2)

A second major step Tabor has undertaken is the development of an Institutional Assessment Plan (IAP) and Roadmap to Accreditation. The development of these conjoined documents has required the examination of the assessment cycle, the instruments being used, the usage of the data obtained through assessments, policies, and processes related to assessment covering things such as

faculty review, course evaluations, and program review. This entire process was also informed by the evaluation of the core curriculum and objectives that took place during 2012-2013. All of this information was gathered together into a cohesive and usable plan that will help us move forward. The plan is revised regularly.

Several additional steps have been taken to help create a climate of assessment at Tabor. The reestablishment of action teams and conversation days at both TCH and TCW in the past year have contributed to a broader and deeper understanding of the importance of assessment and the contributions it brings to the institution. Conversation days are reserved for specific gatherings of institutional import. This approach, rather than simply meeting twice yearly, has increased buy-in from the employees.

The faculty committee and the ET have added assessment updates to their regular meeting agenda.

The addition of the Director of Assessment to the AGS Academic Council has provided a platform for sharing assessment needs and results across the locations. Meetings were held with several VPs and department heads to discuss processes for integrating assessment practices into their areas.

As a result of AQIP feedback and for the purpose of further streamlining the process, the IAC initiated the Tabor College “Yearly Assessment Cycle,” a document that outlines for the entire system when data are collected, what data are important, and who is responsible to collect and initially provide assessment for these data. This means the IAC has the clearest view of the assessment information at Tabor and can direct the overall management and distribution.

Five individuals attended the HLC conference in April of 2013. This group included the President, the VPSL, the Chair of the Christian Ministry program at TCW, the VPAA, and the Director of Assessment. This was the largest and most representative group Tabor has sent to this conference.

- **Ensuring continuous quality improvement is making an evident and widely understood impact on institutional culture and operations (5.D.1)**

Managed by the IAC through the Assessment Cycle, additional data collection mechanisms are also active in the college. VPs collect and archive data, which must be reported to the President and Board of Directors relative to their departments. Faculty divisions and support services departments determine, collect, and store their own assessment data, which also gets reported to the IAC. Based on the Institutional Assessment Plan, the IAC identifies important data and performance information to pass to the ET for further action. (5.D.1)

At the fall 2013 conversation day, the main agenda was discussing the results of the GCWF survey. The entire Tabor community was led through a process that evaluated and discussed the results of these data. In the fall of 2014, the IAC participated in a consultation call in which the lead consultant from the GCWF survey helped us better understand the instrument and our results. Tabor has recruited a team that represents various departments and both locations to research and write this Portfolio. This is a new approach for Tabor; in the past the Portfolio has been written by one or two individuals. This step increased knowledge and understanding of the assessment process at our locations.

The Tabor College Assessment Plan provides a comprehensive tool for documenting research and evidence of performance. This document includes regular assessments as well as personnel evaluations. (5.D.1)

The IAC is the clearinghouse for data evaluation and provides initial analysis for data collected per the Institutional Assessment Plan. Because this is a committee composed of faculty and staff from all departments and across both locations, the IAC is an ideal mechanism to take back and share these analyses with respective teams and locations. (5.D.1)

- **Ensuring the institution learns from its experiences with CQI initiatives (5.D.2)**

Institutional-level analysis has been disseminated to the Board of Directors, President, VPs, and other key leaders on campus. Highlights of survey outcomes are presented annually at all-employee meetings, by the Director of Assessment, and the VPTCW. Survey results are posted on the intranet file sharing system. Important findings are also shared through “At a Glanz” – the President’s weekly email, or email updates from other ET members. (5.D.2)

The IR Office has collected more than 20 years of information related to student demographics, majors, degrees, and athletic involvement. It has also been responsible for administering, analyzing, and reporting the results of instruments related to student perceptions and values. The Office of IR, along with the IAC, served in this role with the AQIP writing task force, providing the team with data and assistance in finding information for the report. (5.D.2)

Satisfying external needs for both voluntary and mandatory data has driven some of the data collection mechanisms. The Business and Finance and the Registrar’s Offices have provided oversight to many of these reports, which include IPEDS (external), CCCU (external), and the Annual Report to the Board of Directors (internal).

The Advancement Office uses data to organize and plan for current strategy. For example, an institutional feasibility study was performed in August/September 2011. A professional consulting group gathered and used the data sample to conclude and recommend moving forward with a capital

campaign. The findings were presented to the Board of Directors, and their decision was to begin a capital campaign to construct a new fine arts center. (5.D.2)

Secondly, the donor accounting software used enables Tabor College Advancement to track donor information, determine fundraising strategies, and prioritize contacts all to increase gifts that support the work and mission of the school.

The Enrollment Management Team (EMT) at the main campus is built completely on data. Through information collected and analyzed, recruiting territories are assigned based on historic trends. Financial aid is offered based on a predictive model that emerges from enrollment data from across the country. The EMT prioritizes personal contacts with prospective students based on predictive modeling for matriculation and tracks enrollment funnel data every week. In addition, the EMT meets bi-monthly to plan strategically around the funnel reports. (5.D.2)

Members of the IAC continue to review current processes and to develop and implement new processes that utilize organizational data to best meet the college vision, mission, and goals.

- **Reviewing, reaffirming, and understanding the role and vitality of the AQIP pathway within the institution**

The process of assessment planning has been effective and now includes annualized action plans. For example, planning by the IAC has led to an increased awareness of the institutional assessment process and the benefits of this type of regular review to the college. The IAC now includes active participation of personnel from both locations in assessment processes.

Conversation Days encompass personnel from all departments and both locations. Through this increased collaboration, action plans are selected that continue to foster this collaboration as well as target areas with joint interest. In addition, each area has completed an assessment review that was coordinated through the IAC.

6R2 What are the results for continuous quality improvement to evidence a culture of quality?

As the committee tasked with coordination of data, the IAC has begun to systematically initiate data collection.

For example, in the 2013 academic year the IAC initiated the following collection of data in the following paragraphs by asking each program to submit assessment reports using a specified template. Program Directors were asked to highlight and define how they would adjust their plans based on the findings of the data collected from this cycle. This cycle helps all departments and programs come into line with external accreditation and to assist in closing the loop in data collection and assessment.

As a result of student evaluations, Tabor College in Wichita initiated a student advisory council to receive feedback and to be the voice of the students.

Feedback from the fall 2013 conversation day identified data accessibility issues with CX, Tabor's data management software, and the need for access to clear data internally. This is an ongoing issue that is being addressed.

The newly approved MA EML Program at TCW is a result of feedback and assessment from the Mennonite Brethren constituency. The program was designed after an initial survey and in consultation with denominational leadership.

A number of academic programs made changes based on course reviews and evaluation, feedback, and data from research. For example, in year-end evaluations from 2012-13, the Bible, Religion, and Philosophy program set a goal to turn around grading with repeat assignments in two days so students will be given sufficient feedback to write the next paper. The Business program instituted a course revision for 2013-14 and initiated a mandatory internship/field experience for all incoming freshmen. In addition, a student advisory council was established for this program. (5.D.2)

The Tabor College cafeteria went through a significant transition in the summer of 2013 because of the results of student surveys. As a result, enhancements to the food program have been implemented. Examples of the improvements are: self-cook stations, a daily-changing feature bar (e.g., Mexican food bar, pasta bar, breakfast food bar, etc.), a pizza oven, and a rotisserie roasting oven. One significant change in particular concerns the introduction of the continuous service program (7 a.m. to 7 p.m. Monday through Friday). This last feature met the concern for course scheduling conflicts with the limited two-hour block for serving lunch. Students often had back-to-back classes through the two-hour block and either missed lunch completely or had to eat lunch in 10-20 minutes. Subsequent surveys have resulted in nearly the absence of concerns about the food service program.

6I2

Based on 6R2, what improvements to the quality culture have been implemented or will be implemented in the next one to three years?

Several recent improvements were described in the sections above. The primary focus moving forward is improving the IAC data review process. The IAC is exploring a new review template for use in 2014-2015 and will evaluate following the current review cycle.