Hesston College, the two-year college of Mennonite Church USA, educates and nurtures each student within Christ-centered community, integrating thought, life and faith for service to others in the church and the world.  

Hesston College Mission Statement

A Profile and History of Hesston College

Hesston College is a two-year, coeducational, residential liberal arts college, and an organization of Mennonite Church USA. The College campus is located in the city of Hesston, which has approximately 3800 residents and is located 35 miles north of Wichita, Kansas. In the fall of 2010, the College enrolled 448 students.

At its founding in 1909, Hesston Academy and Bible School offered Mennonite young people the opportunity to attend a “school in the West” where they could learn in an environment which encouraged faith development, and Mennonite values and principles.

In its early years, Hesston served as an academy only and, in 1915, began offering college-level classes. Although it experimented with a four-year college structure for nine years, by 1925 a junior college structure had been adopted. Forty years later, in the mid-1960s, the academy was phased out. The College expanded beyond liberal arts to include career programs. In 1966, the Nursing Program was launched, followed by a number of other career programs.

Today Hesston College offers three associate degrees: Associate of Arts (AA), Associate of Science (AS), and Associate of Applied Arts and Sciences (AAAS). Within the AAAS degree, students may choose from seven career programs: Aviation, Bible, Business, Computer Information Technology, Early Childhood Education, Nursing, and Pastoral Ministries. An Associate of Applied Arts and Sciences degree is also available in General Studies.

Located on 40 acres, the campus has twelve major buildings as well as outdoor athletic facilities for student and community use. College programs stretch beyond the campus. Students also use the college-owned, twenty-nine-acre Dyck Arboretum of the Plains located one block from campus, and the seventeen-acre Stutzman Retreat Center outside of Hesston. The Aviation Program is based at the Newton City-County Airport. Nursing students apply classroom learning in twelve health care agencies in surrounding communities.

1909-2009: 100 Years of “Living the Vision”

During the past academic year, Hesston College celebrated its 100-year history. As the anchor event for the 2009-2010 Centennial Celebration, Homecoming Weekend (September 25-27, 2009) welcomed alumni and
friends of Hesston College back to the campus to participate in a wide variety of activities, events, and historical reflections. (Exhibit V)

For 100 years, Hesston College has remained an institution of the Mennonite Church, whose basic tenets emphasize the life and teachings of Jesus Christ as well as the expression of those beliefs through adult baptism, separation of church and state, simple lifestyle, service, peacemaking, and justice. In like manner, these Anabaptist tenets set the tone for life and learning in the Christ-centered community of Hesston College.

Unique Aspects of Hesston College

The behavioral and emotional characteristics of Hesston College have been defined as follows: nurturing, supportive, and friendly. Values that are important to the people in the College and serve as reference points for moral choices include: building relationships, stewardship, integrity, caring, and excellence.

As evidenced by responses from the Student Satisfaction Inventory (SSI), ACT College Outcomes Survey (COS), Community College Survey of Student Engagement (CCSSE), and Individual Development and Educational Assessment (IDEA), Hesston College students positively rate their academic experience. In addition, surveys demonstrate continual improvement in the academic quality of the program; however, the largest margin of difference, according to students, is the high level of support, caring, and superior student life programming in the residence halls.

Below are excerpts from surveys that show the student-centered approach to teaching and learning that leads to academic excellence, the value of the residential setting, and the importance of the Christ-centered community for Hesston College.

A Student-Centered Approach to Teaching and Learning (resulting in satisfied students and graduates)

- At Hesston College, the friendly, person-centered atmosphere helps to create a positive learning environment. Results of the fall 2009 Noel-Levitz Student Satisfaction Inventory revealed that the following were among the highest student ratings (based on a 7.0 satisfaction scale):
  - Campus staff are caring and helpful = 6.13 (vs. 5.47 for national four-year private colleges).
  - Faculty care about students as individuals = 6.03 (vs. 5.39 for national four-year private colleges).
  - Students are made to feel welcome on this campus = 6.11 (vs. 5.47 for national four-year private colleges).
Hesston College students rated their satisfaction above the 4-year college mean in all 12 categories on the SSI; percentile rankings for these 12 categories ranged from the 65th percentile to the 75th percentile. (Exhibit IV-A1)

- On the ACT College Outcomes Survey given in 2008 to graduating classes of 2003 and 2005, Hesston College graduates were more satisfied with their experience in all 39 categories than their peers at other institutions. The average response to all 39 categories among Hesston graduates was 4.24/5.0 compared to the national 4-year norm of 3.71/5.0. (Exhibit IV-A2)

**Academic Excellence**

- Hesston College strives to promote academic excellence through teaching and learning. The College is using assessment data to improve learning. A conscious shift from a teaching college to a learning college is taking place.
- The Washington Monthly magazine released its national College Guide and Rankings on August 23, 2010. Hesston College was ranked number two on the list of two-year colleges in terms of results on the Community College Survey of Student Engagement plus graduation rates. The schools ranked in this category are comprised of both private and public two-year institutions. Only two other Kansas colleges were listed among the top 50 schools. (Exhibit XVII-E)
- Academic excellence can also be observed through the following measures:
  - Each semester, Hesston College students rate courses through the Individual Development and Educational Assessment tool, which is used at more than 380 colleges and universities nation-wide (two-year, four-year and universities). IDEA results for fall 2010 showed that 77% of our courses ranked above the IDEA average in the summary of major categories (student progress on relevant objectives, excellent teacher, excellent course, and course summary). IDEA literature states that “when this percentage exceeds 60%, the inference is that the Group’s overall instructional effectiveness was unusually high.” (Exhibit IV-1C)
  - Five summary benchmark results for Hesston College on the Community College Survey of Student Engagement (CCSSE) during the spring of 2009 demonstrated college rankings of the 64th percentile on one benchmark and rankings of either the 97th or 98th percentile on the additional four benchmarks. (Exhibit IV-A4)

Hesston College was ranked 2nd nationally for two-year colleges in fall 2010.
Nursing first-time pass rates averaged 93.3% on the National Council Licensure Examination for Registered Nurses (NCLEX) for the past five years. (Exhibit IV-B4)

On the 2008 ACT College Outcomes Survey, 54% percent of 56 Hesston College students who transferred to four-year institutions reported that their grade point averages remained similar to what they had been at Hesston College; 27% indicated their GPA went up slightly; 13% reported their GPA went up one or more points. (Exhibit IV-A2)

A Residential Setting
- Forty-nine percent of Hesston College students are residents of states other than Kansas or countries other than the United States.
- International students comprise 8% of the student population.
- North American students of color comprise 16% of the student population.
- Dormitories are divided into “mods”—groups of eight to fourteen students who live together in community. This setting gives students a primary group of persons with whom to relate.

A Christ-Centered Community
- The importance of a Christ-centered community is emphasized in College mission documents.
- Approximately one-third of the on-campus students are actively involved in voluntary worship services and programs.
- Twice-weekly chapel services, with required attendance, provide additional worship opportunities for the campus community.
- Student Ministry Assistants offer small-group worship experiences for residential and commuting students.
- The Biblical Literature course is a requirement for all three degrees: AA, AS, and AAAS.

The Two-Year College of Mennonite Church USA
- Being an organization of Mennonite Church USA contributes to the uniqueness of Hesston College.
- The Anabaptist perspective—including the emphases on service, discipleship, and community—differentiates Hesston College from many other institutions of higher education.
- Hesston College collaborates with four other Mennonite colleges/universities: (Bethel College – Kansas; Bluffton University – Ohio; Goshen College – Indiana, and Eastern Mennonite University – Virginia) and two seminaries (Associated Mennonite Biblical Seminary – Indiana, and Eastern Mennonite Seminary – Virginia) to serve Mennonite Church USA and meet human needs in the world.
- According to the Hesston College Bylaws, Hesston College faculty members are to support and respect the Confession of Faith in a Mennonite Perspective, 1995. In the hiring process, applicants are
asked to read and respond in essay form to their agreements and disagreements with the *Confession*. (Exhibit VII-B)

**Financial Stability**

- Hesston College has enjoyed steady enrollment during the past decade. (Exhibit II-B)
- An operating deficit of $850,000, accumulated from 2001 through 2005, was eliminated by 2008. (Exhibit VIII-A)
- Even with the recent economic downturn, Hesston College ended each of the last five fiscal years with a positive balance in the operating budget, without a need to borrow from capital or endowment funds. (Exhibit VIII-A)
- The College has met or exceeded its annual fund goal for the past three years. (Exhibit III-F)
- Unrestricted bequests have recently been shifted from use for capital projects to increase endowment.
- Over the past ten years, Hesston College has been characterized by its well-maintained campus with little deferred maintenance.
- Financially-responsible procedures are in place, including the practice of raising an additional fifty-percent of the cost of a new structure to serve as an endowment for maintenance of the new facility. (Exhibit III-C)
- Alumni and donors of the College have consistently and steadily increased their giving support for student financial aid for the past eight years. (Exhibit III-F)

**Accreditation History and Current Affiliation Status**

The Higher Learning Commission of the North Central Association (HLC/NCA)

Hesston College was accredited by the state of Kansas as a junior college in 1927. The College applied for candidacy with the North Central Association of Colleges and Schools (NCA) in 1961 and received word of its candidate status on June 27, 1962. NCA granted Hesston College initial accreditation in April of 1964. Hesston College achieved NCA reaccreditation in 1974, 1984, 1991 and 2001. (Exhibit XI)

**Responses to 2001 and 2004 Challenges**

When concluding their *Report of a Visit*, the 2001 evaluation team members cited five institutional challenges. Two of these challenges (role of the faculty in development/approval of curriculum; and the integration of assessment, planning, and budgeting) were targeted for a focused evaluation visit during the spring of 2004. The 2004 *Focused Self-Study Report*, addressing these challenges, and *Report from the HLC Consultant-Evaluators for the Focused Visit*, comprise Exhibit XI-B. Institutional actions which have been taken since 2001 to address these five challenges, as well as the two additional challenges posed by the focused-visit evaluation team members in 2004, are briefly described in this Introduction.
2001 Challenges
Official Faculty Transcripts
Identified Challenge:
The team was unable to verify GIR 9, as there were no official transcripts in many faculty files.

Institutional Response:
In response to this concern, the College was required to fulfill a monitoring report which was noted on the Worksheet for the Statement of Affiliation Status. This monitoring report required that the College send official transcripts of all faculty (full-time, part-time/adjunct) to the Higher Learning Commission by June 14, 2001. The College satisfactorily met this mandate, and no further action was required.

Since the summer of 2001 when Hesston College pursued corrective action and ensured the presence of official faculty transcripts for all faculty members (full-time, part-time/adjunct), the office of the Vice President of Academics has implemented administrative policies related to the hiring process, ensuring that all new faculty appointments provide official transcripts for the Hesston College employee file. In addition, faculty members who pursue additional graduate degrees are required to submit official transcripts related to the acquisition of graduate credit and academic credentials. Since the March 2001 site visit, care has been taken to ensure that official transcripts are obtained for each new faculty appointment. All current faculty have official transcripts on file in the office of the Vice President of Academics.

College Recruitment Materials
Identified Challenge:
The College needs to take care with its advertising and not create a situation, which could be misinterpreted, e.g. “Your credits will easily transfer from Hesston to other institutions.” The team noted in their report that “even though the search piece presents information in a questionable manner, review of other documents and contact with personnel of the institution indicate that the College does take integrity issues seriously.”

Institutional Response:
Following the 2001 site visit, Hesston College looked carefully at the literature used for student recruitment and marketing. Care was taken to ensure that potentially-misleading statements were eliminated.

The primary materials used today for prospective student recruitment (print and non-print) were reviewed by members of the HLC Steering Committee for accuracy, congruency, and commitments offered. (Exhibit II-D) These materials were deemed to be appropriate and representative of Hesston College. In a survey given to faculty and staff in the spring of 2009, the statement asking for a level of agreement was “The College’s publications accurately describe the institution.” Ninety-five percent of the
staff (4.38/5.0) and 80% of the faculty (4.03/5.0) “agreed” or “strongly agreed” with this statement. On the 2009 Student Satisfaction Inventory (SSI), students were asked to rate their satisfaction with the statement “Admissions counselors accurately portray the campus in their recruiting practices.” Hesston College students rated their satisfaction with this statement as 5.64/7.0 compared with a 4.97/7.0 mean rating by national 4-year private college students.

Staff Evaluations and Other Human Resources Policies

Identified Challenge:
The College does not have well-developed procedures for evaluation and other human resources policies. The College places itself in a vulnerable position if it does not follow consistent policies and practices particularly in personnel matters. The team wrote on page 10, “Prior to the organizational restructuring, there were few formal policies and procedures for human resource administration. An example of the lack of policies is the administration of staff evaluations. While an expectation of evaluations existed, it was a practice that individual supervisors conducted evaluations only as they deemed necessary. There was not an organized routine for evaluation; when they were conducted, results were kept in the supervisors’ files rather than personnel files.”

Institutional Response:
A Human Resources Manual was developed for the College during the 2000-2001 academic year. Since that time, many new personnel policies have been initiated and implemented. Don Weaver, Vice President of Finance and Auxiliary Services, fulfills the primary human resources role at Hesston College and leads the effort to ensure that human resources policies are up-to-date and consistently implemented.

Since 2001, employee evaluations have become more regular and systematic. In 2001-2002, the Supervisor Training to Enhance Performance (STEP) program was introduced on campus and utilized with staff. Supervisors were educated regarding the new process for staff review and performance evaluation. Staff members were allowed to give input on the goals of a performance evaluation and were given suggestions on how to use the feedback in positive ways for improvement in job performance. The BEST STEP system added a series of educational workshops for staff and their supervisors. It also clarified the steps to be taken in staff performance evaluations.

During the 2006-2007 academic year, the College revised its performance review policies for all College employees—faculty and staff alike. Roles, responsibilities and expectations (RREs) were defined for each position and employee evaluations were designed to reflect these RREs. The current policies for employee performance review are contained in the Human Resources Manual in section D3. Additional guidelines for review of faculty performance are found in the Faculty Handbook section VI-A3.
During the spring of 2009, the first phase of the new performance review system was implemented with faculty. Approximately one-third of the faculty is reviewed yearly utilizing the current performance review system. While some staff areas have been reviewed annually since 2006-2007, all Hesston College staff members were reviewed during 2009 and 2010, using the newly designed performance appraisal system. Completed evaluations are filed in the College’s personnel files and, for faculty, also in the office of the Vice President of Academics. Current evaluation information for other positions can be obtained from the appropriate vice president or in the Human Resources Office.

Role of Faculty in Development and Approval of Curriculum  
Identified Challenge:  
The review of minutes and faculty interviews indicate that the faculty has not typically had a significant role in the development of curricula and approval of all curricular offerings of the institution. This process has begun only recently, and it needs to be institutionalized in the policies and procedures of the College. This challenge refers to GIR 11 and Criterion 2.

Additional notes in the team’s report stated on page 34, “It has not been a routine practice of the College for courses and classes to follow a path through a faculty curriculum committee or process. Rather, new courses have been initiated either by a faculty person talking with the Academic Dean or they have come directly from the Academic Dean’s office. There was no real opportunity for routine input from members of the faculty. The College has only recently begun the process whereby a faculty group discusses curricular matters before they are forwarded to administration. The faculty needs to have and maintain a significant role in developing and evaluating all of the institution’s educational programs.”

Institutional Response:  
The Focused Report, prepared by Hesston College for the 2004 focused visit, shares the work done by the College in this area since the 2001 comprehensive site visit.  
In summary, the following steps were taken between 2000 and 2004:

- Fall 2000 – Faculty adopted a “New Course Approval” process.
- February 2002 – Faculty voted to establish a standing Curriculum Committee. Its primary purpose was to lead faculty on issues related to the instructional program of the College. Responsibilities included: expediting faculty agenda related to courses, programs of study, academic policies, and degree requirements; overseeing the general education component of the curriculum; and exploring new programs courses and course delivery models.
Since the 2004 focused visit, the following developments occurred in this area:

- May 2007 – A subcommittee of the Curriculum Committee was formed to address general education (General Education Task Force).
- Fall 2009 – The General Education Committee was formed as a major faculty committee, rather than as a subcommittee of the Curriculum Committee.
- 2009-2010 – The “New Course Approval” process was revised.
- Exhibit XII contains more detailed information regarding the purposes, goals and responsibilities of all major faculty committees: Faculty Council, Academic Planning and Assessment Council, Curriculum Committee, and General Education Committee.

Integration of Assessment, Planning, and Budgeting

Identified Challenge:
“That the integration of the assessment, planning, and budgeting processes is a routine function of the College.”

Rationale from the 2001 Evaluation Team Report: “It has only been within the last two years that the College has begun to address the integration of assessment, planning and budgeting. The elements are there for the College to continue this integration and make it part of the institutional routine. It is now the challenge for the institution to make these practices part of its routine.”

Institutional Response:
The 2004 Focused Report shared the work done by Hesston College in this area between 2001 and 2004. In summary, the following steps were taken at that time:

- The Academic Coordinating Committee (ACC) was subdivided into two new entities (the Assessment and Research Coordinating Committee (ARCC) and Academic Planning and Assessment Council (APAC).
- Polices, structures, and institutional directives were developed to facilitate process integration. Key examples of the linkage of assessment, planning, and budgeting to enhance student learning and program effectiveness and to promote continuous institutional improvement were provided in the 2004 Focused Report on pages 23-28.

Since the 2004 focused visit, many of the initiatives developed in response to this identified challenge continue.

- The institutional strategic plan serves to guide planning efforts college-wide.
- The Systematic Plan for Institutional Research and Assessment (SPIRA), developed by the Assessment and Research Coordinating Committee, coordinates institutional data gathering/assessment
efforts and correlates these efforts with the Hesston College Strategic Plan.
- The Academic Planning and Assessment Council continues to integrate the functions of academic assessment, planning, and budgeting through weekly meetings of all division chairs and the Vice President of Academics.
- The process of assessing student learning outcomes, with leadership from APAC members, is on-going and developing over time. Results from this assessment are used to make improvements in the curriculum process (see Chapter Three).
- Key examples of the linkage of assessment, planning, and budgeting throughout the institution are cited in the upcoming chapters of this Self-Study Report.

2004 Challenges (Focused Visit)
Two challenges posed by the site evaluation team upon conclusion of the 2004 focused visit are identified below, followed with an overview of institutional responses.

Assessment
Identified Challenge:
Now that well designed processes and structures have been implemented, it is imperative that the transition from planning to operation continue with attention to results in four areas:

a. Establishment of specific goals and benchmarks for assessment

Institutional Response:
The Academic Planning and Assessment Committee has provided leadership for faculty in the establishment of assessment goals and benchmarks. Currently, goals and/or benchmarks have been identified by faculty for specific courses and for the entire College (by semester) on the IDEA tool. Institutional benchmarks have also been set for the five broad categories on the Community College Survey of Student Engagement. Other goals and/or benchmarks have been set by departments, divisions, or programs (e.g., Nursing Division). Information on goals and benchmarks is expanded upon in Chapter Three, “Student Learning and Effective Teaching.”

b. Adaptation and revision of the initial processes, as necessary, including the process review of areas such as general education

Institutional Response:
Various assessment processes have been reviewed, adapted, or revised since the 2004 Focused Visit. One major change was the intentional decision in 2006 to move toward standardized, norm-referenced assessment processes to provide external norms or benchmarks. The IDEA tool was implemented in 2006 as a new indirect, norm-referenced assessment measure. This tool and
the corresponding assessment processes have significantly standardized and improved the College’s assessment process. An IDEA academic excellence plan has been implemented to “close the assessment loop,” allowing faculty to see whether or not newly implemented interventions have made an impact on student learning. The program/division review process has also been revised, including a planned review of general education. Faculty committee structures have been realigned to facilitate the work of faculty in assessment, student learning, and effective teaching. (See Chapter Three, “Student Learning and Effective Teaching.”)

c. Discovery of the most effective utilization of data collection considering all curricular issues including single courses as well as full programs and majors

Institutional Response:
The question underlying this challenge was reframed to ask, “How can we at Hesston College most effectively utilize assessment data that are collected on the course level as well as in divisions or programs?” Hesston College faculty members continue to remain clear that assessment data provide the basis for enhancing student learning and effective teaching; we do not collect data simply to have a large assessment database. Based upon this understanding, IDEA results have been actively used to coach instructors with lower ratings to make improvements in their courses; to plan in-service sessions for faculty; to decide upon the allocation of faculty development funding for conferences on pedagogy; and to challenge faculty in the development of new teaching strategies. These results have been highly productive.

The program review process was refocused around the question, “What is it that we really need to discover in this review to significantly improve our educational programs?” Intentional data collection regarding transfer programs of study has been intensified, based upon comparisons with other colleges. This work was driven by the goal of facilitating the effective transfer of student credit and ensuring solid preparation for upper-level academic work. Ways in which assessment data are now being used to effect student learning within courses, divisions, and programs are expanded upon in Chapter Three.
Introduction

- Continual efforts intentionally to clarify linkages among assessment, planning, and budgeting

Institutional Response:
The intentional linkage among the processes of assessment, planning, and budgeting was addressed above related to the stated 2001 comprehensive visit challenges, and is expanded upon again within the body of this Self-Study Report.

Workloads

Identified Challenge:
Hesston College should continually monitor workload expectations as the institution seeks to sustain the considerable energy and momentum which has been directed during the past three years toward the areas of the focused visit.

Institutional Response:
The monitoring of workload expectations is a challenge taken seriously by members of the Administrative Council. This issue is frequently discussed in gatherings of faculty and/or staff. A number of concrete steps taken to respond to this challenge include:

- A continual effort was made during 2006-2007 to pose the question of what can be discontinued or eliminated when new programs or initiatives are proposed. These questions are posed on the Hesston College Screening Tool which is expected to be utilized for all new initiatives. Under the section of “Economics,” the following question is posed: Are there other activities/programs that could/should be discontinued to make this venture possible? Under the “Exit Guidelines,” the primary question states: Which factors/criteria within a given timeframe would suggest this venture be discontinued?

- The Vice President of Academics has been working with members of the faculty and Administrative Council over the past several years to address the question of faculty workloads. For the current year, a revised policy was implemented which decreased the number of teaching load units for full-time faculty status from 30 to 27 load units. Any faculty member with more than 27 direct-load units assigned for instruction received additional compensation. Workloads for faculty are continuing to be addressed during the current academic year in an attempt to facilitate reasonable faculty workloads and address issues of equity.

- Other Vice Presidents have addressed the issue of workload within their areas of responsibility. From 2000-2001 to 2010-2011, based upon assessed needs and institutional/environmental changes, the following shifts in FTE occurred:
  - Admissions decreased from 11.06 to 10.83
  - Advancement decreased from 13.79 to 13.69
  - Finance and Auxiliaries decreased from 29.71 to 29.24

• President’s Office increased from 1.53 to 1.83
• Athletics increased from 4.57 to 6.91
• Student Life increased from 5.70 to 7.38
• Academics increased from 48.19 to 52.30

Recent Campus Changes and Developments
In the intervening years since the 2001 HLC-NCA comprehensive site visit, Hesston College has experienced a number of substantive changes in addition to those addressed above.

Changes in Campus Leadership
President Loren Swartzendruber resigned in 2003 to accept the position of President at Eastern Mennonite University. Peter Wiebe served as Interim President for two years. Howard Keim accepted the position as President beginning in January of 2005, overlapping with Interim President Wiebe for a six-month orientation period.

In 2001, President Swartzendruber reorganized the leadership group to include three executive vice presidents over the areas of: 1) Advancement; 2) Finance, Auxiliary Services and Strategic Planning; and 3) Academics and Student Life. The Leadership Council included the three executive vice presidents, two vice presidents, and the business manager.

In 2006, President Keim realigned the administrative structure in an effort to streamline decision making and to save money spent on administrative salaries. He appointed six vice presidents: 1) Alumni and Church Relations; 2) Development; 3) Admissions; 4) Finance and Auxiliary Services; 5) Student Life; and 6) Academics. In 2009, President Keim combined the Alumni and Church Relations and Development functions into one area, renamed Advancement. The President and five Vice Presidents make up the Administrative Council which serves as the President’s cabinet. All administrative aspects of Hesston College are organized under the President who is directly responsible to the Hesston College Board of Overseers. (Appendix C-1)

Nine academic divisions are organized under the Vice President of Academics. Two divisions are comprised of large career programs (Nursing and Aviation). The seven other divisions (Natural Science/Math, Bible and Ministry, Social Science, Fine Arts and Humanities, Education, Business/Computers, and Language Arts) are comprised of several smaller departments. Division chairs are assigned by the Vice President of Academics. Departments or programs meet with their divisions for collaborative assessment, planning, and budgeting. All division chairs serve on the Academic Planning and Assessment Council (APAC). The role of APAC includes: academic assessment, planning, and budgeting activities. (Appendix C-5)
Physical Facilities Upgrades
- Renovation of the ground floor of Erb Hall was completed in the fall of 2002, adding new offices for Student Life staff, an atrium, and improvements to the student lounge and snack shop. The east wing of the residence hall was completely remodeled. Further energy-saving renovations (roof and windows) were completed in 2009. The bathrooms in Erb Central and West were refurbished in 2010. Plans are in place to complete Erb Central and West renovation in 2011.
- Construction was completed on the new Smith Center, including the Mary Miller Library. This $2.8 million complex, designed to support student learning, was formally dedicated in September of 2003.
- The Hesston Mennonite Church Sanctuary, a joint project of Hesston College and Hesston Mennonite Church, was completed and dedicated in March 2007. This space allows for large gatherings, such as chapel, music, and theater performances.
- The Friesen Center for the Visual Arts was constructed and formally dedicated in September of 2008. This center houses several art department studios, faculty offices, a classroom, a graphic design laboratory, and student art gallery.
- A Studio Theater was constructed within Northlawn in 2008.
- The tennis courts were resurfaced in 2010.
- Nursing Laboratories were added in 2007 and 2010.

Campus Technology Upgrades/Title III Grant
A Title III grant of $1,500,000 was awarded to Hesston College for the period beginning October 1, 2009, and ending September 30, 2014. This grant provides the financial support necessary to purchase and implement an Enterprise Resource Planning (ERP) system and redesign associated management processes. This grant/project will provide Hesston College with improved technological access including Web accessibility, system training, and redesigned institutional management practices. (Exhibit XX-A)

The Self-Study Process
Timeline and Committee Work
The initial aspects of the self-study process began in the spring of 2008 when President Keim appointed two persons to coordinate the self-study process and report. These individuals, Dr. Sandra Zerger, Vice President of Academics, and Bonnie Sowers, Nursing Program Director, joined Dr. Keim at the annual meeting of the Higher Learning Commission in March of 2008 to obtain additional background to launch the self-study process.

During the 2008-2009 academic year, a Higher Learning Commission Reaccreditation Steering Committee was formed. Regular meetings of the Steering Committee began during the spring of 2009. Representatives were sent to the Higher Learning Commission annual meeting and
Pre-Conference on Self-Study. Determination of the Steering Committee’s meeting schedule, a self-study plan/timeline, and the selection of subcommittee membership also occurred during this time.

During the 2009-2010 academic year, subcommittees, chaired by members of the Steering Committee, moved into full action. Approximately 35 members of the faculty and staff actively served on subcommittees during this year. (Appendix B) Five members of the Steering Committee attended the Higher Learning Commission annual meeting in April, including the Pre-Conference on Self-Study. By the end of spring semester, detailed outlines of the major chapters had been prepared by subcommittees that formed the basis for the first draft of the Self-Study Report.

During the summer of 2010, four members of the Steering Committee worked collaboratively to write the first self-study draft. Original subcommittees, students, faculty, staff, and administrators critiqued the first draft for accuracy and completeness. Based upon campus input, additional versions were prepared during fall 2010, and the report was ready for print by early January 2011.

**Purposes of the Self-Study Process**

Hesston College initiated the Higher Learning Commission self-study process to serve multiple purposes. Although the primary goal was to provide evidence and document the ways in which the College had satisfied the current reaccreditation criteria and core components (accountability), other equally – important purposes were identified, related to program improvement and quality enhancement. These additional purposes follow:

1. To thoroughly review how Hesston College is meeting and living out its identified mission, vision, values, and purposes.
2. To evaluate progress and improvements needed in the institutional plan for the assessment of student learning outcomes.
3. To improve self-knowledge of Hesston College, including strengths, areas of concern, and internal as well as external threats and opportunities.
4. To review, refine, and/or develop strategies that address institutional concerns.
5. To utilize the findings from the self-study to ensure a strong future for Hesston College through enhancement of the strategic planning process of the institution.

The self-study process has provided an avenue for the faculty and staff to participate in assessment and evaluation activities, resulting in institutional growth and development. It will, indeed, inform the future as strengths and challenges have not merely been cited, but have formed the fabric of the next cycle of strategic planning for the College.
Organization of the Report
The Self-Study Report contains Chapters One through Five, addressing each of the criteria: Mission and Integrity; Preparing for the Future; Student Learning and Effective Teaching; Acquisition, Discovery and Application of Knowledge; and Engagement and Service. Federal Compliance is addressed in Chapter Six, and Chapter Seven consists of the Conclusions and Summary. The Appendices of the Self-Study Report include the Institutional Snapshot and essential supplemental information.
CHAPTER ONE: MISSION AND INTEGRITY

The day after the F-5 tornado destroyed most of Greensburg, Kansas, the first graduating class from the Hesston College Disaster Management program gathered to celebrate their graduation with parents, faculty, staff, and friends. The awful destruction two hours away was on the mind of everyone in the room. These students had read about preparing for disasters, understood how agencies such as FEMA and the Salvation Army respond, and participated in eight-week summer field experiences in the recovery phase of disasters. They had learned how to install insulation, frame a house, put up siding, roof, and mud and tape drywall. They learned how to listen to the stories of the survivors. They knew they would soon have faces to personalize the statistics. They also understood that now was the time to put their education to immediate and practical use.

In the three years since the Greensburg tornado, Disaster Management students and other Hesston College students have volunteered many days working to help restore the community of Greensburg. Some spent summers on Mennonite Disaster Service project sites such as Dulzura, California, near San Diego, an area devastated by wild fires in October 2007; others in Diamond, Louisiana, and Pass Christian, Mississippi: places hit by Hurricane Katrina. Students helped frame a house on campus during the “Living the Vision” September 2009 Centennial Homecoming Week for John Satcher, a Katrina survivor, and spent a week putting it up in Picayune, Mississippi.

The Disaster Management Program is just one example of how the students of Hesston College fulfill the mission of the College. Hesston College graduates learn to live the vision of the College: to change the world as they serve through their vocations, churches, families, and individual commitments to follow Christ. They dedicate their intellect, passion, and skill to a future where hope replaces despair, the poor are clothed and fed, the sick are made whole, peace replaces war and conflict, justice replaces oppression, and creation is renewed.
CHAPTER ONE: MISSION AND INTEGRITY

The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

Introduction

Hesston College is guided by a mission that emphasizes the development of each student’s intellect, faith, and character within a supportive and inclusive Christ-centered community. Hesston College board members, administration, faculty, staff, and students create and pursue opportunities to integrate faith, thought, and action with the goal of growing as individuals able to lead, serve, and interact with one another in the manner of Christ.

Guided by its Anabaptist roots, Hesston College is a relationship-centered community that honors the sacred Christ-like nature of each person and seeks to serve in ways that nurture life, community, and faithfulness. As the two-year college of Mennonite Church USA, Hesston College focuses on providing resources and opportunities so that students have optimal learning and leadership experiences immediately as they begin college. While keeping a keen emphasis upon the purpose of pursuing educational and leadership opportunities, students are urged to be loving agents of positive change in the world as they serve in their vocations, churches, families, and individual commitments.

Board members, administration, faculty, staff, students, and alumni fulfill Hesston College’s mission through their commitment to student learning and growth, outstanding career programs, readily-transferable credits, faith and biblical literacy, student support, respect for diverse backgrounds, immediate leadership and involvement opportunities, and stewardship of learning environments.

Core Component 1a:
The organization’s mission documents are clear and articulate publicly the organization’s commitments.

Mission Documents Articulate Major Commitments and Values

Mission Statement

The current version of the Hesston College mission statement was initially affirmed by the Board of Overseers in November 1999. It was reaffirmed most recently in July 2010. (Exhibit IX-B) The mission statement is posted in various locations across campus, and appears in Hesston College publications, including the annual Course Catalog, the Human Resources Manual, the Hesston College Employee Handbook, the Hesston College...
Faculty Handbook, and the recently-published and internally-distributed Hesston College Experience Guide.

The mission statement, as well as the Hesston College Statements of Purposes, Vision, and Values, figures prominently in literature sent to prospective students and their parents, to alumni, and to other outside constituencies. (Exhibit II-D)

A shared sense of mission has consistently characterized Hesston College’s efforts to improve the lives of the students it serves and the communities in which they participate. Regular evaluation, revision, and re-articulation of mission documents pervade Hesston College’s history based upon a steadfast commitment to excellence, service, and the promotion of student learning.

Prior to 1995, Hesston College published a lengthy Mission Statement in the Course Catalog. However, a desire to make the mission more tangible to students, faculty, staff, and alumni prompted efforts to revisit, revise, and articulate the mission in word as well as action.

In various versions during the College’s one-hundred-year history, the College’s mission documents have consistently articulated its Anabaptist values, including the importance of a life of service modeled after Christ. Whether in a Hesston College board retreat, staff coffee, committee meeting, alumni gathering, classroom, music concert, or service activity, participants are keenly aware that every person and action can embody Christ.

The current mission statement (adopted in 1999) incorporates into its language an emphasis upon the cultivation of education and faith to better serve others in the church and world—with the acknowledgment that the church and world are not separate. With the nurturance and education of each student, Hesston College serves Christ, the church, and the world.

Statement of Purposes
The Statement of Purposes, adopted in 2000, gives additional depth and meaning to the Hesston College mission. The three primary purposes of Hesston College include: 1) promoting student learning and development; 2) facilitating vocational and career development; and 3) preparing future leaders who actively participate in the life and work of the church and display a commitment to service. Nine subcomponents further define these three primary purposes. The complete Statement of Purposes is printed on pages 6-7 of the Hesston College Course Catalog 2010-2011.
Vision and Core Values
In 2005 when Howard Keim began his tenure as President, Hesston College began a ‘visioneering’ project that culminated with a Vision and Values Statement created in spring 2008. During this project, President Keim conducted a series of ‘visioneering’ discussions with faculty, staff, Board, and alumni. As outlined in President Keim’s web page, various groups were asked to discuss: 1) What matters most at the College; 2) What the College does best; 3) Compare what matters most with what the College does best; and 4) Propose what should be done.

Twenty-one meetings were held in constituent communities with 326 participants. In addition, 150 employees participated in the same process during a Faculty-Staff Retreat. The findings from these discussions helped form the strategic planning process for the College during the next several years. In addition to generating input for institutional strategic planning, the ‘visioneering’ project provided valuable background data that helped inform the branding project, led by Hesston College alumnus Ken G. Kabira.

Through this next stage of institutional development, reevaluating the mission and articulating vision and values for the College occurred, involving staff, faculty, administration, and Board. The outcomes from this process culminated in the development of a Hesston College Experience Guide that is posted around campus and made available to each Hesston College employee. An internal document, the Experience Guide is utilized to inform decisions for all advancement activities and materials. In addition, employees use the Experience Guide to inform public speeches, student life activities, and curricular decisions. (Exhibit XIII-A)

The findings from the ‘visioneering’ and branding projects continue to guide current strategic planning. Examples of the mission/vision/values in action include recent reshaping of general education requirements; new program and advising initiatives; efforts to honor campus and global diversity; and careful discussions of the College’s identity.

Mission and Values are Communicated in Creative and Meaningful Ways
The mission symbol, the Lark, and its campus slogan, “Start Here, Go Everywhere,” characterize ways in which Hesston College embodies its mission and values.

The Lark
“We are just going to take this bird by bird. But we are going to finish this one short assignment,” Anne Lamott tells her readers at the end of
the second chapter of her book *Bird by Bird: Lessons on Writing and Life*. The line comes from a story Lamott tells about what her father said to her brother when as a ten-year old student he sat, close to tears, at the kitchen table trying to complete a difficult research assignment. Surrounded by the books of experts and the demands of learning, he was overwhelmed and unsure how to begin. Lamott tells that her father sat down next to her brother and said, “Bird by bird, buddy. Just take it bird by bird.” As Lamott explains, the story “makes a dent in the tremendous sense of being overwhelmed that [many] students experience” (19).

Translated to Hesston College, the notion of bird by bird, or lark by lark, if you will, is a fitting analogy for one of the main ways in which faculty and students achieve Hesston College’s mission with integrity: one by one, faculty, staff, administration, alumni, and community members interact with and teach students in personalized, relational ways. An inclusive and individualized educational model is a cornerstone of Hesston College’s ability to achieve its mission. The mission phrase “educates and nurtures each student within Christ-centered community,” rather than “educates and nurtures students,” emphasizes this calling.

The analogy of “one short assignment” is fitting as well because a two-year time period is short and yet it carries the potential for intensive learning and increased opportunities for first- and second-year college students.

A gathering of larks—called an *exaltation*, rather than a *flock*—is reminiscent of the four-part harmony hymn singing characteristic of the Mennonite tradition. The melody of larks, like the harmony of Mennonite hymn singing, emphasizes the interdependence of individual and communal effort. Human effort, whether vocalized, enacted, written, or observed, signifies meaning that is interdependent with individual experience as well as the human community. Individuals have inherent value, of course, but what can be accomplished as a community, inclusive of all, is a value with even higher regard in the Hesston College community.

The lark signifies Hesston College’s intention to carefully and courageously carry out, as individuals and as a community of learners, Laban Peacheys’s call to “[integrate] knowledge and meaning to counteract the social and spiritual fragmentation apparent in American society” (Sharp 297). The meadowlark, with several distinct types, also represents Hesston College’s diverse student body and our integrated efforts.

**“Start here, Go Everywhere”**
This slogan complements Hesston College’s motto, “The truth shall make you free,” because it emphasizes the College’s mission to educate and nurture each student in whatever context he or she is beginning—to take it
“bird by bird,” assignment by assignment, student by student, relationship by relationship. “Start Here, Go Everywhere” also emphasizes the goal of working together to develop as individuals rather than competing against one another for specific places of prominence. In addition, it emphasizes a spirit of learning that respects novices as well as experts. Hesston College is a learning community that provides first- and second-year students with opportunities that provide a strong foundation for the next step and steps in life—academically, professionally, socially, and spiritually.

The Hesston College slogan was adopted after it was used successfully at a booth designed by the Admissions Department for the bi-annual Convention of Mennonite Church USA in Nashville, Tennessee, in 2001. “Start Here, Go Everywhere” originally was registered as a trademark by the College on December 17, 2002.

**Mission Documents Include a Commitment to Excellence and the Promotion of Student Learning**

The commitment of Hesston College to excellence and the promotion of student learning are clearly articulated in the College’s Statement of Mission and Purposes. At Hesston College, as the mission statement reveals, excellence is best exemplified through an individual’s ability to “integrate thought, life, and faith” and to employ that ability to serve the church and world more capably.

Dr. Karen Sheriff LeVan, English faculty member, modeled this mission component as she contributed the Lark story to this chapter of the Self-Study Report. Her ability to integrate academic thought (literature) with the life and mission of Hesston College (teaching and learning within community, lark by lark) demonstrates integration as excellence and provides a sample of how the College’s mission is lived out in the Hesston campus community.

**General Education Philosophy**

Recent revision of the General Education Philosophy Statement, which flows from the College’s Statement of Mission and Purposes, exemplifies another instance of Hesston College’s strong commitment to and practice of high academic standards. In 2008, input regarding beliefs and values related to general education was gathered from all academic departments and divisions as well as students, board, administration, staff, and alumni. In addition to clarifying beliefs and values underlying Hesston College’s general education requirements, another focus of this revision was to clarify and communicate graduate learning outcomes. Excerpts from the revised General Education Philosophy Statement appear in the Course Catalog 2010-2011 (page 8) and in this report under Core Component 4b.
Chapter 1

Hesston College Outcomes

As noted in the *Hesston College Course Catalog 2010-2011*, “The general education curriculum, academic divisions, and student life programs offer opportunities for students to develop as competent communicators, critical thinkers, socially responsible persons, persons of biblical understanding and faith, persons of wholeness and self-awareness, and persons of global perspective.”

While originally adopted in 1999 to serve as student learning outcomes for general education, over time it was acknowledged that these outcomes were relevant to all academic offerings and student life programs as well. Faculty and staff have come to believe that student learning and development occur most successfully within a learning environment where, collaboratively, each department, division, and program views graduate attainment of the desired Hesston College Outcomes as integral to their own area of responsibility.

The six Hesston College Outcomes include twenty subcomponents that further define the desired learning outcomes of Hesston College graduates. These outcomes are presented on pages 8-9 of the *Course Catalog*. A historical perspective on the development of these outcomes is included in Appendix D-1.

Areas of Evidence

- Statements of mission, purposes, vision, and values, consistent in message over 100 years, recently have been revised for communication clarity and reaffirmed through the ‘visioneering’ and branding processes.
- The College’s mission statements are visible in many areas across campus, in all major publications, and on the College website.
- The General Education Philosophy and Hesston College Outcomes flow from the Hesston College mission documents.
- The College’s strong commitment to academic excellence is demonstrated in many ways, including a focus on integrative teaching and learning—“integrating thought, life and faith.”

Core Component 1b:

*In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.*

Publications Articulate the College’s Commitment to Function in a Multicultural Society

An inclusive community that celebrates the uniqueness of each individual and the inherent diversity in each individual’s background is a Hesston College core value. The goal is not only to tolerate differences within
community but to embrace and nurture differences to ensure a fuller understanding of one another and an increasing ability to honor the dignity and worth of each individual.

**Vision and Values**
The Hesston College Statement of Vision proclaims a philosophy that underlies the College’s commitment to diversity. The statement proclaims Hesston College to be a community by which graduates are prepared to transform the future.

The institutional Statement of Values identifies core values that support the College’s commitment to function within a diverse society. Two of these values, directly related to diversity, are Culture and Caring. *(Hesston College Course Catalog 2010-2011, page 6)*

**Hesston College Outcomes**
Two of the six Hesston College Outcomes for student learning address the College’s commitment to diversity and multiculturalism–Social Responsibility and Global Perspective. Specific subcomponents of these two outcomes include:
- Examine the complex relationships that make up global issues.
- Understand and value diverse viewpoints.
- Act non-violently on issues of injustice and prejudice.

A full statement of the Hesston College Outcomes is presented in the *Course Catalog* on pages 8-9.

**Statement of Purposes**
The institutional Statement of Purposes, located on page six of the *Course Catalog*, outlines the six Hesston College Outcomes, including the two outcomes which specifically underlie a commitment to diversity:

Promote student learning and development through academic courses and enrichment programs that emphasize the scholarship of integration and student learning in the areas of Biblical Understanding, Global Perspective, Critical Thinking, Wholeness and Self-Awareness, Communication, and Social Responsibility.

**Hesston College Strategic Plan**
Within Hesston College’s Strategic Plan, launched in August 2008, one of the four strategic areas (#3) provides an example of how mission documents recognize the diversity of its community and the world:

   a. Enhance existing academic and student life programs to embed content related to multiculturalism and racial and ethnic diversity.
Chapter 1

i. Explore new courses or programs.
ii. Develop base content and activities to be incorporated into student life programs.

b. Educate employees regarding multiculturalism, and racial and ethnic diversity to better equip them to improve the experience of all students.

c. Collaborate across all departments to achieve a. and b.

Campus Lifestyle Standards
Hesston College asks every student to follow the Campus Lifestyle Standards. The Hesston College Student Life Handbook (page 14) contains these standards and additional information about the commitments students are expected to make regarding community living. (The on-line version of the Student Life Handbook is the most current edition. Printed copies are available to students through the resident assistant in each mod and each resident director.)

Commitment to Nondiscrimination is a Consistent Message
A variety of college publications post a notice of nondiscrimination. Examples of this notice can be found in the Student Life Handbook, Course Catalog, and Human Resources Manual.

The Student Life Handbook contains the following statement: “Applicants for admission and employment, students, parents, employees, sources of referral for applicants for admission and employment, are hereby notified that this institution does not discriminate on the basis of race, color, national origin, sex, age, or handicap, in admission, or access to, or treatment, or employment in its programs and activities.” Additional explanatory information follows and can be read in full text at http://www.hesston.edu/Student Life/handbook/policies.htm#nondiscrimination.

The Course Catalog 2010-2011, states in the Admissions Policy (page 14) that “Admission is granted after careful review of the candidate’s academic promise, social character and potential for success, but without regard to age, gender, race, color, national/ethnic origin, religion or physical handicap.”

The Hesston College Human Resources Manual reflects the same commitment to an inclusive employee body:

It is the policy of Hesston College that it is operated on a non-discriminatory basis. This policy prohibits unlawful discrimination on the basis of race, color, national origin, ancestry, sex, age or disability. It applies to employment, education and educational-related activities.

“To respect the dignity and diversity of others. Whether in seriousness or in jest, any form of bigotry, harassment, intimidation, threat or name-calling, either spoken, written or implied, will not be tolerated.”
-A Campus Lifestyle Standard
**Student Demographics Reflect a Diverse Student Population**

In order to better prepare Hesston College students for functioning in the multicultural world and to enrich the Hesston College environment, the institution makes a concerted effort to enroll a diverse student body. In fall term 2010, the North American non-white persons made up 16% of the student body. With international students added, 24% of the college’s fall 2010 enrollment was non-white. The trend in the past ten years has been for more diversity in the United States student population with a decline in the percentage of international students from 12.6% in 2001 to 7.5% in 2010. The decline in the international students is due to the end of a Latin American program (when the program shifted to four-year schools) and the increase in difficulty in obtaining study visas. (Exhibit II-B)

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**Promotional Publications Demonstrate a Valuing of Campus Diversity**

In its promotional publications, used to attract prospective students, Hesston College makes clear statements about the environment students will find at Hesston College.

- From “Start Here, Go Everywhere”: “[At Hesston College] you will find students and faculty who are bright, caring, and personable, a rich diversity of backgrounds and beliefs...[you will find] perspectives and friendships that span the globe.”
- In another recent recruitment publication, the *Hesston College Scene*, a student from the class of 2010 provides testimony that he has “really benefitted from learning more about several different cultures from places which other students call home.”
**Survey Results**

Student survey results from the 2009 *Student Satisfaction Inventory* (SSI) indicate that students positively rate racial harmony, sense of belonging, and the fairness of student treatment at Hesston College. It should be noted that the Hesston College student ratings are compared with national four-year private college norms.

<table>
<thead>
<tr>
<th>Responsiveness to Diverse Populations</th>
<th>Hesston Mean</th>
<th>4-yr. Private Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strong commitment to racial harmony on campus (Survey Question #62)</td>
<td>5.66</td>
<td>5.40</td>
</tr>
<tr>
<td>Most students feel a sense of belonging here (Survey Question #1)</td>
<td>5.61</td>
<td>5.20</td>
</tr>
<tr>
<td>Faculty fair/unbiased in treatment of individual students (Survey Question #25)</td>
<td>5.70</td>
<td>5.22</td>
</tr>
<tr>
<td>Faculty take into consideration student differences as they teach a course. (Survey Question #53)</td>
<td>5.72</td>
<td>5.07</td>
</tr>
<tr>
<td>Overall Category: Responsiveness to Diverse Populations (Survey Question #53)</td>
<td>5.57</td>
<td>5.13</td>
</tr>
</tbody>
</table>

2009 *Student Satisfaction Inventory*

Overall, on the entire SSI category of “Responsiveness to Diverse Populations,” Hesston College students’ satisfaction was at the 65th percentile of the four-year private college norm.

The 2009 *Faculty and Staff Surveys* demonstrated that faculty and staff perceive a greater emphasis on multicultural understanding at Hesston College in recent years.
Areas of Evidence

- The College’s commitment to diversity is addressed in a variety of mission documents (e.g., statements of purposes, vision, and values, outcomes, strategic plan).
  - One of the four strategic goals for Hesston College is “Strengthening Programs Related to Multiculturalism and Racial and Ethnic Diversity.”
  - Social Responsibility and Global Awareness are two of the six outcomes for Hesston College graduates.
- Institutional handbooks and publications address the College’s commitment to diversity (e.g., Student Life Handbook, Lifestyle Standards, Human Resources Manual).
- The Hesston College North American student body has become more diverse within the past ten years.
- Surveys of students, faculty, and staff demonstrate that what is reflected in the College’s mission documents regarding diversity and multiculturalism is lived out and has become a more prominent emphasis in recent years.

Survey Statement:
“I have seen an increased emphasis placed on multicultural understanding at Hesston College within the past five years.”

Core Component 1c:
Understanding of and support for the mission pervade the organization.

Responsibilities of the Hesston College Board of Overseers (HCBO)
Focus on Mission
The Bylaws of Hesston College and the Hesston College Board of Overseers Governance Policies clearly document the HCBO’s focus on the mission of the College. Several examples follow:
In the HCBO Governance Policies, the stated role of the Board of Overseers is “to ensure that Hesston College achieves its expectations in fulfilling its mission and values.”

The Board members’ code of conduct (HCBO Governance Policies) states that Board members are committed “to upholding the mission and purposes of Hesston College and to conducting its affairs in lawful, ethical and professional ways.” The Board Chair must “possess skills, expertise, and experience in areas that add value in enabling the Board to further the vision and mission of Hesston College.” (Exhibit IX-B)

In Article III, Section 3 of the Bylaws of Hesston College, the qualifications of the Board members include “specific expertise . . . to further the mission of the College.” The docket for every meeting of the HCBO contains the mission, vision, and values statements. These statements are reviewed annually by the Board. In addition, each meeting includes a generative discussion which relates strategy to the mission of Hesston College.

**Strategic Decisions are Mission-Driven**

**Recruitment of Faculty**

Applicants for faculty positions are required to submit essays that address their understanding and support of the mission of the College. Interviews with the applicants also address the mission of the College. See Exhibit I-E4 and the Hesston College website Quick Links/Employee Opportunities.

**Staff and Faculty Performance Reviews**

All staff and faculty performance reviews include a section that addresses how well the employee fulfills the mission of the College. Each employee is asked to respond to the following statement: “Considering the mission, vision, and values of Hesston College, discuss how you carry out your roles and responsibilities at Hesston College.” The document which outlines Faculty Roles, Responsibilities, and Expectations lists as an expectation that the faculty member “supports the mission of the College and demonstrates understanding and support of the *Confession of Faith in a Mennonite Perspective, 1995.*”

**Screening Tool for Proposed Strategic Initiatives Focuses on Mission**

The screening tool used at Hesston College for proposed strategic initiatives poses a series of questions to test the appropriateness of a new initiative for the Hesston College campus. Among other questions, faculty and staff must consider each new initiative in light of its ability to support or further the mission of Hesston College. Examples of improvements that have been proposed and implemented as a result of the application of this screening tool include: development of the nursing simulation laboratory;
changes to academic advising; the First-Year Seminar; the Writing Fellows program; implementation of the Air Traffic Control Program; service-learning course for Nursing; changing the reporting of Athletics from Academics to Student Life; and a decision to hire a full-time business faculty. The screening tool used for academic strategic planning initiatives comprises Appendix D-5.

**Internal Constituencies Articulate the Mission in a Consistent Manner**

Hesston College faculty members embrace the mission of Hesston College as they prepare for courses, write syllabi, teach courses, interact with students, and participate in the life of Hesston College. All course syllabi include the College’s mission at the top of the first page and indicate with asterisks the Hesston College outcomes emphasized in the course. (Faculty Handbook, IIIH2)

**Division and Departmental Mission Statements Align with the Hesston College Mission**

Faculty and staff articulate the unique mission of their own academic division, department, or program in support of the Hesston College mission. (Exhibit I-A1)

- The motto of the Nursing Program, “A tradition of service, a commitment to care,” reflects the mission of the College (service to others) and a core value (caring).
- The Hesston College Disaster Management Program exists to develop leadership abilities in managing disaster response, emphasizing Christ-like service to socially vulnerable people. The program includes summer field experiences, all of which tie directly into the mission of the College.
- The Athletic Department is “dedicated to creating and fostering a Christ-centered environment that provides opportunities for the development of the whole person. The Athletic Department values gender equity, religious, racial and ethnic diversity amongst its participants. Furthermore, we are committed to academic achievement while emphasizing teamwork, leadership, and good sportsmanship with a competitive spirit for excellence and success in all of our student athletes.”
- The College’s mission statement of “educate[s] and nurture[s] each student within Christ-centered community” by design includes and requires the work of the Student Life staff to fulfill. “Student Life promotes the development of students’ individual well-being and builds community in a Christ-centered, healthy environment.” The Student Life team is devoted to applying the mission documents, especially the College outcomes (*Course Catalog*, pages 8-9) as they plan all student life events from chapels to service opportunities to residential programming. (Exhibit XVIII)
Volunteer Activities of Students, Faculty, and Staff are Mission-Driven
A variety of college-sponsored service activities are mission-driven, assisting students to integrate “thought, life and faith for service to others in the church and world.” Information related to the engagement and service of the College is contained in Chapter Five. A few samples include:

- **Student Assistance in Haiti**
  Six Hesston College students spent spring break 2010 in Haiti working alongside Haitians to clear rubble, work with orphans, worship at local churches, and distribute food. The students received overwhelming support, financial and otherwise, from the Hesston College community.

- **Faculty and Student Volunteers at Mennonite Central Committee**
  Over the past several years, faculty members have been involved in service projects such as meat canning and the assembly of school kits for distribution to areas of need worldwide. During the spring of 2010, students in Disaster Management, Spanish, and College Writing II classes also participated in the Numana meal-packaging effort which was destined for Haiti earthquake victims.

Survey Results
On the 2009 Faculty and Staff Surveys, five statements were posed, asking employees to rate how well Hesston College performs in implementing each of the five components of the mission statement.

<table>
<thead>
<tr>
<th>Institutional Goals (Mission)</th>
<th>Faculty 2009</th>
<th>Staff 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>(High) Nurturing Students</td>
<td>4.65</td>
<td>4.61</td>
</tr>
<tr>
<td>(Survey Question #2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Low) Emphasis on Service</td>
<td>4.03</td>
<td>3.95</td>
</tr>
<tr>
<td>(Survey Question #5)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2009 Faculty and Staff Surveys

Graduates were posed similar statements related to mission fulfillment at Hesston College. However, their responses were placed on a 4.0 scale, with 4 = Excellent and 1 = Poor.
Institutional Goals (Mission)

<table>
<thead>
<tr>
<th>Question Content</th>
<th>Students 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>(High) Educating Students (Survey Question #1)</td>
<td>3.52</td>
</tr>
<tr>
<td>(Low) Preparing for Service (Survey Question #5)</td>
<td>3.28</td>
</tr>
</tbody>
</table>

2010 Student Exit Surveys (Graduates)

Faculty Model Christian Faith

<table>
<thead>
<tr>
<th>Question Content</th>
<th>Students 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>I model my Christian faith through my teaching and everyday life. (Survey p.4, #5)</td>
<td>4.51</td>
</tr>
</tbody>
</table>

2009 Faculty Survey

Areas of Evidence

- Documents guiding the work of the Hesston College Board of Overseers are focused upon the College’s mission.
- Examples of strategic decisions based upon the mission of Hesston College have been cited, including the role of mission in developing the College’s human and physical resources.
- Mission statements of the College divisions, departments, and programs are congruent with the College’s mission statement, as evidenced in Exhibit I-A1.
- The Hesston College Outcomes are supported and reinforced by each major unit of the College, including each academic course, department, division, or program and student life.
- Hesston College course syllabi include the College mission statement and Hesston College outcomes, noting the student learning outcomes reinforced within the course.
- College survey results reflect agreement that Hesston College is fulfilling its mission.
Core Component 1d:
The organization’s governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

Policies and Procedures of the Mennonite Education Agency and Hesston College Board of Overseers Focus on Mission

The organization chart for Hesston College appears in the Hesston College Human Resources Manual, B:3 and Appendix C1. As can be noted, Hesston College has a dual board governance arrangement. The Mennonite Education Agency (MEA) coordinates the educational programs owned by Mennonite Church USA. (Exhibit IX-A) However, Hesston College is governed by the Hesston College Board of Overseers. Further information related to these two governance bodies follows.

Mennonite Education Agency

The mission of the Mennonite Education Agency is to strengthen the life, witness, and identity of Mennonite Church USA through education. The statement of purposes follows:

- Advocating for the vision and mission of Anabaptist-Mennonite education in church and school.
- Developing and maintaining the vision for and the long-term interest of Anabaptist-Mennonite education.
- Discerning the educational needs of the church and in developing schools and programs which best meet these needs.
- Dismantling racism in the MEA and the schools.
- Encouraging and enabling schools to collaborate in ways that ensure that the common good of Mennonite education and the church will take precedence over specific institutional self-interest.
- Facilitating cooperation, collaboration, and coordination among Mennonite Church USA educational institutions and between these institutions and other church programs.
- Providing services in support of the missions of the educational institutions.
- Providing for the establishment and maintenance of accountability and support relationships between the schools and the church.

A Statement of Arrangements Defines the Relationship between Hesston College and the Mennonite Education Agency

The Mennonite Education Agency develops a Statement of Arrangements, in consultation with each educational agency that operates within its organizational structure. This Statement of Arrangements outlines understandings that have been mutually agreed upon. The Statement of Arrangements for the relationship of Hesston College and the Mennonite Education Agency, the specific roles and functions of the MEA in relation
to Hesston College, and current MEA board members comprise Exhibit IX-A. Within this Statement of Arrangements, it is noted that “MEA approves the mission and purposes of the institution, along with the related statements, and the process for institutional planning, in consultation with the institutional board. Included in the mission and purpose approvals are the goal statements identified by the institution.”

**Hesston College Board of Overseers**
The governance commitment of the HCBO “is to ensure that Hesston College achieves its expectations in fulfilling its mission and goals.” The 12-member Board of Overseers approves curriculum direction, budget, and financial plans of the institution; evaluates and guides long-term institutional planning; and counsels the President on major administrative issues.

In its governance philosophy, the HCBO states that the Board focuses on strategic issues related to the vision and mission of Hesston College. It establishes broadly-written policies reflecting the mission, vision, and purposes of Hesston College, with focus on the intended long-term effects on Hesston College and the church. It is also noted in the governance document that the Hesston College President is the primary official connection to the operational achievement and conduct of Hesston College, so that the authority and accountability of staff and faculty are considered the responsibility of the President. Additional information pertaining to the role and activities of the HCBO (e.g., Bylaws, minutes, names and addresses of the current members of the HCBO) is contained in Exhibit IX-B.

**Policies and Practices of the Hesston College Board of Overseers**
Enable the President and Administrative Council to Exercise Effective Leadership

**President and Administrative Council**
President Howard Keim was appointed in 2005 by the Mennonite Education Agency, upon recommendation of the Hesston College Board of Overseers, as the chief executive officer of the institution. The President is responsible to the Board of Overseers and has been given responsibility as the chief executive officer for the administrative and operational activities and directions of Hesston College. Membership of the Administrative Council is reflected in the following chart.
Since assuming responsibility in 2005, President Keim has realigned the administrative roles of the College for greater efficiency in operations and clarity of the decision-making process. Current processes related to the Administrative Council include:

- The President will chair the Administrative Council, made up of the President and the Vice Presidents.
- Annual plans, budgets, personnel additions, replacements, and policies, will be approved by the Administrative Council.
- When the President is off campus, he will designate the person responsible in his absence.
- Each Vice President is responsible for planning and budget processes and management within his/her area. New initiatives that impact budget and personnel will require Administrative Council approval.
- Cross-functional, *ad hoc* groups may be created for specific tasks.

**Faculty and other Academic Leaders Work Collaboratively to Ensure Coherence of the Curriculum and Integrity of Academic Process**

**Faculty and Staff Committee Structure**

The *Faculty and Staff Handbook* (Exhibit X-D) contains information about the current committee structures in place at Hesston College. Through the brief description of the mission and purposes of central College councils and committees, and committee membership, the structures and processes in place to facilitate shared governance, collaboration, and institutional integrity are evident.
Faculty Collaborative Governance
The majority of faculty work occurs in four committees: Faculty Council, Academic Planning and Assessment Council (APAC), Curriculum Committee, and General Education Committee. (Appendix C-5) In order to avoid duplication, yet provide communication across committees, the Vice President of Academics and one of the Faculty Chairs (past, present or chair-elect) serve together on key faculty committees. The Faculty Chair is a member of the Dean’s Council. The Vice President of Academics is a voting member at faculty meetings and attends the Faculty Council. The past Faculty Chair attends meetings of the Academic Planning and Assessment Council. This change appears to have been effective in improving the level of trust and effectiveness of communication between faculty and administration. (Exhibit IV-A7)

In the fall of 2008, three Interdisciplinary Teams (IDTs) were formed to foster collaborative work among the academic divisions. Each academic division was named to one of the Interdisciplinary Teams. The IDTs meet together several times each semester to process academic issues and promote sharing across the academic disciplines. The current IDT structure is presented in Appendix C-4.

Hesston College faculty members assume primary responsibility for the curriculum and for academic policies. A brief introduction to the four standing faculty committees follows.

Curriculum Committee
The Curriculum Committee emerged as a standing committee of the faculty in February 2002. From its establishment, the role of this committee has been to approve and delete courses and programs, and create and revise curricular policies (e.g., independent and directed studies, residency requirements, credits for service, graduation requirements, satisfactory progress, and drop-add policies).

General Education Committee
In 2002, responsibilities of the Curriculum Committee included oversight for the General Education Program. However, during the spring of 2007, the Curriculum Committee recommended that a General Education Committee be established as a standing committee, with members reporting to the Curriculum Committee.

In the 2009-2010 academic year, faculty Bylaws were changed to establish the General Education Committee as a separate standing committee to represent general education. Its responsibilities continue to be defined as follows: to serve as an advocate and guardian of general education; to maintain long-term vision for general education; to review relevancy and
effectiveness of current courses in preparing students to serve the church and the world; to oversee needed transfer research; and to plan and process assessment of general education.

Faculty Council
Since its inception in the mid 1980s, Faculty Council served primarily as a liaison between faculty and administration. Any faculty concerns or grievances were channeled through Faculty Council. Beginning in 2008, the Faculty Council was redefined to be the faculty committee responsible for faculty policies, including the Faculty Handbook. In 2009-2010, the Faculty Handbook was revised and expanded. The expanded roles of Faculty Council include advocating for faculty concerns and establishing the agenda for faculty meetings.

Academic Planning and Assessment Council
Membership of APAC is comprised of the nine division chairs, a representative of Faculty Council, and the Vice President of Academics. The role of this committee is to provide leadership in academic strategic planning, academic assessment, and the budgeting process. By tying together these processes, APAC improves faculty’s efficiency and the overall integration of academic processes, as evidenced by faculty responses in the 2009 Faculty Survey. (Exhibit IV-A7)

Faculty Roles and Responsibilities are Clearly Defined
The Faculty Handbook outlines the roles, responsibilities, and expectations of faculty, including procedures for their participation in curriculum development, teaching, scholarship, and advising. Faculty members also play an important role in the recruitment and retention of students as well as budget building. The distribution of responsibilities and partnerships among administration, faculty, and staff helps to ensure the integrity of governance structures and support effective collaborative processes.

In the academic organizational structure at Hesston College, there are nine divisions and 22 departments. Roles and responsibilities for division and department chairs have been defined and are included in the Faculty Handbook IIC3. Division chairs collaborate together as they meet weekly on the Academic Planning and Assessment Council. Open sharing of strategic plans and budgets facilitates transparency and trust among the academic divisions.
Structures are in Place for Student Representation and Input

Students participate in a variety of roles on campus that inform and shape the integrity of collaborative institutional structures that support the mission. These include the Resident Assistants and the Ministry Assistants. The primary vehicle for student input is the Student Advisory Board (SAB).

Student Advisory Board

The Student Advisory Board is made up of sophomore students in the fall and freshman and sophomore students in the spring. SAB meets every other week throughout the academic year along with the Vice President of Student Life and the Vice President of Academics.

SAB nominates students to sit on the board representing a cross-section of the campus community. Ideally, the fall would have eight to ten sophomores sitting on the board, and in the spring four first-year students would join, making a total membership of twelve to fourteen. The last session in the spring includes nominations of the next year’s sophomore class to add to the current second semester freshmen, bringing the membership back to eight to ten for the following fall.

Minutes of ideas, attendance, and actions are taken and posted in the campus Post Office. The names of committee members are distributed by email or otherwise posted so students know who their SAB representatives are.

Other Avenues for Student Input

The Resident Assistant (RA) Advisory Council is made up of the four separate training groups of RAs. Each group has a meal with the Resident Directors several times throughout the year to review expectations, identify RA class objectives, and discuss other pertinent topics. The Council is also brought in on issues of discipline when appropriate. (Exhibit XVIII-D)

The Student Development Committee (SDC) includes two student representatives, one faculty, one staff, and one resident director. This group responds to violations of campus lifestyle standards to offer both accountability and support. Students also provide significant input and direction through their representatives on the Campus Activities Board (CAB), Chapel Committee, and in Ministry Assistant roles.
## Survey Results

### Administration and Governance

<table>
<thead>
<tr>
<th>Question Content</th>
<th>Faculty 2005</th>
<th>Faculty 2009</th>
<th>Staff 2005</th>
<th>Staff 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty (staff) are well informed on HCBO decisions/actions</td>
<td>3.53 (#2h)</td>
<td>4.28 (#19)</td>
<td>3.70 (#3a)</td>
<td>3.97 (#13)</td>
</tr>
<tr>
<td>Faculty (staff) have written policies to define roles and responsibilities</td>
<td>3.85 (#2a)</td>
<td>4.20 (#12)</td>
<td>4.01 (#2a)</td>
<td>3.97 (#6)</td>
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<tr>
<td>Divisions, departments, and committees work toward common goals</td>
<td>3.31 (#4d)</td>
<td>3.80 (#32)</td>
<td>3.38 (#5.0)</td>
<td>3.75 (#3, #26)</td>
</tr>
<tr>
<td>Responsibilities of Curriculum Committee clearly defined</td>
<td>3.38 (#9a)</td>
<td>3.90 (#34)</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Administrative decisions affecting faculty (staff) communicated timely</td>
<td>3.41 (#10a)</td>
<td>4.03 (p.4,#1)</td>
<td>3.53 (#9a)</td>
<td>3.81 (p.3, #20)</td>
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<tr>
<td>Faculty (staff) adequately represented on College committees</td>
<td>3.86 (#10c)</td>
<td>4.26 (p.4,#3)</td>
<td>3.55 (#9c)</td>
<td>3.64 (p.3, #22)</td>
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<tr>
<td>Faculty (staff) opportunity for input on College decisions</td>
<td>3.53 (#10b)</td>
<td>4.03 (p.4,#2)</td>
<td>3.42 (#9b)</td>
<td>3.44 (p.3, #21)</td>
</tr>
</tbody>
</table>

2005 and 2009 Faculty and Staff Surveys

### Areas of Evidence

- Policies of the Mennonite Education Agency and Hesston College Board of Overseers focus on and facilitate Hesston College’s ability to fulfill its mission.
- Policies and practices of the Hesston College Board of Overseers demonstrate that authority and responsibility rest with the College President and Administrative Council, facilitating effective leadership.
- Faculty committee structures and processes enable academic leaders to share responsibility for the curriculum and the integrity of academic processes.
• Faculty and Staff Surveys in 2009 demonstrate increased satisfaction in all areas related to administrative structure and function, including administrative communication, faculty and staff input and representation, and the effectiveness/clarity of College committee structures.
• Changes in administrative and faculty committee structures have occurred within the past ten years to improve processes and organizational effectiveness based upon feedback and evaluative data.

Core Component 1e:
The organization upholds and protects its integrity.

Institutional Policies and Procedures Promote Integrity at All Levels throughout the College
Hesston College is committed to upholding the highest standards of ethical conduct, both internally and externally. Institutional integrity is upheld and protected through the identification and articulation of ten institutional values that serve the College as a reference point for moral choices. Every effort is made to ensure that transparency—a core institutional value—and open and honest relationships are maintained, and that all commitments made to individuals and constituent groups are kept.

Clear and consistently-implemented policies and procedures enable the administrative team, faculty, and staff to respond to given situations, including complaints and grievances, in appropriate and consistent ways. Ensuring knowledge of and compliance with state, local, and federal laws and regulations, and conducting periodic external or internal reviews and audits, when appropriate, are additional measures taken seriously by Hesston College to ensure that the College’s integrity is consistently upheld and protected.

Internal Policies for Students, Faculty, Staff, and Administrators
Hesston College makes every effort to provide fair, accurate, and current information to its internal constituent groups regarding its policies and practices. To communicate expected standards to the campus community, Hesston College has adopted a variety of internal policies designed to delineate procedures that protect persons and property, and promote ethical conduct and integrity. These documents are contained in the designated manuals, catalogs, or handbooks and can be located in Exhibit X. All are also available online at the Hesston College website (www.hesston.edu) and on the Employee Information Drive on the Hesston College Network.

“The Hesston College Board of Overseers commits itself and its members to upholding the mission and purposes of Hesston College and to conducting its affairs in lawful, ethical, and professional ways.”
-Hesston College Code of Conduct
The *Human Resources Manual* contains the following policies related to ethical conduct and integrity, including:

- Philosophy of Ethics (originated in 2000)
- Confidentiality of Information (policy originated in 2000)
- Policy for Personnel Records (originated in 2000 and was revised in 2006 and in 2010)
- Grievance Policy (reviewed in 2000, revised in 2006, and rewritten in 2010)
- Sexual Harassment (policy originated in 1994, reviewed in 2000, and revised in 2000 and 2006)
- Drug Free Workplace (policy originated in 2000 and was revised in 2006)

*The Student Handbook* publishes the following information in support of institutional integrity including statements on:

- Campus Lifestyle Standards, Accountability and Support (including student life appeal procedure)
- Graduation Rates
- Accessibility Notice
- Notice of Nondiscrimination
- Notice for Students with Disabilities
- Title IX and Section 504 Grievance Procedures
- Student Complaint Policy
- Appeal Procedure
- Drug and Alcohol Policy
- Student Sexual Harassment Policy
- Crime Awareness and Campus Security Information

Several policies and informational pieces mentioned above are also contained in the *Faculty Handbook* and the *Course Catalog*.

**Transparency:** Share information regarding our performance, finances, and future plans within the organization, with our supporters and those we serve.

- A Hesston College Core Value

**The Institutional Core Values of Transparency and Caring are Foundational to Internal Communications and Relationships**

The core values of transparency and caring form the fabric that underlies communications and relationships on the Hesston College campus. These values also inform the development and implementation of College policies and procedures. Specific policies and procedures, central to the lives of employees and students, follow.

**Employment Procedures**

College policies have been developed to ensure that procedures related to hiring and employment are legal and equitable. Policies adopted in relation to Hesston College hiring and employment procedures can be found in
the Human Resources Manual. Policies specifically related to faculty positions are outlined in the Hesston College Faculty Handbook. Employment opportunities are published on the College website and in newspapers or other publications appropriate for the position. The Human Resources Manual informs employees regarding policies related to salary, leaves, personnel administration, benefits, employment, job performance, terminations, ethics, and other miscellaneous areas.

**Complaint, Grievance, and Appeal Procedures**

Complaint, grievance, and appeal procedures are in place for students, faculty, and staff. These procedures can be found in the Student Handbook, Human Resources Manual, and Faculty Handbook. These procedures ensure that individuals who perceive that they received unfair treatment are provided with an opportunity to present their complaint, to receive a response to their complaint, and to appeal the decision if necessary. All formal complaints are expected to be addressed in person and in writing. The grievance policy is stated in the Human Resources Manual J:4.

The Vice President of Academics and Vice President of Student Life both maintain institutional files for written student complaints. Academic appeal procedures are identified within the Course Catalog, and appeal procedures related to student life are included in the Student Handbook.

**Promoting Academic Integrity**

As noted above, the Course Catalog, the Student Life Handbook, and the College website all publish policies of academic integrity. Several first-year classes include direct teaching on the policies and on what constitutes plagiarism. Examples of classes that involve direct teaching include: First-year seminar, speech, college writing, and history courses.

Faculty members are conscientious about instructing and enforcing issues of academic integrity on campus. During the 2009-2010 academic year, faculty members created a task group to clarify and expand upon the definition of plagiarism. This revised definition is included in the Course Catalog 2010-2011, under the statement of Academic Integrity (pages 35-36) and in the Faculty Handbook, IIID2.

**Assessment of Student Learning**

Faculty understand that the assessment of student learning and subsequent use of assessment data for improvement are central to the College’s commitment to academic excellence. Hesston College courses are assessed on a regular basis (at least once every two years) and results are used to improve teaching, shape academic curriculum, and establish reliable results for transfer to future programs of study. Learning outside
the classroom is assessed as well, since Hesston College believes that true excellence lies in the College’s ability to “enhance students’ intellectual, personal and spiritual development and to make a positive difference in their lives.” (General Education Policy Statement, Hesston College Course Catalog 2010-2011)

Facilitating Effective Transfer of Credit for Hesston College Courses
Hesston College prepares students for life-long learning. Many graduates transfer to four-year accredited institutions and often continue on to graduate school and other professional programs. To ensure that students experience a positive transfer to other colleges and universities, Hesston College is committed to being current within all programs of study. Over time, the College has developed and maintained articulation agreements with the institutions to which our students typically transfer.

Department chairs are responsible for ensuring that programs of study within their areas of expertise have been recently reviewed for completeness, currency, and potential for effective transfer. This procedure is an integral component of the division review process.

Currently, Hesston College has articulation agreements with the following Kansas institutions: Baker University-School of Professional and Graduate Studies, Wichita; Bethel College, North Newton; Friends University, Wichita; Kansas Wesleyan University, Salina; Newman University, Wichita; Sterling College, Sterling; and Tabor College, Hillsboro. In addition, articulation agreements exist with Bluffton (Ohio) University; Eastern Mennonite University, Harrisonburg, Virginia; Goshen (Indiana) College; and Messiah College, Grantham, Pennsylvania. (Exhibit I-E)

Ethical Relationships and Communications are Maintained with External Constituencies
Admissions
The Admissions Department is responsible for the recruitment of potential students to Hesston College. Admissions Counselors travel throughout the United States and the world to connect with prospective students and their families. Information is provided about the Hesston College experience through personal contact, print sources, and the Hesston College website. The work of the Admissions Counselors is augmented through the employment of students.

Recruitment and admissions publications are reviewed and updated annually. The Admission Department and Communication Office oversee division, department, and program brochures. These brochures include information such as program overview, graduation requirements, and basic institutional information. The College website and all promotional
publications are developed to provide a fair and accurate picture of life at the College for prospective students.

The Admissions Department is a member of the American Association of Collegiate Registrars and Admissions Officers (AACRAO) and follows the organization’s professional standards. The AACRAO publishes a “Statement of Professional Ethics and Practice” that is distributed to each member of the admissions staff. AACRAO notes that this document serves to guide members, as each “carries responsibilities for conduct that balance societal, institutional, individual, and professional interests.” Three examples of professional standards identified by AACRAO include:

- Promote broad and equal access to higher education for qualified students.
- Recruit distinct student populations (e.g., international students, non-traditional-age students, students with learning disabilities) only when appropriate institutional resources and commitments to serve those populations are in place.
- Act as stewards and objective enforcers of institutional policies and practices.

**Church Relations and College Publications**

Marketing and communications team members work diligently to uphold and protect the integrity of the institution in all the communication pieces that represent the College. This is achieved primarily through the team’s project process, which clearly defines communication objectives and a creative brief process, also termed a project request. On a macro level, the objectives are always rooted in the institutional goal of “improv[ing] external connections.” On a more micro level, those objectives vary depending on the challenge or problem being addressed and solved.

The creative brief process is used for all communication projects. It helps bring consistency and integrity to all communication and draws everything into one institutional narrative. It requires the identification of key aspects of the College’s brand features, with the vision and mission to be articulated or represented in each piece. As each project moves through its conceptual and production phases, creators of those pieces refer to the creative brief at each step. This gives rise to such questions as “Are we doing this correctly?”; “Does this represent Hesston College accurately and with excellence?” If the answer is negative, staff members evaluate what must change and make necessary improvements, until the final product fulfills the identified objectives. In addition, all communication pieces must accurately reflect the Hesston College brand promise. (Exhibit XVII-D)
Commitment to Integrity with Alumni and Friends

Hesston College Development personnel follow the “Code of Ethical Principles and Standards of Professional Practice” of the Association of Fundraising Professionals (AFP). In 2005, the Hesston College Board of Overseers created a new set of policies for fundraising. This set of policies was revised in July 2010 to direct all unrestricted bequests to be used to build the endowment.

The Advancement team has annual planning meetings in which they review process goals related to the mission of the College, and how to communicate those goals to donors. Reporting of donations also reflects the Advancement team’s commitment to integrity by a weekly tracking and monthly reports of contributions to ensure that the money is used for the designated purpose.

College Website

Hesston College’s website provides information on all major aspects of the institution. Personnel in the Office of Marketing and Communication are responsible for maintaining this site and for ensuring that content provided is up-to-date, complete, and accurate. Ensuring the congruence between print sources and the website is another expectation of this office.

Employment opportunities are posted online to ensure timely and accurate communication with prospective employees. In addition, an Employment Opportunities bulletin board located near the student post office announces job openings.

The Hesston College Athletic Program Operates with Integrity

The Hesston College Athletic Program is committed to adherence with the rules and regulations outlined by the National Junior College Athletic Association (NJCAA). Supervised by the Vice President of Student Life, the Hesston College Athletic Director and Administrative Assistant remain current on NJCAA rules and regulations through attendance at conferences and workshops. Oversight of student-athlete compliance with the rules and regulations of NJCAA is provided by the Athletic Director. A Coaching Manual has been developed within the Athletic Department to clearly articulate the philosophy and values in place at Hesston College and to ensure that each varsity sport participant represents the core values of Hesston College.

The College Upholds Local, State, and Federal Rules and Regulations

Educational Rights and Privacy are Protected

“Hesston College treats student educational records confidentially and in accordance with the 1974 Family Educational Rights and Privacy Act (FERPA). Personally-identifiable information from educational records is
not disclosed to third parties without written consent of the student, except where required by law, where needed by College personnel to perform their duties, or where needed to ensure the health and safety of the student and others.” (Course Catalog, p. 110.) The Student Handbook also has details on FERPA under “Access to Student Records.”

The Registrar and Vice President of Student Life are committed to keeping faculty and staff informed and up-to-date about FERPA. They communicate FERPA information in employee orientation sessions and training sessions for academic advisors. In addition, they send information to the campus through e-mail and provide access to Webinars.

**Institutional Review Board (IRB)**
During the 2009-2010 academic year, an Institutional Review Board was established on campus. The responsibility of this board is to ensure that any research involving Hesston College that is conducted on human subjects will be in compliance with all federal regulations and fully support the mission and values of Hesston College. A policy was written by the IRB to clarify procedural steps necessary to take regarding all research endeavors connected with employees or students at Hesston College. This policy can be found in the Faculty Handbook, IID6.

**Compliance with Environmental Protection Agency (EPA) and Kansas Department of Health and Environment (KDHE) Regulations**
The EPA Audit Team was established in October 2009. This committee, comprised of administrators, faculty, and staff, provides leadership for campus efforts to ensure that the College is in compliance with the Environmental Protection Agency and Kansas Department of Health and Environment laws and regulations. The primary focus of this team over the past year has been to lead the College’s participation in the Peer Audit Program established among fourteen Kansas Independent Colleges, EPA Region VII, and the KDHE. This program provided an audit of the College’s compliance with federal and state environmental laws and regulations, which led to remediation efforts to correct the few instances of non-compliance that were found. In the coming months, this team will transition to establishing an Environmental Management System to guide ongoing compliance and improvement in managing environmental areas.

**Compliance with the Higher Education Opportunity Act of 2008**
The Higher Education Opportunity Act of 2008 impacts many areas within the College. Responsibility for complying with the provision of the act has been distributed to the vice presidents responsible for the areas impacted by the law.
Student Educational and Financial Records are Maintained in Compliance with State and Federal Guidelines

Hesston College maintains all supporting records of transactions for a minimum of five years. Many institutional planning records, capital improvements, payroll and benefits, federal grants, federal financial aid, and other required program records (e.g., nursing graduate licensure information) are kept indefinitely.

Institutional policies regarding the maintenance of student educational records follow the guidelines and recommendations of the American Association of Collegiate Registrars and Admissions Officers. Student academic records at Hesston College were initially recorded on paper. Since the early 1980s, the permanent academic records have been recorded and stored on paper and also electronically.

The recent Title III grant of $1.5 million, awarded to Hesston College for the period beginning October 1, 2009, and ending September 30, 2014, will provide the financial support necessary for the College to purchase and implement an Enterprise Resource Planning (ERP) system. This grant project will provide Hesston College with improved technological access including Web accessibility, system training, and redesigned institutional management practices. This system will transform the current method of developing and accessing student educational records at Hesston College.

Hesston College follows the policies and guidelines set forth by the United States Department of Education regarding Title IV funding in the maintenance of student financial aid records. In 1995, the United States Department of Education conducted a program review of federal financial aid programs administered through Hesston College and requested several administrative changes, which were implemented the following fiscal year.

Accountability is Evident in Areas of Fiscal Responsibilities

Financial practices of the College are sound and ethical. The Kansas Department of Revenue, Federal Aviation Administration, and other representative auditors have reviewed Hesston College records without significant findings. Annually, Knudson, Monroe and Company, LLC of Newton, Kansas, audits the College’s financial statements. As expressed in the reports of the independent auditors, these audits are conducted in accordance with generally-accepted auditing standards. There have been no material findings based on these annual audits over time. Management suggestions from the auditing firm have been reviewed annually by the Hesston College Board of Overseers and Hesston College Administrative Council. The most recent audit reports can be found in Exhibit VIII.
Sustainability and Stewardship of Resources are Institutional Values

One of the ten core institutional values at Hesston College is Stewardship. This value instructs the Hesston College community to “Care for the financial, physical, spiritual, and emotional resources entrusted to us” and to “Serve as stewards of the environment and work to develop sustainable facilities and practices.”

Sustainability is an important issue on the Hesston College campus. Faculty, staff, and students have demonstrated their commitments to “sustainability” through a number of recent activities and projects:

- Within the last year, the Hesston College cafeteria became “trayless.” Students had input on this endeavor that has made an impact on water conservation and the reduction of food waste.
- Students in Physics classes have developed several projects over the past few years that provided for solar power and lighting, including solar lighting in the Physics laboratory.
- Sustainability has served as a theme in several College courses in recent years including College Writing II, First-Year Seminar, Environmental Biology, Physics I and II, and Statistics.
- A Sustainability Task Force, led by Gerry Selzer, is investigating the curricular options both for general education and for an energy management program.
- Hesston College has had a recycling program for over two decades.

Survey Results

<table>
<thead>
<tr>
<th>Ethics and Integrity</th>
<th>Faculty 2009</th>
<th>Staff 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question Content</td>
<td></td>
<td></td>
</tr>
<tr>
<td>College’s operations are ethical and model Christian community</td>
<td>4.23 (#13)</td>
<td>4.35 (#7)</td>
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<tr>
<td>College’s publications accurately describe the institution</td>
<td>4.08 (#14)</td>
<td>4.38 (#8)</td>
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<tr>
<td>The college lives up to commitments made to students</td>
<td>4.23 (#18)</td>
<td>4.13 (#12)</td>
</tr>
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2009 Faculty and Staff Surveys

First-Year Seminar students labeled campus trash cans in fall 2010.


**Student Recruitment**

1 = Not Satisfied at All        7 = Very Satisfied

<table>
<thead>
<tr>
<th>Question Content</th>
<th>Hesston Mean</th>
<th>4-yr. Private Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admissions staff adequately portrays the campus in recruiting practices (Survey Question #48)</td>
<td>5.64</td>
<td>4.97</td>
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</table>

2009 *Student Satisfaction Inventory*

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**College’s Contribution to Personal Growth (Section II-D)**

1 = Very Little        5 = Very Great

<table>
<thead>
<tr>
<th>Question Content</th>
<th>Hesston Mean</th>
<th>National 4-yr. Mean</th>
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</thead>
<tbody>
<tr>
<td>Seeking and conveying the spirit of truth (Survey Question #9)</td>
<td>3.90</td>
<td>3.41</td>
</tr>
<tr>
<td>Developing moral principles to guide my actions and decisions (Survey Question #23)</td>
<td>3.73</td>
<td>3.37</td>
</tr>
</tbody>
</table>

2008 *College Outcomes Survey (Graduates)*

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**Areas of Evidence**

- Institutional policies and procedures promote integrity at all levels throughout the College.
- The institutional core value of “Caring” (act with compassion and honesty, extend dignity and respect to all) is foundational to internal communications and relationships.
- Academic integrity is protected.
- Ethical relationships and communications are maintained with external constituencies.
- The Hesston College Athletic Program operates with integrity.
- Hesston College has a history of compliance with applicable local, state, and federal laws.
CHAPTER TWO: A WARD OF PATIENTS

Nurses and nursing students were treating patients in the hospital ward for a variety of ailments. Jennifer Hoffman, a 33-year-old white female, has a history of asthma, anxiety attacks, and diabetes. Her peak flows are below normal even though she used her inhalers this morning. The nursing students are assessing her cough and her wheezing while the patient moans and repeats that “I can’t breathe and am going to die.” The oxygen compressor engine begins. The patient is concerned about the noise. One student checks the name and date of birth with the patient orally. Both students roll the patient onto her side. One student gives her an intramuscular injection of Ativan. The patient becomes confused and states she does not know where she is. While the students check the insect bite on her leg, the patient reveals that her dog licks the sore. The patient then asks if Roscoe can visit. One student asks her who Roscoe is. The patient replies that he is her boyfriend, but she doesn’t want her husband to know.

José Gonzalez, a 22-year-old Hispanic patient, was transferred to the medical unit from the intensive care unit yesterday with a primary diagnosis of diabetic ketoacidosis. The patient presented to the emergency room two days ago after his family found him unresponsive. The history from the ER note includes polydipsia, polyuria, and weight loss. The lab urinalysis revealed a urinary tract infection. The family reports the patient had flu-like symptoms including nausea, vomiting, and abdominal pains two days prior to admission. The patient is oriented to person, place, and time. The night nurse reports that he has not been talking much and does not make eye contact with the nursing staff. The patient has been arguing with his parents and is uncooperative. The nursing student is educating the patient about preventing diabetic ketoacidosis by talking about diet, taking insulin when ill, watching fluid intake, and monitoring the signs and symptoms of altered blood sugar levels.

Marie Johnson is a 55-year-old African American female patient with Stage IV pancreatic cancer. She was a pack-a-day smoker for over 35 years but quit smoking when cancer was discovered five months ago. She underwent a laparoscopic Whipple procedure. She has had a slow recovery from the surgery and a jejunostomy feeding tube was inserted. Treatments of chemotherapy with Gemcitabine were given after her recovery from Whipple surgery. She has an implanted port in her left upper chest for chemotherapy. She has been hospitalized to have the jejunostomy tube removed and for pain control. On admission, she had severe abdominal pain, fever, and a low neutrophil count three days ago. There are no lab reports available at this time, but the family reports that her white counts “were very low three days ago.” Students are learning about the appropriate feedings, assessment of fluid status, care of the jejunostomy tube, and monitoring lab values for nutritional and infection status.

It may seem strange that all of these patients are in one ward. The reason they are is that these patients are not alive, but are mannequins in the new on-campus simulation laboratory. The mannequins reflect the entire lifespan, including those who are infants, elderly, of various races, and even a mannequin that can give birth. The inspiration for this simulation lab began with the convergence of ideas from two areas. The President’s administrative team brainstormed ways that Hesston College could build on its strengths to increase enrollment. The administrative team examined multiple ideas—including adding a Certified Nurse Assistant program, adding a medical informatics curriculum, or a pre-physical therapy program. All of these ideas were rejected after the environmental scan and the economic analyses were completed. (Exhibit I-D6) During the same time, the nursing faculty were
considering ways to remain current in best teaching practices. The one area that Bonnie Sowers, Director of Nursing, and her faculty proposed was increasing the number of students in the Nursing Program by having one clinical site on campus—a simulation laboratory. Hesston’s program included fewer hours of simulation than the norm in Kansas, and the College had already secured a sabbatical replacement faculty member who had excellent experience in clinical simulations. (Exhibit IV-B4)

Successful planning and implementation of the new clinical site demonstrate the collaborative nature of several groups on campus. Don Weaver, Vice President of Finance and Auxiliary Services along with the facilities staff and the nursing faculty, combined to plan the remodeling of a room that had previously been used as a choir room prior to the construction of the Northlawn building. Yvonne Sieber, Vice President for Advancement, and Bonnie Sowers asked for a donation from Newton Medical Center with naming rights for the new laboratory. Bonnie Sowers arranged for hospital beds and dinamap monitors to be donated by Wesley Medical Center in Wichita. Gregg Schroeder, faculty member, negotiated with a mannequin supplier for a reduction in cost of the new mannequins.

This project demonstrates how planning, assessment, budgeting, and curricular development all combine at Hesston College to maintain high-quality systems as well as initiate new developments on campus.
CHAPTER TWO: PREPARING FOR THE FUTURE

The organization’s allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

Introduction

Hesston College understands that for an organization to thrive, it must think strategically, with a clear sense of purpose and direction. It must utilize forward-thinking planning processes, possess adequately-nurtured resources, and have routine ways to measure its progress and utilize corrective feedback. These components and strategies, necessary to plan effectively for the future, are in place at Hesston College.

Core Component 2a:
The organization realistically prepares for a future shaped by multiple societal and economic trends.

The Understanding of Societal and Economic Trends Provides a Framework for Strategic Planning

Effective future planning requires that the College possess an understanding of its history (including successes as well as failures); an awareness of its current capacity; emerging societal trends; the capacity to embrace innovation and change; and the openness necessary to acknowledge and reflect on its current challenges. A reflection on these various components follows.

Enrollment History

<table>
<thead>
<tr>
<th>Hesston College Enrollment</th>
<th>2000-2010</th>
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<tbody>
<tr>
<td>600</td>
<td>2000</td>
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<td>2009</td>
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<td>2010</td>
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- Total Student Count
- Dormitory Occupancy
Enrollment at Hesston College has remained stable at approximately 450 students over the past 10 years, with a slight upward trend over the past three years. Dormitory occupancy has essentially mirrored the overall student count. Over the last ten years:

- International student numbers have decreased slightly as visas to the United States became more difficult to obtain and as economic conditions changed throughout the world.
- The trend of minority domestic students has been upward, partially in response to conscious efforts to diversify the campus.
- An increased number of students are enrolling from Kansas and contiguous states.
- As the number of students overall is growing, there is a trend toward a decline in students from high schools associated with the Mennonite Secondary Education Council (MSEC).

Hesston College has traditionally been a residential campus, serving students from Mennonite homes and communities all across the United States, along with a strong international representation. The College has been able to market the “Hesston experience.” While no one could explain it specifically, students who attended the College intuitively understood what this phrase meant and carried that message back to their home congregations and communities.

Many parents have valued this margin of difference and sacrificed so that their children could have the Hesston College experience. This connection with the supporting church denomination is reflected in the College mission statement and remains fixed in the minds of those who live and work on campus.

**Economic and Societal Trends**

Numerous economic and societal trends can challenge an institution’s identity and mission. Hesston College has experienced the impact of these trends.

*Declining denominational numbers and wavering denominational support*

Overall membership in Mennonite Church USA, the College’s predominant constituency, is slowly declining and aging:

- Records show a membership of 130,000 in 1989 and 109,000 in 2007.
- The mean age rose from 49 to 54 in the same time period.
Although Mennonites in general are more highly educated than Protestants nationally, only 15% of the college-age cohort attends one of the five Mennonite colleges and universities.\(^1\)

Many of the Mennonite students at Hesston College traditionally have come from the East and Upper Midwest, states that are now producing fewer high school graduates.

Students are increasingly choosing college settings closer to home

In another subtle shift, in light of the current economic conditions and with parental encouragement, Hesston College admissions counselors are increasingly hearing from students that they are planning to attend colleges closer to home. This trend was also referenced in conferences attended by these counselors and in a recent study conducted by the College Board and Art and Science Group, a consultant to colleges and universities. (Exhibit II-E) The confluence of trends #1 and #2 is that the percent of students at Hesston College who are Mennonite has declined from just over 60% in 2000 to 40% in 2010. Within the dormitory population, the proportion of non-Mennonites was 51.7% in fall 2010.

Fortunately, the decline in enrollment of Mennonite students from distant states has, to date, been offset by an increase in the number of non-Mennonite students from Kansas and contiguous states. This number has increased from 40% in 2000 to 60% in 2010, further evidence of the desire for current students to attend college closer to home.

Some of this change can be attributed to the increased capacity in the Nursing Program, where many of the students are typically commuting.

adult learners from a variety of traditions other than Mennonite. These demographic changes are also noticeable among dormitory students. The weekend climate on college campuses, for example, tends to change when more students live close enough to travel home.

The College has attempted to adjust to its changing demography:
- Hesston College continues to recruit nationally, especially in regions with high population of Mennonites, and to market internationally.
- Greater attention is being paid to Kansas and its contiguous states. One decade ago a single recruiter covered the state of Kansas. Now, four counselors share the state of Kansas along with their non-Kansas territories, roughly a 50% FTE increase in home-state coverage.

**Increasing ethnic/racial diversity of the United States population**

The last several versions of the College’s strategic plan have called for an increased emphasis on multiculturalism and diversity. That desire is born partly out of the College’s understanding of the biblical injunction that in Christ’s kingdom there are to be no distinctions. In addition, there is a keen awareness that the ethnic/racial composition of the United States population is changing.

Within the Mennonite church, the largest growth is occurring in members coming from racial/ethnic congregations. According to Kanagy (2007, p. 52), nearly 18% of Mennonite congregations are racial/ethnic and 11% of all Mennonites are racial/ethnic. In spite of these trends and a gradual increase in the percentage of North American minority students enrolled, the goals of attracting a more highly-diverse student body and hiring a more diverse faculty and staff continue to be challenging.

**Rapid technological advances**

The rapid technological advances have greatly facilitated and enhanced efficiencies and production. The cost of keeping up with these advances, however, has also taxed the financial resources of many institutions, including Hesston College. Spending overall for technology on campus has risen since 2005.

The realization of the benefits and challenges that emerging technology presents has been addressed as one of the institutional strategic goals beginning in 2008. The campus already has experienced significant change in this area.
Between 2008 and 2010, the Information Technology Department began an explicit 3-4 year refresh program for computers and Microsoft Office software. The Title III grant is allowing the institution to update infrastructure and Enterprise Resource Planning, all of which will benefit students’ learning in classrooms. It will also expedite students’ interactions with the library resources, admissions, financial aid, business office, bookstore, advisors, and the registrar. (Exhibit XX-A)

**Growing awareness of the need to be better stewards of the earth we inhabit**

Shrinking resources, the overuse of non-renewable sources of energy, and other sustainability issues are integral components of the changing global landscape. The College feels a sense of urgency in responding proactively to this knowledge because promotion of social responsibility and the stewardship of resources are integral to the mission and core values of Hesston College.

A variety of strategies has been implemented campus-wide to create an awareness of and response to sustainability concerns. For the last several decades, the institution has successfully reduced energy use in campus buildings. Many campus waste products are routinely recycled. Throughout the curriculum, faculty members have placed increased emphasis on an understanding of the looming environmental issues and possible responses.

During the fall of 2010, all students in the First-Year Seminar studied sustainability issues and implemented group projects designed to increase awareness of this global issue. (Exhibit XIX-D2). Although the institution
has not yet identified sustainability (living better with fewer non-renewable resources) as a major strategic emphasis, great strides have been made in this area, including the conservation of energy resources. (Exhibit XIII-C)

**Recent economic downturn**

Hesston College acknowledges the need to remain competitively priced. Admissions counselors report that college applicants appear to be more cost conscious as a result of the recent recession. Students want to ensure that they are securing the best possible education for their money, and are increasingly reluctant to take out educational loans. Research by the Kansas Independent College Association (KICA) confirms this general trend. (Exhibit VIII-D)

The College has responded by keeping tuition levels competitive. Remaining competitive means keeping tuition costs equal to or below those
out-of-state sister schools that historically have drawn many of the same Mennonite students, and below those of the Kansas independent colleges.

**2010-2011 Tuition and Fees for Out-of-state Mennonite Colleges**

<table>
<thead>
<tr>
<th>Institution</th>
<th>Tuition</th>
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<tbody>
<tr>
<td>Eastern Mennonite University</td>
<td>$25,200</td>
</tr>
<tr>
<td>Bluffton University</td>
<td>$24,930</td>
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<tr>
<td>Goshen College</td>
<td>$24,500</td>
</tr>
<tr>
<td><strong>Hesston College</strong></td>
<td>$20,720</td>
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**2010-2011 Tuition and Fee Comparisons for Kansas Independent Colleges**

<table>
<thead>
<tr>
<th>Institution</th>
<th>Tuition</th>
</tr>
</thead>
<tbody>
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<td>Baker</td>
<td>$22,080</td>
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<td>Bethany</td>
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<td>Newman</td>
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<td>Benedictine</td>
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<td>Ottawa</td>
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<tr>
<td>Mid-America Nazarene</td>
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<td>Kansas Wesleyan</td>
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<td>Friends</td>
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<tr>
<td>Barclay</td>
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<td>Manhattan Christian</td>
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<tr>
<td>Donnelly</td>
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</table>

Hesston remains near the average in tuition costs when compared with independent four-year liberal arts schools in Kansas. That fact becomes increasingly important when the highest percent of students come from the home state. The College has consciously chosen to hold the tuition discount rate to 40-41%. For students in nursing, as well as in many other fields of study, Hesston College must compete with local community colleges where tuition is low and state-supported. It is, at times, difficult for students to understand that the quality of experience at Hesston College may be worth the added tuition costs.
Societal shifts from industrial workers to knowledge workers, from assembly lines to knowledge teams, from individualism to interdependence and collaboration, inform not only curriculum and pedagogy but also relationships among academics, student life (internal connections) and admissions, marketing, and development (external connections).

The business and economic world of the current decade has recently begun to promote the societal benefits of mutuality, partnerships, and collaborative networks. Hesston College has, by tradition, retained close ties with its external partners and constituent groups, primarily its alumni and members of Mennonite Church USA. Recognizing the inherent value and importance of this tradition, “enhancing our external connections” was built into the College’s strategic plan as one of the four primary areas of emphasis in 2008.

In support of this societal trend and strategic emphasis, planning initiatives have resulted in several partnerships of note including:

- Newton Medical Center, which collaboration with the Nursing Program to develop a new nursing simulation laboratory on campus.
- Hesston Mennonite Church, who partnered with the College to build a new addition to serve as an auditorium and performance space for the College as well as a sanctuary for the church.

New advisory councils have been established by the Pastoral Ministries Program, the Disaster Management Program, and the Nursing Division. The Business Department is also planning to initiate an advisory council to study the possibility of establishing a small-business program on campus. The Business Department is also working with the Advancement Team to create more business internships with area businesses.

In Light of the Societal and Economic Trends, Several Challenges Exist for Hesston College

Institutional Challenges

Maintain a steady enrollment and build to institutional capacity

Most would agree that the immediate challenge for the future of Hesston College, as it has been for the past three decades, is to maintain a steady enrollment—and to build enrollment to institutional capacity. Hesston College has already determined that:

- The College has an excellent physical plant with a capacity slightly above its current enrollment; the Title III application identified an institutional capacity of 525 FTE. Current dormitory capacity is 374 if Resident Assistants (RAs) have private rooms (406 if RAs share rooms); the occupancy percentage is currently running in the low eighties.
Faculty and staff are in place as well to serve the current and slightly-larger enrollment.

Financial resources, always tenuous, have proven to be sufficient, even during the recent global economic downturn.

In addition to the impact of societal and economic trends described previously, two other factors seem to be making an impact on enrollment:

- For many years, the College could count on matriculating half of its applicants. The current trend is for prospective students to fill out multiple college applications. The Hesston College Admissions Department encourages the inquirer to apply, believing that the application provides a small emotional connection with the College. While that practice increases the applicant pool, it does not ensure increased enrollment. One result of the recent program review of the Math/Science Division was a renewed commitment to identify the cause of its lower-than-school-average matriculation of inquiries and applicants and reverse that trend.

An increasing number of applicants have accumulated a significant number of college credits through dual enrollment in high school. Admissions counselors report that these students are often reluctant to consider attending a two-year college if it will mean only a one-year stay. (Exhibit II-E)

**Increase student retention and graduation rates**

With the increase in enrollment challenges, Hesston College realizes that additional attention must be given to the retention of current students:

- President Keim has challenged the Hesston College Board of Overseers and Administrative Council with the calculation that an improvement of just five percentage points in retention rates would yield twelve additional second-year students.
• He also pointed to internal calculations that estimate fifty students could be added without increases in infrastructure, staffing and facilities; and only incremental increases in faculty.

It is clear that there is room to grow in both enrollment and retention. Discussions around planning strategies, designed to reach enrollment capacity, is frequently reflected in minutes of meetings of the Hesston College Board of Overseers as well as the Administrative Council.

**Carve out a unique academic niche, provide a quality product, and market the College’s programs in such a way that the margin of difference is both evident and valued**

Meeting this challenge has become increasingly difficult for the admissions activity of the College. Not only must Hesston appeal to students on the basis of its core values and quality programs, but it must also be financially affordable. To offer the right sets of academic programs that demonstrate excellence in teaching and student learning and to ensure that courses are transferrable are additional challenges. Understanding the significance of these challenges in 2008, “Enhancing Programs and Services” became one of the four institutional strategic goals.

Periodically there have been calls for the College to develop additional one- and two-year technical programs to prepare students for new and attractive careers. The College, however, has not been in a position to take on significant financial risk for programs with sizable startup and operating costs. Competition from community colleges and technical schools, now including numerous online options, makes the development of new programs more risk-laden.

These issues place pressure on strong programs such as Nursing to expand. They also lead the College to recognize that one of its remaining primary tasks is to provide quality general education for transfer students. While that is a worthy task, it is one that requires significant creativity in developing a unique product and a marketable niche, while simultaneously facilitating the effective transfer of academic credit.

Recognizing the emergent trends and institutional challenges, the College has positively responded with the addition of some new programs. These various efforts have helped stabilize enrollment:

• The Disaster Management Program began in fall 2005 in response to a request from one of the service programs of the supporting denomination, Mennonite Disaster Service.

• Instrumental Music was added in fall 2006 as a complement to a strong tradition of choral music at Hesston College.
• Athletic opportunities were expanded with women’s soccer in the fall of 2007 and cross country for both men and women in the fall of 2010.
• In the fall of 2009, an Air Traffic Control track was added to the Aviation Department, which in 2010 was named as one of 36 in the nation approved by the Federal Aviation Administration’s Air Traffic-Collegiate Training Initiative (AT-CTI).
• Within the last several years the College has placed increased emphasis on the “Deciding” student, with the addition of the course Career Development and more focused career advising.
• The high quality of instruction and the 98.5% overall pass rate of program graduates on the National Council Licensure Examination (NCLEX-RN) has made nursing the one program in the Hesston College curriculum with an annual waiting list of applicants. The College has taken advantage of this success by increasing the total capacity of the program from 96 in 2009 to 104 in fall 2010 and 112 in fall 2011.

**Ensure a smooth and seamless transfer for graduates**
An increasingly-important challenge for Hesston College is to ensure that its courses will transfer readily to other colleges and that the plans of study recommended will truly serve the needs of the student as further levels of education are pursued. Students and families alike want to know that the courses taken at Hesston College will not be lost somewhere down the road in transfer. One significant response has been to develop articulation agreements with a number of schools to which Hesston College graduates transfer. In light of this challenge:
• Diligence is required on the part of academic advisors and program chairs to ensure adequate communication and alignment between courses recommended or offered with the established curriculum at four-year colleges.
• Faculty must balance creativity with the provision of standard and readily-recognizable student learning outcomes for academic courses in order to enhance course transfer.
• At Hesston College, the transfer programs of study (Associate of Arts and Associate of Science) were updated in 2009. Making comparisons of Hesston course offerings with similar programs at four-year colleges and assuring that programs of study are both transferable and of high quality are now routine parts of the Hesston College program (division) reviews.
• Faculty awareness and active use of the Kansas Core Outcomes Project (Exhibit IV-G3) are facilitating the process of course transfer within the state of Kansas.
Authority for Decision-Making about Organizational Goals and Strategic Planning is a Collaborative Process

Societal and economic trends as well as the institutional challenges noted above are thoughtfully analyzed and considered within the strategic planning process. Guiding documents clarify this authority for decision-making about organizational goals and strategic planning:

- The relationship of Hesston College to its two governing bodies is defined in the Bylaws of Hesston College, the Statement of Arrangements for the Relationship of Hesston College and the Mennonite Education Agency (MEA), and the Governance Policies of the Hesston College Board of Overseers (HCBO).
- As noted in these documents, the MEA works collaboratively with the HCBO to appoint Board members and the College President; approve institutional articles and Bylaws and statements of mission and purpose; and approve the institution’s planning processes and goal statements regarding program changes, campus master plans, and capital projects. A representative of MEA sits at the table at all HCBO meetings.

The organizational structure of Hesston College allows for considerable local control and flexibility but is conducted within a system of external safeguards. Mennonite Education Agency is the organizational arm that looks to the educational needs and programs of the denomination. As such, MEA serves as the voice of the primary constituent group of Hesston College and seeks to provide to all schools under its leadership those services that can be most effectively done by one resource for all institutions (e.g., providing important demographic information that helps the College anticipate trends within the Mennonite denomination).

The Hesston College Board of Overseers meetings are focused on mission, economic and societal trends, and strategic planning:

- HCBO approves the College’s mission statement, institutional strategic plan, the annual budget, all program changes, the acquisition and sale of property, and capital expenditures.
- Dockets for Hesston College Board of Overseers meetings begin with the College mission statement, reaffirming the commitment to remain connected to Mennonite Church USA.
- Minutes of HCBO meetings are replete with references to an awareness of institutional capacity, the changing demographics of the Hesston College student body, and the ongoing challenge to remain competitive in terms of price and program.
  - The February 2007 HCBO minutes reflect discussion of institutional capacity and some of the barriers that keep students from attending Hesston College as well as opportunities for growth. That “generative discussion” was followed in July 2007 with further analysis of information
presented by President Keim and Vice President of Admissions Joel Kauffman regarding student enrollment.
  o In July 2008 the Board reflected on the decline in student enrollment from the East and on the changing nature of the Mennonite Church.

- Each Board meeting has a section devoted to generative work for strategic thinking. (Exhibit IX-B) Minutes from meetings of the Administrative Council reflect similar awareness of the issues.
- While particular attention has been given to demographic changes within the Mennonite Church as reported by MEA, the College Administrative Council and Admissions Department also utilize information from the Kansas Independent College Association (KICA), Stamats, and Noel-Levitz, to remain informed on broader cultural, economic, and environmental trends.

Planning Demonstrates Careful Attention to the College’s Function in a Multicultural Society

The importance of the College’s function within a multicultural society is one of the four strategic emphases of the institution: “Strengthening Programs Related to Multiculturalism and Racial and Ethnic Diversity.” Through this initiative, much has been accomplished, including the establishment of the Advisory Council for the Advancement of Multiculturalism and Diversity (ACADM). Under the chairmanship of President Howard Keim, this committee strives to promote an inclusive and diversity-friendly campus that values all people. (Exhibit VI-C)

Examples of ACADM activities which advance diversity and multiculturalism:
- ACADM has taken the lead in planning and promoting the Martin Luther King, Jr. Day events at Hesston College for the past several years.
- ACADM organized the annual Hesston College Faculty and Staff Retreat in August 2008 around the theme of “Building Cross-Cultural Competence at Hesston College.” Faculty and staff responses to the retreat are summarized in Exhibit VI-A.
- In Spring Term 2009 ACADM developed and administered a survey to faculty asking these questions: What are two (or more) things you did this year that promoted/supported multiculturalism and diversity? What ideas do you have for the future to promote/support/encourage diversity in your classes and/or in your interactions with students? More than 30 responses were received, mentioning recent activities and efforts made by faculty. (Exhibit VI-C2)
• In Spring Term 2010 ACADM planned and sponsored several presentations and discussions with Hesston College Board of Overseers member Luke Hartman, whose recent doctoral dissertation focused on ways of training educators to promote educational environments which support and value diversity and multiculturalism.

For the 2010-2011 academic year:

• The ACADM will develop ways to measure institutional progress, using enrollment and retention data along with information from recent student surveys.

• Committee members are having more direct conversations with students of various ethnic backgrounds in an attempt to have the students themselves articulate what their experience is like and how it could be improved.

• Programming for Martin Luther King, Jr. Day will again be used as a springboard for campus-wide activities and discussions around social justice and anti-racism issues. (Exhibit VI-C1)

The 2009 Faculty/Staff Surveys provided information about the increased confidence by faculty and staff in the College’s efforts to promote diversity and multiculturalism. The following statements and results from 2005 and 2009 reflect this confidence:

Hesston College continues to focus on its future in an increasingly multicultural society through intentional efforts and plans and anticipates continual improvement in this area. As called for by its mission, vision, and values, Hesston College must continually strive to provide and promote a transformational environment where all are valued, cared for, and nurtured, and where multiculturalism is openly celebrated.
Hesston College Values and Preserves its History and Heritage
The history and heritage of Hesston College are valued components that campus leaders, faculty, and staff preserve through their planning and budgeting processes. One example of this value is reflected in the recent investment in significant human and fiscal resources to remember the past 100 years of our College’s history. In the years leading up to the 2009 Centennial Celebration, a Centennial Steering Committee was formed involving representatives of both internal and external constituent groups to plan for this significant event.

John Sharp, current Hesston College faculty member, was commissioned in 2005 to write a centennial book, which he entitled *A School on the Prairie: A Centennial History of Hesston College 1909-2009*. This book, released during Homecoming Weekend 2009, provides stories and an in-depth understanding about the mission, accomplishments, and challenges of Hesston College over its 100-year history. The centennial budget, and other important centennial artifacts, comprise Exhibit V.

Areas of Evidence
- Planning processes and documents demonstrate that Hesston College makes forward-thinking decisions related to:
  - Awareness of current capacity and technological advances:
    - Revision of admissions goals, staffing, and recruitment efforts based upon changing student demographics.
    - Use of demographic information provided by the Mennonite Education Agency in evaluating capacity and trends related to anticipated numbers of Mennonite high school students.
    - Successful five-year Title III grant, based upon knowledge of emerging technology trends and current capacity needs, designed to transform the technology we use on campus and enhance collaborative communication.
  - Understanding of religious heritage and affiliations:
    - Alignment with Mennonite Education Agency, providing connections with Mennonite Church USA and continuous representation at Hesston College Board of Overseers meetings to ensure strong ties with Mennonite Church USA.
    - Listening to various constituent groups through the ‘Visioneering’ Project.

Green Gables was the first building constructed on the Hesston College campus.
Changing cultural, economic, societal, and environmental realities:

- Understanding the impact of the recent economic downturn.
- Addressing multiculturalism, technology, and external connections as major areas of emphasis in the College’s strategic plan.
- Addressing improvements in campus energy management and curricular sustainability emphasis.
- Recognition of enrollment shift toward more Kansas and fewer Mennonite students.
- Reflection on impact of high school dual enrollment phenomenon and the Hesston College curriculum.
- Use of KICA, Stamats, Noel-Levitz, MEA information, and Kanagy study, to plan for future enrollment.
- New program explorations and expanded nursing capacity.

- Clear authority for decision-making about strategic directions and goals is vested in the Mennonite Education Agency and the Hesston College Board of Overseers.
- The Advisory Council for the Advancement of Diversity and Multiculturalism provides one important channel to carry out the College’s strategic initiatives related to diversity and multiculturalism.
- The College’s planning process demonstrates the value placed on preserving its history and heritage.

Core Component 2b:
The organization’s resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

Stewardship of Financial Resources is an Institutional Core Value

The expectation for careful day-to-day management of the College’s financial resources is set for the organization by the President. While coordinated by the Business Office, ongoing financial management is the responsibility of budget managers at all levels. Each budget manager, regardless of department or size of budget, proposes a budget for the next budget cycle, documenting changes with data and rationale. For the past three fiscal years, nearly all departments have ended the year with positive balances. These positive balances demonstrate an ownership of responsibility and a commitment to the stewardship of resources.
The Business Office serves as the hub of financial activity for the College as it manages the College accounting system along with related processes and records. Critical Business Office functions are cash management, accounting, payroll, and financial record keeping. Activities within these functions include: student billing and collections; loan processing; payment of invoices and payables; and management of accounting for federal funds, government and private grants, endowment funds, and plant funds.

As noted in Chapter One, annual audits of the College’s financial statements are performed by an independent Certified Public Accounting firm in accordance with generally-accepted auditing standards. The opinions provided over the period 2000 to 2010 have consistently stated that the College’s financial statements “present fairly, in all material aspects, the financial position of Hesston College” and are “in conformity with accounting principles generally accepted in the United States of America.”

The independent Certified Public Accounting firm also performs an audit of the College’s compliance with the requirements that could have a direct and material effect on each of its federal programs. Opinions regarding compliance have consistently stated that “Hesston College complied, in all material respects, with the requirements . . . that are applicable to each of its major federal programs.” (Exhibit VIII-B) The auditor meets annually with the Hesston College Board of Overseers both in plenary and executive sessions to allow for questions about the audit.

**Revenue Sources Provide Adequate Financial Resources to Support the Mission of the College**

Hesston College’s revenue is clearly enrollment driven. Tuition and fees accounted for 63% of overall revenue in 2009-2010. Total student-derived revenue (tuition, fees, room and board, and other student revenue) accounts for 85% of income. Contributions account for 9% while endowment, government grants, and other sources make up the balance. A concerted effort to increase endowment, along with recovery of the value of endowment assets, is expected to increase the endowment revenue percentage as we move forward. The following charts detail major sources of revenue and percentages for each source during fiscal years 2008-2009 and 2009-2010.
Expenses are Closely Monitored to Ensure Fiscal Responsibility

Expenses for the institution are dominated by employee salary and benefits and student discounts. With employee-based expenses making up such a large portion of the budget, careful management of this most important resource is critical. When examined by area, the trend in expenses as a percentage of total spending shows a focus on students. Direct instruction expense accounts for approximately one third of the budget. Spending focused directly on the student (Instruction, Academic Support and Student Services) has increased from 54% of the budget in 2001 to 59% in 2010. A graph which demonstrates a 10-year history of annual Expense Percentages by Institutional Area comprises Exhibit VIII-E.
Student Aid and Discounting

Overall student aid is made up of: 1) institutional discount; 2) endowed scholarships; 3) federal and state grants; and 4) loans. The makeup of these components as a percentage of tuition and fees has been relatively consistent over the past decade with discounts and loans accounting for about one third each while scholarships and grants provide the balance. A recent trend of endowed scholarship funds declining in the percentage of tuition covered, has been driven by fixed scholarship levels (in the face of declining endowment assets) compared to increasing tuition. The College expects to reverse this trend as endowment assets recover their prior value.
Helping students afford a college education is critical to continued enrollment growth. For small private colleges, tuition discounting is often a major part of the affordability puzzle. While discounting can help boost enrollment, taken to an extreme it can hurt the institution financially over time. Hesston College has consistently targeted a 40% discount rate with the actual average from 2001 through 2010 coming in at 40.2%. Discounts for the past two years have been above this average as the institution has responded to the additional financial need caused by the poor economy. Care will be needed to return the discount to the 40% level as the economy improves.
Departments, Divisions, and Programs Share Institutional Resources through the Budget Planning Process

All departments, divisions, and programs at Hesston College share institutional resources through the budget planning process. Each budget manager is expected to base annual budget projections and anticipated expenses on trend analyses, needs, and available assessment data. Vice Presidents ensure that all budgets within their areas of responsibility have been prioritized, and they present budgetary needs and priorities during meetings of the Administrative Council.

For Hesston College, the fiscal year begins July 1 and runs through June 30 of the following year:

- Several weeks into the academic year, the Administrative Council reviews preliminary enrollment numbers to begin planning for the budget year.
- After the 20th day of enrollment, the Administrative Council makes any adjustments in the budgeted revenue numbers, checked against the actual enrollment and financial aid awards.
- In September and October, the Administrative Council sets retention goals, estimates the numbers of new students for the following school year, and recommends tuition and fee rates.

Budget managers are encouraged to share projected budgets with colleagues to enhance trust and transparency.
- The Board approves revenue parameters at its November meeting and in December, budget request sheets are distributed to all department managers.
- The Vice Presidents collect the budget requests from their respective departments in early January and prepare recommendations for expenditures to the Administrative Council in January, where the overall institutional budget is developed and recommended.
- The final budget is approved by the Board in late February or early March and approved budgets are distributed in April to division chairs and other campus departmental leaders.
- Contracts and work agreements are sent to employees in early April.
- Employee health insurance costs are finalized in May.
- The updated departmental spending budgets are distributed in June.

**Significant Financial Issues Have Been Addressed Since 2001**
From 2001 to 2005, the College accumulated an operating deficit of over $850,000. The College fell short of meeting its annual fund goals during those years while adding personnel and increasing budgets. Minutes of the Board meetings reflect that Board members raised questions and expressed concerns regarding this trend.

In 2005, several steps were initiated that resulted in ending fiscal years in the black beginning in 2006 and eliminating the deficit in 2008. These steps included:

- Increased transparency within the College, with the Board, and with constituents regarding the finances of the College.
- Each administrative department conducting a close analysis of its services, areas of overlap with other departments, ways to collaborate, and ways to increase quality, resulting in line-item savings as well as reductions in full-time equivalent of employees.
- A revised budget planning cycle, with revenue projections for the next fiscal year approved at the November Board meeting and the budget approved in February, leading to more advanced planning by all departments.
- Building into the budget, line items for contingencies and deficit reduction.
- A revised planning process, with each budget manager developing budget proposals, resulting in greater ownership of fiscal responsibility at all levels of the organization.
- A newly-formed Finance Committee of the Board, which reviews financial statements and trends more closely than would be possible by the entire Board.
In concert with these steps on the spending and planning side, the College has been aided by consistent enrollment numbers, meeting the annual fund goal for the past three years, and lower-than-budgeted increases in health insurance in three of the past five years. The College has not reduced benefits to employees but has added the benefit of a membership at the Hesston Wellness Center. Across-the-board salary increases have been three percent or less each year with only one year of no salary increase since 2005.

Parallel with the operating deficit, the Campaign for Enhancing Excellence, begun in 1991, fell short of its fundraising goals while projects were added. The result was that after fundraising for Phase III of the campaign ended in 2003, there were insufficient funds to build the projects to which the College was committed.

In 2005, a thorough analysis of the campaign situation was undertaken with the assistance of Dr. Curt Bechler, President of Venture International, a firm specializing in consulting with organizations facing serious challenges. Dr. Bechler led the College’s administrative team and the Board in separate retreats to analyze and understand the issues and the underlying causes. The steps then taken to address the campaign issues including the following:

- Current projects were reconfigured to meet the general goals of the master plan while reducing expenses. Rather than building a new performing arts auditorium and remodeling the current Northlawn building, a new Visual Arts building was constructed, and the College entered a partnership with Hesston Mennonite Church to share the cost of a new auditorium. The renovation of Erb Central and West residence hall was temporarily postponed.
- A communication plan was developed, which included letters of explanation to all constituents. A full explanation was given to the faculty and staff. The President met with donors in over 20 communities during 2005-2006 to explain the College’s situation and gain their counsel.
- The President met with representatives of the Mabee Foundation, a major donor to the campaign, resulting in an extension of the Phase III grant and permission to use it for the Friesen Center for the Visual Arts.
- Fundraising was undertaken to complete the Friesen Center and the Hesston Mennonite Church auditorium.

Additional steps taken to strengthen the fundraising campaign as well as the endowment since 2005 include the following:

- Pledges are now secured for a three-year time period rather than longer terms or using future estate gifts as commitments.
• Operating expenses that had been absorbed into the campaign or annual fund costs have been reallocated back to operations.
• By policy, all undesignated estate gifts now are applied to endowment.
• Payments on the bond issue taken in 2002 for the construction of Smith Center have been brought into operations, rather than being paid from campaign funds.

As a result of these and other steps, the Friesen Center and Hesston Mennonite Church auditorium have been completed, with the renovation of Erb Central and West being the last remaining project from the previous Enhancing Excellence Campaign. Work is underway to secure donations and financing to complete that project during the summer of 2011.

The College’s Financial Health is Regularly Monitored
The College uses four key ratios (along with the composite ratio provided by the federal Department of Education) to monitor its financial health. These ratios, as defined by KPMG, enable the College to analyze its financial performance on both an annual basis and through benchmarking with peer college averages. These ratios are reviewed annually by the Hesston College Board of Overseers at its November meeting.

Return on Net Assets Ratio (change in unrestricted net assets/total unrestricted income)
A positive return is needed over time, but significant fluctuation from year to year on net assets can be expected. The College has experienced this fluctuation, due largely to variations in annual fund/capital campaign receipts and the value of endowed assets. Over the ten-year period from fiscal 2001 through fiscal 2010, the College experienced a positive Return on Net Assets of 2.4% for the period. (KICA average not available)

Return on Net Assets provides an indication of whether the institution is financially better off than in previous years by measuring total economic return.

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Net Income Ratio (change in unrestricted net assets/total unrestricted income)

Over time, operating in either a surplus or at least break even position (Net Income Ratio greater than zero) is desired. A year-by-year comparison of the College’s Net Income Ratio shows fluctuation with positive results in the first three (2001-2003) and the last four (2007-2010) years of the decade:

- Fiscal Years 2004-2006 were challenging ones for the College because it ran an operating budget deficit resulting in a negative ratio.
- The importance of enrollment stability and cost control is apparent in this analysis.
- Hesston College compares favorably with the Kansas Independent College benchmark average for all years except Fiscal Years 2004-2006.
- Under the current administration, Hesston College’s Net Income Ratio has been significantly better overall than the peer group.

Graphic information is provided below. (Exhibit VIII-D)

Debt Burden Ratio (principal and interest/total expenses)

A low Debt Burden Ratio is a positive indicator that debt service costs are affordable:

- Prior to a $3.5 million bond issue in 2002, Hesston College’s Debt Burden Ratio was very low, well below the benchmark average.
- In more recent years, with the bond issue in place, Hesston College’s ratio increased to around 4%, which is more in line with, but still below, the average of other Kansas institutions. (Exhibit VIII-D)
Viability Ratio (expendable assets/total long-term debt)
A Viability Ratio above one indicates that the institution has sufficient expendable assets to pay off its debt obligations if need be but is not a threshold below which the institution is no longer viable:
- Again, Hesston College’s Viability Ratio was very favorable until the assumption of the bond obligation in 2002.
- Since then, this ratio has trended closer to, but remained above the benchmark average. (Exhibit VIII-D)

Other Financial Indicators
The College analyzes other measures from Kansas Independent College Association (KICA), which collects comparative financial data of the independent colleges within Kansas. The KICA, therefore, provides another important benchmarking comparison for Hesston College.
The College also tracks its Department of Education Financial Responsibility Composite Score. The Department of Education uses this composite score as a benchmark score to determine financial stability. The ratio results are categorized: Passing from 3.0-1.5; Warning from 1.5-1.0; and Failing below 1.0:

- Hesston College has consistently passed this ratio, with a 2.9 score for the latest fiscal year 2010.
- Prior to 2008, the College scored comfortably in the upper end of the Passing category (2.5 or above).
- In 2008 and 2009, the College’s scores dropped to the lower end of the Passing category primarily due to the declining value of endowment funds before rebounding in 2010. (Exhibit VIII-D)

![Hesston College DOE Financial Responsibility Composite Score](image)

**Endowment Stability is an Institutional Priority**
The College’s Advancement Team has set a 10-year target for endowment at $25 million, in comparison with its June 30, 2010 valuation of $7.2 million. (See Mission and Goals statement of October 26, 2010, Exhibit III-A.) The Advancement Team developed a *Campaign and Development Policies and Guidelines Manual for Charitable Gifts* that was approved by the Hesston College Board of Overseers on November 13, 2004, and revised July 16, 2010. The revision in terms of endowment states that “all undesignated bequests will be placed in endowment accounts as approved by the Hesston College Board of Overseers; except that twenty percent (20%), up to a maximum of $10,000 per gift, will be designated as revenue into the Deferred Giving Income account, in the Operations Budget, to assist with the costs of ongoing estate planning services.” This action allows the institution to grow the endowment; previously all undesignated bequests were assigned to the campaign for Enhancing Excellence.
The Advancement Committee of the Hesston College Board of Overseers was established in July 2010 to advise and guide the fundraising, admissions, development, marketing and communications staff. As stated in the *Hesston College Board of Overseers Governance Policies*, this committee is “charged with focusing the organization and its Board on essential elements in the fundraising process.” This includes assisting in “raising necessary funds, attracting appropriate students, and demonstrating good stewardship of the funds received.”

**The Campus is Maintained as an Inviting Place to Live and Learn**

Hesston College has made a concerted effort for many years to give priority to maintaining its facilities and grounds, and they remain the pride of the institution. Campus beautification and tree planting on the school’s 75th anniversary in 1984 contributed to the unusually-attractive campus setting. A major funding campaign in the 1990s enabled significant renovation and construction, so that by 2001, all facilities (except Northlawn and Erb Central and West) had been either built or renovated since 1983.

Changes in the last decade include a major renovation of Mary Miller Library in 2003. The existing library plus the new construction of classrooms and faculty offices make up Smith Center. Construction of the Friesen Center for the Visual Arts was completed in 2008, providing greatly-enhanced facilities for the visual arts program of the College.

The campus master plan was last updated in 2000. Projects envisioned for the future include a performance hall and improved campus entrance and parking. As the College moves beyond the previous set of projects, an updated master plan for facilities will be developed.

Additional campus strengths related to physical facilities and maintenance follow:

- The Facilities Department has a history of judicious use of resources. Members of the department take pride in their work and routinely take advantage of training and seminars to gain knowledge in the facilities area.
- Measures beginning in 1986 have resulted in significant reduction of energy use. Much of the campus improvement has been accomplished by occupancy-based heating and cooling along with replacing old heating, ventilation, and air conditioning and lighting systems with high-efficiency models.
A rolling document entitled “Capital Requests, Renewal and Replacement” is compiled to include all requests from employees and students for funding of facility items. This informal document is updated and reprioritized by the Facilities Department on an annual basis, with selected items being added annually to the College’s formal planning document.

A contingency fund of $15,000 is routinely budgeted to handle any unanticipated emergency repairs.

Planning and Resource Allocation Provide for the Continual Upgrading of Academic Classrooms, Laboratories, and Equipment

Classroom technology needs are identified annually by faculty. These needs are then discussed by the academic divisions. Division chairs represent the divisions’ interests on the Academic Planning and Assessment Council (APAC), where proposals for technology upgrades from each division are presented, discussed, and prioritized. Minutes of December/January APAC meetings reflect this process.

Programs with specific, ongoing technology needs often strive to discover ways to fund these needs outside the APAC process. The Science Departments, for example, charge laboratory fees in an amount that covers lab expenses and builds a reserve to be used for replacement and upgrading of equipment. The Nursing Division builds into student laboratory fees some of the expenses related to equipping the campus laboratory and other clinical expenses.

Nursing Laboratories

Two on-campus nursing laboratories are currently in use. The C-14 laboratory contains two private patient units and equipment to simulate client care, including one high-fidelity patient simulator (SimMan) and a birthing simulator (Noelle). A surgical scrub sink, five computers, television/DVD, and storage area complete this laboratory. In the fall of 2010, an additional 528-square-foot nursing laboratory was provided through the renovation of the C-1 classroom. This 4-bed laboratory greatly expanded practice space and capability for the Nursing Program. New patient simulators and one additional full-time nursing faculty member were added to facilitate clinical simulation and student learning.

Academic Classrooms and Equipment

The campus has a variety of classroom configurations, from lecture spaces with fixed-arm chairs and a capacity of 112 (K-150) to smaller spaces with movable furniture. The larger spaces were constructed in the 1980s and reflected the teaching style of that time, where mass lectures were complemented by small discussion groups. In recent years the College has set enrollment caps on most courses, and the need for large spaces has
declined. Increasingly, instructors are asking for more flexible spaces to accommodate a variety of teaching styles and learning modes. That need has resulted in various proposals to renovate several of the larger tiered lecture halls.

The Music Department implemented an instrumental music program four years ago, which has required significant capital expenditures to buy instruments that music students typically do not own. The Music Department has a plan in place to build this musical library, with the plan being adjusted annually based on the demand of incoming students. Money has been allocated annually for musical instrument acquisition through the department’s strategic plan. In addition, the Music Department has created a maintenance plan for the campus pianos. (Exhibit XV-F)

**Campus Computer Technology**

Hesston College has made significant improvement in its technology infrastructure during the last ten years. That effort has been enhanced, beginning in 2006-2007, by the practice of segregating the technology fees collected from students from general operating revenue to assure that they are available solely for technology upgrades. The allocation has increased from $25,000 (2005-2006) to $124,695 (2010-2011).

As a result of segregating the technology fee:

- Technology infrastructure is much improved.
- The College’s core server and network infrastructure were replaced in 2007-2008.
- The College’s four major computer labs are now on a cycle of replacement to ensure that the computers used by students are no older than four years; additional new computers and older computers are then rotated to desktop computers throughout the campus.
- Fiber optic cables extend to all buildings on campus.
- Wireless network connectivity is available in all dorms, the library, Charles Hall, the cafeteria, Lark’s Nest, and the guest house.
- Completion of a multi-year effort to replace the token ring network with Ethernet will be completed during the 2010-2011 academic year.

The $1.5M Title III grant, to be distributed over a five-year period, will enable the institution to replace the legacy software originally written in the 1970s, providing an integrated system for campus computing and giving administrators and faculty greater access to real-time data for decision making. For the first time ever, students, parents, and other college constituents will have online access to appropriate personal records. The grant is also funding training for campus users and the redesign of
business practices regarding technology use. The grant was a gratifying culmination of over a decade of a campus-wide effort to secure funds to modernize campus computing.

First-year grant activity focused on selecting an Enterprise Resource Planning (ERP) system for the institution. Jenzabar’s Internet Campus System was chosen; the necessary hardware was ordered; training trips were scheduled; and beginning steps were taken to identify how various data files would be handled in the conversion process. As of December 2010, two rounds of system configuration and data mapping have occurred; a consultant/evaluator worked with faculty and staff on campus; regular meetings of module managers have taken place; and much has been accomplished at the departmental level to assess current practices, analyze/organize existing institutional data, and build new data tables.

Technology planning is done annually. Linda Johnson, Information Technology Director, meets with Don Weaver, Vice President of Finance and Auxiliary Services, to create and revise the College’s technology plan with input from Gary Oyer, Director of Media and Instructional Technology Services (MITS), and the faculty Instructional Technology Committee as well as the computer instructors.

Audio/video planning is done on an annual basis as well. The MITS director keeps a running list of capital items to be replaced. In addition, there is a $1,000 contingency fund to pay for immediate replacement items under $500. This department is not on a set replacement schedule. Rather, it tries to make adjustments as the technology changes. For example, a number of years ago the College converted from VHS video to digital in all its recordings. Server upgrades were completed in the summer of 2009, which brings all servers up-to-date. Liquid Crystal Display (LCD) projectors are less than five years old and are replaced as needed.

Keeping up with changing technology remains a challenge. Software funding is costly. Currently, there is no central, standard system for employees to use hand-held devices off campus to access email and calendars. Connectivity to off site areas of the campus is limited, specifically the arboretum and the airport.

Although technology challenges remain, the 2009 Student Satisfaction Inventory (SSI) indicated Hesston College students are highly satisfied with the educational resources available to them, especially when compared with the national norm of students from four-year private colleges. A sample of these questions and student responses follow (Exhibit IV-A1):
### Educational Resources

1 = Not Satisfied at All; 7 = Very Satisfied

<table>
<thead>
<tr>
<th>Question Content</th>
<th>Hesston Mean</th>
<th>4-yr. Private Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library resources and services are adequate (Survey Question #18)</td>
<td>5.86</td>
<td>5.38</td>
</tr>
<tr>
<td>Tutoring services are readily available (Survey Question #32)</td>
<td>5.84</td>
<td>5.36</td>
</tr>
<tr>
<td>Computer labs are adequate and accessible (Survey Question #26)</td>
<td>6.04</td>
<td>5.35</td>
</tr>
<tr>
<td>Academic support services meet student needs (Survey Question #44)</td>
<td>5.83</td>
<td>5.18</td>
</tr>
<tr>
<td>Adequate services to help me decide on a career (Survey Question #49)</td>
<td>5.42</td>
<td>5.13</td>
</tr>
</tbody>
</table>

2009 Student Satisfaction Inventory

### Loyal Faculty and Staff are Nurtured

As of fall 2010, the College employs 165 faculty and staff, 81 full time and 84 part time representing 122.8 full-time equivalent (FTE), not including student workers. The number fluctuates from year to year, but overall is increasing slowly over time, up from 114.54 FTE in 2000-2001 to 122.8 in 2010-2011, with about half of the increase in faculty and the other half in administration and support staff. Students also contribute significantly as campus employees. On the May 6, 2010 payroll, there were 163 students employed in various roles in admissions, academics, student life, food service, and facilities. Volunteers contributed an FTE of two in 2010.
As can be seen from the data, the overall employee headcount is flat but the number of full-time employees has increased while the number of part-time has decreased in the past ten years.

As of 2010, 10% of the work force has been at Hesston College for 30 years or more; 26% for 20-29 years; 48%, 10-19 years. Employees have enjoyed increased support for personal and professional development in recent years. Nurturing replacements for the large number of older workers, especially in the Facilities Department and in some key faculty positions, is a priority.
The College seeks to fill faculty positions with qualified people. While the preferred degree is the doctorate, faculty members are expected to hold the minimum of a master’s degree in an appropriate academic discipline. Prospective faculty members who do not meet this academic qualification must possess a bachelor’s degree and are expected to develop and implement an approved plan for graduate study.

Faculty members are expected to support the institutional mission and core values. To ensure that the mission and values are embraced by faculty, the following statement is included in the Hesston College Bylaws:

Faculty members employed more than half time, in addition to having the necessary qualifications for successful performance of their assigned duties, shall be members of congregations of Mennonite Church USA, or of related Anabaptist churches, and be in full sympathy with the doctrines and practices of the Church, as interpreted by the delegate assembly of the Church. Exceptions regarding church membership may be made by the administration, for up to 20% of the faculty, provided that the faculty member is in full support of the mission of the College and demonstrates understanding and support of the Confession of Faith in a Mennonite Perspective, 1995. (Exhibit VII-B)

A concerted effort has been made in the past three years to update and clarify human resources policies. A Human Resources Manual was developed in 2001. A number of the human resources policies were reviewed and revised in 2009-2010. Each employee position now has a clearly established definition of Roles, Responsibilities and Expectations (RRE) which serves as a framework for hiring as well as for annual performance reviews of staff. The Human Resources Manual was also updated in the summer and fall of 2010 and approved by the Hesston College Board of Overseers at its November 2010 meeting. Additional efforts are underway to revise faculty load definitions and to clarify guidelines for employment.

Beginning with the 2008-2009 school year, faculty members have been reviewed on a three-year rotation. In addition to formal evaluations, faculty use Individual Development and Educational Assessment (IDEA) surveys, conducted annually in at least one of their classes, to create an IDEA Academic Excellence Plan designed to enhance teaching methods and student learning outcomes.

During the 2009-2010 academic year, the Faculty Council completed a thorough revision of the Hesston College Faculty Handbook and related
documents, rewriting sections and organizing information into an appropriate format. The document was approved by the Hesston College Board of Overseers at its November 2010 meeting.

**Personnel**

Hesston College values its entire employee body, including those who are in the classroom, those who provide support for faculty teaching and student learning, student life personnel, and those who provide the many services necessary to make Hesston College an enjoyable place to live, learn, and relate. Faculty and staff demonstrated their support for the environment in which they work on their responses to the 2009 *Faculty and Staff Surveys*.

In general, faculty and staff were more positive about the Hesston College environment in 2009 than they were in 2005. In addition, they were asked (for the first time in 2009) their level of agreement with two following questions:

### I Would Recommend Hesston College to Family and Friends

<table>
<thead>
<tr>
<th>Question Content</th>
<th>Faculty 2009</th>
<th>Staff 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>As a good place to attend college</td>
<td>4.35 (p.4, #12)</td>
<td>4.65 (p.4, #30)</td>
</tr>
<tr>
<td>As a good place to work</td>
<td>4.30 (p.4, #13)</td>
<td>4.35 (p.4, #31)</td>
</tr>
</tbody>
</table>

*2009 Faculty and Staff Surveys*

The sentiment reflected in these survey questions reflects the collegiality, trust, and sense of unity that have developed in the employee body over time.

The teaching faculty currently represents 43.3 FTE (classroom and laboratory teaching), resulting in a student/faculty ratio of 10.3:1. When all academic personnel are included in the formula (of KICA institutions), the faculty-to-student ratio declines. A graphic representation with Hesston College’s data compared with that of the Kansas Independent Colleges Association is presented below; supporting data for the chart are available in Exhibit VIII-D. Data from 2010 are not available until spring.
Faculty and Staff Compensation
Salaries are currently determined by a salary range that is in effect for all Hesston College personnel. The Administrative Council is working on a revision of the salary schedule for all College employees (faculty and staff). Since the College does not have tenure or rank, the salary scale for the faculty is based on placing faculty into potential ranks (by degree and years of service) as if they were at a ranked institution. This revision takes into consideration the earned academic credential, technical and/or educational certifications, and prior work/teaching experience. It also compares the proposed salary placement with market ranges from our two comparison groups: Kansas Independent College Association (KICA) and the Associated Colleges of Central Kansas (ACCK). For the 2009-2010 data (latest data from KICA and ACCK), the following comparisons in mean salaries are shown in the table below.

<table>
<thead>
<tr>
<th>Rank</th>
<th>Hesston College</th>
<th>ACCK</th>
<th>KICA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor</td>
<td>$32,991</td>
<td>$38,856</td>
<td>$26,197</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>$36,637</td>
<td>$39,130</td>
<td>$43,002</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>$39,747</td>
<td>$43,726</td>
<td>$47,494</td>
</tr>
<tr>
<td>Professor</td>
<td>$46,008</td>
<td>$51,323</td>
<td>$55,112</td>
</tr>
</tbody>
</table>

(Exhibit VIII-D)

Benefits
Benefits for faculty and staff include sickness and disability benefits, health insurance, term life insurance, retirement, tuition benefits, moving costs, activity passes, bookstore discounts, Wellness Center membership, paid holidays, and access to the College cabin in Colorado and the Stutzman
Retreat Center. These services and benefits are described in more detail in the *Human Resources Manual* (F:1-F:7).

**Faculty Workload**
A full-time teaching load at Hesston College is defined as 30 load units per year, with no more than 27 teaching hours. One load unit is equivalent to one lecture hour, two laboratory hours, or three clock hours per week of administrative time. In addition to these 27 teaching load units, faculty members are typically assigned to serve on campus committees or to work with students as academic advisors (up to 30 load units total). This workload policy remains under review with the goal of achieving teaching loads of 24 teaching hours.

**Sabbatical/Academic Leaves**
Sabbatical/Academic leaves are available for faculty members. The purpose of the faculty leave is to prepare persons for future responsibilities at Hesston College. The maximum grant for an academic leave is two-thirds of the past year’s nine-month salary. Full-time faculty members are assured of a full-time position when they return in the upcoming academic year. Medical coverage (single person) is provided at the $1000-deductible level and life insurance is maintained at the same amount as the previous year’s contract. (*Faculty Handbook* VIB1) The College’s leave policy for staff is described in Chapter Four.

**Faculty Development**
Faculty development has always been viewed as vital for maintaining quality instruction at Hesston College. In recent years, funds have been available to faculty in the amount of $900 every other year for professional-development activities.

Another vehicle that provides an avenue for faculty development is the contribution of funds toward the cost of professional membership dues. Full-time faculty can request $90 annually; part-time faculty members have $45 available. (*Exhibit XVI-C*)
Special funding during summer months has been made available to facilitate the development of curriculum by faculty members. Sixty-two faculty projects were approved through this curriculum development program during the past three summers (2008-2010).

**Staff Development**

Student Life staff have access to funds that include continuing education, conferences, travel, self-study, and other resources. The professional staff, including the Vice President of Student Life, campus counselors, and campus pastor, have funds built into their budgets for professional development. The remaining staff have access to department funds. Professional development funds for 2010 include the following: religious life, $424; counseling services, $260; student life conferences, $907; travel, $600; staff enrichment, $499; Vice President of Student Life, $1500; Resident Assistants and Resident Directors Retreats, $3,630; and Athletics, $3,500. See Exhibit XVI-B for conferences attended.

Professional development for staff in *Auxiliary Services* occurs in a variety of ways based upon the needs of the group and individuals. Funds for these activities are available in each Auxiliary Service department. The Finance and Auxiliary Services total budget for staff development for 2010-2011 is $6,600. (Exhibit XVI-B)

Admissions and Financial Aid allocates $500 to $2,000 per year on staff development for attendance at conferences and Webinars. The majority of the staff members are young professionals who value the staff development opportunities in the discipline. (Exhibit XVI-B)
The Advancement Team holds memberships in the Association of Fundraising Professionals (AFP) with local, state, and national meetings available. Members from the various departments of Advancement have participated in professional development activities in recent years. The budgeted amount for the total group for 2010-11 is $12,000 (including some consultant time for staff education). (Exhibit XVI-B)

- Development $3500
- Campaign $3000
- Estate Planning $3000
- Marketing and Communications $1500
- Alumni and Church Relations $1000

**Areas of Evidence**

- Within the past three years, the College has been able to maintain adequate staffing levels and a balanced budget in spite of the economic downturn and loss of endowment revenue.
- Strengthening of fundraising and campaign strategies as well as the endowment policies has occurred within the past five years.
- The College was successful in eliminating the $850,000 deficit in the operating budget in just three years.
- Three of the four key financial ratios demonstrate institutional fiscal strength when benchmarked against the average ratios for four-year private colleges in Kansas.
- Achievement of the institutional strategic planning goal related to technology is leading to significant improvement in the campus technology infrastructure:
  - Technology fees allow for renewal and replacement.
  - Campus computers are updated on a regular basis.
  - The Academic Planning and Assessment Council planning process allows faculty to set priorities for capital expenditures, including classroom renovations, equipment, and academic computing need.
  - The recent Title III grant is now providing for the updating of administrative software and expanding technological capabilities on campus.
- Campus facilities are being renovated based upon needs assessment and strategic planning:
  - Nearly all facilities have either been built or renovated since 1983.
  - The Smith Center was constructed and Mary Miller Library renovated in the last decade.
  - The Friesen Center for the Visual Arts was completed in 2008.
Other renovations and acquisitions (e.g., nursing campus laboratory, theater space, and musical instruments) continue annually, based upon division strategic plans and academic priority setting.

- The College is strengthening and clarifying its human resource policies and procedures:
  - Hiring practices are being reviewed, revised, and clarified.
  - Performance review processes are being strengthened for faculty and staff, in line with established roles, responsibilities, and expectations.
  - The revised *Human Resources Manual* and *Faculty Handbook* are clarifying College policies.
  - Support of professional development funding for faculty, staff, and administrators has been increased significantly over the past ten years.

- 2009 *Faculty and Staff Surveys* reflect that the nurturing and development of human resources are a priority at Hesston College.

- The 2009 *Student Satisfaction Inventory* demonstrates that students are highly satisfied with the educational resources available to them, especially when compared with the national norm of students from four-year private colleges.

**Core Component 2c:**
*The organization’s ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.*

**Evaluation and Assessment Activities Inform Continual Improvement Efforts**
Hesston College follows a well-developed system of gathering feedback from faculty and staff, students, and alumni under the guidance of the Assessment and Research Coordinating Committee. Details of the institutional plan are spelled out in the Hesston College Systematic Plan for Institutional Research and Assessment.

The Systematic Plan for Institutional Research and Assessment identifies:
- The component to be measured, the assessment tool, the persons or groups responsible.
- The frequency of the assessment, and the methods used.
- The direct links for each assessment with the four current strategic goals of the College and the six broad student outcome statements.
- The individual or group responsible to communicate the analyzed data and resulting actions for continuous improvement or program development. (Exhibit IV-C1)
Since the appointment of President Keim, use of College-developed surveys has largely been replaced with standardized, norm-referenced evaluation instruments. These have produced more reliable and useful data and made it possible to make comparisons with national norms and other colleges. Surveys administered include the:

- Individual Development and Educational Assessment (IDEA) student rating of instruction
- Community College Survey of Student Engagement (CCSSE)
- Community College Faculty Survey of Student Engagement (CCFSSE)
- ACT College Outcomes Survey (COS)
- Student Satisfaction Inventory (SSI)
- Institutional Priorities Survey (IPS)

Some use of institutionally-generated data continues as well. The Student Exit Survey is given to each class of graduating students. Faculty and staff have been surveyed regarding their perceptions about Hesston College approximately every three years for the past decade.

Another recent institutional survey addition includes administration of the “Ultimate Question” based on the book of the same title (Reichheld). Upon encouragement from members of the Hesston College Board of Overseers, a survey question is now asked annually of Hesston College graduates (and at times of students who have completed the first year).

On a rating scale of 1-10:
- Graduates who choose 9 or 10 are considered “promoters”
- Those who rate this item 7 and 8 are considered “passives”
- Students who rate this statement below 7 are coded as “detractors”

An important part of this process is asking for rationale underlying the ratings. This information is then analyzed and summarized according to student categories: promoters, passives, and detractors. Exhibit IV-A10 contains recent summaries of campus results related to the “Ultimate Question.” Results of these surveys are provided to the Administrative Council for its planning efforts and shared with the Hesston College Board of Overseers and other college employees as appropriate.

Assessment of student learning outcomes is coordinated through the Academic Planning and Assessment Council. This council works intentionally to ensure that assessment, planning, and budgeting are integrated processes and that assessment activities are used to improve student learning.

“Closing the loop” and ensuring that data are used for improvement are frequent discussions in the weekly APAC meetings. One example of how faculty are currently completing the cycle of assessing student learning,

Based upon your experience at Hesston College, how likely are you to recommend Hesston College to a friend or family member?
-The “Ultimate Question”
planning instructional changes, and evaluating the impact of these changes is in the use of the IDEA student rating tool. Based upon student feedback, faculty members now:

- Create a plan to improve student learning outcomes in one academic course based upon IDEA results (Academic Excellence Plan).
- Implement changes in teaching methodologies the next time this course is taught.
- Re-administer the IDEA assessment to discover whether the planned interventions were effective in improving student progress on the relevant learning outcomes.

Numerous opportunities for gathering simple, informal feedback present themselves throughout campus during the academic year and are often utilized. For example, student perceptions regarding the effectiveness of opening weekend activities, including orientation, are gathered on alternate years. Input is frequently sought from alumni after scheduled events to determine how well the established goals and objectives were met.

Program Reviews have been implemented at Hesston College over time, with institutional files containing reports of Program Reviews conducted from spring 1981 forward. Guidelines and protocols for Program Reviews have been difficult to define at Hesston College, as twenty-two academic departments (many times consisting of only one faculty member) and only a few large career programs are operant. Defining what constitutes a “Program” and a “Department” in this two-year private college setting has not been easy. However, the College has always recognized the importance of having mechanisms in place to evaluate the effectiveness and efficiencies of academic programs.

Beginning in the 2008-2009 academic year, the Academic Planning and Assessment Council (APAC) worked collaboratively with the Dean’s Council to redesign the program review process. (Exhibit IV-G) APAC then determined that for Hesston College, this review should occur within the divisional structure, establishing a timeline for nine program/division reviews. A Division Review Coordinator (Gerry Selzer) was named to facilitate this process.

In the 2009-2010 academic year, the Natural Science and Math Division was formally reviewed. During this same year, the Nursing Division was reviewed through its regular, eight-year nursing accreditation cycle by the National League for Nursing Accrediting Commission. The Natural Science and Math Division review was considered to be successful and led to the recognition of a number of division strengths and challenges.
Opportunities for strengthening the division through the strategic planning process emerged. (Exhibit IV-G2)

For the 2010-2011 academic year, the Education Division is being formally reviewed. This division was the only review scheduled for the 2010-2011 academic year, recognizing the extensive involvement of faculty in preparing for the Higher Learning Commission spring 2011 site visit. The current institutional strategic plan calls for the acceleration of this process to include the review of three divisions per year.

Institutional Data are Used for Decision-Making

There has been a developing culture of sharing and using information on the Hesston College campus. This trend was reinforced by the perceptions of both faculty and staff when reviewing results from the 2005 and 2009 Faculty and Staff Surveys.

Recent Hesston College surveys were used for generative discussions and planning with the Administrative Council during a summer retreat, with the Hesston College Board of Overseers at its July 2010 meeting, with faculty and staff at the August Faculty and Staff Retreat for informational purposes, and with faculty in the fall in-service day to discuss and plan academic priorities. (Exhibit IV-A12)

Immense amounts of valuable data that have the potential to impact institutional decisions are stored in the AS400 (campus mainframe computing system). Although the AS400 has not been the easiest system for casual users to navigate, its importance as a data source has been recognized over time. There is a growing awareness both of what it contains and how to retrieve and understand it. The result is a broader use of the information in campus discussions regarding such issues as inquiry-to-application-to-matriculation rates, retention and graduation rates, student-to-faculty ratios, space utilization, enrollment and grade trends. It is anticipated that most of the data in the current AS400 system will be integrated into the new Jenzabar system.

Recent improvements related to the on-campus data collecting/reporting system have occurred in the area of “Student Success:”

- Over the past five years there have been changes made in faculty expectations regarding the regular reporting of class attendance, the method of reporting absences and concerns about students’ academic performance (now by electronic records), and documenting advising/corrective actions taken.
- The collection and use of these data have been significant in increasing awareness of and responding to student academic concerns and ultimately student persistence. Whereas previously
the College relied on individual emails to the Student Success Team from faculty members who remembered to inform the team, now the team has a quick and easy system tied to attendance required of all faculty members.

The use of IDEA results perhaps has most dramatically effected change at the College:

- Through the use of IDEA Student Ratings, the overall summary score for IDEA at Hesston College has increased from approximately half of the classes being scored by students as above the IDEA average, to approximately three-fourths of its classes being above average.
- This is a 50% increase in classes being rated above the IDEA data base average in just five years. See Chapter Three for further information regarding this process and continued progress in student learning.

Other examples of changes based upon surveys and data follow:

- Food Service and the bookstore utilize in-house surveys and feedback from students to implement change and plan for the future. An example of the use of this feedback is the transitioning to a trayless cafeteria and providing an on-line bookstore for students.
- Faculty review of current course offerings in 2009-2010 based upon a request from the Vice President of Academics, resulted in several courses being recommended for deletion and others being recommended for inclusion in the curriculum. (Exhibit XII-F)

The Admissions Department collects data related to its recruitment territories, academic area of interest, and extracurricular activities, inquiries, and applications. (Exhibit II-C) Faculty members within the nine divisions make use of this information to review admission trends in their areas, enabling them to take corrective action as needed.

In the absence of an office dedicated to institutional research, all Hesston College surveys are currently stored in a room in Smith Center (S-9). This location has been convenient for accessing surveys and studies during the Higher Learning Commission self-study process, utilizing a check-out system for communication purposes. A central file for the storage of data and summaries related to the assessment of student learning outcomes was developed in 2008-2009. This file is located in the office of the academic assistant for Charles Hall. All academic assessment reports are filed by division and also recorded electronically, beginning with the 2003-2004 academic year.
Survey Results

Students
Student satisfaction with the quality of instruction at Hesston College has improved over time, as evidence by increased ratings from the first time this survey was administered (2000) to the present (2009). It is recognized on campus that the increase in student satisfaction is clearly linked to recent improvements made in campus instruction, facilities, and services, facilitated by the processes of assessment of student learning and strategic planning. A few examples of the 2009 levels of student satisfaction follow:

### Satisfaction with Learning

<table>
<thead>
<tr>
<th></th>
<th>Instruction in major excellent</th>
<th>Instruction in classes excellent</th>
<th>Adjuncts are competent</th>
<th>Faculty are knowledgeable in their field</th>
<th>Good variety of courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hesston College</td>
<td>5.91</td>
<td>5.84</td>
<td>5.80</td>
<td>6.14</td>
<td>5.62</td>
</tr>
<tr>
<td>4-yr. norm</td>
<td>5.52</td>
<td>5.45</td>
<td>5.25</td>
<td>5.74</td>
<td>5.27</td>
</tr>
</tbody>
</table>

The 2009 Student Satisfaction Inventory demonstrates that students are highly satisfied with the faculty and instruction at Hesston College, especially when compared with the national four-year private college norms.

Faculty and Staff

### Strategic Planning Helpful

1 = Strongly Disagree  5 = Strongly Agree

<table>
<thead>
<tr>
<th>Question Content</th>
<th>Faculty 2005</th>
<th>Faculty 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategic planning has helped provide an environment conducive to effective teaching, learning, and service</td>
<td>3.78 (p.2, 4i)</td>
<td>4.05 (p.2, 37)</td>
</tr>
</tbody>
</table>

2005 and 2009 Faculty Surveys

2009 faculty and staff responded positively to the following survey question: “Data and measures are used effectively to find and solve institutional problems.” Note the increased level of confidence by both faculty and staff in 2009.

The 2009 Faculty Survey revealed that Hesston College faculty members consider strategic planning to be an important component of creating an environment conducive to teaching, learning, and service.
Areas of Evidence

- The Systematic Plan for Institutional Research and Assessment provides an organized strategy for data gathering and use, guided by the institutional strategic plan.
- A system of program (division) reviews is providing a cost-effective method of facilitating accountability and division effectiveness.
- Student response to the “Ultimate Question” informs campus leaders about strengths and limitations of the Hesston College experience from the perspective of students.
- Improvements in teaching and learning are occurring as a result of findings from institutional research and the assessment of student learning outcomes.
- The 2009 Student Satisfaction Inventory demonstrates student confidence in and satisfaction with teaching and learning, facilities, and services at Hesston College.
- The 2009 Faculty Survey revealed that Hesston College faculty members consider strategic planning an important component of creating an environment conducive to teaching, learning, and service.

Core Component 2d:
All levels of planning align with the organization’s mission, thereby enhancing its capacity to fulfill that mission.

The Hesston College Mission, Purposes, Vision & Values Guide

Strategic Planning

The mission statement of the College has become an icon on campus. The printed and framed statement appears in many conference rooms as a
remind of the essential purposes and commitments of the institution. It appears on nearly all course syllabi along with reference to the particular outcomes the courses seek to address. The policy for the development of new courses begins with the expectation that “New courses should flow naturally out of the statement of mission and purposes of the College.” (Exhibit XII-F) Informal reference to the mission statement is common at all levels, as decision-makers seek to be true to its intent.

Several specific examples illustrate the comprehensive nature of institutional planning in support of the mission statement:

- As described in Chapter One, during 2005-2006, President Howard Keim conducted a series of ‘visioneering’ gatherings with alumni in over twenty constituency locations.
- Dr. Keim used the gatherings during the first year of his presidency as venues to introduce himself, to learn how others perceived the mission of Hesston College, and to gain insight regarding the College’s strengths and challenges.
- A similar process was used with the faculty and staff at the retreat prior to the start of fall term 2005.
- The ‘visioneering’ results helped define institutional planning in the ensuing years and laid a foundation for the upcoming branding project. (Exhibits XIII-A&B)

The branding project was undertaken in 2008 to better articulate the College’s identity and niche, thus to improve the effectiveness of the College’s marketing efforts:

- Ken G. Kabira, a Hesston alumnus and branding expert, came to Kansas four times to gather information from interviews and focus groups and to report and synthesize his work.
- The summary of his work, now known as the *Hesston College Experience Guide*, was reviewed by the faculty and staff and the Hesston College Board of Overseers in the fall of 2008.
- The eight brand features noted complement the four current institutional Strategic Areas and are used as a reference point in all Administrative Council planning as well as in preparing outward-bound communication media such as *Hesston College Today* and Partner letters.
- A copy of the *Guide* is in the hands of all employees. (Exhibit XIII-A)
Strategic Planning is a Participatory Process

As illustrated in the vignette at the beginning of this chapter, strategic planning results from the collaboration of many entities on campus. As with the increase in the Nursing Program, initiatives may begin with the administration after scanning the current needs of society, trends, and the economic environment; but initiatives may also begin with faculty or staff and flow up to the administration, as happened with the development of the First-Year Seminar, or cross-cultural courses to Russia or India.

In academics, the process for decision-making includes discussion and consultation with the major faculty committees and, as appropriate, with the Administrative Council and the Hesston College Board of Overseers. This process has proved effective for appropriate input and strategic planning that asks questions of need, congruence with mission, re-allocation or deletion of existing programs, and economic implications.

Institutional Level

Under the direction of the College President and after seeking campus-wide input from faculty and staff, the Administrative Council develops and implements the institutional strategic plan, sets the annual budget, and coordinates campus operations.

<table>
<thead>
<tr>
<th>Hesston College Experience Guide</th>
<th>Key Strategic Areas</th>
<th>Annual Institutional Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mission</td>
<td>Reviewed and modified annually by Administrative Council</td>
<td>Strategic Areas incorporated into Departmental Plans</td>
</tr>
<tr>
<td>Vision</td>
<td>SWOT Analysis</td>
<td>Annual Institutional Goals reviewed at least bi-weekly in Administrative Council</td>
</tr>
<tr>
<td>Values</td>
<td>Input from faculty (APAC and Dean’s Council)</td>
<td>Departmental Plans tracked by departments</td>
</tr>
<tr>
<td>Brand Features</td>
<td>Input from staff</td>
<td></td>
</tr>
<tr>
<td>Reviewed annually by the Hesston College Board of Overseers</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Overall institutional strategic planning integrates understanding of current capacity, emerging societal factors, and the changing landscape for Hesston College into “Strategic Areas”:

Planning strategically for the future is a College-wide effort that includes administration, faculty and staff, students, its operating Board, and other constituent groups.
These Strategic Areas are described in a planning document that is approved by the Hesston College Board of Overseers. The strategic planning document is used as a working directive for members of the Administrative Council, but also provides overall direction for all employees.

The current strategic plan, which was initially adopted in 2008, outlines goals and projects for the near future, clarifies priorities, identifies benchmarks and measures of success, and assigns responsibility to administrative personnel and/or offices. Current planning strategies and in-process results in these four areas are noted below. See Exhibit XV-A for more complete information about progress in each of the four strategic directions.

**Strategic Area #1: Enhancing Programs and Services**

- **Overall assessment findings:** Considering the changing societal needs as well as the dependence of Hesston College on student enrollment, enhanced programs and services are needed to meet the needs of current and prospective students.
- **Examples of improvements made:** Air Traffic Control program and Deciding” track added; Nursing Program enlarged and enhanced with new laboratory. Conversely, Agriculture was dropped as a result of declining enrollment.

**Strategic Area #2: Improving External Connections**

- **Overall assessment findings:** Recognizing the increasing importance of partnerships in today’s society, the desire to stay connected to the church, and the reliance on external connections to maintain strong programs and enrollment, the College needs to plan for strategies to continually improve our external connections.
- **Examples of improvements made:** Completion of the branding project and Hesston College experience guide; hiring of a Director of Marketing; enhancement of the Hesston College website.

**Strategic Area #3: Strengthening Programs Related to Multiculturalism and Racial and Ethnic Diversity**

- **Overall assessment findings:** As the country and Mennonite Church are becoming more diverse, it is increasingly
important for Hesston College to enhance efforts in this area to understand as well as to reflect this diverse culture, demonstrating an appreciation for multiculturalism and its impact on student learning.

- Use of findings for planning and improvements: the number of North American racial/ethnic students has increased in recent years; establishment of the Advisory Council for the Advancement of Multiculturalism and Diversity (ACADM); and the incorporation of multiculturalism into the curriculum by faculty. (Exhibit IV-C)

**Strategic Area #4:**
- **Transforming the Technology We Use**
  - Overall assessment findings: Recognizing the rapid changes in technology within the environment and the benefits of technology, Hesston College must continually take steps to transform and effectively utilize new technologies on the campus. Concurrently, the administrative computing system available (AS/400) has not been able to meet the current technological needs of faculty, staff, and students.
  - Use of findings for planning and improvements: Developing and obtaining a five-year Title III grant to install an Enterprise Resource Planning system; the implementation of a continuous plan to upgrade campus technologies in offices and classrooms.

The institutional strategic plan is designed to be a “living document.”
- Early in its development, the goals and plans were tested with faculty and staff groups.
- A working document was then distributed to all employees and a report was made to the Hesston College Board of Overseers.
- The Administrative Council revises the plan annually, using feedback and input from department heads, faculty, and staff.
- Division and department strategic goals and plans are expected to demonstrate alignment with the mission, vision, and values of the College in all cases, and with the strategic areas of the plan as applicable.

Currently, the President and each of the five Vice Presidents are assigned oversight responsibility related to the specific areas of the strategic plan:
- The Vice President of Academics and the Vice President of Student Life have primary responsibility for Strategic Area One: Enhancing Programs and Services.
• Vice President of Advancement and Vice President of Admissions and Financial Aid have primary responsibility for Strategic Area Two: Improving External Connections.
• The President has primary responsibility for Strategic Area Three: Strengthening Programs Related to Multiculturalism and Racial and Ethnic Diversity.
• The Vice President of Finance and Auxiliary Services has primary responsibility for Strategic Area Four: Transforming the Technology We Use.

Academic Strategic Planning
Academic strategic planning is directed by the Academic Planning and Assessment Council (APAC), which is chaired by the Vice President of Academics, and made up of the chairs of nine academic divisions:
• The current overall academic strategic plan was initially developed in 2008 and is updated annually, aligned with the strategic areas for the College. (Exhibit XV-E)
• With leadership from the Strategic Planning Subcommittee of APAC, this academic plan refines and focuses the four institutional strategic directions at the academic level.
• Through the efforts of the planning subcommittee, specific academic action plans are developed related to each of the four current strategic areas within the institutional plan.

Through leadership of the division chairs, the academic strategic plan then cascades into division or department strategic plans. These plans address the needs of the divisions/departments in one or more of the four areas of institutional priority, enhancing and complementing the broader academic and institutional strategic planning process:
• During the fall semester, division chairs work with members of their divisions to update their strategic plans, in support of the institutional and academic strategic plans.
• In November and December, division chairs finalize the division strategic plans and present them to members of APAC, facilitating cross-disciplinary communication.
• Assessment findings, related to the divisional plans, and budgetary implications are also shared, as appropriate.
• Together, division chairs make decisions related to academic capital expenditures and technology requests within the strategic plans, enabling the Vice President of Academics to present budgetary priorities to the Administrative Council that represent the collective wisdom of campus academic leaders.
Operational Planning
Operational planning and decisions are also made at the level of academic divisions and committees:
• Operational planning activities proceed according to the annual planning calendar, and culminate each spring with recommendations for the catalog, course schedule, and work agreements for the upcoming academic year.
• Primary planning is done initially by faculty and departments within the divisional framework.
• The Curriculum Committee reviews proposals for new courses, the removal of courses, and other major curricular changes before they are processed by faculty.
• The General Education Committee processes issues more specifically related to the common curriculum before bringing those to the Curriculum Committee.
• APAC coordinates division budgets and priorities for major expenditures growing out of the planning process.
• These recommendations from faculty are processed by the Administrative Council and the Hesston College Board of Overseers, when needed.

Planning by Other Departments and College Committees
Student Life and other departments of Hesston College also implement a regular planning cycle in line with the institutional budget calendar. Student Life staff develop annual strategic plans that reinforce the strategic institutional priorities based upon the assessment of departmental needs and mission. The Advancement Team and Auxiliary Services Departments develop annual plans and budgets as well, based upon specific mission and assessed needs. (Exhibit XV)

Crisis Planning
Concern about the safety of students and employees in the wake of tragedies on other campuses prompted Hesston College to form a Crisis Management Team (CMT) in 2007. The CMT’s plans and procedures for responding to emergency situations and crises are contained in the Hesston College Crisis Management Plan:
• This team, led by the Vice President of Finance and Auxiliary Services, involves faculty, staff, and administrators along with the City of Hesston’s Director of Emergency Services and the Police Chief.
• Procedures for lockdown, evacuation, and potential disasters (fire, medical emergency, tornado, chemical spill, gas leak, bomb threat, and criminal behavior) are summarized in a one-page Emergency Response Guide, which has been distributed to all employees and is posted in student living spaces.
Drills for fire, tornado, and lockdown are conducted at various times each year to facilitate emergency preparedness by all members of the campus community.

The Processes of Assessment, Planning, and Budgeting are Integrated

All levels of institutional planning are integrated processes, aimed at enhancing Hesston College’s ability to fulfill its mission. The process of integrating assessment, planning, and budgeting was systematically addressed in response to a focused visit by the Higher Learning Commission in 2004. The focused visit re-emphasized and reinforced to all employees the importance of linking these processes for the enhancement of student learning, program effectiveness, and promotion of continuous institutional improvement. A number of overarching processes at Hesston College that continue to facilitate the linkages of assessment, planning, and budgeting follow:

- The four strategic areas of the institutional plan guide major planning and budgeting initiatives. Division and department strategic plans and budgets cascade from and support the overarching institutional directions.
- The Systematic Plan for Institutional Research and Assessment developed by the Assessment and Research Coordinating Committee, links institutional data-gathering efforts with the Hesston College strategic plan.
- A screening tool developed in 2006, helps assure that all planning is linked to the mission of the College, to institutional strategic initiatives, and to departmental and divisional goals. Questions to be addressed in this screening tool include how this initiative supports the mission of the College. (Appendix D-5 and Exhibit XV-J)
- The Academic Planning and Assessment Council, comprised of division chairs, is a structure designed to integrate the functions of assessment, planning, and budgeting. This council provides leadership for academic assessment and academic strategic planning, and prioritizes academic budgets based upon assessment data and centrality to the strategic plan. The budget planning process of APAC requires disclosure of the assessment/evaluation data which indicated a need for the division or department request.
- The IDEA Academic Excellence Plan, implemented by faculty, utilizes assessment data to plan for improvements in teaching methodology. Changes made are again assessed, determining the impact of implemented changes on student learning (progress made on relevant objectives/outcomes). Budgets have been built and allocated in support of faculty attendance at workshops or conferences to facilitate plans for enhancement of teaching methodologies.

In support of the strategic goal related to diversity and multiculturalism, $4000 was added to the library budget over the past two years to augment library holdings in this area.
Specific examples of how these processes have been linked in recent years and the impact of this linkage can be found in Exhibit IV-C.

**College Structures and Processes Involve Faculty and Staff in Institutional Strategic Planning**

Through the leadership of division and department heads, the institutional strategic plan is built upon and supported throughout all areas of the College. The level of involvement in and support for strategic planning by faculty and staff leaders has been evaluated over time through the *Faculty and Staff Surveys*. In 2009, survey responses for both faculty and staff demonstrated that an increased level of involvement in and support for strategic planning occurred. A survey question reflecting this perception stated, “Division Chairs (or Department Chairs) are involved and buy into strategic planning.” A rating of 5.0 represented strong agreement with this statement.

### Chairs Involved/Buy into Planning

![Chairs Involved/Buy into Planning](image)

2005 and 2009 *Faculty and Staff Surveys*

**Areas of Evidence**

- Strategic planning at Hesston College is a collaborative process and, by design, nimble and responsive to innovation and change.
- The process of strategic planning was supported by the input of many internal and external constituent groups throughout the ‘visioneering’ and branding projects.
- Overall institutional strategic planning integrates understanding of current capacity, emerging societal factors, and the changing landscape for Hesston College into “Strategic Areas.”
- The purpose for implementing the current institutional strategic plan is stated as follows: “To improve our success in achieving our mission.”
• The “Screening Tool,” used at all levels of the College to support strategic planning initiatives, requires rationale to be provided that connects the proposed initiative with fulfillment of the Hesston College mission.

• Through the work of Academic Planning and Assessment Council, the processes of assessment, planning, and budgeting are linked and collaboratively supported by all division chairs. Documents used for assessment, planning, and budgeting demonstrate the integration of these functions. (Exhibit IV-C)

• Planning involves all internal constituents, as divisions and departments develop strategic plans based upon the Hesston College mission and four strategic areas of priority.

• The institutional strategic plan cascades into division and department strategic plans, providing support for the primary institutional directions.

• From 2005 to 2009, Faculty and Staff Surveys demonstrated an increased level of involvement in and support for strategic planning by division and department chairs.
CHAPTER THREE: TIME FOR TEA

To do business in Pakistan or Afghanistan it takes three cups of tea, according to Greg Mortenson in his book of the same name. With the first cup of tea, one is a stranger; with the second cup of tea, one is a friend; by the third cup of tea, one is family and will be protected with the life of the host. Students who may have heard about Pakistan and Afghanistan only because of the United States armed forces’ intervention in those countries, now are learning about how their own local communities of Philadelphia, Pennsylvania; Sedgwick, Kansas; Apple Creek, Ohio; Addis Ababa, Ethiopia; or Albany, Oregon; affect and are affected by the global community. They learn how their individual interests and abilities can be used to help citizens locally and globally. One Thursday, during the plenary session of all the courses linked to First-Year Seminar, students heard Dave Osborne, a Hesston College Faculty Member, who is fluent in Arabic and lived and worked in the West Bank, Palestine, and Egypt with Mennonite Central Committee and PAX (a Mennonite international voluntary service program) for ten and a half years, describe the cultural meaning of several key Arabic phrases from the book, and explain the historical and cultural differences between the Shiites and Sunnis. This group was not only hearing but listening intently even though the events described go back to the death of Mohammed centuries ago. A week later, four members of the Islamic Society of Wichita came to campus to speak to first-year students as well as the greater Hesston community. Their discussion and the following question-and-answer session allowed the entire community to make connections to different cultures and experiences. These First-Year Seminar classes, studying Greg Mortenson and David Oliver Relin’s *Three Cups of Tea*, demonstrate the ideal of a learning-based college Hesston College aspires to be.

Earlier in the semester, the students viewed *The Story of Stuff* and *Trashed* along with discussions and projects on campus related to consumerism and sustainability. They posted stickers in the bathrooms by the toilet paper and paper towels reminding the campus that these products are from trees. They increased the number of recycling vessels and posted reminders that the trash went to the landfill while the recycling did not. Jim Mason, Director of Facilities, gave the group statistics on how much water could be saved on campus per year if only students turned off the water while brushing their teeth and spent two minutes less in the shower. One morning at ten o’clock the whole facilities department spent their break time viewing the film “on trash,” as they called it—showing that the First-Year Seminar has reached beyond the classroom on campus.

The First-Year Experience (FYE) fosters a strong sense of academic community and high academic standards while also helping students recognize and take advantage of campus resources. Interaction
with faculty, staff, and other students offers first-year students opportunities for intellectual and personal growth through the development of skills in critical inquiry, problem solving, and written and spoken communication that are the foundations of a liberal education. As stated in the syllabus, “Our common participation goals are to prepare for class meetings, to practice critical and ethical thinking, to engage with the Hesston College Community, and to conduct ourselves with academic integrity and civility. The fruits of these efforts will improve our written and spoken communication; they will likewise improve our education and community.” The aim of the First-Year Experience is that all students drink three cups of tea and become part of the Hesston College family not only in this first semester but for life.
CHAPTER THREE: STUDENT LEARNING AND EFFECTIVE TEACHING

The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

Introduction
Effective teaching and the promotion of student learning are central to the mission of Hesston College. As a two-year college with a dual focus on liberal arts and career programs, primary faculty roles and responsibilities are related to the scholarship of teaching and learning. Processes, structures, and activities that support excellence in these areas are given priority. Hesston College has demonstrated through multiple measures, evidence of growth in student learning and teaching effectiveness. The processes and structures that support teaching and learning, and the progress made toward the achievement of student learning goals, are discussed in Chapter Three.

Core Component 3a:
The organization’s goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

Hesston College has Developed a Culture of Assessment and Student Learning
Assessment on the Hesston College campus has, over time, become an integral component of the teaching and learning process. Today, faculty understand that the primary purpose of assessment is to improve student learning through effective teaching. To achieve this purpose, assessment strategies must inform faculty about 1) the effectiveness of current teaching strategies, and 2) student progress on learning. After discovering that information, more effective teaching strategies can be designed and implemented to improve student learning.

Attempts to assess student learning at Hesston College were in effect prior to the Commission’s mandate that its colleges present a formalized plan for assessment. Assessment of student learning with norm-referenced tools began in May 1982 when the College first administered the American College Testing program’s College Outcome Measures Program (COMP). According to former Academic Dean James Mininger, this assessment measure was used for several years but was discontinued due to the faculty’s
perception that this tool and accompanying guidelines did not provide helpful strategies for faculty to improve COMP results and student learning. Assessment activities became more formalized and coordinated upon conclusion of the 1991 NCA Self-Study process. At that time, a strategic goal was written which focused on developing processes to ensure the long-term quality of academic programs. One objective stated: “Design and implement a system for assessing educational outcomes.” In August of 1995, the Hesston College Institutional Outcomes Assessment Plan was written and provided to the NCA Commission on Higher Education. The ten characteristics of an assessment program as defined by NCA served as a guide for the development of this plan. It was approved by the Commission in May 1996. (Exhibit IV-J1)

Although assessment approaches and tools have changed, central components of the College’s 1995 assessment plan remain in effect today. Faculty at Hesston College have learned much about assessment over the past 15 years—from successes as well as failures. An exhibit, providing a broad historical overview of assessment, planning, and budgeting at Hesston College—and the integration of these components—can be found in Appendix D-1.

Goals for Student Learning are Clearly Stated
Faculty members recognize the importance of having clearly-stated student learning outcomes (SLOs) to facilitate educational processes and to guide the assessment of student learning. Student learning outcomes are written to focus student learning at a variety of levels throughout the Hesston College campus. These learning outcomes include six related to the college-at-large and separate ones for divisions, departments, programs, and courses. A discussion of all of these follows.

Student Learning Outcomes are Defined for All Hesston College Graduates
The faculty at Hesston College first identified seven primary student learning outcomes in 1995. The number of outcomes was reduced to five in 2000 when faculty agreed that the assessment process needed to be more realistic and focused.

Over the years, as Hesston College developed a culture of assessment, faculty began to experience increased comfort in integrating student learning outcomes and assessment measures into their courses. In the fall of 2008, based upon work by the General Education Task Force and faculty action:
• **Person of global perspective**, which was present in the original draft of the Hesston College Outcomes, was readopted.

• **Integrative thinker** was removed, as the overlap between this outcome and **critical thinker** had been problematic to faculty and students alike.

• A new outcome, **person of wholeness and self-awareness** was added, bringing the total Hesston College Outcomes to six. The subcomponents of these outcomes (twenty total) were also sharpened.

The Hesston College Outcomes have not only been shaped in focus over time, but the basic understanding underlying the purpose and scope of these outcomes have also changed within the past fifteen years. Originally, these were viewed as student learning outcomes related to the general education component of the Hesston College curriculum. Then, academic departments and programs outside of general education began citing these outcomes and addressing them in their courses.

Although members of other departments across campus (e.g., Admissions and Student Life) were supportive of the Hesston College Outcomes, during the early years of working with these outcomes, it was perceived that the assessment of them was primarily the responsibility of faculty. Recently, through workshops, conferences, and campus discussions, faculty and staff alike began viewing these outcomes from a broader perspective. There is now an increased level of ownership related to these educational outcomes outside of academics and new ways of reinforcing and assessing these outcomes across campus, especially in the area of Student Life.

In the 2009-2010 academic year, the twenty subcomponents of the Hesston College Outcomes were reshaped through discussions and formal action of not only faculty, but also through interactions with members of the Administrative Council and Student Life staff. While reinforcement and measurement of student learning and growth in the SLOs are expected to continue campus-wide, faculty members assume responsibility to reinforce, assess, and evaluate student learning and growth in these areas through some mutually-developed, consistent strategies.

In the academic area, a statement of the six broad student learning outcomes for Hesston College appears within syllabi. Asterisks note which of the student learning outcomes are intentionally emphasized in the specific courses. Some faculty assess student learning by using scoring rubrics (direct assessment). Others are using pre- and post-tests (another direct measure) to gather information about value-added learning. (Exhibit IV-D)
For 2010-2011, faculty members began assessing the Hesston College Outcomes marked on their syllabi through an indirect assessment method using the Individual Development and Educational Assessment (IDEA) tool. Through this tool, students are now asked to rate the amount of growth they have experienced in a given course, related to the specific student learning outcomes subcomponents that were emphasized. Each semester, the result will be tabulated for each course, and a summary created. At the end of the year, an annual result will be compiled.

After receiving summaries of IDEA student ratings related to the Hesston College Outcomes for fall and spring semesters of 2010-2011, an analysis will be done. This analysis will clarify the frequency with which each outcome has been selected for assessment. It will also provide another indicator of outcomes in which students have experienced significant growth as well as those that have been rated lower and will require more intentional or redirected focus by faculty.

A baseline assessment of Hesston College graduates’ perception of growth in the six overall student learning outcomes as well as the twenty subcomponents was conducted with 123 participants in May 2010.

**Progress on Six Hesston College Outcomes (High to Low)**

<table>
<thead>
<tr>
<th>Student Outcome</th>
<th>Hesston Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking (Survey Question #19)</td>
<td>4.40</td>
</tr>
<tr>
<td>Wholeness &amp; Self-awareness (Survey Question #23)</td>
<td>4.26</td>
</tr>
<tr>
<td>Biblical Understanding &amp; Faith (Survey Question #32)</td>
<td>4.21</td>
</tr>
<tr>
<td>Socially Responsible (Survey Question #36)</td>
<td>4.19</td>
</tr>
<tr>
<td>Competent Communicator (Survey Question #15)</td>
<td>4.11</td>
</tr>
<tr>
<td>Global Perspective (Survey Question #28)</td>
<td>3.99</td>
</tr>
</tbody>
</table>

2010 *Student Exit Survey* (Graduates)
### Progress on Twenty SLO Subcomponents (Highest/Lowest)

<table>
<thead>
<tr>
<th>SLO Subcomponent</th>
<th>Hesston Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>(High) Understanding the biblical story and its primary themes (Survey Question #33)</td>
<td>4.43</td>
</tr>
<tr>
<td>(Low) Acting as a good steward of the environment (Survey Question #31)</td>
<td>3.90</td>
</tr>
</tbody>
</table>

2010 *Student Exit Survey* (Graduates)

### Student Learning Outcomes are Identified for Divisions, Departments, Programs, and Courses

Written statements of discipline-specific student learning outcomes have been developed by academic divisions, departments, and programs. Related to these written statements, Hesston College faculty completed three curricular mapping exercises, beginning in the spring of 2010:

- The first exercise involved reviewing and clarifying (as needed) the SLOs for each division and aligning them with the Hesston College SLOs.
- In the second component of this project, division faculty mapped the alignment between their course SLOs and the division/department SLOs.
- In the final curricular mapping project, faculty aligned their course SLOs with the six overall Hesston College SLOs and/or 20 subcomponents. (Exhibit IV-F)

On the course level, as noted previously, each syllabus identifies course-specific SLOs as well as Hesston College Outcomes that are reinforced in the same course. It is expected that selected methods of assessing student learning in relation to the identified outcomes are also communicated within each syllabus.

### The Process for Assessing Student Learning Outcomes is Defined

A Philosophy and Guiding Principles Provide a Framework for Assessment

Ten statements of philosophy and guiding principles related to the assessment of student learning were developed by faculty and are contained within the academic assessment component of the *Hesston College Faculty Handbook* (IIIE1c). Beliefs, values, and guidelines related to assessment include:

- Academic excellence and effectiveness are best evidenced by an increase in student learning.
Assessment of student learning begins with a commitment to the Hesston College mission and purposes.

The academic assessment process provides evidence of the extent to which the institution is achieving its mission and purposes.

Hesston College assesses Student Learning Outcomes in academic courses in order to improve teaching and student learning/development.

The course assessment process is focused on student academic achievement:
- Course outcomes that support the division/department mission and outcomes direct this assessment process.
- The division/departmental mission and outcomes flow from the Hesston College Mission and Purposes statements and contribute to the development of the six Hesston College Outcomes.

Assessment data are integrated with division/department planning and budgeting and utilized for course/program improvement.

Assessment is minimally intrusive for faculty, staff, and students.

Assessment is embedded in the normal course of class sessions and division/department meetings whenever possible.

Academic assessment strategies focus on student learning (gains) and the effectiveness of instructional methodologies.

The college uses direct and indirect assessment measures.

**Structures for the Assessment of Student Learning Have Been Defined**

The Assessment and Research Coordinating Committee (ARCC) provides oversight for institutional research and assessment at Hesston College. This committee is comprised of campus leaders from Academics, Admissions, Advancement, and Student Life.

At the academic level, the Academic Assessment and Planning Council (APAC) assumes leadership responsibility for the overall process of assessing student learning. An organization chart related to academic assessment at Hesston College has been developed for use by faculty. *(Faculty Handbook IIIE1a)*

The mission, purpose, objectives, membership, and responsibilities of the APAC Assessment Subcommittee can be found in the *Hesston College Faculty Handbook IIIElb*. Two objectives of the APAC Assessment Subcommittee are
- To provide leadership and coordination in developing and overseeing the ongoing assessment of student learning at Hesston College and the utilization of assessment results for the improvement of student learning.
• To provide leadership for faculty in defining student learning outcomes.

One additional responsibility that is taken seriously by the APAC Assessment Subcommittee is ensuring that faculty members remain clear on the primary purpose of identifying SLOs and implementing a systematic plan for assessment of student learning: “To utilize analyzed data for curriculum and program improvement.”

**Assessment Policies, Plans, and Procedures Have Been Adopted**

A document entitled *Academic Course Assessment Guidelines* is available in the *Hesston College Faculty Handbook* IIIE1d, and offers assessment guidelines to both faculty members and division chairs. The *Hesston College Academic Assessment Process Flow Chart* has been developed to visually demonstrate the flow of academic course assessment throughout one academic year (Appendix D-3).

*A Faculty Academic Course Assessment Calendar* provides a schedule of course assessment expectations throughout the academic year (August through May). This calendar reflects a sequential view of the faculty guidelines presented in the *Academic Assessment Process Flow Chart* and is available for ease of reference in the *Faculty Handbook*.

**Division Chairs Provide Leadership for the Assessment of Student Learning Outcomes**

Academic division chairs facilitate division planning and assessment activities; and encourage division faculty to complete assessment activities, data analysis, improvement planning, and documentation in accordance with the stated Hesston College academic assessment goals.

A division meeting is typically convened prior to the beginning of the fall semester to gather each division member’s plan for academic assessment:

- These plans are recorded on the division assessment planning summary form. (*Faculty Handbook* IIIE2f)
- A copy of this summary form is forwarded by the division chair to the office of the Vice President of Academics.
- This information is also relayed from the Vice President of Academics to the Charles Hall academic assistant for entry into the Hesston College academic assessment database.
- Division chairs have access to the electronic copy of their division assessment activity, allowing an overview of the progress made in course assessment within their divisions.
Division chairs are encouraged to hold additional assessment meetings throughout the year. During these meetings, faculty members discuss and analyze data from the academic assessments conducted on all courses taught during the previous semester/year. Course modifications/plans for improvement are also shared.

Most divisions have developed written statements of student learning outcomes that are discipline specific. In divisions with very diverse departments, only broad division goals or purposes for the division have been written and the SLOs are defined for departments and courses.

The 2008-2009 academic year marked the beginning of the division structure that is currently operant. Several divisions within this new structure have been together as a unit for years (e.g., Aviation, Natural Science and Math, Nursing); other divisions are made up of departments that were joined together for the first time in the fall of 2008 (e.g., Education, Physical Education, Early Childhood Education, and Student Success).

As would be expected, divisions, departments, or programs with the most progress in the area of division assessment are those units that have been working collaboratively over time. Examples of division assessment/evaluation activity and strategies follow:

- The Aviation Program regularly assesses the achievement of its student learning outcomes through analysis of FAA certification completion rates, program retention, and graduation rates.
- The Natural Science and Math Division systematically assesses achievement of its goals and purposes by reviewing its programs of study, course offerings, and enrollment, and by reviewing the annual cost analysis summary:
  - This information, gathered by the division, was found to be very helpful during the spring of 2010 when this division was reviewed internally. (Exhibit IV-G2)
  - In addition, for the Natural Science and Math review, the ACT College Outcomes Survey was consulted, disaggregating the data related to Hesston College graduates of either Math or Science (9 out of 80 respondents): although these data were limited, they did provide a measure of insight regarding graduate satisfaction with the programs of study within this division as well as satisfaction with academic advising.
• The Nursing Division has identified six student learning outcomes for their graduates as well as four program outcome measures. The six student learning outcomes are regularly assessed through two assessment tools:
  o The Assessment Technologies Incorporated (ATI) Comprehensive Exam, which is used to test nursing students nationally in more than 2500 programs related to achievement of nursing knowledge in each area of the curriculum, is administered annually to graduating sophomores. In the past six years, only one Hesston College nursing class scored below the 93rd percentile nationally on this exam (the class of 2009 scored at the 74th percentile). Three of these nursing classes ranked at the 99th percentile and one at the 98th.
  o The Employer Satisfaction Survey, administered approximately six months after graduation, determines how employers evaluate the achievement of graduates in each of the six nursing student learning outcomes. For the past three graduating classes (2007-2009), employer mean ratings ranged from 4.32 to 4.64 on a 5.0 scale, with 5.0 indicating “Very Satisfied.” (Exhibit IV-B4)

Other measures currently used by divisions or programs across campus to assess the achievement of defined SLOs are shared in Exhibit IV-B.

**Faculty Employ Direct and Indirect Assessment Measures**

**Direct Assessments**
Each Hesston College faculty member is expected to conduct a minimum of one direct academic assessment annually. There are, however, faculty members and programs which consistently administer multiple direct assessments on an annual basis. Direct assessment tools most frequently utilized by faculty include pre-/post-tests, scoring rubrics, and standardized, norm-referenced assessments. (Appendix E)

**Indirect Assessments**
Hesston College faculty and staff make use of a variety of indirect measures of student learning and growth. The following table identifies the most widely-used indirect measures on the Hesston College campus. Appendix E provides more complete information on each of these measures.
## Indirect Assessment Tools

<table>
<thead>
<tr>
<th>Tools</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Faculty-developed assessments related to student growth in SLOs and student perception of instructional methodology effectiveness</strong>&lt;br&gt;• Initiated in 2002-2003&lt;br&gt;• Administered annually by faculty</td>
<td>Provides student perspective on personal growth related to course SLOs and/or student perception of the effectiveness of instructional methodology in relation to stated course SLOs.</td>
</tr>
<tr>
<td><strong>Individual Development and Educational Assessment (IDEA)</strong>&lt;br&gt;• Initiated in fall 2006&lt;br&gt;• Administered in one course each semester by faculty</td>
<td>Provides student ratings regarding instruction and student learning that are norm-referenced.</td>
</tr>
<tr>
<td><strong>Community College Survey of Student Engagement (CCSSE)</strong>&lt;br&gt;• Administered in 2007 and 2009&lt;br&gt;• Now scheduled for every third year</td>
<td>Provides information about effective educational practice for the purpose of using that information to promote improvements in student learning and persistence. Student engagement, or the amount of time and energy invested by students in meaningful educational practices, is the underlying foundation for CCSSE’s work.</td>
</tr>
<tr>
<td><strong>Community College Faculty Survey of Student Engagement (CCFSSE)</strong>&lt;br&gt;Piloted at Hesston College in 2007</td>
<td>A faculty survey parallel to the CCSSE.</td>
</tr>
<tr>
<td><strong>Student Satisfaction Inventory (SSI)</strong>&lt;br&gt;• Administered in 2000 and 2009&lt;br&gt;• Now scheduled for every third year</td>
<td>Measures satisfaction and priorities among students. Norm-referenced.</td>
</tr>
<tr>
<td><strong>Institutional Priorities Survey (IPS)</strong>&lt;br&gt;• Piloted at Hesston College in 2009</td>
<td>A faculty survey parallel to the SSI.</td>
</tr>
<tr>
<td><strong>ACT College Outcomes Survey (COS)</strong>&lt;br&gt;• Administered in 2008&lt;br&gt;• Now scheduled for every third year</td>
<td>Assesses alumni perception of Hesston College’s impact on their personal and professional growth and development. Norm-referenced.</td>
</tr>
<tr>
<td><strong>Student Exit Survey</strong>&lt;br&gt;• Initiated in 1990&lt;br&gt;• Administered annually</td>
<td>Overall perceptions of Hesston College experience by graduating students.</td>
</tr>
</tbody>
</table>
Assessment Data are Used for Continuous Improvement

Use of Assessment Data Improves Student Learning in Academic Programs

The impetus for the Hesston College assessment program has always been two-fold: for accountability purposes and for the improvement of student learning. Examples of how assessment results have been used by Hesston College for improvement follow. (Exhibit IV-I)

**HC Academic Course Assessment Analysis and Summary Report**

- Upon completion of each course assessment (direct or indirect), faculty prepare an assessment analysis and summary report. *Faculty Handbook*, IIIE2g. This report asks faculty to discuss their plans for modifying course content, SLOs, or teaching methodologies based upon the assessment data. The format of this report facilitates the use of assessment findings for continuous improvement.

- In Nursing, a comprehensive course evaluation plan is in place, ensuring that suggested improvements based upon data are reassessed in the following year to determine the effectiveness of these changes. (Exhibit IV-B4)

**IDEA Academic Excellence Plan**

The implementation of the *IDEA* is another tool that assists faculty to utilize assessment findings for continual improvement. Guidelines for Implementation of the IDEA Academic Excellence Plan are provided in the *Faculty Handbook* IIIE2a, b, c, d. This tool asks the faculty to:

- In Part I, determine changes for course improvements, based on the IDEA assessment data and implement changes in teaching methodologies.

- In Part II, follow up on those improvements, noting whether or not the implemented changes made an impact on student learning in the relevant objectives (outcomes).

The Faculty Review Process Supports Continuous Improvement

The current Faculty Review Process is based upon a continuous-improvement model in which clear expectations are set, the faculty members perform their responsibilities, and informal and formal feedback is provided. At the end of the review process, the committee identifies strengths and goals for strengthening academic excellence. The review is intended to provide faculty members the feedback they need to promote the continuous improvement of their performance, so that students will experience a high level of learning at Hesston College. It is also designed to discover ways the College can provide support to the faculty in their educational endeavors. Within the faculty review process is a natural method of discussing
and enhancing components of effective teaching and the promotion of student learning. The IDEA surveys and classroom observations help to determine areas of faculty strength and challenges. These areas are discussed during the review process. Faculty members with low IDEA ratings are counseled regarding ways to improve instructional strategies and student learning. When it is clear that a faculty improvement plan is needed, targeted strategies are designed collaboratively between the faculty member and members of the performance review team. At times, attendance at workshops focusing on pedagogy is written into a faculty member’s improvement plan. Other times, faculty commit to utilizing additional resources (e.g., IDEA Pods) in an attempt to increase the use of best practices within their classrooms.

Assessment Findings Strengthen Divisions and Career Programs

Decisions, conclusions, and findings from the process of assessment are utilized for the development, maintenance, and revision of divisions and career programs. Divisions and career programs are encouraged to integrate assessment results into the strategic planning and budgeting processes. Several examples of how assessment findings have been utilized for program improvement follow. (Exhibit IV-B4)

- Spring 2008—Nursing IV: The end-of-program assessment revealed a low rating by students on discharge planning (3.53 on a 5.0 scale):
  - Faculty discussed this finding with students and recommended that additional input be provided during Nursing IV regarding discharge planning.
  - Two case managers from Newton Medical Center presented at the Nursing IV seminar day in the spring of 2009 and continue to do so annually.
  - Faculty prepared a new assignment for students to complete online regarding the concept of discharge planning.
  - The 2009 end-of-program survey revealed an improved rating in this area from 3.53 to 3.91.

- Fall 2009—After noting a trend of lower class mean scores in the areas of Fundamentals and Maternal-Child Nursing (primarily focused on content in Nursing I and II) on the ATI norm-referenced assessment; and student feedback regarding the desire to have more clinical experience in the areas of Maternal-Child Nursing; faculty considered various ways of addressing these needs:
  - Recognizing the limited availability of maternal-child clinical placements in this geographical area (an observation reinforced by the Nursing Advisory Council), a strategic decision was made to request the addition of one credit hour to the Nursing I and II courses for the fall of 2010. This
change added 90 clinical simulation hours to the curriculum and resulted in the strategic development of a new simulation laboratory with full-time staffing.

- This academic year, a new four-bed campus laboratory supporting weekly clinical simulation became operant; new simulation models were purchased, including a model to simulate the birthing experience (Noelle).
- Evaluation of the impact of this change on student learning in the areas of Fundamentals, Nursing of Children and Maternal-Child Nursing will occur through ATI testing upon conclusion of the spring 2011 academic semester.

**Assessment Findings Strengthen Academic Courses**

Each year, improvements are made in College courses, based upon both direct and indirect assessment of student learning. Through utilization of the IDEA course survey ratings, a number of faculty members have participated in professional development opportunities related to best practices in college teaching. Based upon the specific course assessment findings, faculty members analyze the data, write summaries, and suggest changes. The examples that follow include changes faculty report being made based upon assessment data:

- Many faculty lectures in Speech Communication were replaced with more hands-on activities and group work.
- An eight-week course was changed to run the full semester, creating an opportunity for more reflection and completion of course assignments/activities.
- Reading assignments were increased in Conflict Resolution.
- Assigned readings and activities were tied to the skill set being practiced, allowing more exploration of step-by-step instructions and processes.
- Purpose statements were attached to each assignment and grading rubric.
- The number of student projects was reduced.
- The structure and delivery of Fitness Concepts was altered.
- Increased collaborative learning and student-led activities occurred in another class.

**Assessment Has Contributed to the Improvement of Overall Academic Quality**

Institutional data lend evidence to support the conclusion that the overall academic quality at Hesston College has improved in recent years related to the use of assessment data. Examples of this improvement include the following:
Since the 2006-2007 academic year, the institutional profile has shown important increases in the number of classes being rated by students to be above the IDEA average (Overall Summary Scores).

This percentage began with 51% of Hesston College classes above the IDEA average in the 2006-2007 academic year to 77% being rated above the IDEA average in the fall of 2010.

This change was brought about by in-service presentations, and discussions related to the correlation between instructional methods and course effectiveness, including investigation into best practices in college teaching, and the development of course improvement plans by faculty utilizing the IDEA findings.

Based upon results from the Community College Survey of Student Engagement (CCSSE), administered in the spring of 2007, faculty studied the CCSSE questions related to the College’s lowest benchmark (Student Effort); discussed these questions as well as other components of the CCSSE benchmarks; and formulated ways to respond. Faculty members were encouraged when they observed that the 2009 CCSSE benchmark scores increased in all areas:

- Active and Collaborative Learning (from the 96th to the 98th percentile)
- Academic Challenge (from the 95th to the 97th percentile)
- Student-Faculty Interaction (from the 91st to the 98th percentile)
- Support for Learners (from the 93rd to the 97th percentile)
- Student Effort (from the 62nd to the 67th percentile)
• Results from CCSE were primarily responsible for Hesston College’s national ranking of two-year colleges (2nd) by the Washington Monthly in the fall of 2010.

• The recognition that additional work needed to be done related to the performance of Hesston College on the CCSE “Student Effort” benchmark and anecdotal evidence from our graduates on their preparation for further study, prompted several initiatives to improve the writing of students:
  o An in-service for all faculty on writing across the disciplines was conducted in January 2009 by Dr. M. Pat McQueeney from Johnson County Community College (KS).
  o The following summer, a select group of faculty met with Dr. McQueeney for several days in a workshop on writing assignments and goals specific to their courses.
  o The Writing Fellows program was initiated in the fall of 2009 and fully implemented in fall 2010. Writing Assistants work with students in assigned courses on designated course assignments to facilitate drafting and revision processes:
    ▪ Assistants meet with professors to understand course writing assignments and relevant writing conventions; they then comment on students’ rough drafts and meet with students in individual conferences to discuss prepared feedback and guide revision.
    ▪ Assistants then work with students in the planning, drafting, editing, and documenting stages of the writing process.

In 2009, Hesston College ranked at either the 97th or 98th percentile on four out of the five CCSE benchmarks.
• Recent *Student Exit Surveys* have shown an additional challenge in recent years: academic advising related to the four-year transfer. (Exhibit IV-A9) Taking notice of these survey results and also graduates’ feedback over time, a revised system of academic advising went into effect for the 2010-2011 academic year. Major components of this change are described later in this chapter.

• Results of the 2008 *College Outcomes Survey* demonstrated that graduates desired more emphasis in the area of career counseling. (Exhibit IV-A2) Based upon this finding and ongoing College discussions:
  - Students are now able to declare themselves as “Deciding.”
  - A program of study for “Deciding” students has been developed.
  - A faculty member has been given load time to direct this component of the curriculum.

**Improvements Are Made in Student Life Related to the Use of Assessment Data**

Student Life is moving from developing its own surveys to more use of the College’s *Student Exit Survey* and the *Student Satisfaction Inventory* in order to obtain consistent and/or normed data. In addition, Student Life continues to collect qualitative data to assess the extent to which students are learning from Student Life programming. Examples of how assessment data have been used in the Student Life Department to make improvements:

- Opening Weekend has transitioned to utilizing fewer lecture presentations and more interactive student activities.
- Resident Assistant (RA) orientation and retreats have made adjustments, including a change of pacing for the training, less time spent on materials the RA’s can obtain through reading on their own, and more experiential and interactive learning.
- Campus Ministries has focused more on promoting the use of inclusive language and relevant campus themes, including those on sexuality, relationship building, alcohol education, and issues of morality.
- Counseling Services changed the location of its services to sites that promote more privacy and confidentiality.

**Assessment Results are Available to Appropriate Constituencies**

The results of institutional assessments are made available to constituents, both inside and outside of the Hesston College campus community. Examples of how these results are shared follow.
Internal Constituents

- Each semester, faculty members receive individual reports related to their IDEA surveys, including internally-generated graphs showing percentile rankings; the summary institutional IDEA survey results are also shared with the entire faculty group twice a year, based upon results from the previous semester. Energetic discussions typically follow this institutional summary report.
- Institutional studies (e.g., IDEA, SSI, CCSSE, and COS) are shared with leadership groups: In May 2010, recent studies were shared with the Administrative Council and with the Hesston College Board of Overseers in July 2010, followed by a generative discussion by each group. A broad overview of these same results was shared with faculty and staff at the retreat which opened the 2010-2011 academic year.
- Faculty in-service sessions, held several times each year, frequently focus on assessment and survey results and implications for academics at Hesston College. This type of in-service session was held during the fall of 2010, facilitated by the Vice President of Academics and members of the Assessment and Research Coordinating Committee.
- Student learning and program outcomes from the Hesston College Nursing Program are shared yearly with students and are posted on a bulletin board in the Nursing Division.
- Institutional survey results are periodically discussed with students in the Student Advisory Board and also with the broader campus community in Chapel settings.

External Constituents

- During the fall of 2010, Hesston College posted significant findings from surveys and assessments on the Hesston College website.
- The Communications Department conducted a Web Usability Study in 2010 to determine the overall functionality of the Hesston College website; whether the site should be kept in its current form; which features should be retained; and how participants used the website. Using the findings from this study, the Communications Department is determining which software to implement and is preparing the design and structure to be put in place summer 2011. (Exhibit IV-K4)
- Members of the Marketing Team attend College sessions in which assessment and survey results are shared. A number of articles, based upon these surveys, have been written and published in local newspapers and church publications. (Exhibit XVII-C)
Outcomes of the Nursing Program are consistently posted on the Hesston College Nursing website for external constituent groups and are shared at meetings of the Nursing Advisory Council.

**Annual Assessment Report**
One of the goals of the Assessment and Research Coordinating Committee (ARCC) and the Academic Planning and Assessment Council (APAC) is to implement an annual college assessment report. These goals are noted in the guiding documents for both ARCC and APAC. (Exhibits XII I & J)

To date, the process and guidelines for developing this annual assessment report for the entire College are incomplete. Although samples of such institutional reports have been gathered, assessment reports are currently written independently by divisions, departments, and individual faculty members and no comprehensive, integrated system of reporting has been adopted. This area is to be strengthened and is currently being addressed through a written action plan. (Exhibit IV-K1)

**The College Makes Use of Data Reported for Purposes of Accountability**
For many years, various offices on campus such as admissions, registration, and the business office have gathered and reported data to the United States Department of Education (USDE), the Kansas Board of Regents (KBR) and to the Mennonite Education Agency (MEA). In recent years, the institution has begun to value this additional source of information and its strategic use in institutional decision-making. Implementation of the Enterprise Resource Planning system is expected to greatly enhance the ability of employees to strategically gather, analyze, and utilize these data across campus.

Institutional data reported for the annual Integrated Postsecondary Education Data (IPEDS) are used in a number of ways to follow trends and plan for program improvements:

- To track enrollment trends over time and to compare tuition costs and increases.
- To analyze these data, disaggregate them, and use them to plan for improvements related to student persistence/retention. Based on this analysis, the College has
  - Instituted a policy that asks all first-year students to meet weekly with advisors during the first eight weeks of the semester and students entering conditionally to meet weekly all semester.
  - Changed from an open admissions policy to the establishment of ACT and SAT minimums.
  - Established new pre-requisites for selected courses.
Hesston College’s high graduation rate was used, along with CCSSE results by the Washington Monthly, to rank Hesston second nationally among all two-year colleges in the fall of 2010.

**The College Reviews the Assessment Program and its Effectiveness**

**Assessment and Research Coordinating Committee**

The Assessment and Research Coordinating Committee is charged with the primary responsibility for reviewing the College’s institutional research and assessment program and its effectiveness. This responsibility is noted within the guiding document for this committee:

- Prepare and administer an annual budget for campus-wide research and assessment activities.
- Develop and implement, with input from the Administrative Council, the Hesston College Systematic Plan for Institutional Research and Assessment (SPIRA), making annual adjustments as needed, based upon ongoing evaluation.
- Administer research studies (nationally-normed and locally-developed) as scheduled through the SPIRA or as requested by the Administrative Council.
- Provide support for APAC, Student Life, and other units of the College in ongoing efforts to assess student learning and development, integrating core elements of the College’s assessment plan into the SPIRA.
- Provide regular reports to the Administrative Council and Hesston College Board of Overseers regarding research and assessment activities and results, including an annual assessment report.

**Academic Planning and Assessment Council**

The Assessment Subcommittee of the Academic Planning and Assessment Council is charged with the responsibility of reviewing the academic assessment program and its effectiveness. Excerpts from the guiding document of this subcommittee follow:

- Develop, implement, and evaluate a comprehensive plan for assessment of student learning outcomes at Hesston College in general education, divisions, departments, and programs.
- Evaluate the effectiveness of each assessment cycle.
- Recommend and implement changes in the process, as appropriate.

Based upon this oversight responsibility of APAC, the following evaluations/revisions occurred in the assessment program within the last academic year (2009-2010):

- Recognizing the difficulty in tracing the impact of course improvements that were made based upon assessment findings, the Academic Excellence Plan was developed and implemented to assist faculty in “closing the loop.” (Exhibit IV-13)
Based upon the need to use multiple measures to track student progress on the Hesston College SLOs (twenty subcomponents), a process was devised and implemented to assess these subcomponents through use of the IDEA assessment tool.

**Survey Results**

<table>
<thead>
<tr>
<th>Question Content</th>
<th>Faculty 2005</th>
<th>Faculty 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment of student learning is important for curriculum improvement.</td>
<td>4.09 (#9.d)</td>
<td>4.58 (p.4, #37)</td>
</tr>
<tr>
<td>I have recently made instructional improvements as the result of academic assessment.</td>
<td>3.86 (#9.e)</td>
<td>4.48 (p.4, #38)</td>
</tr>
</tbody>
</table>

**Areas of Evidence**

- Student learning outcomes are identified for the overall Hesston College experience, for divisions, departments, programs, and courses.
- Both direct and indirect measures are used in the assessment of student learning.
- Assessment results have consistently demonstrated the presence of academic excellence and continued growth in student learning (e.g., IDEA, CCSSE, SSI, COS, pre- and post-tests, scoring rubrics, norm-referenced exams, licensing exams, etc.).
- Assessment findings are shared with constituent groups and are used for improvement on a continuous basis on all levels: institutional, division/program, department, and course.
- Survey data reflect that the Hesston College environment has embraced a culture of assessment.

**Core Component 3b:**
The organization values and supports effective teaching.

**Excellence in Teaching is Valued and Supported**

Effective teaching and learning are central to the mission of Hesston College. Without effective teaching and learning, no amount of beautiful lawns; well-kept facilities; delicious, nutritious food; or fun-filled student co-curricular activities make for a college. While it is acknowledged that learning occurs in many venues and in many activities other than classroom activities, nevertheless the classroom learning and teaching are central to the mission of educating students.
Selecting and Reviewing Faculty

Hesston College takes seriously the process of hiring qualified faculty members. In 2006 the Faculty Recruitment and Employment document was developed. Prior to that time, recruitment and hiring policies were uneven. This document (Exhibit IV-A4) includes the philosophy of recruitment and employment as follows:

Hesston College embraces its mission “to educate and nurture each student . . . for service to others in the church and the world.” Competent and prepared faculty members are essential to fulfilling the mission. The College must carefully seek and call persons who possess the qualities and qualifications to carry out the mission.

In addition, the Faculty Recruitment and Employment document outlines the basic qualifications required (including the Hesston College Board of Overseers’ directive that no more than 20% of the faculty be from denominations outside the Anabaptist tradition); the professional and personal qualities sought by Hesston College; the search process; the documents to be provided by the candidates; and the interview process.

This document has made the process more uniform and equitable. The essay questions requested of candidates are listed with the posting of the positions on the College website. The candidates typically are asked to write about their pilgrimage (spiritual, personal, and intellectual); their agreements and/or disagreements with the *Confession of Faith in a Mennonite Perspective, 1995*; their pedagogical philosophy; and a statement or two specific to the discipline for which they are applying.

Expectations of faculty are delineated in the “Faculty Roles, Responsibilities, and Expectations” (RRE) document in the *Faculty Handbook*. Faculty RREs reflect the high value which the College places on faculty competence, development, and involvement in the initiation of new curriculum and teaching strategies. Examples of these RREs follow:

**Faculty Competence and Development**

- Demonstrates awareness of best practices, sound pedagogical and classroom techniques as shown through class preparation and organization, and appropriate use of relevant technology.
- Holds an appropriate degree for content in which s/he is teaching (or is in pursuit of degree). Typically, the entry degree is the master’s degree.
- Maintains competence in teaching and knowledge of field by attending and/or presenting at conferences and workshops, or by publishing in the discipline.
- Reflects awareness of relevant scholarly and professional literature.
- Models high ethical standards and integrity.

**Curriculum Responsibilities**
- Assumes responsibility for curriculum development, review, and revision at a departmental level and at an institution-wide level as requested.
- Assists in providing evidenced-based ideas for innovation.

Faculty performance review and evaluation are discussed in Chapter Two. This process highlights the importance of clear and helpful feedback from students, colleagues, and administrators. It also illustrates how the milieu at the College strives to support continuous improvement and development for all faculty members.

**Professional Development**
Important components of the professional-development cycle include opportunities and resources for improvement once evaluation and review have occurred:

- Each full-time faculty member has $90 per year available for professional memberships; part-time faculty members have $45.
- Faculty members may apply for funds to attend professional conferences and workshops, up to $900 on alternate years.
- The general guideline is for faculty to be able to attend one major professional development activity every other year, with priorities given to those who present or attend conferences on the scholarship of teaching and learning.

Professional development funds for faculty increased by 77% from 2007 to 2009. This increase was facilitated by the Vice President of Academics in support of instructional excellence and improved student learning.

**Support is Provided to Improve Teaching-Learning Pedagogies**
Hesston employs a Director of Media and Instructional Technology Services (MITS) who manages campus audio/video services and needs. The director, Gary Oyer, also assists faculty in effectively using technology in the teaching and learning process, including the search for media, software, hardware, and techniques to enhance their teaching; providing group and individual training sessions; and general media support in and outside the classroom.

Since 1995, Hesston has had a faculty Instructional Technology Committee to help deal with issues of technology and learning. The Director of MITS also chairs the faculty Instructional Technology Committee, whose mission
is to “collaborate with, encourage, and train faculty who choose to improve teaching and student learning through the appropriate application of technology.”

The College’s Information Technology (IT) Department consists of five employees who maintain and resource the College’s computers, software, and network infrastructure. In recent years as the desire for Internet bandwidth has grown, capacity has increased as well as the addition of software to help monitor and allocate limited Internet bandwidth. Members of the IT Department have been integral in the transitional process from institutional reliance on the AS400 to the new Enterprise Resource Planning (ERP) software—the Jenzabar EX ERP program—which will facilitate an integrated software solution for all areas of campus to manage and share data.

Other Faculty Development Opportunities Are Provided for the Entire Faculty

Mini-workshops, classes, and library resources for faculty

- The Director of Media and Instructional Technology Services has provided several workshops for faculty on using Moodle, our Learning Management software. He also maintains a Moodle “class” for faculty, called “HC Moodle and Faculty Technology Resources.”
- The library provides funds for the purchase of resources for faculty development and effective teaching. Faculty members are encouraged to send titles for books and media sources for the library to purchase.

Brown bag discussions

Several times each semester the Vice President of Academics leads brown bag discussions on current educational and pedagogical issues. Some of the recent discussions included:

- *Colleges That Change Lives* by Loren Pope
- *Student Success in College: Creating Conditions that Matter* by George D. Kuh, Jillian Kinzie, John H. Schuh, Elizabeth J. Whitt, and Associates
- *Strategic Questions: A Means of Building Metacognitive Language* by Craig Deed
- *On Literacy: The Politics of the Word from Homer to the Age of Rock* by Robert Pattison
In-service workshops

- Each semester begins with a day-long in-service workshop for all faculty. Topics are generated by the Dean’s Council after analyzing data from academic assessments. For example, the CCSSE and IDEA surveys indicated that scores were less than desirable in course structure, student effort, collaborative learning, and use of writing in disciplines other than English. Using those assessment data, the following in-service workshops were provided for faculty:
  - Fall 2007: Dr. Amy Gross (IDEA) on writing outcomes and improving syllabi
  - Fall 2009: Dr. Jan Wiersema (Iowa State University) on collaborative learning strategies and student involvement
  - Spring 2009: Dr. Pat McQueeney (Johnson County Community College) on using writing to learn in all disciplines
  - Spring 2011: Dr. Katricia Pierson (William Woods University, Fulton, MO) on developing performance tasks.

- In addition, during the fall of 2008, Dr. Bill Platt and Dr. Amy Gross (IDEA) were consulted regarding ways to improve student learning on the Hesston College campus:
  - They reviewed Hesston’s IDEA results and suggested that a more in-depth focus be placed on the teaching methodologies identified through the IDEA tool.
  - Based upon this suggestion, Dr. Nelson Kilmer of Hesston College developed individual and group percentile reports to make the IDEA teaching methodology results easier for faculty to interpret.
  - A correlation study was done comparing student learning and teaching methods implemented for the various classes. The correlation coefficient was found to be very high ($r=0.81$). This study demonstrated to faculty the importance of utilizing best practice methods of teaching to facilitate student progress in learning. (Exhibit IV-K2)

New faculty orientation and mentoring

Each fall, the Vice President of Academics, the Faculty Chair, and the Registrar conduct a new faculty orientation. Each new faculty member is assigned to a faculty mentor during the first year. The mentor answer questions about preparing a syllabus, academic procedures and policies, as well as how to navigate the College’s informal structure and expectations. In 2009-2010, the office of the Vice President of Academics developed a checklist for new faculty as a result of feedback that the previous orientation process was too informal.
Faculty Demonstrate Openness to Innovative Practices in Teaching and Learning

Hesston College faculty pride themselves on being innovative, on using and doing more with less. Innovations may mean considering what can be stopped as well as what can be added; thus, the Screening Tool, Academic Strategic Planning Initiatives, includes a question directing faculty to consider what can be eliminated, or what resources can be re-allocated. (Appendix D-5)

In spite of limited resources, Hesston College faculty have been responsive to changes in educational and environmental climates as shown by the following innovative practices of the last several years:

- The Nursing Division began a simulation lab as one means of enhancing the clinical experience for their students. Clinical sites are in short supply, but that fact was not the only reason for proceeding with an on-campus site:
  - It was discovered that Hesston College students were receiving fewer simulation hours than many other programs in the state. (Exhibit IV-B4)
  - Simulations have become more sophisticated and currently allow for students to have valuable learning experiences in an environment that is safe for experimentation.
  - The 90 additional clinical hours now bring the program’s total into alignment with other state nursing programs.
  - The additional tuition from these two credit hours balanced the additional costs for the institution.

- The Writing Fellows program was initiated in response to feedback that some graduates did not feel prepared for writing requirements at transfer institutions.

- The newly initiated First-Year Seminar, linked to four general education courses, was designed in response to student and faculty feedback that:
  - The topics in the orientation course were taught in isolation and did not always transfer to usefulness in other courses.
  - Students desired more frequent, built-in faculty interaction as they adjusted to the College.

- Service-learning at the Schowalter Villa, a senior living village adjacent to the campus, has provided a natural niche for partnerships:
  - Since 1975, students in sociology classes have participated in intergenerational activities in which students are paired with elders for weekly discussions on current events, spiritual formation, or discussions of literature.
  - More recently in Hesston College writing classes, students collect life stories from the elders.
Efforts to appoint qualified faculty members, provide appropriate
development opportunities, and support faculty in their pursuit of academic
excellence, have yielded positive results on the Hesston College campus:

- Today, eighteen percent of Hesston College faculty are prepared with
  a Ph.D. or other terminal degrees.
- Sixty-nine percent hold masters’ degrees.
- Eight faculty are enrolled in graduate studies, including the pursuit
  of educational degrees or additional education in their areas of
  expertise.

Hesston College students have consistently provided the highest marks to
the category on the IDEA tool that summarizes “Excellence of Teaching;”
for the 2008-2009 and 2009-2010 academic years, the percent of the faculty
above the IDEA data base average of 50 for “Excellence of Teaching” was
74%. This rating increased to 80% in the fall 2010.

Excellent Teaching is Recognized
Historically, Hesston College has valued its egalitarian culture, where staff,
administration, and faculty march together at Commencement without
academic regalia. Balancing that culture with the need to recognize
achievements has gradually led to discussions regarding appropriate
strategies to recognize excellence in teaching. Also, in the last few years,
there have been additional discussions around the advisability of providing
awards for good advising, recognizing outstanding alumni, and other special
achievements.

In the spring of 2009, the Dean’s Council developed an award to
recognize excellence in teaching. The faculty member with IDEA ratings
demonstrating the highest student progress toward achievement of learning
outcomes along with the highest level of instructional methodology
implementation (best practices), is recognized each semester in faculty
meeting with a certificate and a personalized scarf knit by the Vice President
of Academics. Other faculty with student ratings at or above the 75th
percentile in their IDEA results are also recognized with the presentation of
a certificate.

Faculty Members Keep Abreast of Research on Teaching and Learning
In faculty meetings on January 13, 2009, and in spring 2010, the Vice
President of Academics laid out a “Vision for Academics at Hesston
College.” She made the case for faculty members to

- Model and use collaborative pedagogy to prepare students for the
  Information Age, in which they will be knowledge workers.
- Develop a culture of scholarship of teaching to complete the change
  from an instructional college to a learning college.
A similar challenge has also been laid down by faculty members. In the 2010 commencement address, Anthony Brown, faculty member in sociology and social work, implored the faculty and the graduates to educate for the 21st Century.

"There is a new wave of thinking in education that honors the subjective experience and the multiple ways to learn. Collaborative learning, service-learning, the privileging of the subjective narrative and the many truths found therein are viable ways to know and learn. Classrooms where the professor is smaller in stature and no longer the all-knowing expert, where the traditional lecture is minimized and the voices of the students are encouraged in collaborative learning.

The Hesston College Faculty Handbook contains a statement that emphasizes the scholarship of teaching and learning. In light of this emphasis, faculty members are encouraged to apply for faculty development funds for presentations and attendance at conferences on the learning paradigm. The Natural Science faculty as a group attended such a conference in June 2010. Faculty attendance at conferences, and a listing of ways that faculty members actively participate in professional organizations, are presented in Exhibit XVI-C.

The library houses a faculty development collection in a very accessible location. Faculty development journals which focus on research and best practices in teaching and learning include About Campus; Change: the Magazine of Higher Learning; and Teaching Professor. The Teaching Professor is routed regularly to all faculty members.

Survey Results
Faculty are Recognized for Accomplishments and Contributions

<table>
<thead>
<tr>
<th>Public Recognition</th>
<th>Faculty 2005</th>
<th>Faculty 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty are publicly recognized for professional accomplishments and contributions made to Hesston College.</td>
<td>3.49 (#3.d)</td>
<td>4.15 (p.2, #24)</td>
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</tbody>
</table>
Faculty Benefit from Excellent Academic Support

<table>
<thead>
<tr>
<th>Academic Support Services</th>
<th>Faculty 2005</th>
<th>Faculty 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question Content</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Media and Instructional Technology Services</td>
<td>4.71 (#7.i)</td>
<td>4.80 (p.3, #25)</td>
</tr>
<tr>
<td>Assistance provided by Library staff to faculty and students</td>
<td>4.55 (#7.k)</td>
<td>4.73 (p.3, #27)</td>
</tr>
</tbody>
</table>

2005 and 2009 Faculty Surveys

Areas of Evidence

- Hesston College students have consistently provided the highest marks in the category on the IDEA tool that summarizes “Excellence of Teaching.” In the past two academic years, students have rated 74% of the Hesston College classes above average in “Excellence of Teaching.”
- Each semester, public recognition is given to faculty members demonstrating high IDEA ratings related to both effective teaching and progress in student learning.
- In the 2009 Faculty Survey, members demonstrated more agreement with the following statement than they did just three years earlier: “Faculty are publicly recognized for professional accomplishments and contributions made to Hesston College” (4.15/5.0 in 2009 vs. 3.49/5.0 in 2005).
- Development funds for faculty were increased by significantly from 2007 to 2009. The professional development amount of $900 is currently available to full-time faculty members on alternate years for professional development activities.
- Faculty demonstrated their appreciation for the services provided to them by the MITS director and by the Library Director and her staff through their ratings on the 2005 and 2009 Faculty Surveys.
- Many examples of development opportunities provided for faculty were cited in the narrative above.

Core Component 3c:
The organization creates effective learning environments.

An Environment is Created that Supports Learners and Respects Diversity

A variety of facilities, structures, processes, and services is in place at Hesston College to support student learning and development. The basic
learning environment—the classrooms and laboratories—are well equipped, with all the major classrooms and laboratories outfitted as smart classrooms. The classes are small and lend themselves to active and interactive learning. The faculty/student ratio in the classes is low; students receive personal feedback from faculty on a regular basis. In addition to good physical settings in the classrooms, a variety of environments and programs enhances the learning of the Hesston College students. The diversity of Hesston College learners is also recognized and supported.

The Academic Center for Career Exploration and Student Success (ACCESS) Laboratory

One of the primary services on campus to promote learning and provide student support is the ACCESS laboratory. In fall 2003, this Student Success lab came into existence through the construction of Smith Center. It operates in the “main flow of traffic” and provides a myriad of programming and services for students. It is open 30 hours a week in addition to evening tutoring hours. (Exhibit I-B3)

Each year, first-year students are introduced to the ACCESS Laboratory as a place for them to seek support with an academic concern or crisis, find answers to questions, request tutoring, apply to be a tutor, study in a quiet atmosphere, or gain writing assistance. Both members of the ACCESS staff are on the Student Success Team which is advantageous, as they typically build strong relationships with students who visit the ACCESS Lab on a regular basis.

Support services available through ACCESS include peer tutoring, Supplemental Instruction (SI), writing/research assistance, student academic success counseling, disability services, individualized faculty instruction (through holding office hours in ACCESS), testing services, and career advising:

- **Peer Tutoring**: Peer tutoring is available to students in small group settings or on a 1:1 basis. An ACCESS faculty member coordinates tutoring services through communication with faculty members and student tutors.

- **Supplemental Instruction**: Supplemental Instruction was first offered in the fall of 2009 for a number of classes in which students more frequently experience academic difficulty. Students are encouraged to take advantage of this resource by faculty as well as ACCESS staff.

- **Writing/Research Assistance**: Writing assistance is available from ACCESS staff or through the Writing Fellows program. Writing Assistants are trained to work with specified courses first, often with scheduled appointments, and other students as time allows.
• **Academic Success Consulting:** Students may seek individual consultation with ACCESS staff when they are struggling to meet their academic goals. Strategies for time management, procrastination, attention issues, and test-taking strategies are discussed with a plan of action put into place.

• **Disability Services:** Students with documented learning disabilities meet with the Disability Services Coordinator to discuss learning needs at the beginning of each semester. Requests for classroom accommodations are coordinated with instructors and ACCESS staff. Students who require extra time or a quiet place may take exams in the Academic Center. Students who desire additional accountability and support may arrange a weekly meeting time with the Disability Services Coordinator to work on organization and task-analysis skills.

• **Individualized Faculty Instruction:** Eight faculty members in 2009-2010 elected to hold a portion of their office hours in the ACCESS Lab. The goal was to create a neutral setting in which faculty could meet with students who had questions or were seeking additional assistance. This practice was found to be successful and has continued into the 2010-2011 academic year.

• **Testing Services:** Students who miss class for a College-approved absence may arrange to have exams taken in the ACCESS lab. This is a convenient service for both instructors and students.

• **Career Advising:** This service is described in the following narrative.

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**Deciding Students**

Beginning in 2007, a service to assist students with career exploration became an integral component of the ACCESS Laboratory. (Exhibit I-D2) Hesston College adopted the term “Deciding” for students who have not yet declared a major. This positive term (versus “undecided”) implies an active search process of checking out options and seeking purpose. When this service was added, the ACCESS acronym, previously meaning the “Academic Center for College Excellence and Student Success,” was changed to reflect the new service: “Academic Center for Career Exploration and Student Success.”

- Since fall 2000, a one-hour credit Career Development course (SCS 165) has been offered to students who would like assistance in deciding on a major.
  - This course has evolved from an individualized module-based course to an interactive, highly-relational class with career advising follow up.
  - It is now considered an entry point for “Deciding” students to connect with career advising at Hesston College.
Students participate in self-discovery inventories, informational interviews, occupational research, résumé experience, and follow-up career advising after the eight-week course ends.

Course enrollment has doubled in the last two years; this increase may be attributed to heightened academic advisor support and student recommendation.

- The Career Advisor on campus, who teaches Career Development, recently completed a 15-credit National Advising Association (NACADA) certificate as part of her graduate degree from Kansas State University. In her coursework, she prepared for the role of Career Advisor and developer of the Deciding Student Initiative.
- Follow-up career advising allows students to explore additional career paths, discuss transfer options, and arrange cooperative education experiences to assist them further in the decision making process.
- The Admissions Office now distributes a Deciding Students brochure, similar in format to other Hesston College programs.
- A Majors X-po was conducted in September 2010 to allow students to explore a number of displays and visit with instructors and alumni representing different departments. (Exhibit I-D7) This event was a result of the collaborative efforts by First-Year Seminar faculty, Career Advising Staff, and the Campus Activities Board.

**The Student Success Team (SST)**

The Student Success Team consists of faculty and staff from Academics and Student Life who work collaboratively to promote student success. This team was created in fall 2002, based upon awareness that student success could best be facilitated by increased knowledge, communication, and joint decision-making/planning among faculty and staff in Academics and Student Life. Increased collaborative endeavors by these two aspects of the Hesston College campus have been a desired outcome over time. Identified goals of the SST are as follows: (Exhibit XII-H)

- Monitor the academic progress of enrolled students and overall retention statistics
- Identify factors that contribute to student success and persistence or attrition and develop strategies to address campus needs/concerns
- Make decisions related to student academic progress or dismissal
- Determine academic eligibility for each student on probation
- Serve as a listening/advisory committee for plagiarism and other student academic integrity issues
Academic Advising
Academic Advising is in transition at Hesston College. While the faculty advising model has been used over time, its primary focus had been to guide students in course selection, ensure the fulfillment of degree requirements, and when appropriate, plan for effective transfer. In April 2010, the Vice President of Academics created a proposal for the Administrative Council which included a significant enhancement of the advising structure in an effort to increase student retention, engagement, and satisfaction. This enhancement included:

- New load units for an Advising Coordinator.
- Increased load units for faculty advising (from one to two load units) plus a stipend for faculty to participate in summer training, student registration, and to reconnect with returning advisees during the summer months (“Give ‘Em a Ring” initiative).
- The expectation that advisors make a weekly contact with their first-year advisees during the first eight weeks of the term. This contact may include First-Year Seminar interactions; shared meals; group advising sessions; email exchanges; or one-on-one appointments. Academic Probation students are required to meet with their advisors each week for one-on-one sessions to discuss weekly goals and progress.
- Twice-monthly meetings of advisors during the academic year to gain an understanding of the relational and conceptual strands of the academic advising role.
- An enhanced Hesston College Academic Advising Notebook, with sections for advising forms, registration information, four-semester plans of study for all two-year and transfer programs, and professional readings. (Exhibit I-D3)

Twenty-two faculty members are currently serving as academic advisors. While exceptions exist, most advisors typically are assigned 20-24 students.

Co-curricular Activities Support Student Learning
Hesston College’s mission articulates educating and nurturing each student within Christ-centered community. Community is built in the classroom, in the residence halls, in athletic teams, in choral and instrumental musical groups, in drama troupes—in sum, wherever students, faculty, staff, and administrators are together.

Mod Educational Activities
Part of the Residence Life Program is a requirement for each mod to engage together around one educational activity each year. A mod is the smallest community—grouping of rooms—in the residence halls, usually between eight to fourteen people, including a Resident Assistant. The RA of the mod is responsible for planning this event with the goal of one hundred percent
participation from the mod. The focus of these events is two-fold: to build community within the mod, and to educate the members of the mod.

A sampling of some of the mods’ educational activities from the 2009-2010 school year at Hesston College follows:

- The educational activity for Mod 1B1 provided insight regarding the history and culture of Paraguay. This event was organized by Hugo Boschmann (biology faculty member who grew up in Paraguay) and his wife, Mary Ann. The evening began by experiencing an authentic Paraguayan dinner. Students were then enlightened on the history of Hugo’s family and other Mennonites who fled to Paraguay from Russia in 1929.
- Mod 3WS joined a representative from Rosedale Mennonite Missions on a trip to Druber’s, a local donut shop, to interact and discuss the possibilities for service that Rosedale provides.
- Another mod’s educational activity involved traveling to the Newton Airport where flight instructor Amy Birdsell gave a presentation on lift and the factors involved with lift. After the lesson, students had an opportunity to experiment with these new ideas in a paper airplane contest.

Service Opportunities
Many voluntary service options are available locally. The Peace and Service Club plans activities related to mission, service, and peace. Examples of other volunteer options include the following:

- A significant number of students participate in prison and hospital ministries, grandparent adoption, the Big Brother/Big Sister program, Mennonite Disaster Service assignments, and Mennonite Housing activities.
- At least one service team is organized out of the Religious Life office each spring break. One expectation related to these service trips is the completion of a reflection paper on what was learned through participation in this act of service. (Exhibit IV-H3)
- In 2009-2010, two teams served with Mennonite Disaster Service and Habitat for Humanity in New Iberia, Louisiana, and Sioux Falls, South Dakota.
- In spring 2010, a team of students organized a trip to Haiti in response to the earthquake disaster.

Ministry Assistants
Each year ten to twelve students serve as Ministry Assistants. These students lead various ministry activities on campus including Bible studies/small groups, Campus Worship (a weekly contemporary worship experience), and Peace and Service Club. During their exit interviews, these
students have noted things that were learned as a result of their Ministry Assistant experience including:

- Effective methods for leading a small group in order to encourage group discussion.
- How one’s own spiritual growth/health impacts the ability to lead others in a ministry setting.
- How various tools and a spectrum of spiritual practices, introduced through the Ministry Assistant cluster meetings, can enhance spiritual growth.

The Organization Employs New Technologies that Enhance Learning Environments

The history of the use of technology at Hesston College is no different from most institutions of higher learning. Technology changes quickly and equipment is costly to upgrade. To best use limited resources, the College depends upon faculty to identify and to set priorities that they perceive to be of highest importance in enhancing student learning.

Faculty members at Hesston College have had computers at their desks and in their classrooms beginning in the early 1990s. Since the last comprehensive review by the Higher Learning Commission in 2001:

- The College’s network has been continually updated to provide for the best sharing and access to information both on and off campus.
- There is a three- to four-year refresh cycle in conjunction with student computer laboratories.
- Significant software upgrades to student computer labs and classroom computers as well as administrative and faculty offices occurred during the summers of 2007, 2008, and 2009.
- Wireless access has been added to the dormitories, the library, and several classroom buildings; additional wireless access and mobile device strategies have been included in the College’s technology plan. (Exhibit XX-D)

Besides the many resources on the Internet, recent tools to assist students and faculty include:

- Lab control software for classroom K-120
- EZProxy software for off-campus access to all library databases
- A Mac Lab for the new Visual Arts building
- Regular upgrades of commonly-used software

During the fall of 2010, a number of faculty with leadership from the MITS Director investigated the potential of classroom “clickers” as well as the use of “smart tablets” in some laboratories. These were purchased in fall 2010 and are being used in Nursing and the Science/Math Divisions.
The Learning Environment is Supportive of its Diverse Population

Hesston College faculty, staff, and administrators strive to provide support for their diverse learners. Structures such as The Advisory Council for the Advancement of Multiculturalism (ACADM) seek to support college learners who come to Hesston College from a variety of cultures and backgrounds. Financial aid officers attempt to meet the diverse financial needs of students, including those who need additional financial support to achieve their goals. College surveys indicate that students from religious backgrounds other than Mennonite feel included and respected.

Student Advisory Board

Under the leadership of the Hesston College Vice President of Academics and the Vice President of Student Life, the Student Advisory Board (SAB) is convened to solicit input from students for changes in the Hesston College campus that could improve the experience for all students. Forty percent of the SAB student representatives for spring of 2010 were minority or international students, providing an opportunity for campus input by a diverse group of students. (Exhibit XVIII-E)

Student Life

The Student Life staff actively promotes a residential milieu that encourages and supports an environment in which diversity is valued and all students are expected to value and respect cultural differences. Hesston College employs a full-time Director of International Student Services who supervises a wide range of services geared to support and facilitate the international students’ integration into the Hesston College academic and residential environment. In order to encourage cross-cultural interaction in the residential dormitories, Student Life staff plays an active role in assigning room placements which offer an integration of cultural backgrounds throughout the individual dormitory sections (mods).

Through the International Student Services office, a wide variety of individual assistance is given to international students enrolled at Hesston College. Assistance is also provided for the planning and implementation of campus events and activities that encourage greater appreciation and valuing of cultural differences, such as the annual International Festival. During the 2009-2010 year, monthly exhibits of artifacts, souvenirs, books, and movies were developed to highlight the home countries of Hesston College’s current international students.

As a visible symbolic reminder of the presence of Hesston’s international students and the diversity they bring to the Hesston campus, each year the College maintains a display, circling the school’s cafeteria, of the official national flags of the home countries of all students.

Display of flags in Bontrager Student Center.
Academic Support

Addition of the ACCESS Laboratory brought with it much needed support for underprepared students and others with additional needs for academic support. The Student Support Team reaches out not only to students who require academic support but also to those who need social or environmental support.

Non-Traditional Students

Another diverse group of learners includes non-traditional students who commute to campus. These students comprise nearly twenty-five percent of the student population. Support for learning is provided through a variety of strategies, including efforts at designing a number of classroom schedules that minimize travel to campus. In 2009-2010, the addition of EZproxy software allowed students to access online library resources from off campus.

Survey Results

Respect for the diversity brought by learners has been evidenced over time by a number of campus surveys.

<table>
<thead>
<tr>
<th>Responsiveness to Diverse Populations</th>
<th>Hesston On-Campus Mean</th>
<th>Hesston Off-campus Mean</th>
<th>4-yr. Private Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question Content</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strong commitment to racial harmony on campus (Survey Question #62)</td>
<td>5.40</td>
<td>6.09</td>
<td>5.40</td>
</tr>
<tr>
<td>Most students feel a sense of belonging here (Survey Question #1)</td>
<td>5.33</td>
<td>6.17</td>
<td>5.20</td>
</tr>
<tr>
<td>The institution shows concern for students as individuals (Survey Question #59)</td>
<td>5.87</td>
<td>6.46</td>
<td>5.27</td>
</tr>
<tr>
<td>Faculty fair/unbiased in treatment of individual students (Survey Question #25)</td>
<td>5.41</td>
<td>6.23</td>
<td>5.22</td>
</tr>
<tr>
<td>Faculty consider differences as they teach courses (Survey Question #53)</td>
<td>5.49</td>
<td>6.13</td>
<td>5.07</td>
</tr>
<tr>
<td>Overall Category: Responsiveness to Diverse Populations</td>
<td>5.36</td>
<td>5.88</td>
<td>5.13</td>
</tr>
</tbody>
</table>

2009 Student Satisfaction Inventory
### Students of all Faiths Feel Valued

<table>
<thead>
<tr>
<th><strong>Question Content</strong></th>
<th><strong>Students 2009</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>I felt valued and accepted regardless of my religious beliefs or practices. (Survey Question #12)</td>
<td>4.43</td>
</tr>
</tbody>
</table>

#### Areas of Evidence

- All classrooms and laboratories are well equipped to support student learning. Small classes allow for excellent faculty-student and student-student interactions.
- Survey results, admissions data, and feedback from students informed the campus about the need to add services for the “Deciding” student. Other improvements in curriculum, pedagogy, instructional resources, and student services based upon institutional data included the addition of Writing Fellows, development of the First-Year Seminar, changes in classroom teaching methodology (based upon IDEA feedback), and strengthened academic advising systems.
- Respect for the diversity brought by learners is evidenced by a number of campus surveys, including the 2009 Student Satisfaction Inventory and the 2008 College Outcomes Survey.
- Within the last decade, many upgrades have occurred within the Hesston College campus to enhance support for all learners. These upgrades include the construction of Smith Center which houses the ACCESS Laboratory, offering multiple learning support services and staff; the development of a Student Success Team which integrates student support from the academic and student life sectors; and the addition of career exploration services for the many “Deciding” students on campus.
- Co-curricular activities support learning in the residence halls, in athletic teams, in choral and instrumental musical groups, in drama troupes, and other settings outside of the classroom.
- When appropriate, Hesston College employs new technologies that enhance effective learning environments for students. The Director of Media and Information Technology Services and the Instructional Technology Committee provide support for faculty in employing the use of new technologies. Faculty highly affirm the support they receive from MITS, as evidenced on the recent Faculty Survey. In 2009, faculty rated this area of the college as 4.80 on a 5.0 scale. (Exhibit IV-A7, question #25)
• The 2007 and 2009 CCSSE Benchmark scores placed Hesston College above the 90th percentile on four of the five benchmarks. The only benchmark score below the 90th was student effort (62nd and 67th percentiles). Benchmark scores for all five areas increased in 2009. The rank of Support for Learners was at the 93rd (2006) and 99th (2009) percentiles as compared to other two-year colleges, demonstrating the presence of a strong supportive learning environment.

• On the 2009 Faculty Survey, members affirmed the following statement:
  - Hesston College “provides an environment conducive to effective teaching, learning and service,” which was rated 4.05 on a 5.0 scale (5.0 = strongly agree).

**Core Component 3d: The learning resources at Hesston College support student learning and effective teaching.**

**Learning Facilities and Resources Support Student Learning and Effective Teaching**

There are many learning resources at Hesston College in support of student learning and effective teaching, some of which have been discussed previously in the Self-Study Report. These resources include physical facilities that are utilized by all Hesston College students such as: Smith Center; the Mary Miller Library; the ACCESS laboratory; and those facilities specifically designed for individual divisions or departments. In addition to the physical facilities on the campus, there have been major investments in instructional technology for the enhancement of student learning and a clear commitment to provide adequate academic support staffing to assist faculty and students in the use of these resources.

Hesston College has a variety of well-equipped classrooms, laboratories, studios, and performance areas on campus, as well as structured opportunities for off-campus learning. Ten primary classrooms are operant and fully media-equipped. Instructional support for classrooms includes: some type of marker board; overhead projectors; video/data projectors; VCR/CD/DVD playback; sound systems; and desktop computers with network and Internet access as well as connections for laptops or iPods.

The newer classrooms on campus have been intentionally designed to support interactive learning through flexible seating arrangements (e.g., classrooms in Smith Center and the Friesen Center for the Visual Arts). Several faculty proposed the renovation of one of the fixed-seating
classrooms to accommodate collaborative student learning more effectively. This proposal is under consideration.

**Smith Center and Mary Miller Library**

*Smith Center*

The Mary Miller Library, located in the center of campus, was originally constructed in 1965. In 2003 the building was renovated and an addition was constructed. The entire complex was named Smith Center and the new addition retained the name Mary Miller Library, in honor of an esteemed instructor in the mid-1900s. In addition to the Mary Miller Library, Smith Center provides:

- Space for Media and Instructional Services.
- The ACCESS Laboratory, containing eight computer workstations, tables for tutoring and group work, a quiet testing room, and an office for the ACCESS Coordinator.
- A suite of eight faculty offices, an art gallery and the Hesston College archives.
- Two classrooms plus an additional room (Smith-9) that serves as an after-hours campus laboratory for nursing students.

*Mary Miller Library*

As the information and learning center for Hesston College, the Mary Miller Library supports the academic programs, students, faculty, and staff by providing a variety of information resources and access to resources; by educating library patrons in the use and evaluation of the resources; and by assisting library patrons with their information research needs.

The Mary Miller Library Goals

- To provide appropriate and up-to-date information resources and access to those resources which support all academic areas of the College
- To provide orientation in the use and evaluation of the information resources
- To serve the students, faculty, and staff by providing individual research and reference assistance in a courteous and caring fashion
- To provide library spaces and atmosphere which inspire study and learning, and are comfortable and inviting
- To provide hours of service helpful to library patrons
- To provide leisure resources for library patrons

The staff of the library includes a full-time Library Director (10 months), a Library Assistant (.6 FTE) and seven Student Assistants (2.0 FTE). The Library Director was appointed to Hesston College in 1981 and holds faculty status. She reports directly to the Vice President of Academics. She
is also an academic advisor, has served as faculty chair a number of times, and each year serves on several faculty committees.

The collections in the Mary Miller Library include approximately 25,500 volumes; 3,387 audio-visual titles; current subscriptions to 216 print periodicals and newspapers; and 64 subscriptions to online databases. All book, audiovisual, and periodical stacks are open access.

- During the fall of 2010, the Library Director asked faculty to cull their subject areas. This process not only provided faculty with an opportunity to delete outdated resources but also to identify subject areas that would be enhanced through the acquisition of new holdings.
- Each academic department is allocated monies from the library budget to select library materials which support their programs.
- A collection of books and journals for faculty development is also located in the library office for faculty to browse and check out.

The local library collection is supplemented and expanded by multiple online research (including thousands of full-text journals) and reference databases, Internet access, and the Kansas interlibrary loan system. The online resources are accessible via the library’s Web pages from all campus computers, as well as from off-campus computers via EZproxy software:

- The Mary Miller Library purchases several online databases through a consortium of Kansas Private Academic Libraries, making the costs affordable.
- Many of the online databases are provided to all Kansas libraries by the State Library of Kansas free of charge.
- The library is a member of KICNET, which is the Kansas interlibrary loan system online, transmitting and receiving requests immediately.
- Books, audiovisual materials, and journals are listed on the Kansas Library Catalog (KLC), a cumulative list of the holdings of most libraries in the state:
  - Kansas libraries use the KLC for interlibrary loan.
  - Materials from libraries across the nation are listed on the WorldCat database which is accessible as other online resources via the library Web pages.
  - Library orientation sessions and email messages to students and faculty promote the use of interlibrary loan services.

The library provides 11 desktop computers and four laptop computers for use in the library, plus a laser printer. Personal computers may also be used with wireless Internet access in the library by Hesston College patrons and guests. Those who have their laptops registered with the College have access to the College’s network in the library.
The South Central Kansas Library System (SCKLS) offers a rotating-books service to its members. This service provides Mary Miller Library with approximately 100 titles four times a year, thereby expanding the availability of leisure-reading materials on the Hesston College campus. The library owns a large collection of feature film DVDs which provides other leisure material for library patrons. Earlier this year, a Hesston College staff person donated his collection of several hundred feature film DVDs which has greatly expanded the library’s collection.

Labs
There are thirteen additional academic laboratory settings on campus, including three primary instructional computer laboratories:

- K-130 lab provides 18 computers for student use and also serves as a classroom for advanced computer networking and Web authoring classes. It also has a space dedicated to FAA testing.
- F-111, located in the Friesen Center for the Visual Arts, contains 14 Mac computers with Adobe Creative Suite 3, MS Office 2008, and various multimedia and video software packages.
- The Smith computer laboratory contains eighteen stations that are available for student use any time Smith Center is open (87 hours/week).

Science and Nursing Labs
Charles Hall contains the science and nursing laboratories, all of which have wireless Internet connections.

- The Physics Lab is equipped with fifteen notebook computers and the Vernier LabPro data acquisition equipment. The software package LoggerPro is installed on all the computers and connects to many analog and digital sensors as well as spectrometers, and balances for experiments. This laboratory and its equipment are also used for laboratory applications in College Algebra, Physical Science, and Astronomy.
- The Biology Lab is equipped with 26 new microscopes. It also has the necessary equipment to operate basic genetic engineering laboratory experiments. The laboratory room is designed for 25 students but can seat up to 30 if necessary. In addition, a preparatory room is available with a professional-grade autoclave and a separate room containing a large incubator for microbiology bacterial growth.
- The main Chemistry Lab is equipped with six student “pods” and one for the instructor. Each pod accommodates four or more students at a time and has natural gas, water, sink, electrical outlets,
and storage areas. A variety of other lab and safety equipment is available in the room. The Organic Chemistry Lab has two student “pods” with similar and additional equipment. The Chemistry Laboratory also supports a stockroom equipped with the necessary chemicals, glassware, and other items necessary to supply laboratory operations for the first two years of a collegiate undergraduate chemistry curriculum.

- The Nursing Division is located within the Lemons Center/Charles Hall complex. A spacious auditorium/classroom provides comfortable seating for all nursing class sessions:
  - There are two lab rooms for nursing simulation practice, including C-14 with two private rooms equipped for critical patient care and C-1 with four beds equipped to provide basic nursing care through simulation scenarios.
  - Students practice clinical skills with computerized patient simulator models, including a high-fidelity “SimMan.”
  - Through a generous partnership with Newton Medical Center, students have training and access on campus to electronic documentation software for charting client care.

Other Laboratories, Studios, and Performance Areas

Art Facilities
The newly built Friesen Center for the Visual Arts contains a drawing/painting studio with printmaking options; a ceramic studio equipped with hand building and wheel throwing facilities and a raku kiln; and an adjacent kiln shed housing an electric kiln, a gas kiln, and a spray booth. A photographic darkroom lab is located in the basement of Erb Hall. The Friesen Center also contains the previously-mentioned Mac lab and a standard, flexible classroom. The College provides two art galleries: one in Friesen Center and one in Smith Center.

Music and Theater Laboratories and Performance Areas
The Music and Theater Departments utilize three performance venues on campus:

- The Northlawn Studio Theater (N-109) is home to theater and musical theater productions. Versatile and intimate, this 100-seat theater space can be configured in a variety of ways with regard to acoustics, seating, and lighting, to suit the unique demands of each production. Thirty-five thousand dollars were allocated to refurbish this theater. (Appendix F)
- Also located in Northlawn are ten individual music practice rooms, and a keyboard lab with four electronic keyboards and four midi stations with Mac computers. Thirty-four thousand dollars have been allocated within the last five years to update pianos and purchase other musical instruments.
Seating of up to 650 is available in the Hesston Mennonite Church auditorium. This facility serves as the College's primary concert venue. The Community Center at Hesston Mennonite Church seats 400 and provides another versatile venue for concerts and recitals.

Early Childhood Education
The Hesston College Laboratory Preschool provides an area designed and created specifically for this program. The large lab area with restrooms, kitchen, entryway, and offices, and an outdoor play area, give hands-on experiences for students studying early childhood education. It also provides half-day preschool programs, morning and afternoon, to serve children, families, and the Hesston community.

Hesston College Athletic Facilities
As part of Hesston College’s “Enhancing Excellence” campaign (Sept. 1993 to June 2003), all outdoor athletic facilities have been renovated in the past fifteen years:

- The Yost Center houses a hardwood maple playing surface for two basketball and two volleyball courts. Around the perimeter is a one-twelfth mile synthetic jogging track. This building includes two racquetball courts, four locker rooms, coaches’ offices, and a training room. Bleacher seating for 1,000 is available for games and other campus gatherings requiring a large seating capacity.
- The Campus Activities Center is a 15,000-square-foot building that has a synthetic playing surface designed for volleyball, basketball, and indoor soccer. Also included is a weight-training and fitness center. The Campus Activities Center also serves as the indoor practice facility for baseball and softball.
- Four lighted tennis courts currently exist south of Yost Center. Those courts were resurfaced during the summer of 2010. The college also has access to eight lighted courts at the local high school.
- Hesston College owns one of the newest and best-equipped small-college baseball stadiums in the state of Kansas. Fans are able to view the game from the stadium seating behind the plate as well as on the bleacher seating above the dugouts. With a lighting system that meets standards for AA baseball stadiums in the United States, the majority of games are held at night. Hesston College also has access to the lighted city diamond several blocks from campus for practice and softball games.
- Hesston College possesses one of the top college soccer-only fields in the state. The 120’ x 75’ field includes lighting, underground irrigation, turf, goals, electronic scoreboard, stadium seating, and press box.
Off Campus Learning Environments Support Teaching and Learning

Aviation Facilities
The Hesston College Aviation Department is located fifteen minutes from campus, at the Newton City-County Airport. This airport exposes students to a wide variety of traffic and serves as a reliever for Wichita’s Mid-Continent Airport. There are 30 other airports within 30 miles ranging from 1500-foot grass strips to 10,000-foot, airline-served runways. The Hesston College training facility offers private briefing rooms to meet one-on-one with the instructor. The facility houses five aircraft, a flight training device, and two computer simulators.

Nursing Clinical Sites
Nursing students travel to a variety of local health care agencies for clinical experiences. These range from community hospitals to large, urban medical centers—all located within 40 miles of the campus. Agencies most frequently utilized include: Newton Medical Center; Prairie View Mental Health Center in Newton; Promise Regional Medical Center in Hutchinson; Wesley Medical Center and Via Christi Regional Medical Center in Wichita; and the Schowalter Villa in Hesston.

Field Trips
Students participate in field trips for classes in science, business, religion, aviation, music, psychology, and more. Field trips, typically half days, provide students with the opportunity to build upon their classroom learning experiences and perceive real world applications of the specific field of study.

Schowalter Villa
The Schowalter Villa retirement community, located on the south side of campus is home to over 500 seniors who interact with Hesston College. The seniors come to campus for a variety of music, drama, and athletic events; and students go to the Villa for a variety of projects and events.

The Hesston Wellness Center, owned by Schowalter Villa, is located several blocks from campus. This facility provides a full range of exercise and swimming facilities that are available at no extra charge to all Hesston College faculty, staff, and residential students.

Stutzman Retreat Center
This center includes a log cabin and pond owned by the College located about eight miles from campus. Stutzman Retreat Center is used by students for social events and gatherings, and by faculty and staff for social events and meetings.
Cooperative Education
Internships and Cooperative Education experiences, offered each semester at Hesston College, provide students with an opportunity to gain practical experience in their chosen career fields while working with qualified professionals. Approximately 28 students participated in Cooperative Education experiences during the 2008-2010 academic years.

Service Trips
As noted previously, spring break annually provides several options for service participation by students. In addition to providing a week of service in an off-campus location, these trips offer students the opportunity to learn to know a new community as well as develop a sense of “community” within the student group. In addition, these trips provide students with leadership opportunities, assuming the lead in aspects of planning and directing the groups.

Students in the Disaster Management Program are involved with service projects throughout the academic year. They also participate in an eight-week service assignment each summer through a cooperative arrangement with the Mennonite Disaster Service (MDS).

International Travel
The Hesston College International Chorale is organized on alternate years as a five-week summer tour of western Europe. In addition to performing in cathedrals, churches, and castles, students stay in local homes, tour historic Anabaptist sites, and spend time sightseeing. Each trip includes at least one eastern European country.

During the spring of 2010, a group of nursing students and their instructor traveled to Russia for a service-learning course. In May 2011, a nursing group is planning to travel to Guatemala, also with a service-learning focus. In December 2010, another nursing faculty member traveled to India to plan for a December 2011 service-learning trip at Menno Clinic in Chiluvuru, India.

Dyck Arboretum of the Plains
The Dyck Arboretum of the Plains was established in 1981 and provides Hesston College and visitors the rare opportunity to experience native Kansas plants and ecosystems. The visitor and information center, the trails, and its 39 acres, offer an opportunity to learn and interact with Kansas wildflowers, grasses, shrubs, trees, and wildlife. Numerous classes from biology to art and drama, use the Arboretum for laboratory experiences.
Hesston College Ensures Access to Teaching and Learning Resources

Library Access and Support
The Mary Miller Library is open seven days, 87 hours each week during the school year. Essential services provided include reference assistance; basic library orientation for freshmen as well as orientation in selected classes prior to the assignment of research papers and projects; access to online research databases and reference sources; interlibrary loans; audiovisual equipment; a photocopier; and 15 computer stations.

In recent years, the Library Director has provided all students enrolled in the college orientation courses, a tour of the library during the first week of classes for the purpose of educating them about the spaces and resources available in the library (including online) to support their academic work. Later in the semester, the Director presents information several times in each First-Year Seminar class regarding resources and services offered by the library, as well as how to search and evaluate online resources. She also makes library resources presentations in other classes at the invitation of faculty. The Media and Instructional Technology Director also informs students about, and demonstrates methods of Internet searching and evaluating Internet sites.

ACCESS Laboratory Services
The ACCESS Laboratory is staffed from 9:00 a.m. to 4:00 p.m. five days a week from Monday through Friday and is also open for student tutoring sessions during evening hours. The two faculty members who work in the ACCESS Laboratory consistently demonstrate their passion for students and their success. Students are welcomed by name to the Laboratory and are provided with a safe place to obtain academic support and assistance.

Student Laboratories, Studios, and Performance Settings
The various laboratories across campus are accessible with flexible hours to students and provide support for student learning. Information about access and support follows:

Computer Laboratories
Hours of access and support:
- K-120 PC lab (26 student computers); open eight hours daily as a classroom, Monday through Friday.
- K-130 lab (18 computers); open eight hours daily for networking classes, Monday through Friday.
- F-111 (14 iMac computers); open eight hours daily, Monday through Friday.
- Smith Center (20 computer stations); open 87 hours a week, involving all 7 days. These computers are consistently available; no
formal classes are offered in this laboratory. This lab is staffed by student laboratory monitors 48 hours a week.

- Mary Miller Library (4 laptop computers and 11 desktop computers); available 87 hours a week. Student or staff support is consistently available during open hours.
- ACCESS Laboratory (8 computer stations); available 7 hours/day, 5 days a week. Staff support is available from 9-4, Monday through Friday.

Access to Other Campus Laboratories, Studios, and Performance Settings

Nursing Laboratories (C-1 and C-14) provide access to students for independent practice from 8:00 a.m. to 5:00 p.m. Monday through Friday when the laboratories are not being used as classrooms. Purchasing coded door locks to allow independent practice on designated evening and weekend hours currently is being proposed through the Nursing Division’s strategic plan. Smith-9 is available for independent nursing student practice during the open hours of Mary Miller Library (87 hours weekly).

Many of the other laboratories on campus, including biology, chemistry, art, and music, have open evening hours for independent student practice. These hours of availability and practice guidelines are communicated to students by faculty.

Hesston College Students, Staff, and Faculty Have Support to Use Technology Effectively

Information Technology

The Information Technology (IT) department facilitates information exchange by aligning computer technologies with the strategic goals of Hesston College. The campus computers, networking infrastructure, and AS/400 are maintained by the IT department located in Alliman Administration Center. Services and support are provided for academic as well as administrative use of computers and computer technologies. (See also Core Component 3c.)

The IT department provides leadership for the entire campus in the area of campus computer inventory, installation, and servicing; and in the provision of education for employees and students. Each new employee of Hesston College is provided with an orientation to the campus computing system, led by personnel from the IT department.

The current staff for Information Technology consists of five employees: Director/AS400 Programmer, Network and Server Manager, PC/Web Specialist, Systems Operator, and Support Specialist. This team is available
to faculty, staff, and students throughout the year to provide assistance for computer-related issues, consultation, and ongoing training. All student laboratories and residential hall connectivity are the responsibility of the IT department. Updating campus computer technology, reviewing and prioritizing IT capital requests, and ensuring the effective stewardship of current computing resources, are a major responsibility of this team.

The current Title III grant will result in improved technological access, including Web accessibility and redesigned institutional management practices. A systematic plan for employee education and training is included as an integral component of this grant project.

**Ensuring Computer Competence for Students**

Ensuring that students possess the necessary skills to “utilize technology appropriately as a tool for effective communication” is an important component of the Hesston College curriculum. Within the general education curriculum, students must either pass a faculty-developed computer competency exam (covering file management, word processing, spreadsheets, and PowerPoint) or successfully complete an approved computer course. Computer competency is evaluated and/or enhanced periodically to ensure effective functioning in today’s technological society.

**Technology Enrichment Courses for Students**

A variety of courses and programs is available to educate students in ways that enrich their ability to develop competency in many areas of technology. Examples of these technology-oriented programs and courses include: the Computer Information Technology major; the Aviation and Air Traffic Control programs; Introduction to Digital Media; Desktop Publications; the fifteen courses offered in Business/Computer Information Technology; Introduction to Graphic Design; and Web Technologies for the Designer.

**Faculty Support**

The primary source of technological support for faculty is through Media and Instructional Technology Services, which occupies 460 square feet in the southeast corner of Mary Miller Library. Since 1995, the MITS director has chaired the Instructional Technology Committee that has also provided a major role in supporting faculty in their use of technology.

Faculty members at Hesston College have embraced new instructional technology, recognizing the many ways it enables students to see, hear, and interact with the course material. There is also appreciation for the way in which it can foster new ways of communication and collaboration between students and faculty, and students with each other. Inclusion of technological enhancements for the classroom or laboratory is a frequent component of division strategic plans and capital requests.
For faculty to integrate technology into teaching and learning in ways that really help students learn, they need the tools on their desks and in their classrooms, the time to learn, and support for training in the use of these tools. This type of support has been present in the academic support environment at Hesston College, due to the advocacy, dedication, and expertise of the Library Director and Director of Media and Instructional Technology Services. Continual faculty encouragement and training have been ongoing and have assisted in creating significant change in the teaching and learning environment at Hesston College.

Hesston College Evaluates the Use and Effectiveness of Its Learning Resources

The evaluation of learning resources (user satisfaction and usage rates) has involved the use of several tools on the Hesston College campus. The instruments used and recent results from this evaluation process are shared below.

Mary Miller Library

The Library Director conducted several surveys during the 2009-2010 academic year related to the use and effectiveness of library resources and services:

- In a student satisfaction survey given in the spring of 2010 to 143 students in seven different classes, 89 percent rated the courtesy and helpfulness of library staff as either very satisfactory or satisfactory. (Exhibit IV-K3)
- In a faculty satisfaction survey also conducted in the spring of 2010, all 33 faculty members rated the overall service of the library to be either very satisfactory or satisfactory. (Exhibit IV-K3)

In other recent College surveys, students, faculty, and staff alike have consistently given high marks to the services and assistance provided by the Library Director and her staff. Other findings related to library usage (e.g., gate counts and circulation statistics) can be found in Exhibit IV-A7.

ACCESS Laboratory

Two faculty members who comprise the ACCESS staff evaluate usage and service effectiveness. (Exhibit IV-K3) Several significant findings from services offered include the following:

**Peer Tutors:**

- A feedback form describing topics reviewed and strategies utilized in ACCESS is completed by tutors at the end of each session to inform instructors of student progress.
- In 2009-2010, 42 peer tutors served over 100 students. Of students attending 3 or more tutor sessions, 82% received grades of C or
Peer Tutor Training:

- According to student feedback, most successful training sessions were the “Meet with the Instructors” sessions, one held for tutors of international students who met with ESL instructors and the other with tutors of biology courses.
- Staff discovered the times best attended by tutors for training are Fridays when no forum is scheduled. The training of academic tutors continues into the 2010-2011 academic year.

Writing Fellows Program:

- Students and faculty alike were asked for their evaluation of the Writing Fellows Program after the first semester it was piloted. Initial evaluation of the Writing Fellows Program suggested that benefits of the program include:
  - Students (who work with Writing Assistants) gain knowledge for improving specific papers and writing in general, take their own writing more seriously, and understand assignments better as a result of discussing the assignments with the Writing Assistants.
  - Faculty create better assignments and support material for the course through the process of clarifying their expectations to the Writing Assistants.
  - Faculty and students interact in ways that facilitate more meaningful relationships.

Individualized Faculty Instruction:

- Eight faculty members in 2009-2010 elected to hold a portion of their office hours in the ACCESS Lab.
- This practice was found to be valued by students and has continued into the 2010-2011 academic year.

The strategic plan for ACCESS calls for an increase in the strategies employed for evaluation of ACCESS usage and success statistics. Exhibit XV-F contains further details regarding this planning.

Space Utilization

A campus committee, comprised of the Vice President of Academics, Vice President of Student Life, and the Vice President of Finance and Auxiliary Services, was established during the 2009-2010 academic year to deal with issues related to the utilization of campus spaces (classrooms, offices, lounges, etc.). Requests for new space, relocations, or other space utilization
questions/concerns are brought to this group for discussion and decision-making. This new structure has provided a consistent place where proposals or concerns regarding space can be addressed and decisions made regarding future usage.

**Classroom Usage**
Statistics regarding the usage of classrooms throughout campus are gathered through the office of the College Registrar. For the 2009-2010 academic year, statistics revealed that:
- 31% to 100% of the classrooms were scheduled hourly during the 8:00 a.m. to 3:00 p.m. time block.
- The average classroom occupancy for this time block each semester was approximately 66%.
- At 4:00 p.m., only 6% of the classrooms were being utilized.
- Evening classes were held primarily on Mondays and Tuesdays, with approximately 10-16% of the campus classrooms being scheduled on these two evenings.

In order to utilize classroom space efficiently and to avoid class times that conflict with courses that students need during the same semester, several faculty committees have begun discussions on ways to distribute more evenly the times classes are offered.

**Computer Laboratory Usage**
The 2009 *Community College Survey of Student Engagement* (CCSSE) demonstrated that Hesston College students report their use of the campus computer laboratories to be above the national mean for CCSSE Cohort groups:

<table>
<thead>
<tr>
<th>How Often Do You Use The Following Services?</th>
<th>Hesston Mean</th>
<th>CCSSE Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question Content</td>
<td>Hesston Mean</td>
<td>CCSSE Cohort</td>
</tr>
<tr>
<td>Computer Lab (Survey Question #13.1h)</td>
<td>2.25</td>
<td>2.10</td>
</tr>
</tbody>
</table>

2009 *Community College Survey of Student Engagement*

At intervals, Hesston College has also gathered information about usage rates for the computer laboratories. This information is used to determine the adequacy of current student computing resources and to facilitate reallocation decisions.
Chapter 3

**Budget Priorities Reflect That Improvement in Teaching and Learning is a Core Value of the Institution**

**Process of Budgeting and Decision-Making**

The process of budgeting and decision-making regarding institutional priorities was discussed previously in Chapter Two. The commitment of the College to its core values of “learning” and “excellence” has been shown by many of its recent funding initiatives and decisions.

**Allocation Priority Examples**

A number of funding allocation priority examples within the past ten years have been identified and are listed in Appendix F. Categories include:

- Funding for Programs
- Funding of Capital Improvements
  - Capital Projects Funded by Campaign Fundraising, 1993-2010
  - Capital Projects Funded by Annual Operating Budget Since 2000
  - Capital Projects Funded by Grants
  - Projects Funded by Campaign Dollars

**Survey Results**

*Student Satisfaction Inventory*

Seven questions were asked of students regarding campus support services. For this entire category the mean satisfaction score for Hesston College students was 5.85/7.0 compared with the national norm of 5.33 for 4-year colleges. (See table on page 84 for specific survey results indicating student satisfaction with learning resources.)

*2007 and 2009 Community College Survey of Student Engagement*

The *Community College Survey of Student Engagement* was administered to Hesston College students during the spring of 2007 and again in 2009. One of the five benchmark areas is entitled, “Support for Learners.” Hesston College ranked at the 93rd percentile in 2007 and at the 97th percentile in 2009 for this benchmark when compared to all two-year colleges in the national cohort group. In addition findings related to specific areas of academic support for the 2009 survey indicated that, for each of the eleven areas of student support services, satisfaction for each one was rated above the 2009 CCSSE Cohort group. (Exhibit IV-A4)

*2008 College Outcomes Survey*

Hesston College graduates indicted a high level of satisfaction with library and learning resources on the 2008 *College Outcomes Survey*. The Hesston College mean on this specific question was 4.50 compared with the national 4-year mean of 3.88. (*College Outcomes Survey*, Section 3, #36)
Areas of Evidence

• Orientation and access to campus learning resources are provided to Hesston College students, including the Mary Miller Library; the ACCESS Laboratory; science laboratories; and clinical practice and performance spaces at a level necessary to support effective student learning.

• The organization provides effective staffing and support for its learning resources, as demonstrated by satisfaction surveys of students, graduates, and faculty.

• Through services provided by the Library Director and staff, ACCESS staff, the Media and Instructional Technology director, and members of the Information Technology department, Hesston College supports students, staff, and faculty in using technology effectively.

• The evaluation of support services (usage and effectiveness) indicates that the campus support services are being regularly used and are effective in the support of teaching and learning.

• Recent planning and budgeting priorities reflect that improvement in teaching and learning is important to Hesston College.

• Norm-referenced and institutionally-developed surveys reflect a strong commitment to the support of student learning and effective teaching:
  
  o 2008 ACT College Outcomes Survey: Hesston College graduates 3 and 5 years out (2003 and 2005) rated their satisfaction with “Library/Learning Resources Center Services” as 4.50 on a 5.0 scale (national norm for all two-year colleges = 4.08; four-year college norm = 3.88).
  o 2009 Student Satisfaction Inventory: For the category of questions (7) labeled as Student Support Services, Hesston College students rated their satisfaction significantly higher than the national norm —5.85/7.0 compared with a national norm of 5.33 for four-year private colleges.
  o 2007 and 2009 Community College Survey of Student Engagement: On one of the five CCSSE benchmark areas entitled, “Support for Learners” Hesston College ranked at the 93rd percentile in 2007 and at the 97th percentile in 2009 when compared to all two-year colleges in the national cohort group.
  o 2009 Faculty Survey: Faculty ratings of the College’s central academic support services (library, ACCESS, media services, and College registrar) ranged from 4.43 to 4.80 on a 5.0 scale (5.0=Excellent).
CHAPTER 4: KNOWLEDGE BECOMES ENERGY

The sun was shining and the Kansas wind was tamed to a pleasant breeze on this Earth Day, 2008. The sidewalk in front of Charles Hall was lined with tables full of food in crockpots and coffeepots powered by solar energy. Other tables sported poster presentations of solar panel experiment descriptions and results of solar-generated electric batteries to run a solar-powered golf cart. Students from Nelson Kilmer’s Physics II class described the project and answered questions about their theoretical learning as well as the issues encountered in building the golf cart. Other students from the class gave rides around campus in the golf cart.

From early January until late March, the students conducted research and tests on photo-voltaic (PV) collector performance, battery storage and charging controllers, electric circuit diagrams and cart wiring, measuring electrical loads, and performance expectations, taking into account factors such as cart weight, passenger weight, and terrain. Assembly and testing, which included a trial run of the cart on campus sidewalks, began on a partly-sunny morning Tuesday, March 25, and continued for nearly a month.

Two students worked primarily on the solar collectors, which sit on the cart’s roof. They reported that class research indicates a solar golf cart will work. “The presentation was a perfect combination of technical knowledge and application,” Vice President of Academics Sandra Zerger said after the Earth Day Celebration. “The students had to communicate what they did and learned. Everything worked together on Earth Day, even the weather. Too often, we think of academic classes as theoretical,” Zerger emphasized. “If we don’t see an application of theoretical knowledge, it’s like education in a vacuum.”
CHAPTER 4: ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE

The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

Introduction

The importance of learning is infused in Hesston College’s mission documents, chapel presentations, department and division mission statements, and course syllabi (Chapter One). Commitment to learning begins with the policies and decisions of the Hesston College Board of Overseers and cascades throughout the entire campus milieu. The structures and programs designed to promote the acquisition, discovery, and application of knowledge are described in this chapter.

Core Component 4a:
The organization demonstrates, through actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

Learning is Valued at Hesston College

Learning is valued at Hesston College, as evidenced by the actions and decisions of the Hesston College Board of Overseers, the administrators, the faculty and staff, and the students. The Centennial Commencement Address, May 2010, by Anthony Brown, faculty member and Hesston College alumnus; and Dustin Galyon, men’s basketball coach, admissions officer and Hesston College alumnus; spoke to the mission of learning at Hesston College:

This is the strength of Hesston College—valuing its students, making room for them and welcoming them to Christ-centered community. This is a place where educational, spiritual and emotional growth occurs. It is a sacred place where we are on the journey to discover our calling and how we will be related to the world. It is a place where there is freedom to question and search for meaning. This is a place where we all are challenged to live committed lives that make a difference. . . .Given all that is happening in our world, with all of the political, social, economic and spiritual challenges we face, this is a propitious time to think again about what it means to be educated and about what it means to be socially-responsible global citizens. If we fail to embrace the challenges of this new era, we fail future generations and we fail to bring new life to the claims of Christ. Discovering how to be faithful in these uncharted waters makes us pioneers in this new and exciting age.
An Academic Chapel at the beginning of each school year addresses the value of a liberal education that prepares students as life-long learners to serve the world. In the 2008 address, Vice President of Academics, Dr. Sandra Zerger, challenged students to educate yourself—otherwise you can be very well-meaning but not really prepared to serve. . . . A liberal education in the tradition of the liberal arts and sciences will best prepare you for a life of service. . . . What we at Hesston College wish for you is an education that encompasses these skills and abilities and prepares you to go out to change the world. Only then, can you fulfill the mission stated in Luke 4: 18-19 “to bring good news to the poor. He has sent me to proclaim release to the captives and recovery of sight to the blind, to let the oppressed go free, to proclaim the year of the Lord’s favor.”

The Hesston College Board of Overseers Demonstrate Support for a Life of Learning

Decisions by the Hesston College Board of Overseers (HCBO) clearly support a life of learning. HCBO actions have included:

- New program initiatives (HCBO November 2009 and March 2010):
  - Air Traffic Control
  - First-Year Experience
  - Deciding Student Program
  - Expanded Advising
  - Writing Fellows

- Increases for faculty development and in-service workshops

- Approval of capital projects:
  - Erb Hall renovation (2008)
  - The Friesen Center for the Visual Arts (2006)
  - Resurfacing of the tennis courts (2010)
  - Simulation laboratory for nursing (2010)
  - New theater space in Northlawn (2009)
  - Instrumental music program (Leadership Council, 2006)

Academic Freedom

A new academic freedom statement was approved by the faculty and Administrative Council prior to the approval by the Hesston College Board of Overseers on March 5, 2009. This document speaks to the tension between intellectual freedom of genuine search for the truth and the need to respect the community.

Hesston College acknowledges the need for balance between an institution’s mission and the intellectual freedom required for genuine critical inquiry. Whereas these notions are sometimes regarded as
conflicting priorities, the College asserts that an Anabaptist institution must regard them as symbiotic elements. Hesston College both acknowledges the needs of individual instructors to express themselves personally and professionally and the responsibility they have toward their College and profession respecting that mission and the standards of their fields. (*Faculty Handbook*, IIIC)

**Learning by the Board Members**

To ensure that each member of the HCBO is familiar with the mission documents of Hesston College and its operations; and understands the policies and responsibilities of the governing boards; an orientation is provided for each new HCBO member. This orientation is facilitated by the HCBO Chair, MEA representative (if available), and the College President. (Exhibit IX-C)

The HCBO participates in ongoing learning activities. Examples of these activities include:

- 2007: Participation in a working session on new academic initiatives.
- 2008: The President led the Board in a Vision and Values Exercise.
- 2009: The HCBO read and discussed thought papers from all the College’s vice presidents on “Hesston College Position and Strategy in Light of Declining Denominational Loyalty and the Trend of Students’ Attending Colleges Closer to Home.”
- 2009: Dr. Douglas Penner, President of the Kansas Independent Colleges Association presented “State of Higher Education in Kansas and National Trends.”
- 2010: Dr. Penner was invited back to lead an additional session with the HCBO on the implications of the trends in Kansas and the nation for Hesston College.

**Presentations by Board Members**

The Board is a working group with members selected for their expertise and diverse representation of the Hesston College constituency. The Board learns and also teaches. In addition to learning through sessions for Board development, HCBO members have been generous in offering their expertise and time to present workshops to administration, faculty, and staff, as well as class presentations to students:

- Wilbur Bontrager, CEO of Jayco Corporation in Middlebury, Indiana, presented an evening seminar to business students, faculty, and staff in March, 2010, describing how this recreational vehicle manufacturer has grown from fifteen employees in 1968 to 1,800 employees today.
Kelvin Friesen, Vice President of Sales and Marketing of Sauder Manufacturing (Ohio) presented a session to the administration and the Board on enhancing customer service by posing the “Ultimate Question.”

Luke Hartman, Assistant Principal of Skyline Middle School in Harrisonburg, Virginia, presented sessions to faculty and staff on moving the campus from an appreciation of diversity to the celebration of diversity.

Learning and Development Opportunities Are Made Available for Administrators, Faculty, Staff, and Students

Administration
President Howard Keim possesses expertise in leadership development that he uses to assist Hesston College administrators in increasing their effectiveness. Through weekly one-on-one sessions with the Vice Presidents, the President offers readings and individual advice.

The Administrative Council meets in off-site sessions several times a year. These sessions not only include times for strategic planning but also for reflection on articles that lead to enhanced effectiveness of campus leadership. Each administrator has an annual professional development budget of $1,500 to attend professional conferences and workshops. The Administrative Council members have been encouraged to attend national and regional meetings in their assignment areas. (Exhibit XVI-A)

- Howard Keim, President:
  - Mini-sabbatical fall of 2010, spending two days each week at the University of Kansas, reading several books, and interviewing seven current and past college presidents
  - Higher Learning Commission Annual Conference—2008
  - Indiana University School of Philanthropy—2009

- Don Weaver, Vice President of Finance and Auxiliary Services
  - EPA Peer Audit Training—2008
  - KICA Renewable Energy Conference—2009
  - Title III Directors National Conference—2010
  - TIAA-CREF Plan Administrators Workshop-2010

- Joel Kauffman, Vice President of Admissions and Financial Aid
  - Stamats Integrated Marketing Conference—2009-2010
  - National Association for College Admission Counseling—2010
  - ACT Annual Conference—2010

- Sandra Zerger, Vice President of Academics
Faculty
Funding for faculty development is a priority at Hesston College. The College supports the belief that good faculty development is a continuous improvement cycle: faculty evaluation and review lead to faculty development opportunities which, in turn, lead to improvement in performance and the cycle continues.

All voting faculty members are eligible for $900 every other year to attend faculty development meetings or workshops and $90 per year for professional memberships ($45 is allocated for adjunct faculty professional memberships). In addition, during the last three years, $10,400 has been added to the academic budget to allow for faculty development in the scholarship of teaching and learning, for disciplinary pedagogy, and for areas identified in the faculty review process.

Examples of recent conference participation and presentations include:
In-Service

All faculty and staff attend a day-long retreat at the start of the academic year, and all faculty members attend an additional in-service training at the beginning of each semester. The opening retreat is designed to build a sense of team and to provide motivation to continue serving the institution. Faculty in-service days provide instruction in pedagogy; most recently the focus was on instruction in student-focused learning. On other occasions topics were related to the mission of the College, such as diversity training.

Sabbaticals and Other Leaves

Periodically faculty members may apply for sabbatical and other leaves. Leaves are intended to promote personal growth and professional development. The types of experiences faculty members have participated in vary by discipline.

- Hugo Boschmann studied at Kings College, London, UK (1985-1986); directed the Brethren Colleges Abroad in Marburg, Germany (2002-2003); taught biology at Eastern Mennonite University (Fall 2002); and directed a cross-cultural class of sixteen students in Vienna, Austria. Boschmann was recognized by the National Science Foundation, received the Outstanding Young Educator Award, and more recently was nominated for Best Teacher Award at Wichita State University.
- James Yoder spent one year as Fulbright Scholar in Swaziland (2008-2009); he also worked at Wichita State University during the summer of 2009 through a research grant from the Research Sites for Educators in Chemistry, a program of the National Science Foundation.
Anthony Brown, artist in residence and Sociology faculty, spent six months (2008-2009) in Japan studying the sociology and history of the country.

Michele Hershberger, Bible and Religion faculty, taught Theology and Bible for the 2009-2010 school year at LCC International University in Klaipėda, Lithuania.

Ruby Graber, Nursing faculty, took a year’s leave in 2009-2010 to update clinical practice skills, enroll in educational workshops, enhance personal levels of wellness, and resource her church community through development of clinical pastoral education skills.

Matt Schloneger was granted a twelve-month sabbatical leave (2009-2010) studying for a Ph.D. in Music Education at the University of Kansas.

Kevin Wilder studied toward a Doctor of Ministry degree in marriage and family counseling through a partial sabbatical leave in 2009-2010.

Staff
Funds for staff development are placed in the annual budget by each member of the Administrative Council, based upon departmental needs and campus priorities. (Exhibit XVI-B)

- In Admissions, staff development money has been used to attend conferences and Webinars. These commonly center around current trends or new learns in admissions and financial aid.
- Student Life staff have access to funds that include continuing education, conferences, travel, self study, and departmental resources. The professional staff, such as the Vice President of Student Life, campus counselors, and campus pastor have funds built into their budgets for professional development. The remaining staff have access to department funds.
- Advancement staff are funded for local, state, and national professional meetings. Staff rotate attendance at these meetings that are part of the budget of the department.
- Staff in Auxiliary Services have funds for group trips to visit other campuses to exchange ideas on current best practices. They also have funds to attend training events and conferences.
- The Library Director, Director of Media and Instructional Technology Services, and ACCESS staff have the same opportunities for professional development as all other members of the faculty. Academic and administrative assistants have funding to attend conferences and workshops, or to bring resource people on campus for issues identified by the academic assistants.
In addition to the information presented previously, additional structures are in place to provide learning and development opportunities for members of the faculty and staff.

- One vehicle for personal and professional development is the ready access to the various enrichment events on campus.
- All members of the campus community (including faculty and staff) are encouraged to attend the weekly chapels or forums.
- Incentive is provided to enroll in College classes through the discounting of tuition available for all employees and their families (*Human Resources Manual*, F:7). This tuition benefit has been accessed by 66 faculty, staff, or family members within the past five years.

**Students**

**Chapels and Forums**

Two weekly thirty-minute chapels and periodic Friday forums are planned for the students’ enrichment and learning. Chapel is a time of worship and celebration of faith as well as an opportunity for student learning around any of the six student learning outcomes. Forums allow the community to gather during the same time period to consider current issues of local, national, or international importance. Residential students are required to attend twenty-four chapels per semester; off-campus students typically attend twelve. Members of the faculty, staff, and the Hesston community frequently join students in the chapel and forum programs.

**Publications and Presentations**

Faculty members are committed to excellence in the classroom as noted in Chapter Three. They also serve as role models beyond the classroom and mentor students in some of the following learning activities:

- Students interested in journalism participate as writers, reporters, and editors of the student newspaper and the yearbook.
- Student art, creative writing, and essays are published in the student-published *Journal of Writing and Art*.
- Although students at a two-year institution are novices in their majors, Hesston College students, nevertheless, have opportunities to excel in learning experiences. Recently, Linea Bartel was honored for production of physics Web pages that were adopted and published as a teaching unit by the Chamberlain College of Nursing.
- Hesston College music students have performed very well at the National Association of Teachers of Singing, West Central Region Vocal Competition.
  - Student Nathan Snyder placed third in the Freshmen Men’s Classical Division among all colleges and universities in Kansas, Nebraska, Colorado, and Wyoming in 2009.
In the past four years, ten students have advanced to the semi-final round in the West Central Region. (Exhibit XIX-B)

- In the fall of 2009, eight students, along with faculty members Vickie Andres and Bill Mason, attended the MEDA annual convention in San José, California where they participated in programs and interacted with business leaders from all economic sectors and parts of the country.
- Hesston College students after returning from the convention are required to give at least one formal MEDA presentation on the Hesston College campus. The students have occasionally presented a report to the Kansas MEDA group.

Amateur Radio Club
The Hesston College Amateur Radio Club Station KØHC has amassed an amazing list of accomplishments including:

- Placing first in the Intercollegiate Amateur Radio Club Championship in November 2005. That championship is thought to be the first national championship of any kind won by a Hesston College team.
- The College’s amateur radio club repeated the win in November 2006, topping other college teams such as Stanford, Massachusetts Institute of Technology, Michigan State, and Harvard.
- Hesston College placed second to Stanford University in 2008.
- The club also won the American Radio Relay League November Sweepstakes in the School Category five years running: 2005-2009. (Exhibit XIX-E)

Resident Assistants
The College hires a second-year student to lead each mod. These Resident Assistants:

- Help students move into the dormitories and get acquainted with other students.
- Plan mod activities during the year, provide a communication link between students and the Student Life staff, and help administrators with enforcing campus policies.

Ministry Assistants
Ministry Assistants are appointed to coordinate small groups or Bible studies in the residence halls, to help prepare campus worship events. They also ensure that students are informally invited to campus worship, and respond to questions related to spiritual matters.

At the 2010 MEDA convention, the winning entry was Eastern Mennonite University, whose entire team was made up of students who transferred to Eastern Mennonite University after two years at Hesston College.
Campus Activities Board
The Campus Activities Board (CAB) consists of a group of students selected by their peers and Student Life staff; whose task is to plan and implement student activities both on and off campus:
- This role is especially important for a college that emphasizes a residential experience on a 7-day-a-week schedule.
- A wide variety of activities are planned to appeal to a broad range of interests, including movies, bowling, roller skating, coffee houses, games, dances, and seasonal celebrations.

Campus Worship
Campus Worship is a student-led weekly gathering for worship and teaching:
- Students have been trained over the year to improve the use of their leadership gifts through this worship experience.
- Recent worship foci have been primarily on the importance of service and self-reflection.

New Initiatives
New initiatives, launched at Hesston College in recent years, have enhanced learning opportunities for students:
- A new First-Year Seminar, introduced in the fall of 2010, now helps orient students to higher education and a life of learning.
- A “Deciding” students program was initiated in 2009 to provide greater assistance to students who continue to explore academic fields of study. (Exhibit I-D2)
- An enhanced advising system, developed from 2008 to 2010 and implemented in summer 2010, was designed to build on strengths of the institution: caring for students and building relationships with them. (Exhibit I-D3)

Student-Directed Plays
Graduating students (sophomores) normally direct one-act plays during Commencement Weekend. Recent productions include:
- *Doubt: A Parable* by John Patrick Shanley and directed by Matt Lehman
- *Sorry, Wrong Number!* by Lucille Fletcher, directed by Caleb Miller
- *Impromptu* by Tad Mosel, directed by Bethany Miller
- *Puente Negro* by Estela Portillo Trambley, directed by Hannah Titus
- *The Actor’s Nightmare* by Christopher Durang, directed by Brandan Harvey
Students also helped write *The Upside Down King* musical, and joined other colleges’ students to make up the traveling troupe of its actors.
Co-curricular Workshops and Events

A variety of co-curricular workshops and events are planned and funded for students, faculty and staff. These events include:

- The Melva Kauffman Lecture Series
- Anabaptist Vision and Discipleship Series
- Hesston/Bethel Performing Arts Series (HBPA) offering educational outreach activities by the visiting artists for HBPA (Exhibit VII-G & XVII-B)

The Achievements of Faculty and Students are Publicly Acknowledged

Numerous press releases recognize the professional achievements of faculty and students.

- The solar energy project, noted in the vignette that introduced this chapter, was included in local press releases and in the alumni magazine *Hesston College Today*.
- Faculty sabbaticals and leaves are printed in local newspapers and church publications.
- Faculty members with outstanding Individual Development and Educational Assessment (IDEA) scores related to teaching and learning are recognized in faculty meetings and through press releases.
- Notices of outstanding student academic achievements are sent to the students’ home community newspapers.
- The Hesston College website consistently acknowledges academic projects and achievements of both faculty and students.
- The achievement of Hesston College students on norm-referenced surveys is noted on the Hesston College website.

The accomplishments of Hesston College students are also celebrated annually in an end-of-year Larkfest Award Ceremony. Categories of awards include student leadership, ministry interns, student ambassadors, athletic achievements, and outstanding academic achievement.
**Survey Results**

The *Student Satisfaction Inventory* (SSI) and ACT *College Outcomes Survey* (COS) demonstrate support for a life of learning by students.

### Support for a Life of Learning for Students

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<th>Question Content</th>
<th>Hesston Mean</th>
<th>4-yr. Private Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is a commitment to academic excellence on this campus (Survey Question #41)</td>
<td>5.83</td>
<td>5.43</td>
</tr>
<tr>
<td>Faculty provide timely feedback about student progress in a course (Survey Question #47)</td>
<td>5.62</td>
<td>5.14</td>
</tr>
<tr>
<td>Faculty take into consideration student differences as they teach a course (Survey Question #53)</td>
<td>5.72</td>
<td>5.07</td>
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</table>

2009 *Student Satisfaction Inventory*

### College’s Contribution to Personal Growth

*(Section II-D)*

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<th>Question Content</th>
<th>Hesston Mean</th>
<th>National 4-yr. Mean</th>
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<tbody>
<tr>
<td>Seeking and conveying the spirit of truth (Survey Question #9)</td>
<td>3.90</td>
<td>3.41</td>
</tr>
<tr>
<td>Acquiring a well-rounded education (Survey Question #36)</td>
<td>4.29</td>
<td>3.91</td>
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</table>

2008 *College Outcomes Survey* (Graduates)

2009 *Faculty and Staff Surveys* demonstrated support for the personal and professional development opportunities that are provided by Hesston College.
**Staff Development**

1= Strongly Disagree   5=Strongly Agree

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<tr>
<th>Question Content</th>
<th>Staff 2005</th>
<th>Staff 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am encouraged to take advantage of personal and professional development</td>
<td>3.47 (#4.f)</td>
<td>3.56 (p.2, #20)</td>
</tr>
<tr>
<td>Opportunities and funds for staff development are allocated fairly in this institution</td>
<td>3.08 (#4.g)</td>
<td>3.22 (p2, #21)</td>
</tr>
</tbody>
</table>

2005 and 2009 *Staff Surveys*

**Faculty Development**

1= Strongly Disagree   5=Strongly Agree

<table>
<thead>
<tr>
<th>Question Content</th>
<th>Faculty 2005</th>
<th>Faculty 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty are publicly recognized for professional accomplishments and contributions made to Hesston College</td>
<td>3.49 (#3.d)</td>
<td>4.15 (p.2, #24)</td>
</tr>
<tr>
<td>Opportunities and funds for faculty development are allocated fairly in this institution</td>
<td>3.25 (#3.e)</td>
<td>3.98 (p.2, #25)</td>
</tr>
<tr>
<td>In the last 3 yrs., I took an academic course aimed toward a higher degree/certification</td>
<td>13/44 (#8.a)</td>
<td>10/39 (p.4, #31)</td>
</tr>
<tr>
<td>In the last 3 yrs., I took courses or workshops focused on instructional skills/competencies</td>
<td>32/44 (#8.b)</td>
<td>31/38 (p.4, #32)</td>
</tr>
<tr>
<td>In the last 3 yrs., I took courses or workshops focused on improving expertise in academic area</td>
<td>35/44 (#8.c)</td>
<td>33/39 (p.4, #33)</td>
</tr>
</tbody>
</table>

2005 and 2009 *Faculty Surveys*

**Areas of Evidence**

Recent Hesston College Board of Overseers’ decisions and financial allocations demonstrate the strong support that is provided for a life of learning at Hesston College.

- An academic freedom statement was recently adopted by faculty and approved by the Hesston College Board of Overseers.
- Professional development opportunities are regularly funded and encouraged for members of the Hesston College Administrative Council, faculty, and staff.
Recent sabbaticals and other leaves, supported by Hesston College, have promoted personal growth and professional development of faculty, administrators, and staff.

Learning opportunities are made affordable for the entire campus community through the discounting of tuition for employees and their families.

Numerous public releases, the Hesston College website, and recognition events have highlighted faculty and staff achievements, student projects, and student success, both inside and outside of the classroom.

Co-curricular workshops and events are regularly planned and funded for students, faculty and staff (e.g., Melva Kauffman Lecture Series, Anabaptist Vision and Discipleship Series, Hesston/Bethel Performing Arts Series).

The 2009 Faculty and Staff Surveys compared to the 2005 Faculty and Staff Surveys demonstrate an increase in satisfaction with professional development opportunities; faculty members also reflect an increased level of satisfaction with the public acknowledgment of their scholarly achievements and contributions.

Core Component 4b:
The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

Hesston College Offers Students a Well-Integrated, Comprehensive General Education in the Liberal Arts

Historically Hesston College is an institution that by design has a pragmatic component within its curriculum. Faculty members understand this mission and do not disparage career programs or practical curriculum; they embrace them. At the same time, faculty members value the integration of the liberal arts with the more practical, applied programs.

Years ago, many Hesston College students came to learn practical skills they would need back home on the farm or in the family business. The College still remains an institution where students can start—and go on to higher education or go back to serve in their home communities. The College remains committed to developing the intellectual skills necessary to succeed in the academy and the application of theoretical knowledge for use throughout life.

Hesston College’s contribution toward personal growth: “Acquiring a well-rounded General Education” was rated as #1 by HC graduates out of 36 questions on the College Outcomes Survey.
The *Hesston College Course Catalog* describes the general education program as follows:

Hesston College offers students a well-integrated, comprehensive general education in the liberal arts. General education is the portion of the liberal arts curriculum in which all students engage. General education at Hesston College is at the center of a curriculum designed to examine the totality of what it means to be human. Different disciplines offer diverse perspectives on how humans construct meaning. The task of general education is to prepare students for purposeful participation within a rapidly changing world and church. The following areas of emphasis characterize general education at Hesston College:

- **Developing skills that mark an educated person**
  General education courses teach students skills in close reading, creative and critical thinking, logical reasoning, effective written and spoken communication, and mathematical and technological competence.

- **Engaging big questions of life**
  General education courses offer opportunities for students to engage questions such as the following: Who is God? What is the basis for ethics and values? What does it mean to be human and to live in community? Who have we been, and where are we going? What is the nature and value of the physical world? How can we deal positively with paradoxical and diverse ideas?

- **Integrating knowledge, faith, service, and community**
  Required general education courses teach students the importance of life-long learning and prepare them to practice choices for healthy living. The “Hesston Experience” involves a faith-based education within a community where worship, study, service, and participation in the arts, athletics, and recreation are all essential elements in students’ growth.

As a two-year college with approximately three-fourths of its students transferring to four-year institutions, Hesston College constantly strives to provide an excellent educational foundation for its students. The goal of the College is to provide an educational foundation that results in students who are broadly informed, self-reflective, and possess knowledge and skills necessary to serve effectively in the local and global communities of which they are members.

The general education program at Hesston College prepares students to provide “service to others in the church and world.” The curriculum consists of core courses, skills, and competencies; and distribution courses in the social sciences, history, humanities, and natural sciences. The specific requirements for these distributions vary by degree. (Exhibit I-C1)
Core Courses
There are several courses that provide a common core of knowledge for many Hesston College students.

- All students new to higher education are required to enroll in the First-Year Seminar which is linked with one of the distribution general education courses (e.g., College Writing I, General Psychology, Speech Communication, or Introduction to Literature.)
- Biblical Literature is a curriculum requirement for Hesston College students in each degree path: AA, AS, and AAAS.
- Fitness Concepts is required for all AA and AS students. AAAS students are also required to succeed in completing this core course, with the exception of nursing students who enroll in Principles of Nutrition as an alternate course.
- All Hesston College sophomores choose one of the following courses considered to be “Hesston College distinctives”: Anabaptist History and Thought, Human Thought and Belief, Peacemaking and Justice, Religions of the World, Modern Literature, or Integration Seminar.

Development of Academic Skills and Competencies
Hesston requires students to demonstrate basic competencies as an integral component of the general education curriculum.

- College Writing I is a requirement for AA, AS, and AAAS graduates.
- All students must pass the institutionally-developed computer competency exam or complete Introduction to Computers or a higher course in computer applications.
- Speech Communication is required for the AA and AS degree; Interpersonal Communication or Speech Communication meet requirements for the AAAS degree.
- Students earning the AA or AS must complete a mathematics course (College Algebra or higher for the AA degree and Precalculus or higher for the AS degree); AAAS students must demonstrate math competency through an ACT/SAT score (ACT Math score >=20 or an SAT Math score >=500), completion of College Algebra or higher, or through performance on the College’s math competency exam. (See Course Catalog descriptions of degree requirements for further information.)

Liberal Arts Distribution
For each of the three degrees offered (AA, AS and AAAS), distributive requirements have been identified for the various academic categories, including the social sciences/history, humanities, and natural science/math. (See the Course Catalog description of these requirements on pages 44, 45, and 61.)
Issues of Effective Transfer
The tension in designing and implementing general education at Hesston College lies in balancing the needs of the students who transfer to institutions all over the United States while offering a program of study that allows for unique Hesston College values to be addressed. As stated in the Course Catalog, core courses at Hesston are wide-ranging, and, as articulated in the academic catalog, “teach students skills in close reading, creative and critical thinking, logical reasoning, effective written and spoken communication, and mathematical and technological competence” (p. 8).

Articulation Agreements
Since 2006, six articulation agreements have been signed with other educational institutions. As the student body becomes more diverse and transfers to more institutions, articulation agreements with institutions beyond the sister Mennonite institutions have become increasingly important.

- The Kansas Regent institutions have an agreement with all the two-year institutions in Kansas addressing which courses are needed in the associate degrees to count toward the first two years of regent programs.
- Hesston College has developed articulation agreements with several of the Associated Colleges of Central Kansas (ACCK) that will be used as templates for the other ACCK colleges.
- Several of the Kansas Independent Colleges Association institutions (beyond the ACCK colleges) now have articulation agreements with Hesston College: Newman University, Friends University, and Baker University.
- Another institution beyond Kansas (other than sister institutions) also has an articulation agreement with Hesston College: Messiah College in Pennsylvania. (Exhibit I-E)

Value of Liberal Education
For many first-generation students who often perceive higher education as a pathway to a better standard of living and may quantify education by dollars, the challenge at Hesston College is to help students and their parents understand the value of a liberal education. Hesston College is no different from many other institutions. As stated in the American Association of Colleges and Universities Executive Summary for College Learning for the New Global Century, “American college students already know that they want a degree. The challenge is to help students become highly intentional about the forms of learning and accomplishments that their degree should represent” (p. 2). As stated by the Liberal Education
and America’s Promise (LEAP), employers may not use the vocabulary of “liberal education,” but when they describe the skills and knowledge students should have when they graduate, they are those central to a strong liberal arts education (p. 14).

New Directions in General Education at Hesston College
Over the years, Hesston College has shifted from a focus on teaching to a focus on facilitating the development of essential student learning outcomes. This shift has been central to the re-evaluation and strengthening of the College’s general education program. Especially during the past two years, with the development of a General Education Committee, the College has been more intentional about assessing and analyzing the strengths of, and areas for improvement in, the General Education Program.

General Education has been the subject of considerable restructuring since 2006, when faculty, along with the Curriculum Committee identified several areas in need of improvement. A goal of the restructuring project was to aim for a general education that is more distinctive to Hesston College yet transferable and equips students for a changing world.

- Beginning in 2006-2007, a task force on general education worked on a philosophy statement, revising the College learning outcomes, developing and implementing the First-Year Seminar, developing a sophomore-level philosophy/ethics course, and examining the computer and mathematics competencies.
- Although the General Education Task Force had been meeting regularly since 2006-2007, it was not until 2009-2010 that general education became a standing committee of the faculty.
- With leadership by the General Education Committee, six recently-revised outcomes demonstrate Hesston College’s view of general education and are clearly articulated in the academic materials.
- During the 2010-2011 school year, the General Education Committee prepared a proposal for the American Association of Colleges and Universities (AAC&U) Institute on General Education and Assessment in order to “refine and substantially advance campus projects on general education and its assessments” [goal of the Institute on General Education, AAC&U]. (Exhibit I-C6)
- The committee has been refining a proposal to add a sophomore “bookend” to complement the First-Year Seminar (FYS). Courses are being designed to address student learning outcomes related to issues of ethical reasoning and more purposeful integrative learning.
- The General Education Committee is also examining other areas of the curriculum, such as global education and diversity.
Although the campus has made great strides in strengthening general education, Hesston College is committed to continue to strengthen this component of the curriculum. The curriculum mapping process has allowed faculty to discuss general education overlaps and gaps. The campus surveys, such as CCSSE, SSI, and COS, provide feedback from students and graduates on their perceptions about their education which, in turn, yield invaluable information for curriculum restructuring.

**Hesston College Supports Students’ Pursuit of a Wide Breadth of Knowledge through A Commitment to the Liberal Arts**

According to the statement of philosophy found in the *Hesston College Course Catalog 2010-2011*, “Hesston College prepares graduates for successful careers, but more importantly, it prepares persons of character to think deeply, communicate clearly, and serve meaningfully” (p. 7).

The new First-Year Seminar provides a context for orienting students to higher education, using themes related to social justice, cultural and environmental awareness.

- The First-Year Seminar is spread across a wide array of disciplines, thus embedding study and research skills into the context of a course rather than being taught in isolation.
- The Thursday plenary meeting time for all the sections of the First-Year Seminar allows for films, lectures, and focused discussions on the nature and value of liberal education.
- First-Year Seminar classes shared a common reading experience in *Three Cups of Tea* (for 2010-2011).

In addition to the FYS, all academic advising groups focus on tying liberal education to career choices. The first academic chapel of the year focuses on the value of a liberal education. Deciding students are given additional resources to help them explore their options and are encouraged to consider particular introductory classes that are representative of the discipline for the purpose of discovery.

**Co-curricular Activities Enhance Student Learning**

Hesston offers numerous co-curricular and educational experiences outside the classroom that facilitate student development related to the six Hesston College student learning outcomes. According to the ACT *College Outcomes Survey*, Hesston College graduates reported the largest positive differences (in satisfaction) from the national norms in the areas of personal support and co-curricular activities: (Exhibit IV-A2)

- College social activities = 4.62 (+.89)
- Recreational and intramural programs = 4.46 (+.87)
Concern for me as an individual = 4.70 (+.85)
Opportunities for involvement in campus activities = 3.76 (+.84)
Residence hall services and programs = 4.37 (+.77)

The strength and breadth of the Hesston College co-curricular activities truly help to facilitate a culture of learning, supporting student development in the areas of inquiry, practice, creativity, and social responsibility. Examples of these activities, opportunities and involvements follow:

- Several students gain hands-on experiences every semester through participation in Cooperative Education studies. In addition to nursing student involvement in local clinical agencies, other experiences have included employment with the Wichita Public Library and the Journal Broadcast Group.
- Students are involved in the Hesston College Horizon newspaper; write for the Journal of Writing & Art; write and conduct their own one-act plays; become Writing Assistants; and compete in the annual film festival.
- Faculty members regularly connect course work with out-of-class experiences. These include the Villa Writers Project, Hesston College Intergenerational Community Garden, Peace Journalism Projects, immigration project in Spanish classes, fair trade lectures connected with sociology classes, Mennonite Economic Development Agency with business students, and Earth Day with science students.
- Hesston College offers service learning opportunities and, by policy, gives academic credit for pre-approved service terms completed prior to enrolling at Hesston. (Exhibit I-E3)
- Bel Canto, Campus chorale, International Chorale, concert band and theater participation offer students experiences in the fine arts.
- The Hesston/Bethel Performing Arts series encourages the appreciation of the arts. Performances in the 2009-2010 year included:
  - The Kansas City Chorale
  - A Universe of Dreams: Ensemble Galilei with NPR’s Neal Conan
  - Ladysmith Black Mambazo
  - The Glenn Miller Orchestra
  - Chatham Baroque
  - The Lawrence Children’s Choir
- The Melva Kauffman Lecture Series provides input by scholars in education and the humanities.
- Drama and music events are numerous, of high quality, and free to students.
Song and stories of peace were shared with the students, faculty and staff by artist-in-residence (Anthony Brown), who emphasized the state of unrest around the world and the impact on the individual.

Contra dancing, sponsored in the fall 2010 by FYS, drew a host of students who experienced folk dance, interaction with several dance partners, and an appreciation for this lifelong physical activity.

All these events are significant to the life of learning on the Hesston campus and add to the students’ overall educational experiences and liberal education.

**Survey Results**

Evidence from assessment surveys demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to the educational programs at Hesston College. On the 2009 Student Satisfaction Inventory, Hesston students rated their satisfaction in two areas as follows:

<table>
<thead>
<tr>
<th>Acquiring a Breadth of Knowledge and Skills</th>
<th>1 = Not Satisfied at all</th>
<th>7 = Very Satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question Content</td>
<td>Hesston Mean</td>
<td>4-yr. Private Mean</td>
</tr>
<tr>
<td>I experience intellectual growth here</td>
<td>5.89</td>
<td>5.53</td>
</tr>
<tr>
<td>(Survey Question #39)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is a commitment to academic excellence on this campus</td>
<td>5.83</td>
<td>5.43</td>
</tr>
<tr>
<td>(Survey Question #41)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2009 Student Satisfaction Inventory

ACT College Outcomes Survey (Hesston graduates 3 and 5 years out)

Graduates rated 36 items based upon personal growth in the areas as well as the College’s contribution toward that growth.

<table>
<thead>
<tr>
<th>College’s Contribution to Personal Growth</th>
<th>1 = None</th>
<th>5 = Very Great</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question Content</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acquiring a well-rounded general education</td>
<td>4.29</td>
<td>3.91</td>
</tr>
<tr>
<td>(Survey Question #36; rated 1st out of 36 questions)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Becoming academically competent</td>
<td>4.06</td>
<td>3.87</td>
</tr>
<tr>
<td>(Survey Question #25; rated 2nd out of 36 questions)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2008 College Outcomes Survey (Graduates)
Hesston graduates rated their levels of satisfaction with the College in 39 areas. The top five items in this category were

### Top Five Areas of Graduate Satisfaction with Hesston College

<table>
<thead>
<tr>
<th>Question Content</th>
<th>Hesston Mean</th>
<th>National 4-yr. Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1: Faculty respect for students</td>
<td>4.74</td>
<td>4.06</td>
</tr>
<tr>
<td>(Survey Question #1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>#2: This College in general</td>
<td>4.37</td>
<td>4.03</td>
</tr>
<tr>
<td>(Survey Question #39)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>#3: Concern for me as an individual</td>
<td>4.70</td>
<td>3.91</td>
</tr>
<tr>
<td>(Survey Question #4)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>#4: Availability of faculty for office appointments</td>
<td>4.68</td>
<td>3.99</td>
</tr>
<tr>
<td>(Survey Question #3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>#5: College social activities</td>
<td>4.62</td>
<td>3.62</td>
</tr>
<tr>
<td>(Survey Question #24)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2008 *College Outcomes Survey* (Graduates)

2009 *CCSSE Survey* results demonstrated the following:

### Acquiring a Breadth of Knowledge and Skills

<table>
<thead>
<tr>
<th>Question Content</th>
<th>Hesston Mean</th>
<th>CCSSE Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thinking critically and analytically</td>
<td>3.28</td>
<td>2.89</td>
</tr>
<tr>
<td>(Survey Question #12e)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Working effectively with others</td>
<td>2.99</td>
<td>2.73</td>
</tr>
<tr>
<td>(Survey Question #12h)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understanding yourself</td>
<td>2.95</td>
<td>2.60</td>
</tr>
<tr>
<td>(Survey Question #12j)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2009 *Community College Survey of Student Engagement*

### Areas of Evidence

- A well-rounded general education component is integrated into all three associate degree requirements on the Hesston College campus: AA, AS and AAAS.
- A standing General Education Committee, initiated in the fall of 2009, provides oversight for the integration and strengthening of general education for Hesston College students.
• The spirit of innovation, discovery and intellectual inquiry has provided impetus for outstanding efforts by students in various disciplines (e.g., solar energy projects in physics and readers’ theater production on immigration issues written by student Hanna Titus).
• Norm-referenced surveys of students and graduates, (e.g. Student Satisfaction Inventory and the College Outcomes Survey), have demonstrated learning outcomes related to intellectual growth and the acquisition of a well-rounded general education program—well above the national benchmarks. These surveys also indicate high student and graduate satisfaction with the College’s commitment to academic excellence.
• The “Hesston Experience” involves a faith-based education within a community where worship, study, service, and participation in the arts, athletics, and recreation are all essential elements in students’ growth.
• A wide variety of programs and activities, from the arts to mission and service, is offered to all members of the campus community.
• The strong co-curricular activities and linkage between curricular and co-curricular activities enhance learning for students, supporting inquiry, practice, creativity, and social responsibility.

Core Component 4c:
The organization assesses the usefulness of its curricula to students who live and work in a global, diverse, and technological society.

Providing a Strong Liberal Arts Foundation is Central to the Preparation of Students for Living in a Global, Diverse and Technological Society
Hesston College is committed to enhancing the curricula in terms of global issues, diversity and technology. Two of the four strategic areas of the current Strategic Planning document speak directly to the commitments of global issues, diversity of technology. Strategic areas three and four from the Strategic Planning document state that the College will
• Strengthen Programs Related to Multiculturalism and Racial and Ethnic Diversity
• Transform the Technology We Use

These commitments are not new, but have recently been highlighted for enhanced work. The College has a long tradition in the liberal arts and general education, both of which have incorporated these goals as central to the idea of such an education.
Hesston College Statement on Liberal Arts Education

*Hesston College’s liberal arts curriculum is based on the belief that there are two equally important questions about an education: “What can I do with it?” and “What will it do to me?” Hesston College prepares graduates for successful careers, but more importantly, it prepares persons of character to think deeply, communicate clearly, and serve meaningfully. Both the church and the world need well-rounded persons who, regardless of profession, make sound personal and public decisions.* (Hesston College Course Catalog 2010-2011, p. 7)

-Liberal Education Philosophy Statement approved by Faculty March 3, 2009, reported to the Hesston College Board of Overseers on March 5, 2009.

Many students and their parents see a liberal arts education as a luxury rather than a necessity, failing to recognize that such an education prepares students to understand multiple perspectives, think critically, and make independent judgments based on sound rationale. The world of work of the 21st Century requires fewer mechanical jobs (necessary for the Industrial Age) and more knowledge workers (necessary in the Information Age).

Articulating the value of a liberal education is a continual challenge for admissions staff and for advisors—both groups who report frequently about students who do not want to take a humanities, literature, or speech course because it “won’t transfer as a major course.” Or, parents who say they want their students to “get through as quickly as possible and get a job.” Hesston College advisor training and admissions counselor orientation now include information on helping communicate the value of a liberal education.

Hesston College embraces the Learning Paradigm. Continued progress is being made, especially in re-design of the general education components of the liberal education. Discussions center on an outcomes-based general education with outcomes being continually more aligned with the needs of the 21st Century. This progress occurs, not only through faculty professional development activities, but also by examining the assessment data that have been gathered in alignment with student outcomes.
Hesston College Outcomes

Hesston College Outcomes reflect the desired outcomes of a liberal education. These outcomes, developed through general education, academic coursework, student life programs, and the entire “Hesston College Experience,” prepare graduates who are competent communicators, critical thinkers, socially-responsible persons, persons of biblical understanding and faith, persons of wholeness and self awareness, and persons of global perspective. The full statement of the Hesston College Outcomes appears in the Course Catalog (pages 8-9) and in Appendix D-2.

Assessment of Student Learning

During the 2009-2010 academic year, the academic divisions and departments developed or refined mission statements and goals for their units and then developed curricular maps based on these six college outcomes and subcomponents. Using the College outcomes and the work from divisions and departments, individual faculty members ensured alignment of their syllabi with College and division outcomes. Analysis and discussions focused on the curricular mapping project are ongoing. (Exhibit IV-F)

The twenty subcomponents of the Hesston College Outcomes have been incorporated into an assessment tool by which faculty can assess student achievement in their own courses. Using these subcomponents as the “Additional Questions” on IDEA surveys, faculty members are determining overlaps and gaps within the curriculum. Discussions of these overlaps and gaps will help determine needed changes.

Hesston College is committed to improving both the process and outcomes of teaching and student learning through the systematic assessment of students’ academic achievement and personal development:

- Assessment of student learning and development is guided by the Hesston College mission, purposes, and philosophy.
- Assessment results are used to improve the academic curriculum, teaching, and student life programs.
- Hesston College believes that true excellence lies in the College’s ability to enhance students’ intellectual, personal, and spiritual development and to make a positive difference in their lives.
- To establish reliable results for transfer, general education courses are assessed on a regular basis for their capacity to meet the typical requirements in future programs of study.
Methods of Assessment of the Curriculum
Faculty members assess their general education courses regularly. See Chapter Three for more information on methods of assessment.

Assessment of General Education
General education is assessed at Hesston College through the following processes:

- The General Education Committee is responsible for the overall assessment of General Education, as noted in its purpose statement (Exhibit XII-G):
  - Weekly meetings focus on evidence related to the effectiveness of General Education at Hesston College.
  - The Student Exit Survey, administered annually, provides feedback regarding student achievement on each of the 20 Hesston College Outcome subcomponents.

- General Education courses are assessed regularly by faculty, according to the College’s assessment plan, using:
  - Direct and Indirect assessment measures (developed by faculty).
  - “Additional Questions” on the end-of-semester IDEA survey.

- Courses outside of the General Education curriculum are assessed regularly by faculty to determine student achievement on the six Hesston College Outcomes (and subcomponents) using:
  - Direct and indirect assessment measures (developed by faculty).
  - The IDEA survey containing the 20 SLOs as “Additional Questions.”

- Division Review is another process used to assess General Education which is scheduled as an integral component of the division review process.

- Standardized, norm-referenced tools are used for General Education assessment including:
  - The Community College Survey of Student Engagement
  - The ACT College Outcomes Survey
  - The Student Satisfaction Inventory

See Chapter Three for more complete information on the assessment of student learning.

Division Reviews
Assessment and evaluation of divisions, departments, and courses provide additional feedback regarding the currency and relevance of programs of study and courses. The academic division review seeks to assure that the division, through its departments, programs, and plans of study, satisfies the following criteria:
- Integrity—the division is fulfilling its goals and commitments.
- Relevance—the division is addressing the needs of students and the broader constituency consistent with the institutional mission.
- Focus—the division is offering the most appropriate courses, programs, and related services.
- Quality—division activities are meeting common expectations and educational standards.
- Sustainability—division activities have the necessary institutional support and can be maintained and developed within the parameters of institutional budgeting. (Exhibit IV-G)

As an integral component of this review process, efforts are made to ensure that offerings are relevant, up-to-date, and transferable. Formal review of the nine divisions plus General Education comprises this division review process.

**Person of Global Perspective is a Hesston College Outcome**

The General Education Committee in 2008-2009 presented a new College outcome, which was processed by the faculty, the Administrative Council, and the Hesston College Board of Overseers, and adopted. Persons of global perspective, able to:

A. examine the complex relationships that make up global issues  
B. articulate changes in one’s world view  
C. act as good steward of the environment

In order to fulfill the mission to serve others in the church and the world, students need to have a global perspective. In answer to the survey question to faculty, “Give examples of how you encourage students to think globally,” faculty provided numerous responses illustrating that they are aware of global issues and infuse them into their curricula. Some of the examples include:

- Create activities which require reading newspapers from other countries (Spanish).
- Entire course devoted to an understanding of the world’s religions (Religions of the World).
- “Global current events” assignments which involve classroom discussions (Speech Communication).
- International displays in the library.
- Elective service-learning trips to Russia and Guatemala (Nursing).
- Study of international disasters and field experiences (Disaster Management Program).
- Study of diverse world cultures and how they impact the students’ world view is a student learning outcome for History of Western Civilization.
• Course assignment where students are asked to define their own world view (Biblical Literature). (Exhibit XIX-D3)
• Chapel and other co-curricular events that address global citizenship. Examples of chapel topics from the 2008-2010 academic years include:
  o Mission and Service emphasis days –spring of each year.
  o “Through the Garden with Afghan Women,” by Brenda Burkholder (MEDA member).
  o “Fair Trade for All,” by Doug Dirks of Ten Thousand Villages.
  o Chapels by Dave Osborne, Hussein Abtidon, and Todd Lehman specifically addressing diverse world cultures.
  o Report on trip to northern Uganda by faculty members Ken Rodgers and Anthony Brown.

The recent Physics projects incorporating solar energy also demonstrate ways students are learning about the interrelatedness of how we act on campus as stewards of the use of energy and the carbon footprints we leave around the globe for generations to follow.
• In spring 2009, solar lighting was installed in the Physics laboratory, combining theoretical learning with a practical solution toward being good stewards of the environment.
• Students learn about energy management from the practices of the College’s physical facilities department and from the decisions of the administration to invest in energy savings, such as:
  o application of occupancy-based energy management systems
  o improved window and roof insulation
  o installation of motion-sensor light switches
  o conversion of most light bulbs and fixtures to more efficient fluorescent applications

According to an article “College Employs Various Ways to Care for God’s Creation” in April 1, 2008, *Mennonite Weekly Review*, consumption of natural gas and electricity (at Hesston College) has dropped significantly in the past four years:
• The College realized a 23 percent decrease in natural gas use, from 11.2 million cubic feet for the year ending June 30, 2003 to 8.6 million cubic feet for the year ending June 30, 2007.
• Meanwhile, electricity use has dropped 20 percent, from 2.38 million kilowatt hours for the year ending June 30, 2003 to 1.9 million kilowatt hours for the year ending June 30, 2007.
• An outside firm conducted an energy audit for the 2006-
2007 school year, which showed that the College’s combined energy cost was 97 cents per square foot. A representative of the firm reported that most colleges and universities in Kansas have combined energy costs ranging from $1.30 to $1.90 per square foot.

A College task force on energy management has been working on the development of a course of study for students to gain proficiency as managers of energy, thus building on strengths from the Physics Department on solar energy and campus facilities on energy conservation. (Exhibit XIII-C)

**Diversity is Emphasized in the Curriculum**

One of the four areas in the College’s strategic plan speaks to “Strengthening Programs Related to Multiculturalism and Racial and Ethnic Diversity.” (Exhibit XII-B) President Keim directly heads this initiative for the College. An Advisory Council for the Advancement of Diversity and Multiculturalism (ACADM) has been working since fall 2008 on ways to address this strategic area.

The ACADM mission statement:

The Advisory Council for the Advancement of Diversity and Multiculturalism at Hesston College promotes an inclusive and diversity-friendly campus that values all people. The council attends to the particular needs and issues of racialized people on our campus who historically have been systemically marginalized within academic settings in the United States. Working collaboratively with administration, faculty, staff, and students, the council initiates and supports curricula, policies, programs, and activities to equip all students for socially-responsible citizenship in a diverse world. This includes confronting racism and other forms of injustice occurring on the Hesston College campus. As a council, we are guided by the philosophy and teachings of Jesus Christ, who broke down barriers and valued all people.

- The ACADM invited Hesston College Board of Overseers member Luke Hartman to present research and lead several groups on campus in focused discussions on how we can enhance the diversity and multiculturalism initiative (March 4, 2010).
  - Hartman presented data to show how education can improve attitudes and reduce prejudice
  - He also challenged Hesston College to:
    - Begin with a full historical audit of the development of diversity on campus, starting with the mission.
• Think beyond admissions when establishing goals related to diversity.
• Recognize the transformative aim, which may clash with deep-seated values.
• Discover new ways to develop a more culturally diverse, relevant curriculum.

Although the Advisory Council for the Advancement of Diversity and Multiculturalism is relatively new, some examples of how its mission is being fulfilled can be seen from faculty survey results. (Exhibit VI-C2) In an ACADM-developed survey, faculty were asked to identify what they were doing this year to promote and support multiculturalism and diversity. Faculty provided numerous responses illustrating their integration of diversity and cultural sensitivity concepts:

- Assigning an audio editing project on Martin Luther King speech (Digital Media Class).
- Ensuring that each nursing course has one or more learning outcomes and corresponding activities addressing cultural client care (see Nursing evaluation grid, Exhibit IV-B4).
- Addressing the diversity of client conditions in each nursing course across the life span.
- Assigning a Villa Writers project that included awareness of the diversity of age differences.
- Including multicultural churches on tours and home stays in conjunction with each concert presented by the Music Department.
- Exposing members of the International Chorale tour to a richly diverse and global experience in multiple countries.
- Providing financial support for the student group who spent spring break in Haiti.

Other evidence that the College’s commitment to diversity is making a positive impact is listed below:

• Respondents in the 2008 ACT College Outcomes Survey (graduates from 2003 and 2005) rated how courses outside their major: “Broadened my awareness of diversity among people, their values and culture” as a 4.07 on a 5.0 scale versus 3.83 for the 4-year college norm.
• Dramas that have addressed diversity include: Quilters; Punte Negro (drama was followed by discussion panels of community members and faculty); Godspell; The Diviners; and Dead Man Walking.
• Relevant chapel topics from 2008-2010:
  o Mennonite Disaster Service chapel—review of summer in Diamond, Louisiana and Dulzura, CA
  o “Birth of the Civil Rights Movement”—Joel Kauffman, Hesston College VP of Admissions and Financial Aid (Martin Luther King, Jr. Day)
  o “Where Do Mennonites Come From?”—Marion Bontrager and John Sharp, Hesston College faculty
  o “Why I Write”—Mama Brenda Matthews, Melva Kauffman lecturer
  o “Beyond our Expectations” — José Daniel Bran from Guatemala, a Hesston College Central American Scholars and Students (CASAS) graduate
  o “History of African American Art”—Lois Misegadis, Hesston College faculty
  o “Hispanic Murals”—Raymond Olias, artist and faculty member at Newton High School
  o “Connections of Islam and Christianity”—John C. Murray, Dave Osborne, Hussein Abtidon, and Todd Lehman

**International Students**
The campus values international students whose diversity contributes to the richness of the educational experience for all students.

  o Since all but a small number of these students have been residential, their presence within the campus community has been significant.
  o Dave Osborne, International Program Director, recruits students from around the globe, orients them to campus and to the United States, mentors them, and teaches several of the English as a Second Language courses. Over the past ten years, more than 280 international students from 31 countries have studied at Hesston College.
  o The international students are intentionally placed throughout most of the dormitory sections so contact with the U.S. students enriches the experience of all Hesston College students.
  o In the classrooms and the dormitories, on the athletic teams, and in the music and drama groups, the international and the U.S. students have many opportunities for exposure to a global perspective and for participation in cross-cultural interaction.
This exposure is especially valuable to Hesston College, a college located in a small Midwestern town, which typically does not attract international visitors otherwise.

- While the academic and extracurricular responsibilities are an experience commonly shared by both U.S. and international students, there are also opportunities for exposure to differences in culture and religion.

**Hesston College Curricula Prepares Students for Living in a Technological Society**

Hesston College recognizes that the appropriate use of technology for communication, research, and analysis is paramount to effective performance in society today. One of the Hesston College outcomes is to “Utilize technology appropriately as tool for effective communication.”

- All students who enter Hesston College are provided an opportunity to complete a computer competency exam unless a college-level computer course was completed prior to admission.

- Students who do not take the exam or meet the standard set for the computer competency exam are then required to enroll in Introduction to Computers or a higher-level computer applications course.

- Review of the computer competency exam was initiated by the General Education Committee in the spring of 2010, at the recommendation of the Curriculum Committee.
  - Hesston College faculty members were surveyed to identify the baseline computer skills in their areas of study that effectively support required class work.
  - Periodic re-evaluation of this exam and concurrent benchmarking with exams utilized by other colleges facilitate assurance that the exam meets current computer competency standards and expectations at the College. (Exhibit I-C4)

The annual International Festival is an event that gives the wider Hesston College community an opportunity to experience the richness of some of the differences in foods and in cultural celebrations.
Most courses require use of appropriate technology for related assignments. These technologies include:

- Moodle (a course management software)
- Laboratory software for experiments in science, art, and business
- Mathematica for Calculus courses; music software; language software including Rosetta Stone
- Video cameras to record student presentations for self evaluation

Student growth in communicating technologically is assessed within the curriculum mapping project on the divisional, departmental, and course levels.

In Aviation and Nursing, simulation technology is actively used:

- The Aviation program systematically trains students on the program’s flight simulator. In Nursing, students spend over 100 clinical hours in the simulation laboratory, enhancing clinical skills and decision-making.
- The two campus nursing laboratories are also equipped with computers for medical record documentation.
- Through a successful partnership with Newton Medical Center, a practice program for the hospital’s electronic medical records (Meditech) is available for student use on the Hesston College campus.

The current Title III grant is now allowing Hesston College to replace its “legacy” database system. In relation to curricular experiences with technology, the course management portion of this system will allow faculty to expand use of technology in managing course evaluations, for disseminating course information and for engaging students with the course material.
## Survey Results
Preparation Students to Live and Work in a Global and Diverse Society

### Personal Growth/College’s Contribution to Personal Growth

**Section II-D** 1 = None 5 = Very Great

<table>
<thead>
<tr>
<th>Question Content</th>
<th>Personal Growth of Hesston Graduates</th>
<th>Hesston College’s Contribution to Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interacting well with people from cultures other than my own (Survey Question #3)</td>
<td>4.09 (Rated 4th for personal growth in 36 areas)</td>
<td>4.06 (Rated 3rd for College contribution in 36 areas)</td>
</tr>
</tbody>
</table>

2008 *College Outcomes Survey* (Graduates)

### Responsiveness to Diverse Populations

1 = Not Satisfied at all 7 = Very Satisfied

<table>
<thead>
<tr>
<th>Question Content</th>
<th>Hesston Mean</th>
<th>4-yr. Private Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Category: Responsiveness to Diverse Populations</td>
<td>5.57</td>
<td>5.13</td>
</tr>
</tbody>
</table>

2009 *Student Satisfaction Inventory*

### Serious Conversations with Students Who Differ From You

1 = Never 4 = Very Often

<table>
<thead>
<tr>
<th>Question Content</th>
<th>Hesston Mean</th>
<th>CCSSE Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>How often have you: Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions or personal values? (Survey Question #4t)</td>
<td>2.60</td>
<td>2.34</td>
</tr>
</tbody>
</table>

2009 *Community College Survey of Student Engagement*

### Contact Among Students From Different Backgrounds

1 = Very Little 4 = Very Much

<table>
<thead>
<tr>
<th>Question Content</th>
<th>Hesston Mean</th>
<th>CCSSE Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>How much does this college emphasize: Encouraging contact among students from different economic, social, and racial or ethnic backgrounds? (Survey Question #9c)</td>
<td>3.18</td>
<td>2.49</td>
</tr>
</tbody>
</table>

2009 *Community College Survey of Student Engagement*
Preparing Students to Live and Work in a Global/Diverse Society

1 = Very Little  4 = Very Much

<table>
<thead>
<tr>
<th>Question Content</th>
<th>Hesston Mean</th>
<th>CCSSE Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding people of other racial and ethnic backgrounds?</td>
<td>2.76</td>
<td>2.37</td>
</tr>
<tr>
<td>(Survey Question #12k)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contributing to the welfare of your community?</td>
<td>2.39</td>
<td>2.01</td>
</tr>
<tr>
<td>(Survey Question #12m)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2009 Community College Survey of Student Engagement

Impact of General Education (Section II-b)

1 = Very Little  5 = Very Great

<table>
<thead>
<tr>
<th>Question Content</th>
<th>Hesston College Mean</th>
<th>National 4-year norm</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required courses outside of my area of specialization helped me</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Broaden my awareness of diversity among people/their values/cultures</td>
<td>4.07</td>
<td>3.83</td>
</tr>
<tr>
<td>(no survey number)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2008 College Outcomes Survey (Graduates)

ACADM Questions on Multiculturalism

1= Strongly Disagree  5=Strongly Agree

<table>
<thead>
<tr>
<th>Question Content</th>
<th>2009 Mean</th>
<th>2010 Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>College maintains environment sensitive and responsive to diverse individuals and groups</td>
<td>4.32 (#13)</td>
<td>4.33 (#7)</td>
</tr>
<tr>
<td>My HC experiences have led me to more highly value relationships with other racial/ethnic backgrounds</td>
<td>4.24 (#14)</td>
<td>NA</td>
</tr>
<tr>
<td>HC provided programs and activities that promote multicultural understanding</td>
<td>3.98 (#17)</td>
<td>4.16 (#12)</td>
</tr>
<tr>
<td>HC welcomes and values diversity</td>
<td>4.26 (#19)</td>
<td>4.36 (#10)</td>
</tr>
<tr>
<td>I have a greater understanding and appreciation for diversity as a result of my HC experience</td>
<td>4.11 (#20)</td>
<td>4.28 (#11)</td>
</tr>
</tbody>
</table>

2009 and 2010 Student Exit Surveys (Graduates)
Preparing Students to Live and Work in a Technological Society

### College’s Contribution to Personal Growth (Section II-A)

<table>
<thead>
<tr>
<th>Question Content</th>
<th>Progress made at this college</th>
<th>'03 and '05 Hesston Graduates</th>
<th>National 4-yr. Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effectively using technology</td>
<td>3.74</td>
<td>3.67</td>
<td></td>
</tr>
</tbody>
</table>

(Survey Question #24)

2008 *College Outcomes Survey* (Graduates)

### Progress on Twenty SLO Subcomponents

<table>
<thead>
<tr>
<th>SLO Subcomponent</th>
<th>2010 Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to utilize technology as a tool for effective communication</td>
<td>4.05</td>
</tr>
</tbody>
</table>

(Survey Question #18)

2010 *Student Exit Survey* (Graduates)

### Areas of Evidence

- Hesston College student learning goals and general education curriculum address technological competence, global perspective, and social responsibility.
- Multiple examples have been cited to demonstrate how Hesston College provides experiences and learning opportunities related to global issues, diversity, sustainability, and the appropriate use of technology.
- Program reviews have been implemented at Hesston College for several decades. The program review process, now organized by divisions, is being successfully implemented and intentionally reviews the currency, relevance, and effectiveness of the course offerings within the division under review.
- Hesston College assessment data lend evidence to substantiate the support provided to graduates to contribute effectively within a diverse and global society.
- Academic programs, such as Nursing and Aviation, reinforce applied knowledge and skills through active use of technology (simulation).
- Hesston College regularly reinforces student learning outcomes related to an effective participation in a global, diverse, and technological society:
Competent Communicators:
  o Utilize technology appropriately as a tool for effective communication.

Socially responsible persons:
  o Identify and assess community issues and the ability to act on them.
  o Understand and value diverse viewpoints.
  o Make informed, responsible, and ethical decisions.
  o Act non-violently on issues of injustice and prejudice.

Persons of global perspective:
  o Examine the complex relationships that make up global issues.
  o Articulate changes in one’s world view.
  o Act as a good steward of the environment.

• The assessment of student learning outcomes in the nursing programs by employers demonstrates a high level of satisfaction, noting that graduates have been prepared to provide individualized, holistic care. One of six student learning outcomes states: “Providing safe, holistic, and evidence-based nursing interventions for diverse client populations, demonstrating caring, clinical competency, and accountability.” The mean rating by employers for the Hesston College graduates of 2007, 2008 and 2009 was 4.58 on a 5.0 scale.

Core Component 4d:
The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

Hesston College Upholds High Ethical Standards
Hesston College is committed to a high standard of ethical conduct by faculty, staff, and students. The life and teachings of Jesus Christ provide a foundation for living within community, with the goal of upholding integrity in all matters. The College value of transparency reinforces the College motto, expecting that information is shared with individuals and constituent groups openly, honestly, and with integrity.

The Human Resources Manual contains a statement on ethics that guides employee conduct. It highlights the centrality of ethics in a community of higher learning in which all are committed to the pursuit of truth. The Hesston College policy on ethics follows:

  Ethics are important in any profession, but they are especially crucial in the community of higher education and its commitment to the pursuit of truth. The credibility and effectiveness of the college and its employees depend on a firm commitment to maintaining ethical standards.
All personnel are expected to act in a legal and ethical manner. Each individual shall be responsible to know and to abide by the standards of law and ethics in existence for the professional discipline or job for which such person is employed, including any ethical standards as set forth by Hesston College. (*Human Resources Manual* J:1)

**Academic and Student Support Programs Contribute to the Development of Student Skills and Attitudes Fundamental to Responsible Use of Knowledge**

Hesston College contributes to student development of skills and attitudes related to the responsible use of knowledge through many avenues: modeling by faculty and staff, clear guiding statements and expectations, written policies and clear consequences for unacceptable behavior, academic input and support, student life emphases, and co-curricular activities. Examples of specific strategies and structures used to promote the responsible use of knowledge follow.

**College Orientation Activities and First-Year Seminar**

Student exposure to the responsible use of information begins during the opening weekend. At this time, students learn about the importance of academic integrity and expectations regarding *Campus Lifestyle Standards*. Information Technology staff orient students to the responsible use of technology. The students are given a pamphlet in their enrollment information on computer expectations that includes penalties for unauthorized downloading of software and media. Students sign that they have read the information.

In the First-Year Seminar course, the College’s expectations for academic integrity are reinforced.

- Standards for documentation in higher education are taught and practiced in most classes, but are intentionally emphasized in those classes students take the first year.
- Faculty members provide input and assignments related to academic integrity and how to avoid incidents of plagiarism by developing assignments that are specific to the section of the course.
- An essential outcome of FYS “linked courses” is the ability of students to appropriately reference information and data sources.

**Writing Fellows Program**

The Writing Fellows Program utilizes Writing Assistants to work with students in assigned courses on designated course assignments to facilitate drafting and revision processes. Writing Assistants help students with the responsible use of knowledge by providing guidance on the appropriate documentation of sources within a given assignment.
Hesston College Follows Explicit Policies and Procedures to Ensure Ethical Conduct in its Instructional Activities and Research Projects

Academic Integrity
The College’s takes issues of academic integrity seriously. The statement on academic integrity is published in the Course Catalog, Faculty Handbook, Student Handbook, and on the College website. Due to the small class size, faculty know students intimately and quickly become aware of what is not the students’ work. Also, by producing assignments that are unique to the course, students are discouraged from downloading portions of their assignments from the Web.

The Academic Integrity Statement provides campus expectations regarding academic integrity as well as consequences for breeches of integrity. The statement on plagiarism was revised by faculty in the 2009-2010 academic year for purposes of clarification. This information is provided in the Faculty Handbook and Course Catalog as well as on the Hesston College Web page.

Hesston Colleges Encourages Curricular and Co-curricular Activities that Reinforce the Responsible Use of Knowledge with the Development of Socially Responsible Behavior
The Hesston College student learning outcome of Social Responsibility encompasses ethical behaviors related to the use of knowledge. Data collected related to faculty, staff and student curricular and co-curricular activities reveal a meaningful and active group engaging in ongoing learning and practicing social responsibility.

Courses
**Student Life Department**

The mission of the Student Life Department is to promote the development of students’ individual well-being and to build community in a Christ-centered, healthy environment. Integral to positive development of such an environment is a commitment to honesty. The Student Life Department’s *Campus Lifestyle Standards* is one document that has been developed to facilitate a positive learning and living environment for all Hesston College students. Students are required to read the *Lifestyle Standards* and sign a commitment to abide by these standards while at Hesston College.

**Hesston College Provides Effective Oversight and Support Services to Ensure the Integrity of Research and Practice Conducted by its Faculty and Students**

**Institutional Review Board**

The Institutional Review Board (IRB) is a committee assigned by the Vice President of Academics to approve and monitor behavioral research involving human subjects with the goal to protect the rights and welfare of research subjects. IRB approvals are common to the social sciences, less so for the natural sciences and other disciplines. In the United States, IRBs are governed by Title 45 CFR (Code of Federal Regulations) Part 46 for oversight of research on human subjects and Title 21 Part 56 for trial of drugs. Research projects must be submitted to the IRB using the three forms provided in the *Faculty Handbook*. Also the researcher must include informed consent and a statement on voluntary participation on behalf of the subjects. (Exhibit XIV-C)

**Assessment, Research, and Coordinating Committee (ARCC)**

The Assessment, Research, and Coordinating Committee provides leadership and assists in developing and overseeing a program of research, evaluation and feedback to enhance the effectiveness of the College. Members of ARCC are conscientious in their efforts to promote the responsible use of information. The development of clear survey questions and the communication of honest and accurate survey results to internal and external constituent groups is a priority of the ARCC membership. Ensuring that survey data are only utilized for the reason that is communicated (e.g., to collect honest feedback, determine strengths and areas for improvement), is also a clear commitment of this group.
Survey Results
A number of surveys support the achievement of College goals and outcomes related to Core Component 4d:

<table>
<thead>
<tr>
<th>Progress on Hesston College Student Outcome of Social Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Hesston College Outcome</strong></td>
</tr>
<tr>
<td>------------------------------</td>
</tr>
<tr>
<td>Become a socially responsible person (Survey Question #36)</td>
</tr>
</tbody>
</table>

2010 Student Exit Survey (Graduates)

<table>
<thead>
<tr>
<th>College’s Contribution to Personal Growth (Section II-D)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Question Content</strong></td>
</tr>
<tr>
<td>------------------------------</td>
</tr>
<tr>
<td>Seeking and conveying the spirit of truth (Survey Question #9)</td>
</tr>
<tr>
<td>Becoming sensitive to moral injustices and ways of avoiding or correcting them (Survey Question #15)</td>
</tr>
<tr>
<td>Taking responsibility for my own behavior (Survey Question #17)</td>
</tr>
<tr>
<td>Developing moral principles to guide my actions and decisions (Survey Question #23)</td>
</tr>
</tbody>
</table>

2008 College Outcomes Survey (Graduates)
Organizational Environment of Ethical Behavior

<table>
<thead>
<tr>
<th>Question Content</th>
<th>Hesston Mean</th>
<th>4-yr. Private Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>This institution has a good reputation in the community</td>
<td>6.22</td>
<td>5.53</td>
</tr>
<tr>
<td>(Survey Question #51)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Admissions counselors accurately portray the campus in their recruiting practices</td>
<td>5.64</td>
<td>4.97</td>
</tr>
<tr>
<td>(Survey Question #48)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Financial aid awards are announced to students in time to be helpful in college planning</td>
<td>5.70</td>
<td>4.83</td>
</tr>
<tr>
<td>(Survey Question #12)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student disciplinary procedures are fair</td>
<td>5.54</td>
<td>5.10</td>
</tr>
<tr>
<td>(Survey Question #63)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Channels for expressing complaints are readily available</td>
<td>5.42</td>
<td>4.72</td>
</tr>
<tr>
<td>(Survey Question #71)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2009 Student Satisfaction Inventory

Ethics and Integrity

<table>
<thead>
<tr>
<th>Question Content</th>
<th>Faculty 2009</th>
<th>Staff 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>The College’s operations are ethical and model</td>
<td>4.23</td>
<td>4.35</td>
</tr>
<tr>
<td>Christian community</td>
<td>(#13)</td>
<td>(#7)</td>
</tr>
</tbody>
</table>

2009 Faculty and Staff Surveys

Areas of Evidence

- Hesston College policies define ethical behavior and expectations for all employees and students.
- Becoming a “Socially Responsible Person” has been a Hesston College Outcome since 1995. Members of the Hesston College employee body strive to develop this quality within students through a variety of curricular and co-curricular activities and strategies.
- Examples of how Hesston College encourages curricular and co-curricular activities that promote the responsible use of knowledge and social responsibility were provided in this chapter.
• Faculty members regularly review and revise College policies related to plagiarism and academic integrity; clear expectations and consequences are in place.
• Academic integrity violations are monitored by faculty, as evidenced by documentation by the Student Success Team (filed in the office of the Vice President of Academics).
• An Institutional Review Board was recently formed to approve and monitor behavioral research involving human subjects with the goal to protect the rights and welfare of research subjects.
• Survey results (2009 Student Exit Survey, 2008 College Outcomes Survey, and the Student Satisfaction Inventory) demonstrate emphasis on ethics, integrity, and social responsibility on the Hesston College campus, exceeding national benchmarks.
The Centennial Steering Committee commissioned the creation of a Centennial sculpture *Prairie Cloister* by Paul Friesen, faculty emeritus. At the unveiling of *Prairie Cloister* in chapel on September 25, 2009, the artist spoke about the ways this red cedar became much more than a piece of wood. He pointed out that red cedars were some of the first trees planted on the campus. He said, “A few of the old patriarchs still stand, some with bald heads and others with a few strands of limbs at the top. Their resilience reminds me of Hesston College’s enduring influence.” He spoke of authors he has read: community members, alumni, staff, and administrators who have influenced him. Friesen spoke of how Edward Yoder, a former student, dean, and faculty member at Hesston College felt drawn to the prairie, a place of expanses that allowed his imagination to explore the unknown regions beyond the edge of the horizon. When the temporal tasks of administration overwhelmed him, he retreated to a quiet place along the Little Arkansas River, a ten-mile walk west of Hesston. There in the ‘pleasant luxury’ of his cloistered cell he would “absorb sunshine, pure air, and drink in the spirit of Nature in her varied moods.” He wrote, “Give me rather a cloistered cell with books for study and research and I shall ask for no position of honor or prestige.” Friesen also articulated how the *Prairie Cloister* speaks to the College’s role of inviting young people to find a cell of scholarship in relationship with their Creator, to yearn for a cell where the student can hear the call to a life of service. Students must also remember that prairie fires, as seen on the top of the sculpture, teach that adversity is not always negative, just as fire can cleanse the prairie and allow for regeneration.

The *Prairie Cloister*, proudly displayed near the classroom in the new Friesen Center for the Visual Arts (named in honor of Paul and his wife Wilma), reminds all who view it of the responsibility the College has to provide a cloister where learning is born, not ultimately for a
sheltered cell, but for as much and as many as the expanse of the prairie itself. The learning born here is for the alumni who preceded the current students, for the communities that fostered these students, for the church which nurtures, for the organizations in which these students will serve, and for the worlds that will be transformed by this learning.

The 2009 Centennial celebration was a wonderful example of how Hesston College reaches out to constituent groups while endeavoring to learn from them. An esteemed emeritus faculty member produced the Centennial sculpture; the wood was donated from Michael and Jodi Overstreet, friends of the College; and the unveiling of the sculpture took place in the auditorium of Hesston Mennonite Church (a facility developed in a joint partnership with Hesston College). Members of the campus community, including representatives of the Hesston College Board of Overseers and three generations of Friesens, participated in the ceremony.
CHAPTER FIVE: ENGAGEMENT AND SERVICE

Introduction

The basic concepts of engagement and service are at the center of Anabaptism and the basic tenets of Mennonite Church USA. Since their beginning in 1525, Mennonites have understood that a life of giving and service to others is central to their faith commitments. For Mennonites, service is a profound expression of what it means to follow the life and teachings of Christ. This ethos of service thrives today at Hesston College in many settings and in collaboration with a variety of constituent groups.

Hesston College exists to serve constituents both on and off campus. Students (domestic and international) are the primary on-campus constituent group at the center of the institutional mission: “Hesston College… educates and nurtures each student within Christ-centered community.” Hesston College employees are another valuable internal constituent group who serve students and are also valued for their service and commitment to excellence. Parents and families of students and employees are other significant Hesston College off-campus constituents, as are prospective students, their parents and families.

The Hesston College mission statement draws the focus of these primary constituents and families toward the desired outcome of educating and nurturing students—“for service to others in the church and world.” This component of the Hesston College mission alludes to other significant constituent groups served by Hesston College such as college alumni, the church, and others around the world.

**Core Component 5a:**
The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

The Commitments of Hesston College are Shaped by its Mission and Implemented through the Strategic Planning Process

Hesston College mission documents include the statements of Mission, Vision, Values, Purposes, and Student Outcomes. These statements are regularly published in the *Course Catalog, pages 5-7*. The mission documents, along with the institutional strategic plan, are written to communicate to internal as well as external constituent groups the primary commitments and goals of Hesston College.
The institutional strategic plan supports effective engagement and service as follows:

- The strategic goal of “Enhancing Programs and Services” involves planning to ensure that internal constituents (current and future students of Hesston College) will be better equipped to serve the church and world.
- “Strengthening Programs Related to Multiculturalism and Racial and Ethnic Diversity” recognizes that engagement and service require an appreciation for relating, and the ability to relate effectively, with members of an increasingly diverse and multicultural society.
- “Transforming the Technology We Use” enhances the capability of members within the Hesston College environment to engage and communicate information and ideas, resulting in more effective teaching and learning.
- The fourth strategic direction of the College, “Improving External Connections,” relates directly to the focus of this chapter—discovering and implementing new ways to engage and serve our external constituents more effectively.

Hesston College Learns from its Constituents

As identified in the introductory section of this chapter, the College’s constituents have been identified as its students, prospective students, their families, the church, alumni, the local community, and friends who reside elsewhere within this country and around the world. Hesston College benefits from the many ways in which it learns from these individuals and groups.

Students

Hesston College learns from its students through:

- Course evaluations (student ratings), standardized assessments like the Community College Survey of Student Engagement (CCSSE), the Noel-Levitz Student Satisfaction Inventory (SSI), and the annual Student Exit Survey.
- Their participation in committees at Hesston College such as the Student Advisory Board (SAB), the Resident Assistants’ Council, Campus Activities Board (CAB), the Chapel Committee, Student Development Committee, Student Aviation Advisory Board, Erb Hall Renovations Committee, Hesston Bethel Performing Arts Committee, and as representatives to the Nursing faculty meetings.

The results of student feedback from these mechanisms, shared previously in this report, provide input to the College related to current programming, facilities, services, and activities as well as an opportunity to reaffirm College strengths, challenges, and make substantive improvements.
Employees
Hesston College learns from its employees through:
- Formal feedback obtained through the periodic surveys administered on campus to faculty and staff.
- Their participation on the Faculty Council and Staff Council.
- Input on standing College committees such as Employee Benefits Committee, Instructional Technology Committee, Curriculum Committee, General Education Committee, Academic Planning and Assessment Council (APAC), and the Assessment and Research Coordinating Committee (ARCC).
- Task force groups, such as the subcommittees related to the Title III grant and the Higher Learning Commission self-study, which provide other avenues for input.

The Faculty and Staff Surveys pose one question specifically designed to elicit information about how faculty and staff perceive their opportunity to provide input into administrative decisions: Faculty rated this item more favorably than staff, assigning a 4.03 rating on a 5.0 scale (5.0 = “Strongly agree”), up from 3.53 on the same question in 2005. Staff assigned this item a mean score of 3.44, up slightly from 3.42 in 2005.

Hesston College Alumni
Several channels exist to elicit alumni feedback:
- One formal channel is through the ACT College Outcomes Survey.
- Prior to the use of this standardized tool, institutionally-developed surveys were used to solicit alumni perspectives. (Exhibit IV-A11)
- Graduate feedback has also been obtained on occasion through questions posed in the alumni publication Hesston College Today (e.g., soliciting input on essential aspects of the magazine’s content).
- Alumni annually provide event improvement feedback regarding the fall Homecoming through an evaluation survey; recent survey results show alumni to be highly satisfied with homecoming events, with satisfaction averaging 1.50 on a five-point scale with 1.0 being very high. (Exhibit VII-F)
- The Alumni Advisory Council exists to provide graduates with a channel to offer input and participate in the planning of alumni events; it is also a channel for Hesston College to maintain strong ties with its graduates and to serve them effectively:
  - This Advisory Council, which is an age and program representation of the alumni base, meets annually with the Director of Alumni and Church Relations and College

Survey Question:
“[The faculty [staff] have opportunities to provide input on College decisions.]”
administrators on the campus during Homecoming Weekend to help develop strategies to engage alumni and discover new ways for the College to better serve its alumni.

- The Alumni Advisory Council also assists with the coordination of local and regional alumni events.
- The Alumni Council Executive Committee holds bi-monthly meetings to assist staff with Alumni Department planning.

The College President and other representatives of Hesston College travel domestically and internationally to meet with alumni and other friends of the College:

- Anthony Brown, John Sharp, and Ken Rodgers have presented “Common Threads” extensively.
- At least once each semester Bel Canto, Concert Band, or Chorale tours across the United States to present concerts at alumni and church gatherings; through such scheduled alumni gatherings, feedback is gathered both formally and informally.
- It is common for President Keim to give formal reports in faculty or staff meetings and to send personalized communication to faculty and staff upon conclusion of his trips, sharing feedback received from graduates.

Parents
One important structure used by Hesston College to acquire input by parents is the Parent Council:

- Members of the Parent Council act as liaisons between other parents and the College and provide feedback regarding policy and events on campus.
- This council hosts two events for parents each year, one during opening weekend and one during Thanksgiving weekend.
- Every three years, the Parent Council reviews Student Life policies contained in the Student Life Handbook.

The Church and Community
Hesston College engages with and learns from the church and community in a variety of ways:

- The Office of Church Relations sponsors Church-College Conversations, dialogues for regional pastors held twice annually on the Hesston College campus.
- The Church Relations Office and Campus Ministries work collaboratively to plan for and host these conversations; these sessions have become a valuable structure for receiving feedback from community pastors and congregations.
The Hesston College website provides feedback from the church and community. The Office of Church Relations posts the following petition, “We value your opinions and concerns and seek to be faithful as an institution of Christian higher education. Please use the Internet to learn more about us and give us your input.”

Through scheduled church events with congregations and pastors, the Office of Church Relations gathers constituent feedback and relays information to the College for suggested improvement areas.

Hesston College learns from its community members through community participation on committees, task groups, and interactions both structured and unstructured:

- During 2008 and 2009, Hesston Mayor John Waltner, along with several alumni and community residents, served on the Hesston College Centennial Steering Committee.
- Alumnus, community and church leader, John C. Murray, served on the Steering Committee for the Higher Learning Commission self-study from 2009 to the present.
- Advisory groups, established for the Nursing, Pastoral Ministries and Disaster Management Programs, provide excellent opportunities to inform and update external constituents about the programs; they also provide an important structure by which the programs can learn about environmental opportunities or threats, and allow for external input on program policies and procedures. (Exhibit I-A3)

**Constituencies Are Kept Informed about Programs, Services, Activities, and Outcomes**

In order to provide effective feedback, it is essential that constituent groups are kept informed about Hesston College, its programs, services, activities, and outcomes. This communication occurs through a variety of strategies including frequent news releases, newsletters, the Hesston College website and Facebook, PartnerLink, *Hesston College Today* and promotional materials. See Exhibit XVII-F for a listing of the various strategies used to inform and update constituents.

**Periodic Environmental Scanning Provides Information about the Changing Needs of External Constituencies and their Communities**

Hesston College recognizes the critical nature of keeping abreast of the changing landscape of its local community, state, church, nation, and world. Sources of important information include the following:

- Environmental scanning that has occurred through services provided by Mennonite Education Agency (research related to the changing profile and demographics of Mennonite Church USA).
• Reports of educational research presented by Dr. Douglas Penner, President of the Kansas Independent College Association.
• Attendance by administrators, faculty, and staff at national conferences.
• Frequent implementation of a SWOT analysis at two-day retreat sessions of the Administrative Council.
• The ‘visioneering’ project led by College President Howard Keim; from advisory boards; and in meetings with alumni and friends around the world.

Environmental scanning processes and the follow-up generative discussions have assisted the Hesston College administrative team and Board in more effectively understanding the changing needs of constituents and their communities. This scanning and analysis have led Hesston College to a greater understanding of a changing demographic landscape including the following trends:
• More recent high school graduates are staying closer to home for college.
• More high school students are earning significant hours of college credit prior to high school graduation, due to dual enrollment trends.
• Church-wide Mennonite population is shrinking and the average age of church members is increasing.
• The number of Mennonite students enrolled in colleges and K-12 schools of Mennonite Church USA is declining.
• Online educational options are becoming more attractive to college students.
• The average age of college students is increasing with more non-traditional students seeking educational options.
• Employment outlook trends change yearly, based on supply and demand.

Hesston College is Aware of the Diverse Constituents it Serves
Hesston College’s constituents have become more diverse over time. One hundred years have seen significant change to the student profile. This change is resulting in an increasing number of students who are international; North American racial/ethnic; non-traditional, off-campus; Kansas residents; career-oriented (AAAS); “Deciding”; and from an increasing variety of other faith traditions. Responding to this changing internal constituency has prompted adaptations in programs and services including development of the following:
• Increased support for international students
• Flexible classroom hours and chapel requirements for non-traditional, off-campus students
• The creation of three distinct degree types: AA, AS, and AAAS
• Increased programming, services, and staffing for “Deciding” students
• Strategies to ensure openness, sensitivity, and hospitality for all students
• Student Life programming that considers the diversity of its students

The changing make-up of the student population has made a clear impact on the demographics of Hesston College alumni and, therefore, the work of the Advancement Office:
• This office is intentionally adapting strategies to reach its non-traditional, other-than-Mennonite, North American racial/ethnic and international alumni.
• One current initiative involves the restructuring of Homecoming Weekend in an effort to engage young alumni, as well as those who reflect other demographic changes.
• Other event programming is being re-designed with the new demographics in mind.

In support of the many international alumni living around the globe, President Keim, Vice President of Advancement Yvonne Sieber, and International Student Advisor Dave Osborne traveled to Japan in 2008-2009 to connect with some of the 200 alumni in that country. Twenty-six graduates attended a gathering in Tokyo, and another seven joined a gathering in Osaka. Visiting international alumni have been invited to spend time on campus and to present lectures to large public and class settings among the College community.

**Hesston College Reaches Out to Meet Community Needs Consistent with its Mission**

Members of the Hesston College community have initiated a number of off-campus programs and/or services related to environmental scanning and corresponding community needs.

• Based on the recognition that increasing numbers of Mennonite students are attending state colleges and would not be exposed to courses focused on biblical literacy, members of the Bible and Ministry Division have responded to requests to make the Hesston College course, Introduction to Biblical Literature, available for these students and other adults across the church.

• Within the past few years, Biblical Literature has been offered without credit (in an abbreviated version) by Hesston faculty in church settings throughout Kansas and other regions of the country. This outreach effort has been very well received by attendees. (Exhibit VII-H1)
• Curriculum materials for Introduction to Biblical Literature and several other Hesston College Bible and Ministry courses have been utilized by the Spiritual Life Center at the Ellsworth Correctional Facility in Ellsworth, Kansas. Hesston College faculty members have resourced the individual primarily responsible for this ongoing instruction. The center has expressed appreciation for this contribution to the continuing spiritual development of the inmate population. (Exhibit VII-M)

Areas of Evidence

• Engagement and service are deeply embedded in the mission documents and strategic planning emphases at Hesston College.
• The College learns from its internal and external constituents on an ongoing basis, receiving valuable input and feedback.
• Hesston College engages in periodic environmental scanning in efforts to understand the changing needs of its constituents.
• Constituents are provided information about Hesston College, its programs, services, activities, and outcomes.
• Hesston College recognizes and adapts to the changing needs of the diversity of constituents it serves, as evidenced by the Target Market Strategy document and the Events Planning document. (Exhibit III-E)
• Hesston College has been responsive to community needs (e.g., teaching Biblical Literature off campus and resourcing the Spiritual Life Center at Ellsworth Correctional Facility) in ways consistent with its mission.
• There is regular interaction with local Chamber of Commerce and business groups.
• Alumni are invited back to speak in their areas of expertise to Business, Pastoral Ministries, and Nursing classes.

Core Component 5b:
The organization has the capacity and the commitment to engage with its identified constituencies and communities.

Structures and Processes Enable Effective Connections with Constituents and Communities

Hesston College has developed a variety of structures and processes to enable effective connections with its constituents. The avenues by which internal constituents (students and employees) are engaged on campus have been described previously in this report. As noted in the Hesston College mission statement, students are educated, nurtured, and prompted to integrate “thought, life, and faith” so that they will be prepared to “serve others in the church and the world.”
In order to accomplish its mission, Hesston College implements structures, programs, and processes for students to engage with each other, faculty, staff, and many external groups. These broad structures include:

- Academic Life
- Student Academic Support
- Residential and Religious Life
- International Student Services
- Counseling Services
- Campus Employment
- Campus Activities
- Varsity and Intramurals Athletics
- Service and Special Interest Clubs
- Wellness Center Fitness Facility Membership

**The Curricular and Co-curricular Activities at Hesston College Engage Internal Constituents with External Constituents**

Hesston College is aware of its responsibility, not only to the campus community, but to the extended community that supports the campus. The programming at Hesston College intentionally engages internal constituent groups with its external constituents locally and around the world. Numerous activities and learning opportunities, both curricular and co-curricular, are available to connect students, faculty, and staff with the external community. The following examples highlight some of these opportunities.

**Community Involvement and Service-Learning Opportunities**

**Homecoming Events**

Because Hesston College challenges students to “Start Here, Go Everywhere,” Homecoming 2010 featured the theme “A View from Everywhere.” This event included a Science and Math Symposium featuring distinguished alumni. Nelson Kilmer, long-time faculty member and current Science and Math Division chair noted that “In coordination with the Alumni Relations Office and Director Dallas Stutzman, the overall goal [was] to have a Science and Math Symposium of general interest to all alumni but especially to Science and Math alumni.” Yvonne Sieber, Vice President of Advancement, and Nelson Kilmer also worked together to establish an endowed science/math scholarship to attract science/math students.

**Schowalter Villa Connections**

Each semester, students, faculty, and staff seize opportunities to integrate learning through activities and relationships nurtured with residents of the Schowalter Villa retirement community adjacent to the campus. Students participate in this setting through structured projects and assignments from both the Sociology and English departments.
Chapter 5

Lifelong Education and Development (LEAD)
Lifelong Education and Development blends the campuses of Hesston College, Schowalter Villa retirement community, Hesston Wellness Center, and Dyck Arboretum of the Plains. In an important, symbolic way, the Journey of Life Walkway connects these campuses:

- The LEAD program facilitates interdisciplinary and intergenerational education and provides a synergy of the resources of these organizations;
- Through LEAD, Hesston College students are involved in a number of ways at the Villa, both with the child care center located in the Villa and with elders.
- LEAD events included the Festival of Creativity at Schowalter Villa and a two-day event on campus for grandparents of Hesston College students.
- LEAD is also involved with the annual Martin Luther King, Jr. Week on campus and the Community Gardens, both of which are described later in this chapter.

Over the next year, LEAD plans to create several new initiatives:

- A Speakers’ Bureau is being developed to feature older adults in the community and Hesston College faculty; the goal is to have an exchange of expertise between the community and the College.
- LEAD will also be working with the Hesston Area Senior Center to develop programs in partnership with AARP Kansas; this partnership includes connections to Wichita, whereby rural-urban intergenerational education and activities will be formed.

Community Gardens
Begun in the spring of 2010, a “Community Gardens” initiative invited students and community adults to work and learn together in two garden sites. The gardens provided an avenue for meaningful interaction between faculty and students outside the classroom. In addition, students learned how gardens can provide opportunities to build communities within urban settings.
Student Life Programming

Student Life programming at Hesston College provides another important link with the community. Examples of this connection include the following (Exhibit XVIII):

- Members of Student Life enlist students, faculty, and staff to participate in the Red Cross blood drives held several times each year on campus at Hesston Mennonite Church.
- A community “mod parent” program has been thriving at Hesston College for decades. Annually, members of the community, including some faculty and staff, “adopt” a mod of students from the residence halls and host/support them in various ways throughout the year.
- Chapel programming, organized through Student Life, include speakers who challenge students to consider service opportunities during the annual Mission and Service Emphasis Days.
- Students can choose from a variety of campus-sponsored voluntary service opportunities.
  - Big Brothers/Big Sisters
  - Peace and Service Club
  - Tutoring in the Hesston Middle School
  - M-2 prison visitation program
  - Assisting at the homeless shelter in Newton, Kansas

Collaboration with Mennonite Disaster Service

Hesston College and Kansas Mennonite Disaster Service (KMDS) collaborate in many ways. A recent example of this was the construction of a new home for a hurricane victim in Picayune, Mississippi. The frame of the house was constructed by students and community volunteers on campus during the Centennial Homecoming Week in 2009, then moved and finished on site by students and other volunteers with KMDS. (See vignette for Chapter One.)
The Nursing Division Interacts with Local and Global Communities

In March, 2010, nursing faculty member Gregg Schroeder led a student group to Russia during spring break to study the history and state of Russian nursing and health care. While there, the group:

- Visited the Nursing Midwifery College in St. Petersburg; the Medical Academy in Veliky Novgorod University; the “Helper” Clinic, a freestanding HIV/AIDS Academy in Veliky Novgorod; and a boarding school/orphanage for children with mental or physical developmental delays in Veliky Novgorod.
- Delivered papers and poster presentations on nursing care in the United States and engaged in several service projects.
- Stayed with Russian families, providing students with an immersion into present Russian culture.

A second service-learning opportunity for nursing students is being planned for May 2011 in Guatemala, through the invitation and leadership initiatives Hesston College alumnus José Daniel Bran (1993).

Nursing students learn and serve through their clinical experiences in twelve agencies within a short thirty-mile radius:

- Students have worked with clinical staff at the Harvey County Health Department to provide immunizations for local residents.
- During their first semester of nursing, students develop informative posters to educate the public on pertinent health-related topics; the most exemplary posters, as evaluated by an external team, are placed around the community of Hesston.
- In the past two summers, nursing students have volunteered to assist physicians in providing community screenings at Newton Medical Center and the Hesston Area Senior Center.

Cooperative Education

Students from Nursing, Business and other departments across campus engage with community employers, while simultaneously earning college credit, through Cooperative Education experiences. Examples of these experiences include CNA assignments at area nursing homes and nurse technician roles at area hospitals. (Exhibit I-C5)

The Aviation Program

The Aviation Program maintains a strong connection with the local community. The program, based at the Newton City-County Airport, provides numerous opportunities for students to interact with members of the business community. In addition, many community members have obtained aviation lessons provided by Hesston College flight instructors.
The Aviation Program connects regularly with its alumni. As stated on the Hesston College website, “Each year the Hesston College Aviation Program plans an event to bring alumni and students together to better understand God’s call in our lives and how that call translates to our careers in aviation.”

**Melva Kauffman Lecture Series**
Another educational opportunity that brings together Hesston College and community members is the Melva Kauffman Lecture Series, named for an English professor who taught at Hesston College in the mid-1900s. This endowed program, established in 2004, strives to bring to campus scholars and artists who can communicate the gospel to students through the education and humanities disciplines with emphases on literature and global issues. Besides providing formal lectures, the presenters also speak in chapel and various classes, and address faculty groups. Public lectures have included:

- Don Holsinger (2005): “Islam and the West: Clash, Co-existence, or Convergence”
- Brenda Matthews (2009): “Poetry: God’s Tool for Young People Who are Kingdom Builders and World Changers”  (Exhibit VII-K)

**Varsity Sports and Student-Athletes**
Members of varsity sports teams are actively involved with service activities:

- Both the men’s and women’s basketball teams have helped with the “Villa Days” fundraising auctions for Schowalter Villa.
- Hesston College and Lincoln Perk, a local coffee shop, teamed up during the October 21, 2010, soccer games for a fundraiser to support the Hesston Public Library Fund.
- In lieu of practice one day, the softball team traveled to the Schowalter Villa where players and coaches assisted residents with their evening meals. They then ate together and spent additional time in one-on-one interactions.

Hesston community members frequently attend varsity sporting events on campus. They are also invited annually to attend, without charge, various varsity volleyball and basketball games during Homecoming weekend and on designated Alumni Community Days.

**Business Owners**
The President and the Vice President of Advancement annually meet with over thirty business owners in their places of business to learn about best business practices. Many of these individuals are Partners and alumni.
Faculty Contribute in their Professional Fields

Several examples of Hesston College faculty members contributing in their professional fields beyond the campus follow:

- Music faculty Matt Schloneger and Ken Rodgers, members of the Sunflower Trio, were named to the Kansas Arts Commission Touring Roster, and have given concerts across the state of Kansas and the Midwest.

- Music faculty member Bradley Kauffman has composed several choral selections, including a 2010 piece “Miriam,” written in response to a perceived lack of strong works for women’s choral groups.


- Karen LeVan and Dwight Roth presented a joint paper at the national meeting of AARP (2009). Their presentation has been published in the AARP Journal.

- History instructor John Sharp, in addition to his recently published A School on the Prairie: A Centennial History of Hesston College, 1909-2009, has been commissioned to research and write a comprehensive biography of Orie O. Miller, one of the most influential Mennonite leaders of the twentieth century.

- Faculty members Bill Mason and Vickie Andres were invited to present at a national Mennonite Economic Development Associates convention.

- Faculty members from the performing arts (art and theater) have recently led summer activities and programs in the arts for community students.

- Bible instructor Michele Hershberger wrote the official catechism of Mennonite Church USA and Mennonite Church Canada, entitled God’s Story, Our Story. She has also published A Christian View of Hospitality: Expecting Surprises and co-authored Now It Springs Up: Spiritual Insights for Every Day. In March of 2010, at LCC International University, Klaipeda, Lithuania, Michele was a presenter at the conference entitled Responses to Cultural Homogeny: Engagement, Resistance, or Passivity. Her topic was “A Need for Order and Diversity: Homogeneity and Particularity in the Biblical Narrative,” to be published in spring 2011. (Exhibit XVI-D)
Hesston College Engages Church and Alumni

As noted on the Hesston College website, “Educational institutions in the Mennonite Church . . . experience connection to the church from church constituency who relate as faculty, board members, students, and alumni. Hesston College has embraced this two-way relationship model of the church. Churches provide prayer support, students and financial contributions to the College. The College provides educational resource opportunities both on its campus and in the churches. The goal is to educate and develop the full potential of every student within our community, to lead them towards the model of the life of Jesus Christ, and to send them out as active participants in the church and the world.”

- Hesston College choirs schedule tours annually to perform in a variety of diverse church and community settings across the country.
- Pastoral Ministries students are placed within community churches and serve as interns for congregations. They frequently present their prepared messages to other members of the community, including seniors residing at the Schowalter Villa.
- Each year Hesston College sends representatives to bring greetings and share updates in various congregations during Church School Day, a day set aside to highlight Mennonite Church USA schools in local congregations.
- President Keim, Church Relations staff, and Bible faculty speak at churches across the country at other times of the year as well, with presentations and College updates that reflect the Hesston College Experience Guide and brand identity messages.
- For several decades, faculty member John Sharp has led tours to Anabaptist heritage and Reformation sites in Europe, including (since 2008) annual tours to central Asia, to trace the 1880 migration of Ukrainian and Samaran Mennonites into what is now Uzbekistan and Kyrgyzstan.
- The College has conducted educational Alumni European Tours, focusing on the Mennonite Church/Anabaptist history and European culture. As a part of the Hesston College Centennial 2009-2010 celebration, alumni and friends traveled through Europe exploring Mennonite and Anabaptist history, hearing concerts of the Hesston College International Choir, and enjoying the natural beauty and cultural heritage of western Europe. In addition to presenting concerts, members of the choir toured historical and artistic sites, learning the history, current politics, and sociology of the region. Students who register to receive humanities credit for the trip also maintain a journal and are tested on information they have studied and experienced. Alumni participants ranged in age from 50 to 87 and came from eight states.
The Alumni Office annually sponsors other educational trips, such as Explore Kansas! Tours, with the purpose of enjoying the company of alumni, friends, and faculty. There have been nine consecutive trips to various parts of Kansas, examining architecture, art, commerce, cuisine, customs, geography, history, and the people of the state of Kansas.

Each year, the Alumni Relations Office and artist-in-residence/faculty member Anthony Brown offer a variety of concert events with church and alumni constituencies around the country. Updates from the College and programs being presented use the *Hesston College Experience Guide* to provide a consistent message.

Students and faculty members within the Business Department travel annually to attend the Mennonite Economic Development Associates (MEDA) Convention. This has been an important programming effort that brings together students with members of the church who are business leaders. The President and the Vice President of Advancement connect with business leaders across the constituency and meet with their counterparts from other Mennonite institutions of higher learning.

Youth Ministry students travel to a Youth Specialties event, *The Core*, each spring. Here they interact with other youth ministry students and youth workers in an ecumenical setting that provides opportunities to build relationships as well as learn new skills.

Numerous on-campus events cultivate strong constituent ties. Annual examples include Opening Weekend, Homecoming events, Thanksgiving celebration, Grandparent Days, Graduate Dinner (the newest alumni group each year), and Commencement Weekend.

- All are coordinated by the Alumni and Church Relations Office through an institutional planning group.
- After each event, the Administrative Council evaluates the events by discussing what went well and what can be improved.

### The College Demonstrates Responsiveness to the Diversity of the Constituents It Serves

The ways in which the College demonstrates its responsiveness to diverse constituents have been discussed previously in other chapters of this Self-Study Report. Additional input, relating to engagement with and responsiveness to diverse off campus constituents, follows.

Through the work of the Advisory Council for the Advancement of Diversity and Multiculturalism (ACADM), a number of activities are planned and implemented to promote understanding and celebrate diversity:
During the week of Martin Luther King, Jr. Day, ACADM sponsors a variety of programs to honor the legacy of Martin Luther King, Jr. and other notable people of color. Programs have included worship services with readers’ theater; songs of freedom; speeches on peace; and singing of the African American National Anthem, “Lift Every Voice and Sing” (2008):

- In 2008, the campus read an article related to Martin Luther King, Jr.’s influence and processed it in small group discussions.
- In 2009, programming included an illustrated history of the Civil Rights Movement, a campus-wide viewing of Barack Obama’s inauguration, and a chapel service with President Keim reading some of James Weldon Johnson’s poems.
- The topic for January 2010 was “Martin Luther King, Jr.: Spirit and Service.” The event focused on the sense of service that Dr. King embodied and how it ties into contemporary society and the mission of the College. Examples of service of Hesston College students were presented, especially the work of students in the Disaster Management Program on the U.S. Gulf coast. Pianist Tony Duplisis from Diamond, Louisiana collaborated with Hesston faculty member Tony Brown for an evening of African-American spirituals. Kevin King, national director of Mennonite Disaster Service, presented sessions for students, challenging them to dream as Martin Luther King dreamed.
- The January 2011 celebration was entitled “United We Stand?: Lamentations and Celebration.”
  - Activities examined the positive aspects of social diversity and the negative consequences of fear and ignorance.
  - The featured speaker was Rosina Philippe, a resident of coastal Louisiana and an advocate for preservation of traditional cultural practices who focused on the influence of Hurricanes Katrina and Rita and the Gulf oil spill on ethnic groups in her area.
  - Invited guests included Hesston faculty, alumni, and a gospel choir from Wichita along with the Wichita African-American Council of Elders. Exploration is now underway regarding how the Elders and Hesston College might create a long-term working relationship to increase awareness of social diversity on campus.
International Festival
The College hosts an annual international festival to celebrate the presence and contributions of its many international students. Mod parents and other community persons with close ties to College students are invited to participate with the campus community in this event which features the food, customs, talents, and perspectives of Hesston College’s international student population. This event is planned by the international students in coordination with the International Student Director.

Anabaptist/African American Parallels
Common Threads, a program of story and song which was attended by many off-campus constituents, featured current Hesston College faculty members Anthony Brown, John Sharp, and Ken Rodgers:

- This program gives voice to Anabaptist martyrs and enslaved African Americans by singing their hymns and telling their stories.
- It is an exploration of the parallels between Anabaptist religious persecution and African American racial sufferings, as both groups have suffered at the hands of legitimate governments and both found hope in the midst of pain and humiliation.

Home School Week
A summer week-long Science and Computer Camp for home school students was initiated during the summer of 2004 to meet the needs of area home school students and their parents.

- Home school students experience opportunities to engage in laboratory experiments and other learning opportunities typically not available in the home environment.
- Students have the option of choosing laboratory sessions in five areas: Biology, Chemistry, Computer Information Technology, Microsoft Office/Adobe Photoshop, and Physical Science/Physics.
- Roughly, 60 students annually (and often parents) have benefitted from this camp;
• Evaluations from this camp and continued strong attendance speak to the strength of the program and its ability to meet the learning needs of this unique population. (Exhibit VII-J)

Older Adults
Each semester, older adults in the Hesston community are invited to attend Hesston College classes at a reduced tuition rate. One weekend each year, grandparents of current students are invited to campus for special programming and an opportunity to spend time with their grandchildren.

The College’s Resources Support Effective Programs of Engagement and Service
Hesston College invests a significant amount of its resources—physical, financial, and human—in support of programs of engagement and service. Examples of these investments follow.

Sponsorship of the Website “Road Trip: YMRoadTrip.org.”
This website was launched in 2004 for two primary purposes:
• To provide free, quality resources with an Anabaptist perspective for youth workers (youth pastors, youth sponsors, Sunday School teachers).
• To provide a learning environment for Hesston College students in Introduction to Youth Ministry and Christian Education.

The website provides a venue for Hesston College students to create Bible studies and other resources in the “real world” as well as promote service to the church. Hesston College faculty member Michele Hershberger, and Web content manager Larry Bartel, work collaboratively to update and maintain this website.

Sponsoring and Hosting the Annual Anabaptist Vision and Discipleship Series
Begun in 1999, the Hesston College Bible Department, assisted by the Church Relations Office, has led and sponsored the Anabaptist Vision and Discipleship Series (AVDS). This three-day conference draws hundreds of pastors, alumni, faculty, staff, and students to hear and interact with guest speakers on the selected theme. Recent conference themes include:
• “Learning the Bible in Life-Giving Ways: History, Hooks, and Heilsgeschichte,” with faculty members Marion Bontrager and Michele Hershberger
• “Digital Discipleship,” with Shane Hipps
• “Christian Ministry in a Red and Blue World,” with Greg Boyd and Dr. John D. Roth
During these events, pastors typically visit their current Hesston College students and receive updates from the College. Pastors and other church constituents have expressed appreciation for these annual resource opportunities with mean results on evaluation surveys consistently above 4.5 on a 5.0 scale. (Exhibit VII-E)

Educating the Community through the Dyck Arboretum of the Plains

Owned by the College, the Dyck Arboretum of the Plains provides a unique educational program to students, the surrounding community, and teachers from the entire state. The Arboretum provides a natural laboratory for students in Environmental Biology classes.

- The Arboretum conducts educational programs for school children to learn about preserving and restoring the prairie.
- School teachers K-12 can participate in a 40-hour institute in the award-winning Earth Partnership for Schools (EPS) program with prairie enthusiast Brad Guhr, Dyck Arboretum education coordinator.
- Through this resource, students, teachers and community members discover the prairies of south central Kansas; help gather seeds; observe birds and insects; and identify prairie plants on high quality prairie remnants.
- Classes and events at the Arboretum focus on horticulture, natural science, and the arts. Nationally-recognized speakers bring leading-edge information to attendees.
- Events are scheduled to highlight the beauty of this prairie garden in all four seasons.

Providing a Quality Community Preschool

The Early Childhood Education (ECE) program at Hesston College offers a preschool experience for community children. For thirty years, Hesston College has served the community at large with an on-campus preschool program. This program is housed on campus in the Laban Peachey Applied Science Center. During the 2009-2010 academic year:

- Forty children were enrolled in this preschool.
- As a result of this program, College students develop teaching skills; preschoolers from the surrounding community gain an excellent early education learning experience; parents are supported in nurturing their children; and the College and community families interface in meaningful ways.
Annual Partner Event
The Advancement Office hosts an annual event to update Partners with what is happening at the College and how their investment in the College is being used. A video slide show serves as a visual and verbal annual report. Over 250 Partners typically attend this event. Information on the Hesston College Partner program is included in Exhibit III-F.

Hesston College Employees Serve in Community and Church Organizations
Hesston College employees are involved in many leadership positions in the local community and in the wider church. Examples include:

- Hesston Chamber of Commerce (Dallas Stutzman)
- Hesston Area Economic Development Corporation (Don Weaver)
- Praxis Mutual Fund Board (Don Weaver)
- Mennonite Church USA Benefits Board (Yvonne Sieber)
- EtCetera Board (Marlene Boese and Cindy Loucks)
- South Central Mennonite Conference Ministerial Commission (Joyce Huber and Kevin Wilder) (Exhibit XVI-E)

Areas of Evidence

- The structures and processes at Hesston College have encouraged effective connections with its external communities.
- The co-curricular activities at Hesston College have facilitated the engagement of students, staff, administrators, and faculty with external communities.
- The academic programming at Hesston College has implemented creative strategies to connect students with external constituencies.
- Hesston College has supported important programs of engagement and service through the investment of physical, financial, and human resources.
- The College’s strategic area of “Enhancing External Connections” is providing increased emphasis and focus related to engagement and service.

Hesston College Preschool
Core Component 5c: The organization demonstrates its responsiveness to those constituencies that depend on it for service.

Collaborative Ventures Exist with Other Higher Learning Organizations and Education Sectors

Hesston College collaborates with a number of other educational agencies to enrich the education of students and to facilitate a smooth transfer to four-year colleges and universities. Examples of these ventures, ranging from the collaborative efforts of individual faculty to institution-wide endeavors, follow.

Hesston College has secured articulation agreements with twelve colleges and universities. These articulation agreements vary in scope, but all are designed to facilitate a positive transfer experience for Hesston College graduates. Other agreements are currently under negotiation. (Exhibit I-E)

Hesston College and Bethel College partner to share adjunct faculty and are working on sharing courses that are under-enrolled. The chief academic officers of Hesston College, Bethel College, and Tabor College meet frequently to discuss ways to collaborate among the three institutions. The chief academic officers of all Mennonite Church USA institutions of higher learning, including seminaries, meet together annually to discuss ways to cooperate and share resources.

In 1982 Hesston College established the Hesston Performing Arts (HPA) with funding and planning provided by Hesston College and the Hesston community. The series was established to provide high quality artistic events for the campus and community:

- In 1998 HPA planners launched a partnership with Bethel College in North Newton, and the series name changed to Hesston-Bethel Performing Arts (HBPA).
- Hesston College and Bethel College host performances on their respective campuses each year.
- The series, free to Hesston and Bethel students, offers the community world-renowned performers at very reasonable prices. (Exhibit XVII-B)

Hesston College education students are partnered with teachers who work within the local school system (USD #460) as an observational experience during the course, Introduction to Education.
Collaborative ventures involving faculty and other educational organizations follow:

- Faculty members Jeff Baumgartner (Mathematics) and Hugo Boschmann (Biology) recently participated in the scoring of Advanced Placement essays for the College Board (Educational Testing Service).
- Faculty member James Yoder received a Fulbright scholarship to serve as a chemistry faculty member for one year at the University of Swaziland (2006-2007). He also collaborated with faculty in the Chemistry Department at Wichita State University during the summer of 2009 on a grant research project involving faculty at two-year colleges and universities.
- Michele Hershberger, Chair of the Bible and Ministry Division, embarked on a sabbatical leave during the 2009-10 academic year to serve as a faculty member at LCC International University in Klaipeda, Lithuania, providing instruction in Bible and Religion courses.

**Transfer Policies and Practices Create an Environment that Supports Learner Mobility**

Hesston College administrators and faculty recognize the importance of effective transfer—for its own graduates as well as for those students hoping to attend Hesston College in the future. The goal is to create educational mobility within a system of integrity built upon best practices in transfer. In addition to having articulation agreements in place, policies and practices on the Hesston College campus facilitate effective educational mobility including:

- Articulation policies for nursing students which allows Licensed Practical Nurses to be granted advanced standing into the second year of the program, in keeping with the Council of Nursing Articulation in Kansas.
- Acceptance of CLEP and AP Credit based upon student performance on these exams.
- Granting of credit for certain advanced courses taught at Mennonite Secondary Education Council schools.
- Awarding to up to 12 hours of credit in Spanish to Hesston College students enrolled in the Central American Study and Service program (CASAS).

See the Hesston College Course Catalog 2010-2011, pages 41-42, and Exhibit IE for academic policies that support learner mobility.
Church and Community Leaders Testify to the Usefulness of the College’s Programs of Engagement

Hesston College frequently receives spontaneous, informal feedback that demonstrates the usefulness of the College’s program of engagement. This feedback has come from alumni, parents, members of the Hesston community, Mennonite Church USA, nursing employers, preschool parents, conference ministers, Mennonite service agencies, and the Spiritual Life Center at Ellsworth Correctional Facility. Specific examples of this feedback from church and community leaders have been compiled and are included in Exhibit VII-H1.

The College Participates in Partnerships Based on Shared Educational, Economic, and Social Goals

Disaster Management Program

The Disaster Management Program began at Hesston College in the fall of 2005 as a cooperative venture between the College and Mennonite Disaster Service (MDS). (Exhibit VII-C) With recent increases in natural disasters, MDS and other faith-based agencies are recognizing the need for trained leadership in managing disaster response and recovery. What makes this program unique is the emphasis on long-term recovery from a faith-based perspective.

Disaster Management students participate in a number of Saturday service projects throughout their two years at Hesston College. They learn a variety of skills, such as cutting down trees, framing a house, painting, shingling, and finishing drywall. After a tornado damaged much of Greensburg, Kansas, in May, 2007, students spent six Saturdays helping homeowners clean up, repair, and rebuild their homes.

This program also includes an eight-week summer field experience on an active MDS site which allows the students to receive practical, hands-on experience.

- In past years, students have served on summer MDS sites in New Orleans, Louisiana; Pass Christian, Mississippi; Dulzura, California; La Crete, Alberta; and Bayou La Batre, Alabama.
- After their sophomore year, students serve an eight-week field experience, either with MDS or a different disaster response or recovery organization. This field experience allows them to practice leadership skills while working with crews.
- Students have opportunities to relate to homeowners while on these sites. They are urged to lay down their hammers to interact with disaster survivors. As the mission of MDS states, “While our main focus is on clean up, repair and rebuilding homes, this activity becomes a means of touching lives and helping people regain faith and wholeness.”
Partnership with Hesston Mennonite Church

Hesston College and Hesston Mennonite Church have a long history of sharing facilities and programs:

- The latest facility collaboration is the construction of a new 650-seat auditorium and conversion of the old sanctuary into a new Community Center.
- In this $4.5 million construction project, Hesston College contributed $1.25 million in exchange for a 50-year lease to use the facilities.
- Since its completion in 2007, Hesston College uses the HMC space for chapel, music and drama performances, special programs and events for large campus groups.

In addition to shared facilities, Hesston Mennonite Church and Hesston College jointly plan and participate in a variety of programs:

- Annually, shared worship experiences occur on Sunday morning during the College’s opening weekend and during the September Homecoming weekend.
- In fall 2010, an event entitled “Encountering Islam” was co-sponsored by Hesston College and Hesston Mennonite Church.

Partnership with Hesston Wellness Center

In 2005, Hesston College initiated an agreement with Schowalter Villa to allow all Hesston College dormitory students to have unlimited use of the Hesston Wellness Center’s facilities. Mutually-beneficial for both institutions, the agreement provided needed wellness facilities to Hesston students without a capital investment while it provided revenue and increased usage for the Wellness Center. In 2007, this agreement was expanded to include Hesston College employees.

Community/Hesston College Partnership to Develop Oswald Field

Hesston College and the City of Hesston collaborated on the construction and funding of Oswald Field, the College baseball complex completed in 1996:

- The City of Hesston provided approximately one quarter of the resources for this project. In-kind services (dirt and demolition) totaled approximately $55,000, with annual cash payments totaling $45,000 over the five years following the project’s completion.
- In exchange for this contribution, the city’s summer recreation baseball teams are able to use the field without charge.
- The Babe Ruth baseball program has grown from one team during the first year, to as many as four teams in recent years, ensuring that the facility is well-used during summer months.
- The College has also permitted the Hesston High School club baseball team free access to the field in the spring.
City Softball Diamond Upgrade with Hesston Recreation Commission and the City of Hesston

In 2009, Hesston College partnered with the City of Hesston and the Hesston Recreation Commission to enhance the City softball diamond that Hesston College uses as its primary facility for the varsity softball team:

- This project included the construction of larger dugouts in a new location farther from home plate.
- The project increased player safety, protection from weather, and utility of the facilities.
- Funding for the project was divided equally among Hesston College, Hesston Recreation Commission, and the City of Hesston.

Shared Facilities Use with USD 460/Hesston High School

For many years, Hesston College and USD 460/Hesston High School have made use of each other’s gymnasiums and tennis courts. This informal arrangement has allowed either institution, with a need greater than its own facilities can handle, access to the other institution’s facility when available.

Partnership between Newton Medical Center and the Hesston College Nursing Program

An ongoing partnership between Newton Medical Center (NMC) and the Hesston College Nursing Program has provided many benefits for both institutions. In addition to the ongoing provision of nursing units for clinical education:

- Newton Medical Center recently provided Hesston College access to their electronic medical documentation system (Meditech) for student practice in the campus laboratories.
- During the fall of 2010, Newton Medical Center donated $40,000 to Hesston College for naming rights related to the creation of a new simulation laboratory.
- Invitations to faculty by Newton Medical Center to join their staff for free continuing education workshops and the donation of supplies for utilization in the campus laboratory are other ongoing demonstrations of support.
- In return for this support, the Hesston College Nursing Program provides a reliable and highly respected supply of Registered Nurses to staff nursing units of the medical center.
- Faculty members have also provided continuing education programs to NMC staff over the years.

Development of Journey of Life Walkway

In 2006, the Journey of Life Walkway was completed, creating a lighted, concrete walking path connecting Hesston College’s campus to students and faculty.
Schowalter Villa, the Child Development Center, Dyck Arboretum, and the Hesston Wellness Center:

- This joint project was funded equally by Hesston College and Schowalter Villa along with a grant from the Sunflower Foundation.
- This physical connection provides easy access between campuses and reinforces the programmatic connections among the institutions involved.

**Congregational Student Aid Plan and Student Aid Matching Grant**
Annually, Hesston College works in partnership with Mennonite churches, matching up to $500 per semester ($1,000 per academic year) per student for any monies given as direct aid by a congregation to its student:

- Hesston matches the first $1,000 at a 1:1 ratio.
- If the church grants exceed $1,000 per year, all remaining dollars are matched at a 1:4 ratio up to the cost of tuition, less Hesston College scholarships and/or grants.
- More than 80 percent of Mennonite students attending Hesston College receive this type of assistance.

**Areas of Evidence**

- Hesston College works collaboratively with other colleges and universities through the development of articulation agreements and mutually-beneficial programs.
- Through the development of articulation agreements and transfer policies and practices, Hesston College supports seamless transitions and learner mobility.
- Church and community leaders testify to the effectiveness and usefulness of programs of engagement facilitated by Hesston College.
- Church and community partnerships have resulted in the achievement of shared educational, economic, and social goals.

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*Core Component 5d:*
Internal and external constituencies value the services the organization provides

**The College’s Facilities are Available and Used by the Community**
The College enjoys sharing its facilities and services, whenever possible, with external individuals and communities. Through the shared use of facilities and other resources, the College exemplifies its values of stewardship and relationships. Some of the most visible examples of this community sharing follow:
The baseball field at Hesston College (Oswald Field) is utilized by the Babe Ruth Program and by the Hesston High School club team during summer months.

About 40% of the total usage of the College’s Stutzman Retreat Center is by church groups and families from the community.

The Colorado cabin, owned by the College, is intended primarily for use by the College faculty and staff, but is also available for limited use by members of the community.

Many community members regularly use the campus tennis courts and, with membership, have access to the racquetball courts in Yost Center.

Hesston College soccer fields have been rented by the soccer organization “Goal for Goal” for use in their summer camps.

During the summer, Hesston College hosts a summer basketball league for area high schools; the courts of Yost Center and Campus Activity Center are also used for youth tournaments scheduled through the Mid-America Youth Basketball program.

The Bontrager Student Center has been made available to members of the community as a wedding reception setting; this center has also provided both the setting and the staffing for large community dinners.

Annually, Hesston College hosts the Hesston Chamber of Commerce on campus for a Christmas luncheon.

The annual Mennonite Mutual Aid Stewardship University, a week-end conference for students and area church congregations, is hosted in alternate years on the Hesston College campus.

The South Central Conference of Mennonite Church USA held its annual summer gathering on the Hesston College campus in 2008, 2009 and 2010.

The College’s Evaluation of Services Includes the Various Constituencies It Serves

As evidenced in other chapters of this Self-Study Report, recent campus surveys indicate that:

- Faculty, staff, and students are highly satisfied with the majority of programs and services provided at Hesston College (e.g., Student Satisfaction Inventory, Student Exit Surveys, Faculty and Staff Surveys).
- The education and learning outcomes obtained at Hesston College are also valued by graduates (College Outcomes Survey).
- Employer surveys conducted by the Nursing Division indicate that employers are highly satisfied with the nursing graduates they have employed. (Exhibit IV-B4)
Alumni have been asked to evaluate Hesston College services and impact through surveys including the ACT College Outcomes Survey:
- Results of this survey demonstrate a highly-satisfied alumni group. (Exhibit IV-A2) Other institutionally-developed surveys, administered over time, also reflect that the experience at Hesston College was a satisfying one for alumni. (Exhibit IV-A11)
- In addition to providing evidence of effective functioning, equally important are the constructive feedback provided and institutional challenges noted by alumni over the years through these survey instruments.

Another way feedback is solicited from the College alumni is through evaluations conducted upon completion of an alumni event. After the Homecoming Weekend, alumni in attendance complete a survey to share their evaluative feedback. Results of this survey are reviewed by the Alumni Advisory Council and provide excellent input for future planning. (Exhibit VII-F)

The Bible and Ministry Division routinely surveys participants of the Anabaptist Vision and Discipleship Series to evaluate each speaker, the venue and meals and childcare services:
- The mean scores ranged from 4.46 to 4.88 in 2009 and 4.36 to 4.63 for 2010 (1.0=Not Helpful to 5.0=Very Helpful).
- In addition, participants provide qualitative input on the program and its personal impact. (Exhibit VII-E)

A Loyal Alumni Base Supports the College’s Programs and Services
Hesston College graduates demonstrate their support of Hesston College in a myriad of ways. Many have come back to serve the campus in faculty and staff positions:
- Alumni frequently refer students to Hesston College and/or employ Hesston College graduates.
- Many have become financial Partners or make contributions to the College on a regular basis.
- Over the years, Hesston College has increased its alumni giving from 3145 gifts in 2005-2006 to 3498 in 2009-2010.
- The number of Partners has increased from 619 in 2005-2006 to 727 in 2009-2010. (Exhibit III-F)
Chapter 5

Service Programs and Student, Faculty, and Staff Volunteer Activities Are Well-Received by the Communities Served
From a variety of feedback mechanisms, both formal and informal, it is evident that the service programs and volunteer activities engaged in by the entire campus community, are both valued and appreciated by the communities served. (Exhibit VII-H)

Areas of Evidence
- Hesston College routinely surveys its alumni regarding their satisfaction with Hesston College and the impact it has had on their lives.
- Service programs and student, faculty, and staff volunteer activities have been appreciated by the communities served.
- The recent alumni survey (College Outcomes Survey) and other surveys over time provide evidence of a satisfied alumni constituency.
- Gifts to the College by alumni over the years have increased significantly and reflect a very grateful and supportive alumni base.
- Employer surveys and qualitative feedback from employers demonstrate much appreciation for Hesston College graduates.
- Church and community members have participated actively over time in the variety of co-curricular programs that have been open to them.
- Hesston College makes available many of its facilities for use by members of the church and local community.
- Feedback from church, community, and service agency leaders demonstrates that Hesston College is responsive to the needs of its external constituents.
CHAPTER SIX: FEDERAL COMPLIANCE

1. Credits, Program Length, and Tuition

   The Higher Learning Commission requires that an affiliated institution be able to equate its learning experiences with semester or quarter credit hours using commonly-accepted good practices for institutions of higher learning in the United States, to justify the length of its programs in comparison to other similar institutions in the United States, and to justify any program-specific tuition it charges based on the costs and expenses for offering that particular degree as well as on the length of the program and its objectives.

Credits and Program Length

Hesston College offers the Associate of Arts (AA), Associate of Science (AS), and Associate of Applied Arts and Sciences (AAAS) degrees. To be a candidate for a Hesston College degree, students must earn at least 60 semester hours of credit. (Hesston College Course Catalog 2010-2011, pages 44, 45 and 61) Only six hours of English as a Second Language (ESL) may be applied to the degrees (ESL 105 and ESL 106). Most courses earn three credits, and students typically enroll for 15 credits per semester.

At Hesston College, one semester credit is equivalent to a minimum of 50 minutes per week for a 15-week semester (not including final exam week). A typical 3-hour course meets for a minimum of 150 minutes per week. Credit is granted on a 2:1 (clock to credit hour) ratio for campus laboratory experiences. Nursing clinical experiences are calculated at 3:1, following guidelines established by the National League for Nursing Accrediting Commission. Students typically complete degree requirements in two years. Graduation requirements for all three degrees include 60 semester hours of credit, consistent with credit-hour expectations for similar associate degree programs at other accredited liberal arts institutions.

Tuition and Fees

Each year, tuition and fees are set by the Hesston College Board of Overseers based upon recommendations from the Administrative Council. Tuition and technology fees are the same for all fall and spring semester courses. Summer tuition is set at a lower rate. Courses involving individualized instruction (e.g., music and aviation lessons) or in which the student becomes the owner of tangible created items (e.g., art classes), courses for off-campus usage of facilities and equipment (e.g., skiing, canoeing, international tour), and other courses in which there is common practice for fees (e.g., nursing and science labs), have fees that are listed at the time of enrollment on the course schedule and on the bookstore
website. (Information regarding tuition and fees can be found on pages 24 and 25 of the Hesston College Course Catalog 2010-2011.)

2. Student Complaints

An institution must explain its process for addressing student complaints as well as summarize the number, type, and resolution of complaints it has received in the three years prior to the comprehensive evaluation, and provide the evaluation team with an organizational account of student complaints.

The College’s Student Complaint Policy and the Appeal Procedure is detailed in the Hesston College Student Handbook (pages 14 and 23) on the Hesston College website. The grievance procedures for filing FERPA-related complaints, and for filing Title IX and Section 504 Grievances are listed in the Student Handbook (page 22), on the Hesston College website, and in the Hesston College Course Catalog 2010-2011, pages 110-111. The policies for appeals of academic decisions and for filing discrimination complaints are listed in the Course Catalog, pages 37 and 110-111.

As can be noted in the Student Complaint Policy, students are advised to resolve the complaint at the lowest administrative level possible. If the concern cannot be resolved directly with the person involved, it is referred to either a Resident Director or the Vice President of Student Life (student life issues), or to the Vice President of Academic (academic issues). Complaints that cannot be resolved at these administrative levels are referred to the Hesston College President.

In the academic years 2007-2008, 2008-2009 and 2009-2010, the College received 11 student and/or parent complaints. Five were related to grade disputes; one to additional course fees; one requesting an academic policy exception; two concerning unsatisfactory communication issues involving a faculty member; one requesting reimbursement for property damage; and one which was a harassment complaint against another student. All were successfully resolved. Records of complaints and resolutions will be available to the evaluation team upon request.

3. Transfer Policies

The Higher Learning Commission requires that an institution demonstrate that it discloses its transfer policies to students and to the public, and that its policies contain information about the criteria it uses to make transfer decisions.
Policies on transferring credits into Hesston College are listed in the Course Catalog, pages 16-17, and on the Hesston College website. In addition, articulation agreements for transfer out are listed on pages 39-41 of the Course Catalog. As can be observed in the policy on transfer credit, criteria used by Hesston College to make transfer decisions are clearly stated. The following statements (among others) are included:

- Courses taken at nationally or regionally accredited institutions may be applied toward a degree at Hesston College if they are compatible with courses offered at Hesston.
- Only grades of C or better are considered.
- Transfer credits are not included in the Hesston College GPA calculations or in determining satisfactory progress.

4. Verification of Student Identity

The Higher Learning Commission requires the institution to demonstrate that it verifies the identity of students who participate in distance or correspondence courses.

Hesston College does not offer distance or correspondence courses.

5. Title IV Program and Related Responsibilities

The Higher Learning Commission expects institutions to comply with the Title IV requirements of the Higher Education Reauthorization Act 3.2(d)1. Therefore, institutions will provide information for the evaluation team on the most recent default rates (including any default reduction plans approved by the Department of Education), and any other documents considering the institution’s responsibilities under Title IV of the Act, including any results of financial or compliance audits and program reviews.

General Program Responsibilities

Hesston College is in compliance with the Higher Education Reauthorization Act Title IV eligibility and certification requirements. The Title IV school code for Hesston College is 00192000; serial number 001516.

In 1995, the United States Department of Education conducted a program review of federal financial aid programs administered through Hesston College and requested several administrative changes. The College complied fully with these requested changes. No other reviews, inspections, or audits have occurred since that date.
Financial Responsibility Requirements
Hesston College is fulfilling its Title IV responsibilities related to financial management. The U.S. Department of Education has not raised issues or concerns about the College’s composite ratios and financial audits, or the College’s fulfillment of responsibilities in this area.

Financial Aid
The Hesston College Financial Aid Department disseminates information to students about financial assistance. Approximately 98% of Hesston College students receive some type of financial aid.

The audit of the Financial Aid Process is included in the annual College audit. Documents relevant to Title IV compliance, including the Hesston College default rates, are maintained by the Office of Financial Aid and will be made available to the evaluation team upon request. This includes the Program Participation Agreement (PPA), Eligibility and Certification Renewal (ECAR), and Internal Policies and Procedures manual for processing federal financial aid for students. There have been no Department of Education program reviews or compliance audits at Hesston College during the past ten years.

A written, comprehensive student loan repayment program addressing student loan information, counseling, monitoring, and cooperation with lenders is available. Financial aid materials regularly provided to students are written and comprehensive; and address counseling, monitoring, and cooperation with lenders. College personnel provide guidance when students enter the College and again upon exit. See Exhibit II-D for documents regarding student loan repayment.

Students are informed of their ethical responsibilities regarding financial assistance and Hesston College actively promotes student loan repayment. In accordance with federal regulation, students are required to undergo entrance and exit counseling prior to receiving loan funds and prior to exiting the institution. Some students meet personally with representatives of the Financial Aid Department and have entrance interviews to discuss their rights and responsibilities as well as budgeting and conservative borrowing. Students are also allowed to complete online entrance and exit interviews regarding their Perkins loans. With the online process, students read about the Perkins loan and are required to answer questions to ensure understanding. An attempt is made by Financial Aid representatives to conduct a personal exit interview with each student who has received loan funds at Hesston College.
Student Loan Default Rates
Hesston College participates in the Federal Student Loan Program and the Federal Perkins Loan Program and has maintained cohort default rates below the national average. In summary, over the past five years, the cohort default rate has been less than 7% for Stafford Loans.

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<tr>
<th>Stafford Loan Program</th>
<th>Perkins/NDSL Loan Fund</th>
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<tbody>
<tr>
<td>2006  2.42% Actual</td>
<td>2006  8.28% Actual</td>
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<tr>
<td>2007  6.91% Actual</td>
<td>2007  8.45% Actual</td>
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<td>2008  3.01% Actual</td>
<td>2008  8.62% Actual</td>
</tr>
<tr>
<td>2009  3.99% Estimate</td>
<td>2009  8.40% Actual</td>
</tr>
<tr>
<td>2010  4.69% Estimate</td>
<td>2010  6.67% Actual</td>
</tr>
</tbody>
</table>

Graduation Rates
Hesston College is in compliance with Title IV requirements regarding reporting graduation rates. Graduation rates are reported to the Integrated Post Secondary Education Data System (IPEDS) by the Registrar’s Office. Reports of graduation statistics are included in the registration packet that every student receives each fall, and are available upon request from the Registrar’s Office. Additionally, the preceding four-year graduation rate is published in the *Hesston College Course Catalog 2010-2011*, page 110, and in the *Hesston College Student Handbook*, page 21.

Campus Crime Information
Hesston College is in compliance with requirements for reporting campus crime statistics. The College is committed to providing a safe and secure campus for all students. Each year the Vice President of Student Life publishes in the *Student Handbook* (paper and online editions) the College’s Crime Awareness and Campus Security Information as well as the Hesston College Crime Statistics (pages 24-26). The report also is filed on the U.S. Department of Education Web Based Data Collection site. This information is available to the public from that site as well.

Satisfactory Academic Progress and Attendance Policies
Hesston College is in compliance with the requirement that its policies on satisfactory academic progress and attendance are readily available to students. Policies on academic progress are described in the *Course Catalog*, pages 33-35, including: (1) information on student classification based on the semester hours of credit earned (page 33); and (2) information on academic probation and dismissal (page 35). Hesston College does not have a uniform attendance policy. However, faculty members are asked to state attendance policies for each course (including consequences for missing classes) in the course syllabus. The expectation that syllabi contain an attendance policy is noted in the *Faculty Handbook* under Syllabus Standards (IIIH), page 78. Some career programs (e.g.,
Nursing) have a consistent classroom and clinical attendance policy for all courses. (See the Nursing Student Handbook, pages 19-20.)

**Contractual Relationship/Federal Compliance Visits to Off-Campus Locations**

Hesston College does not maintain contracts with third-party entities to provide academic content for its degree programs.

**6. Institutional Disclosures and Advertising Recruitment Materials**

*Whenever the institution makes reference to its affiliation with the Higher Learning Commission, it includes the Commission’s address, phone number, and URL.*

The *Hesston College Course Catalog 2010-2011*, page 10, identifies its affiliation with the Higher Learning Commission. The printed statement follows.

“Hesston College is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools (30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504; 800-621-7440; www.ncahigherlearningcommission.org). The Higher Learning Commission is an institutional accrediting agency recognized by the U.S. Department of Education and the Council for Higher Education Accreditation.”

This statement also appears on the Hesston College website (www.hesston.edu).

**7. Relationship with other accrediting agencies and with state regulatory bodies**

*Although institutional accreditation is not automatically affected by the accreditation given or withheld by any particular professional association, the Higher Learning Commission does take into account the standards set by professional societies. The Commission identifies any adverse actions taken by professional accrediting agencies.*

The Division of Nursing holds professional accreditation through the National League for Nursing Accrediting Commission (NLNAC). It is also approved by the Kansas State Board of Nursing (KSBN). Full contact information for the NLNAC and KSBN is also listed on page 10 of the *Course Catalog*. The Division of Nursing was reviewed by both the NLNAC and the KSBN within the past year and was found to be in full compliance with all NLNAC standards and criteria and KSBN rules and
regulations. The next NLNAC and KSBN site visits are scheduled for spring of 2018.

Hesston College’s accredited programs are in good standing with their professional accrediting agencies. No adverse action has been taken against any of the programs.

8. Public Notification of Comprehensive Evaluation Visit and Third Party Comment

The Higher Learning Commission seeks public comments on institutions as part of the comprehensive visit. Institutions should publicize the scheduled comprehensive visit and solicit comments from its constituents.

In preparation for the comprehensive evaluation visit, Hesston College placed the final version of the Self-Study Report on a website accessible to the public and members of the Hesston College community. This website also will inform readers how to contact the HLC-NCA to submit third-party comments. Hesston College has issued a press release through the College’s Office of Marketing and Communications announcing the comprehensive accreditation visit, describing the purposes, and inviting third-party comments (see below). Hesston College also will place the following announcement in Hesston College Today and as an advertisement in local newspapers.

North Central Association Accreditation Visit
FOR IMMEDIATE RELEASE
Nov. 30, 2010

Public invited to offer comments for college’s reaccreditation

HESSTON, Kan. – A team from the Higher Learning Commission of the North Central Association of Colleges and Schools will visit Hesston College for a comprehensive reaccreditation evaluation March 21 to 23, 2011.

Hesston College invites the public to provide written comments to the Commission which will be forwarded to the evaluation team for its review. Comments must address matters related to the quality of the institution or its academic programs. Comments must be in writing and signed; they cannot be treated as confidential. Submit comments to Public Comment on Hesston College, The Higher Learning Commission, 230 South LaSalle Street, Suite 7-500, Chicago, IL 60604. All comments must be received by Feb. 21, 2011.

Located 30 miles north of Wichita, Hesston College is the two-year liberal arts college of Mennonite Church USA.
CHAPTER SEVEN: CONCLUSIONS AND SUMMARY

Introduction
The HLC reaccreditation process provided Hesston College with an opportunity to engage in self-study; describe and evaluate institutional policies, practices and relationships; and identify strengths and challenges. These institutional challenges have been reviewed and confirmed. As part of the College’s strategic planning process, appropriate parties are now creating action plans to address challenges.

Chapters One through Six of this Self-Study Report describe how the College fulfills the five accreditation criteria and twenty-one core components and how it is meeting Federal Compliance standards. Patterns of evidence were cited to provide support for these accomplishments. This final chapter provides a summary of the overarching themes integrated throughout the five criteria of the Self-Study Report and an analysis of the overall institutional strengths and challenges.

Hesston College is Future-Oriented
- Hesston College is driven by a clear mission that emphasizes the development of each student’s intellect, faith, and character within a supportive and inclusive Christ-centered community.
- Many economic and societal trends that impact the identity and mission of the College have been identified, analyzed, and addressed through the planning process by the Hesston College Board of Overseers, the administrative team, faculty, and staff.
- Planning for the future is done through an active, participatory strategic planning process that encourages ongoing innovation and change.
- Two of the four current institutional strategic areas are addressing the needs of internal constituents (Enhancing Programs and Services) and discovering new ways to engage with its external connections (Improving External Connections).
- Efforts to keep pace with new technologies, a major priority addressed through institutional strategic planning has led to the award of a $1.5 million Title III grant, resulting in the implementation of an integrated system for campus computing.
- Understanding and appreciating human diversity, the focus of diversity and multiculturalism, has been identified as a central component of institutional strategic planning.

Hesston College is Learning-Focused
- Student learning outcomes, once the sole responsibility of faculty, now direct the processes and activities of teaching, learning, and student development campus wide.
As a two-year liberal arts college, effective teaching and learning are central to the College’s mission. Faculty have addressed the centrality of teaching and learning through their adoption of the statement, “A Scholarship of Teaching and Learning.”

Recent IDEA institutional reports are one indicator of the College’s strong teaching and learning environment. Institutional summaries demonstrated that 69% to 77% of Hesston College courses were rated above the IDEA average during the last four semesters (73%, 72%, 69% and 77%). IDEA reports that “[w]hen [both raw and adjusted scores] exceed 60%, the inference is that the Group’s overall effectiveness was unusually high.”

In 2009, Hesston College ranked at or above the 97th percentile on four of the five benchmarks of Community College Survey of Student Engagement. These four benchmarks were Academic Challenge, Support for Learners, Active and Collaborative Learning, and Student-Faculty Interaction.

Support for learners has been intentionally nurtured over the past ten years through the addition of programs and services including the ACCESS laboratory, Student Success Team, Writing Fellows program, and First-Year Seminar.

Assessment processes and structures (e.g., Academic Excellence Plan, Assessment Summary Forms) assist faculty in accomplishing what assessment is designed to do: improve student learning through the creation of effective teaching and learning environments.

The College recognizes that its present and future strength is directly affected by the ongoing learning and development of its faculty and staff. The emphasis placed on this component is evidenced through institutional decisions and budgeting priorities.

**Hesston College is Connected**

Service is at the heart of the College’s mission: “for service to others in the church and world.” The culture of service, demonstrated by both students and graduates, is documented through a variety of quantitative and qualitative methods.

On the 2009 Student Satisfaction Inventory, among the highest student ratings were items related to caring campus staff, caring faculty, and students made to feel welcome on campus (each item ranging .64 to .66 above the norm for 4-year private colleges).

A variety of curricular and co-curricular programs strengthens the College’s connections with the Hesston community, alumni, and church.

Structures and processes have been developed to inform constituencies about the College and also to gain their perspectives and input.
A rapid growth in the number of articulation agreements between the College and transfer institutions demonstrates the College’s recognition of the value of educational collaboration.

New partnerships have been formed recently between the College and the church and community, based upon mutual social, educational and/or economic goals.

Internal communication has been strengthened, as evidenced through the 2009 Faculty and Staff Surveys.

A very loyal and satisfied alumni group is evident through attendance at College-sponsored gatherings and through ongoing surveys. Responses to the ACT College Outcomes Survey given in 2008 to members of the 2003 and 2005 graduating classes demonstrated alumni satisfaction above the four-year national norm on each of the 39 questions related to the College.

**Hesston College is Distinctive**

- The College’s unique and distinctive mission as a two-year college is clear: “to educate and nurture each student within Christ-centered community… for service to others in the church and the world.”
- Hesston College is the only two-year college of Mennonite Church USA; it is also the only two-year private college in Kansas.
- The Anabaptist perspective, including the emphases on service, discipleship, and community, differentiates Hesston College from many other institutions of higher education.
- Commitments exist to honor the worth and dignity of each person and prepare graduates who are effective and contributing members of a diverse and multicultural society. They pervade the mission documents, planning strategies and curricular and co-curricular activities of the College. Recognition of these commitments is evident in the survey responses of faculty, staff, students, and graduates.
- Structures and processes are in place to provide faculty and staff with opportunities for self-reflection related to achievement of mission. Examples include the Systematic Plan for Institutional Research and Assessment; various norm-referenced assessment/survey measures; the Individual Development and Educational Assessment; institutionally-developed surveys; and other feedback strategies.
- Channels and structures designed to bring about improvements are evident throughout the College. Guiding documents consistently emphasize that processes such as assessment, evaluation, data-gathering, and performance review are used to improve programs, services, and most importantly, student learning.
Accountability and integrity are central to the College’s mission. Transparency is identified as a core value, and social responsibility is one of the six identified student learning outcomes. Themes of integrity and accountability are evident in various stories which have emerged over the 100-year history of Hesston College.

Institutional Strengths and Challenges

Strengths

- The College continues to fulfill its mission and its long-standing identity as a place where students integrate thought, life, and faith to effectively serve others in the church and the world.
- The College provides a strong sense of community, connectedness, friendship, and support, frequently referred to as “The Hesston Experience.”
- The College has excellent academic emphasis, strength, and growth, as evidenced by results from such norm-referenced instruments as the Individual Development and Educational Assessment and Community College Survey of Student Engagement. The Washington Monthly ranked Hesston College as 2nd nationally among two-year colleges in the fall of 2010.
- Hesston College has provided students with two effective educational paths: liberal arts transfer programs, and career programs designed to prepare graduates for immediate employment.
- Hesston College has developed a culture of continuous improvement based on assessment and evaluation.
- The campus is maintained as a very inviting place to live and learn, with well-kept grounds, excellent facilities, little deferred maintenance, and the implementation of measures to promote environmental sustainability.
- Hesston College is perceived by its students and graduates as serving them well, as evidenced by such instruments as the Student Satisfaction Inventory and ACT College Outcomes Survey.
- Dedicated faculty and staff facilitate the delivery of high quality academic and student life programming.
- Faculty, staff, and students provide service to the community, including an emphasis on intergenerational learning, which has been a long-standing component of curricular and co-curricular activities at Hesston College.
- Responsible leadership, planning, and management have resulted in fiscal stability for the College.
- Loyal and talented alumni and Partners provide outstanding support to Hesston College and serve the common good in their churches and global communities.
- The strategic goal related to transforming technology is being greatly enhanced through the recent $1.5 million Title III grant.
Challenges

- Increase enrollment and build toward residential capacity.
- Continue to evaluate the ongoing viability of current programs and identify/implement new and unique programs of study that are consistent with the mission of Hesston College.
- Build the College’s endowment to enhance long-term financial stability.
- Continue to strengthen the institutional strategic planning process in light of the changing societal, denominational, academic, and economic trends.
- Promote employee sustainability with measures that include the development of manageable workloads and appropriate compensation.
- Increase curricular and co-curricular programs and opportunities related to diversity, multiculturalism, service-learning, and sustainability.
- Develop new ways to measure the effectiveness of external connections (e.g., alumni, the community of Hesston, and the church).

From Challenges to Action Plans

The HLC Steering Committee acknowledged at the outset of its work that this labor-intensive process of self-study must be viewed as an opportunity to guide Hesston College into its future by yielding significant institutional improvements. Over the past two years, College administrators, faculty, staff, and students have completed their analysis of the institution in light of the accreditation criteria and core components, institutional compliance, and other accountability issues. Institutional strengths have been identified along with accompanying challenges.

In keeping with the self-study follow-up process that was established in 2001, the identified institutional challenges were reviewed and reaffirmed by several groups including the Administrative Council, HLC Steering Committee, the Assessment and Research Coordinating Committee, and the Academic Planning and Assessment Council. Action plans are currently being developed for all institutional challenges, (Exhibit XI-E), including the identification of persons responsible to ensure implementation of action plans. Those challenges that are rated as the highest priority will be merged into the institutional strategic planning process (if not already present) so that adequate emphasis, collaborative efforts, and funding can impact change.
Chapter 7

Request for Accreditation
Through the self-study process, evidence has been provided to demonstrate the College’s fulfillment of the accreditation criteria and core components, as defined by the Higher Learning Commission of the North Central Association of Colleges and Schools. The College has also demonstrated that it is distinctive, learning-focused, connected, and future-oriented. As a result of the self-study process, the institution overall is more aware of its strengths and challenges. Structures and processes are already in place to systematically address challenges. With the evidence that has been provided related to institutional achievements as well as the planning initiatives in place to meet current challenges, Hesston College respectfully requests full continuing accreditation status.
Appendix A: Institutional Snapshot

1. Student Demography

A. Undergraduate enrollments by class level

<table>
<thead>
<tr>
<th></th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ON CAMPUS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-Time First Year Cohort</td>
<td>174</td>
<td>177</td>
<td>166</td>
<td>206</td>
</tr>
<tr>
<td>Full-Time Freshman Transfer</td>
<td>21</td>
<td>28</td>
<td>43</td>
<td>23</td>
</tr>
<tr>
<td>Full-Time Sophomores</td>
<td>187</td>
<td>168</td>
<td>164</td>
<td>160</td>
</tr>
<tr>
<td>Full-Time Special Classification</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>Total Full-Time Enrollment</td>
<td>383</td>
<td>374</td>
<td>374</td>
<td>396</td>
</tr>
<tr>
<td>Total Part-Time Enrollment</td>
<td>49</td>
<td>51</td>
<td>65</td>
<td>52</td>
</tr>
<tr>
<td>Total Enrollment</td>
<td>432</td>
<td>425</td>
<td>439</td>
<td>448</td>
</tr>
<tr>
<td>Full-Time Equivalent (FTE)</td>
<td>401</td>
<td>392</td>
<td>405</td>
<td>410</td>
</tr>
</tbody>
</table>

B. Degree-seeking undergraduates (by gender and ethnicity/race as reported in IPEDS)

<table>
<thead>
<tr>
<th></th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GENDER (All Students)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>169</td>
<td>192</td>
<td>199</td>
<td>188</td>
</tr>
<tr>
<td>Female</td>
<td>263</td>
<td>233</td>
<td>240</td>
<td>260</td>
</tr>
<tr>
<td><strong>STATUS (All Students)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-Time</td>
<td>383</td>
<td>374</td>
<td>374</td>
<td>396</td>
</tr>
<tr>
<td>Part-Time</td>
<td>49</td>
<td>51</td>
<td>65</td>
<td>52</td>
</tr>
<tr>
<td><strong>ETHNICITY (All Students)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African American</td>
<td>14</td>
<td>20</td>
<td>22</td>
<td>28</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>7</td>
<td>2</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>4</td>
<td>2</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Hispanic</td>
<td>14</td>
<td>16</td>
<td>15</td>
<td>22</td>
</tr>
<tr>
<td>Multiracial</td>
<td>5</td>
<td>8</td>
<td>10</td>
<td>9</td>
</tr>
<tr>
<td>Non-Resident Alien</td>
<td>35</td>
<td>39</td>
<td>39</td>
<td>34</td>
</tr>
<tr>
<td>White, non-Hispanic</td>
<td>345</td>
<td>338</td>
<td>340</td>
<td>336</td>
</tr>
<tr>
<td>Elected Not to Report</td>
<td>8</td>
<td>0</td>
<td>3</td>
<td>5</td>
</tr>
</tbody>
</table>
C. Number of graduate or professional students
Hesston College has no graduate or professional programs.

D. Age range of undergraduate students

<table>
<thead>
<tr>
<th></th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>24 and under</td>
<td>372</td>
<td>365</td>
<td>368</td>
<td>358</td>
</tr>
<tr>
<td>25 and over</td>
<td>60</td>
<td>60</td>
<td>71</td>
<td>90</td>
</tr>
</tbody>
</table>

E. Number of students by residency status

<table>
<thead>
<tr>
<th></th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>In State</td>
<td>192</td>
<td>224</td>
<td>249</td>
<td>227</td>
</tr>
<tr>
<td>Out of State</td>
<td>205</td>
<td>162</td>
<td>151</td>
<td>187</td>
</tr>
<tr>
<td>Non US Resident</td>
<td>35</td>
<td>39</td>
<td>39</td>
<td>34</td>
</tr>
</tbody>
</table>

Source: Office of the Registrar
2. Student Recruitment and Admissions

A. Number of applications, acceptances, and matriculations for first year students and for undergraduate transfer students

<table>
<thead>
<tr>
<th>Year</th>
<th>First Year</th>
<th>Transfers</th>
<th>First Year</th>
<th>Transfers</th>
<th>First Year</th>
<th>Transfers</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-08</td>
<td>547</td>
<td>103</td>
<td>587</td>
<td>114</td>
<td>635</td>
<td>127</td>
</tr>
<tr>
<td>2008-09</td>
<td>159</td>
<td>38</td>
<td>162</td>
<td>50</td>
<td>163</td>
<td>53</td>
</tr>
<tr>
<td>2009-10</td>
<td>386</td>
<td>59</td>
<td>396</td>
<td>64</td>
<td>343</td>
<td>61</td>
</tr>
</tbody>
</table>

Source: Office of Admissions

B. Scores on standardized tests for entering students

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAT</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mean Reading Score</td>
<td>562</td>
<td>521</td>
<td>485</td>
</tr>
<tr>
<td></td>
<td>Mean Math Score</td>
<td>547</td>
<td>532</td>
<td>498</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>1109</td>
<td>1053</td>
<td>983</td>
</tr>
<tr>
<td>ACT</td>
<td>First-Time, Full-Time Students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mean Math Score</td>
<td>22</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>Mean English Score</td>
<td>22</td>
<td>21</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Mean Science Score</td>
<td>22</td>
<td>22</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>Mean Composite Score</td>
<td>22</td>
<td>22</td>
<td>21</td>
</tr>
</tbody>
</table>

Source: Office of the Registrar
3. Financial Assistance for Students

A. Percentage of undergraduate students who applied for financial assistance

<table>
<thead>
<tr>
<th>Percentage Applying</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>79.7%</td>
<td>82.9%</td>
<td>83.5%</td>
</tr>
</tbody>
</table>

Source: Office of Financial Aid

B. Number and percentage receiving financial assistance

<table>
<thead>
<tr>
<th></th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number Receiving Aid</td>
<td>427</td>
<td>415</td>
<td>436</td>
</tr>
<tr>
<td>Percentage Receiving Aid</td>
<td>98.8%</td>
<td>97.6%</td>
<td>99.3%</td>
</tr>
<tr>
<td>Loans</td>
<td>327</td>
<td>313</td>
<td>333</td>
</tr>
<tr>
<td>Work-Study</td>
<td>131</td>
<td>108</td>
<td>125</td>
</tr>
<tr>
<td>Scholarships/Grants</td>
<td>427</td>
<td>411</td>
<td>431</td>
</tr>
<tr>
<td>Merit-Based Scholarships only</td>
<td>221</td>
<td>266</td>
<td>242</td>
</tr>
</tbody>
</table>

Sources: Offices of Financial Aid and Student Employment

C. Tuition discount rate

<table>
<thead>
<tr>
<th></th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discount Rate</td>
<td>38.31</td>
<td>41.3</td>
<td>42.16</td>
</tr>
</tbody>
</table>

Source: Office of Financial Aid
4. Student Retention and Program Productivity

A. Retention

<table>
<thead>
<tr>
<th></th>
<th>Entering Fall 2008</th>
<th>Returning Fall 2009</th>
<th>Percent Retention</th>
<th>Entering Fall 2009</th>
<th>Returning Fall 2010</th>
<th>Percent Retention</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>6</td>
<td>6</td>
<td>100%</td>
<td>6</td>
<td>5</td>
<td>83%</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>1</td>
<td>1</td>
<td>100%</td>
<td>4</td>
<td>3</td>
<td>75%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>1</td>
<td>0</td>
<td>100%</td>
<td>2</td>
<td>1</td>
<td>100%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>9</td>
<td>9</td>
<td>55%</td>
<td>4</td>
<td>3</td>
<td>75%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>0</td>
<td>0</td>
<td>50%</td>
<td>2</td>
<td>2</td>
<td>100%</td>
</tr>
<tr>
<td>Non-Resident Alien</td>
<td>22</td>
<td>22</td>
<td>100%</td>
<td>5</td>
<td>5</td>
<td>100%</td>
</tr>
<tr>
<td>White, Non-Hispanic</td>
<td>138</td>
<td>138</td>
<td>78%</td>
<td>138</td>
<td>88</td>
<td>64%</td>
</tr>
<tr>
<td>Elected Not to Report</td>
<td>0</td>
<td>0</td>
<td>50%</td>
<td>5</td>
<td>2</td>
<td>40%</td>
</tr>
<tr>
<td>GRAND TOTAL</td>
<td>177</td>
<td>124</td>
<td>70%</td>
<td>166</td>
<td>109</td>
<td>66%</td>
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</table>

Sources: Registrar’s College Board Report: Fall Semester Ethnic Breakdown by Class First-time, Full-time Students

B. Degrees earned

<table>
<thead>
<tr>
<th>TYPE OF DEGREE</th>
<th>Class of 2008</th>
<th>Class of 2009</th>
<th>Class of 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate of Arts</td>
<td>74</td>
<td>64</td>
<td>54</td>
</tr>
<tr>
<td>Associate of Science</td>
<td>15</td>
<td>8</td>
<td>11</td>
</tr>
<tr>
<td>Associate of Applied Arts and Sciences</td>
<td>81</td>
<td>74</td>
<td>64</td>
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<tr>
<td>TOTAL CONFERRED</td>
<td>170</td>
<td>146</td>
<td>129</td>
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</table>

<table>
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<th>Class of 2008</th>
<th>Class of 2009</th>
<th>Class of 2010</th>
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<tr>
<td>Male</td>
<td>67</td>
<td>49</td>
<td>50</td>
</tr>
<tr>
<td>Female</td>
<td>103</td>
<td>97</td>
<td>75</td>
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<table>
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<th>Class of 2008</th>
<th>Class of 2009</th>
<th>Class of 2010</th>
</tr>
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<tbody>
<tr>
<td>African American</td>
<td>6</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Hispanic</td>
<td>6</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Multiracial</td>
<td>0</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Non-Resident Alien</td>
<td>13</td>
<td>11</td>
<td>5</td>
</tr>
<tr>
<td>White, Non-Hispanic</td>
<td>140</td>
<td>123</td>
<td>109</td>
</tr>
<tr>
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<td>TOTAL GRADUATES</td>
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Source: Registrar IPEDS
## C. Graduates by program

<table>
<thead>
<tr>
<th>Program</th>
<th>Class of 2008</th>
<th>Class of 2009</th>
<th>Class of 2010</th>
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</thead>
<tbody>
<tr>
<td>Associate of Arts</td>
<td>74</td>
<td>64</td>
<td>54</td>
</tr>
<tr>
<td>Associate of Science</td>
<td>15</td>
<td>8</td>
<td>11</td>
</tr>
<tr>
<td>Aviation AAAS</td>
<td>13</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Bible AAAS</td>
<td>3</td>
<td>5</td>
<td>2</td>
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<tr>
<td>Nursing AAAS</td>
<td>47</td>
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<td>45</td>
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<tr>
<td>Pastoral Ministries</td>
<td>4</td>
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<td>Computer Information Tech AAAS</td>
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<td>Business AAAS</td>
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<td>4</td>
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<td>Early Childhood Education AAAS</td>
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<td>1</td>
</tr>
<tr>
<td>General Studies AAAS</td>
<td>10</td>
<td>9</td>
<td>6</td>
</tr>
<tr>
<td>TOTAL</td>
<td>170</td>
<td>146</td>
<td>129</td>
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</table>

Source: Registrar IPEDS
### 5. Faculty Demography

#### A. Faculty headcount by highest degree earned

<table>
<thead>
<tr>
<th></th>
<th>2008-2009</th>
<th></th>
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<th></th>
<th>2010-2011</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full-time</td>
<td>Part-time</td>
<td>Full-time</td>
<td>Part-time</td>
<td>Full-time</td>
<td>Part-time</td>
</tr>
<tr>
<td>Doctorate</td>
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<td>7</td>
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<td>Masters</td>
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<td>10</td>
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<td>Bachelors</td>
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<td>6</td>
<td>4</td>
<td>6</td>
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<td>4</td>
</tr>
<tr>
<td>Associates</td>
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<td>0</td>
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</table>

#### B. Faculty headcount by race/ethnicity and gender

<table>
<thead>
<tr>
<th></th>
<th>2008-2009</th>
<th></th>
<th>2009-2010</th>
<th></th>
<th>2010-2011</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full-time</td>
<td>Part-time</td>
<td>Full-time</td>
<td>Part-time</td>
<td>Full-time</td>
<td>Part-time</td>
</tr>
<tr>
<td>RACE/ETHNICITY</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African American</td>
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<tr>
<td>American Indian/Alaska Native</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>Multiracial</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Non-Resident Alien</td>
<td>0</td>
<td>0</td>
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<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>White, non-Hispanic</td>
<td>30</td>
<td>17</td>
<td>32</td>
<td>17</td>
<td>34</td>
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<td>0</td>
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<tr>
<td>GENDER</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
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</table>
### C. Faculty by program

<table>
<thead>
<tr>
<th></th>
<th>2008-2009</th>
<th></th>
<th>2009-2010</th>
<th></th>
<th>2010-2011</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full-time</td>
<td>Part-time</td>
<td>Full-time</td>
<td>Part-time</td>
<td>Full-time</td>
<td>Part-time</td>
</tr>
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<td>Aviation</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>0</td>
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<td>Bible &amp; Ministries</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Business</td>
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<td>Education</td>
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<td>1</td>
<td>3</td>
<td>1</td>
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<td>Fine Arts</td>
<td>5</td>
<td>2</td>
<td>5</td>
<td>3</td>
<td>5</td>
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<td>Language Arts</td>
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<td>2</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Natural Science/Math</td>
<td>4</td>
<td>2</td>
<td>4</td>
<td>1</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Nursing</td>
<td>6</td>
<td>3</td>
<td>7</td>
<td>5</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>Social Science</td>
<td>2</td>
<td>4</td>
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<td>3</td>
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</table>
6. Availability of Instructional Resources and Information Technology

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>2006-07</th>
<th>2007-08</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>COLLECTIONS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Books</td>
<td>24,384</td>
<td>24,704</td>
<td>25,115</td>
<td>25,476</td>
<td>NA</td>
</tr>
<tr>
<td>Total Other (DVD, CD, CD-ROM)</td>
<td>2,773</td>
<td>3,039</td>
<td>3,266</td>
<td>3,387</td>
<td>NA</td>
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<tr>
<td>Books Added</td>
<td>251</td>
<td>320</td>
<td>411</td>
<td>361</td>
<td>NA</td>
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<tr>
<td>Other Added</td>
<td>194</td>
<td>266</td>
<td>227</td>
<td>121</td>
<td>NA</td>
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<tr>
<td>Print Subscriptions</td>
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<td>238</td>
<td>238</td>
<td>234</td>
<td>216</td>
</tr>
<tr>
<td>Database Subscriptions (HC)</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>13</td>
<td>12</td>
</tr>
<tr>
<td>Databases Provided by Kansas</td>
<td>46</td>
<td>46</td>
<td>57</td>
<td>57</td>
<td>52</td>
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<th><strong>CIRCULATION</strong></th>
<th>2006-07</th>
<th>2007-08</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
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<tbody>
<tr>
<td>Interlibrary Loans to Other Libraries</td>
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<td>374</td>
<td>310</td>
<td>247</td>
<td>NA</td>
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<td>Interlibrary Loans HC Borrowed from Others</td>
<td>398</td>
<td>475</td>
<td>345</td>
<td>180</td>
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<tr>
<td>Circulation--Students</td>
<td>7,484</td>
<td>8,306</td>
<td>7,311</td>
<td>6,893</td>
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<tr>
<td>Circulation--Faculty</td>
<td>1,183</td>
<td>1,244</td>
<td>1,040</td>
<td>1,022</td>
<td>NA</td>
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<tr>
<td>Circulation--Other (Staff and Community)</td>
<td>363</td>
<td>356</td>
<td>413</td>
<td>420</td>
<td>NA</td>
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<tr>
<td>TOTAL Circulation</td>
<td>9,748</td>
<td>10,755</td>
<td>9,419</td>
<td>8,762</td>
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<td>Reserve Collection - included in Circulation Total</td>
<td>2,387</td>
<td>4,229</td>
<td>3,474</td>
<td>4,689</td>
<td>NA</td>
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<tr>
<td>Total Database Searches</td>
<td>51,853</td>
<td>178,773</td>
<td>84,996</td>
<td>66,751</td>
<td>NA</td>
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</table>

<table>
<thead>
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<th><strong>OTHER</strong></th>
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</thead>
<tbody>
<tr>
<td>Class Presentations</td>
<td>24</td>
<td>31</td>
<td>29</td>
<td>33</td>
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</tr>
<tr>
<td>Number of Students at Presentations</td>
<td>517</td>
<td>713</td>
<td>653</td>
<td>784</td>
<td>NA</td>
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<tr>
<td>Gate Count</td>
<td>NA</td>
<td>62,247</td>
<td>41,151</td>
<td>66,067</td>
<td>NA</td>
</tr>
<tr>
<td>Dates of Gate Count</td>
<td>Full year</td>
<td>Aug 07- Feb 08</td>
<td>Aug 08- Dec 08</td>
<td>Dec 09- May 10</td>
<td></td>
</tr>
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</table>
7. Financial Data (last two fiscal years)

A. Actual Unrestricted Revenues

<table>
<thead>
<tr>
<th>REVENUES</th>
<th>FY 2008-09</th>
<th>FY 2009-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition &amp; Fees</td>
<td>8,032,364</td>
<td>8,651,939</td>
</tr>
<tr>
<td>Less unfunded financial aid</td>
<td>(3,318,115)</td>
<td>(3,648,499)</td>
</tr>
<tr>
<td>Net Tuition &amp; Fees</td>
<td>4,714,249</td>
<td>5,003,440</td>
</tr>
<tr>
<td>State/Local Appropriations</td>
<td>-</td>
<td>-</td>
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<tr>
<td>Federal Grants</td>
<td>237,843</td>
<td>497,658</td>
</tr>
<tr>
<td>Denominational Income</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Investment and Annuity Income</td>
<td>(2,422,113)</td>
<td>870,632</td>
</tr>
<tr>
<td>Contributions</td>
<td>2,495,790</td>
<td>2,644,663</td>
</tr>
<tr>
<td>Auxiliaries</td>
<td>2,323,104</td>
<td>2,410,555</td>
</tr>
<tr>
<td>Other</td>
<td>315,172</td>
<td>238,080</td>
</tr>
<tr>
<td>TOTAL</td>
<td>7,664,045</td>
<td>11,665,028</td>
</tr>
</tbody>
</table>

B. Actual Unrestricted Expenses

<table>
<thead>
<tr>
<th>EXPENSES</th>
<th>FY 2008-09</th>
<th>FY 2009-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional</td>
<td>3,029,346</td>
<td>2,866,702</td>
</tr>
<tr>
<td>Academic Support</td>
<td>462,746</td>
<td>529,966</td>
</tr>
<tr>
<td>Public Service</td>
<td>252,048</td>
<td>279,434</td>
</tr>
<tr>
<td>Student Services</td>
<td>1,360,418</td>
<td>1,730,777</td>
</tr>
<tr>
<td>Operation &amp; Maintenance of Plant</td>
<td>1,409,849</td>
<td>1,381,260</td>
</tr>
<tr>
<td>Administration</td>
<td>1,237,848</td>
<td>1,034,595</td>
</tr>
<tr>
<td>Fundraising</td>
<td>702,299</td>
<td>876,542</td>
</tr>
<tr>
<td>Auxiliaries</td>
<td>1,527,044</td>
<td>1,506,998</td>
</tr>
<tr>
<td>Other</td>
<td>28,073</td>
<td>15,943</td>
</tr>
<tr>
<td>TOTAL</td>
<td>10,009,671</td>
<td>10,222,217</td>
</tr>
</tbody>
</table>
Appendix B: Higher Learning Commission Self-Study Committees

1. HLC Steering Committee Members
Bonnie Sowers, Co-Chair Nursing Program Director
Dr. Sandra Zerger, Co-Chair Vice President of Academics
Bradley Kauffman Music Department Chair; Faculty Chair
Dr. Nelson Kilmer Natural Science and Mathematics Division Chair
Dr. Karen LeVan English Department Chair, Director of FYE/Writing Fellows
Patty Meier Faculty, English as a Second Language
John C. Murray Church and Community Representative
Lamar Roth Vice President of Student Life
Gerry Selzer Academic Research and Evaluation Coordinator and ERP
Dr. Norm Yoder Hesston College Board of Overseers Chair
Bill Zuercher Coordinator of Volunteers

Institutional Data Consultant:
Don Weaver Vice President of Finance and Auxiliary Services

Additional Support Staff:
Peg Burkey Formatting
Brenda Eitzen Publication
Staci Hansen Publication

2. Self-Study Subcommittee Members
Criterion One: Mission and Integrity
Dr. Karen LeVan, Chair English Department Chair, Director of FYE/Writing Fellows
Jeanne Billings Registrar
Joel Kauffman Vice President of Admissions and Financial Aid
Dave Osborne International Student Director
Lamar Roth Vice President of Student Life
Yvonne Sieber Vice President of Advancement
**Criterion Two: Preparing for the Future**

Gerry Selzer, Chair  
Academic Research and Evaluation Coordinator: ERP

Karl Brubaker  
Business Manager

David LeVan  
Faculty, Business and Economics

Jim Mason  
Director of Campus Facilities

Krista Murray  
Admissions Office Manager

Rita Peters  
Faculty, Nursing

**Criterion Three: Student Learning and Effective Teaching**

Dr. Nelson Kilmer, Chair  
Natural Science and Mathematics Division Chair

Todd Lehman  
Campus Pastor

Gary Oyer  
Director of Media and Instructional Technology Services

Deb Roth  
Director of Student Support Services; Director of Retention

Margaret Wiebe  
Library Director

Dr. Sandra Zerger  
Vice President of Academics

**Criterion Four: Acquisition, Discovery and Application of Knowledge**

Patty Meier, Chair  
Faculty, English as a Second Language

Kendra Burkey  
Faculty, Communications

Robert Harder  
Faculty, Computer Science; Aviation

Sondra Leatherman  
Faculty, Nursing

Jen LeFevre  
Physical Education Department Chair

Molly Simmering  
Counselor

John Sharp  
Faculty, History

Megan Tyner  
Faculty, Theater
Criterion Five: Engagement and Service

Bonnie Sowers, Co-Chair  Nursing Program Director
Bradley Kauffman, Co-Chair  Music Department Chair; Faculty Chair
Russ Gaeddert  Disaster Management Program Director
Michele Hershberger  Bible and Ministry Division Chair
John C. Murray  Church and Community Representative
Dwight Roth  Past Chair, Division of Social Sciences
Dallas Stutzman  Director of Alumni and Church Relations
James Wengerd  Student, Pastoral Ministries

Comprehensive Visit: Preparing the Campus and Resource Room

Bonnie Sowers, Co-Chair  Nursing Program Director
Dr. Sandra Zerger, Co-Chair  Vice President of Academics
Cindy Loucks  Administrative Assistant to the President
Marlene Boese  Administrative Assistant to the Vice President of Academics
Andrea Pankratz  Residential Student
Evalyn Cooper  Commuting Student
Bradley Kauffman  Music Department Chair; Faculty Chair
Laura Kraybill  Faculty, Theater and Speech
Linda Johnson  IT Technical Support
C-2. Academic Organization Chart

- Vice President of Academics
  - Administrative Assistant
  - Dean’s Council
    - Faculty Review Council
  - Library Media Service
    - Library Assistant
  - Faculty
    - Divisions
      - Departments/Programs
        - Academic Assistants
  - Registrar
    - Administrative Assistant
C-3. Academic Divisions

Academic Divisions

- Bible and Ministry
  - Pastoral Ministries
  - Bible and Religion
  - Youth Ministry
- Fine Arts and Humanities
  - Art
  - Music
  - Theater
  - Humanities
- Language Arts
  - Communication Arts
  - English
  - ESL
  - Journalism
  - Spanish
- Aviation
- Natural Science and Mathematics
  - Biology
  - Chemistry
  - Mathematics
  - Physical Science
  - Physics
- Nursing
- Business, Computer Science, Economics
  - Business, Accounting
  - Business Computer Systems
  - Computer Information Technology
  - Economics
- Education, Early Childhood Education, Physical Education, Student Success
  - Early Childhood Education
  - Teacher Education
  - Physical Education
  - Student Success
- Social Science
  - Disaster Management
  - History
  - Psychology
  - Sociology
C-4. Interdisciplinary Teams

Interdisciplinary Teams

- Fine Arts and Humanities
  - Bible and Ministry
  - Fine Arts and Humanities
  - Language Arts
- Natural and Applied Sciences
  - Aviation
  - Natural Science and Mathematics
  - Nursing
- Social Sciences
  - Business
  - Computer Science
  - Economics
  - Education
    - Early Childhood Education
    - Physical Education
    - Student Success
  - Social Science
C-5. Faculty Committees

- VP of Academics
  - Dean’s Council
    - Faculty Review Committee
      - Major Faculty Committees
        - Faculty Council
        - APAC
        - Curriculum Co.
          - General Education Committee
          - Instructional Technology
            - Institutional Committees Reporting to Academics
              - Student Success Team
                - Various Task Forces
                  - Strategic Planning
                  - Assessment
                  - Budget
C-6. Faculty Input into Decision-Making

- Curriculum Committee and General Education Committee
- Faculty Council
- Academic Planning and Assessment Subcommittee
- Academic Planning and Assessment Subcommittee
- Academic Planning and Assessment Committee
Appendix D: Assessment, Planning, and Budgeting

D-1. Historical Perspective

Institutional Research and Evaluation

Although a variety of evaluation strategies has been used over time, an intentional and systematic approach to institutional research and evaluation occurred soon after the 1973 NCA evaluation visit. This change was made in response to the NCA team’s identification of an institutional challenge: “The systematic collection of substantive data on which to base decisions and long-range planning.”

In response to this challenge, the College noted that, from 1973-1984, significant strides had been made in the area of graduate follow-up. In addition, a system of annual review of academic departments had been implemented. (1984 NCA Self-Study Report, Hesston College, pages 6-7).

The Institutional Research Committee, which became active during the mid-1980s, sought to evaluate institutional effectiveness utilizing a variety of tools and strategies. These included Faculty/Staff Surveys, ACT Student Opinion Surveys, Exiting Student Surveys, GPA Follow-up Studies, Alumni Surveys, Student Life Surveys, and Academic Program Reviews.

From the mid-1980s to the present, the majority of College activities related to assessment and the evaluation of institutional effectiveness has been vested in a central committee, currently the Assessment and Research Coordinating Committee (ARCC).

The Systematic Plan for Institutional Research and Assessment (SPIRA), developed in 2003, outlines ongoing activities related to institutional research and assessment and focuses the work of this group. This plan also links College data gathering efforts with the Hesston College Strategic Plan (overarching strategies and goals) and reflects how other evaluative aspects of the institution feed into the assessment and planning process to facilitate continuous institutional and program improvement. (Exhibit IV-C1)

During the past five years, through the encouragement of President Keim, the College has moved from a focus on the use of institutionally-developed surveys to a greater use of norm-referenced tools. This change has allowed the College to establish meaningful benchmarks and measure institutional progress against those benchmarks. These norm-referenced tools have also been useful in the improvement of student learning (see Chapter Three).

Assessment of Student Learning

Efforts to assess student learning were present at Hesston College prior to the Commission’s mandate that its colleges present a formalized plan for assessment:

- In the early 1980s, Hesston College attempted to measure student achievement through a classroom-embedded activity. This occurred in the one general education course taken by all students (Foundation Studies IV). The Course Coordinator experimented with the administration of pre- and post-tests to students. The essay exam was scored blind and student scores from pre- and post-tests were analyzed. This process, although very rudimentary in design (i.e., lacked administration guidelines and scoring rubrics) was one of the first pioneer trials of a direct, value-added assessment measure.
• The use of norm-referenced tools for academic assessment began in May 1982 when the College first administered the American College Testing program’s College Outcome Measures Program (COMP). According to former Academic Dean James Mininger, this assessment measure was used for several years but was discontinued due to the faculty’s perception that this tool and accompanying guidelines did not provide helpful strategies on how to use the COMP results to improve student learning.

Assessment activities became more formalized upon conclusion of the 1991 NCA Self-Study process. At that time, an institutional strategic goal was written which focused on developing processes to insure the long-term quality of academic programs. One objective stated: “design and implement a system for assessing educational outcomes.” In August of 1995, the Hesston College Institutional Outcomes Assessment Plan was written and provided to the NCA Commission on Higher Education. The ten characteristics of an assessment program as defined by NCA served as a guide for the development of this plan. It was approved by the Commission in May 1996.

Since 1995, academic administrators and faculty have been actively involved in the development, implementation, and evaluation of processes for assessing student learning. A broad overview of the development of the College’s assessment program follows:

• 1994-1995: Hesston College Outcomes were adopted and the Hesston College Institutional Outcomes Assessment Plan was written.
• 1996-1997 through 1998-1999: The general education curriculum was restructured, leading to the implementation of General Education I and II (one-credit-hour courses) which served to facilitate value-added assessment of student learning. For three years, students were assessed upon college entry (in General Education I) and at exit (in General Education II). Portfolios with artifacts related to the Hesston College outcomes were developed by students and assessed by faculty.
• Fall 1999-spring 2002: Upon recommendations of a General Education task group, General Education I and II were discontinued and academic assessment activities were embedded within academic courses across the four semesters:
  o The assessment focus changed from value-added assessment to assessing student “competency” related to the student learning outcomes using scoring rubrics.
  o Faculty teams scored student work in relation to each Hesston College Outcome.
  o Through this process, student competency was demonstrated in each of the five outcome statements. However, the amount of student growth that occurred over the two-years at Hesston College was not evident through this competency assessment model. There was also no evidence that this process was increasing student learning.
• Fall 2002 to spring 2004: Hesston College faculty members, being dissatisfied with the “competency” model of assessment, added the Social Response Essay (designed with input from Dordt College in Sioux Center, Iowa) to the assessment plan. This essay was administered upon student entry and exit. Pre- and post-essays from the first cohort group were scored with rubrics during the summer of 2004. Problems identified with this process included the lack of inter-rater reliability, difficulty motivating students to do their best on the essay (because no grade was involved), and the lack of specific strategies for enhancing student growth in the outcome areas. All of these factors contributed to faculty frustration with the use of this tool. It was discontinued after one full assessment cycle, as the faculty had already begun the use of what is now sometimes referred to on campus as an “authentic assessment” process.
• The 2002-2003 academic year was a turning point in the assessment program at Hesston College when the entire academic assessment process experienced a renewal of energy. Recognizing the limitations of assessment processes that cannot assure student buy-in nor identify student growth; or those processes that do not yield data that assist faculty to determine appropriate instructional improvements, a revised classroom-centered process emerged:
  o The Academic Assessment Committee (AAC) worked diligently to assist faculty in implementing a classroom assessment approach that was cost-effective and was embedded within each course to assure greater student effort.
  o There was immediate faculty support for this “research” approach to classroom assessment, and it was built into the assessment program by AAC. Resources were made available to faculty to design their own assessment tools and analyze their assessment data. The practical aspect of this assessment initiative, including the way it informs the teaching and learning progress, explains why it has been so well received by many Hesston College faculty members.
  o In 2003, the revised classroom assessment process and faculty expectations were defined in the Academic Assessment Handbook. (Exhibit IV-J2)
  o An Academic Assessment Process Flowchart, developed in 2003, continues to illustrate the sequential steps and major components of the Hesston College assessment program.
  o All full-time and most part-time faculty members began to participate in the classroom assessment process. Faculty were encouraged to continue assessing student learning using both direct and indirect methods. Dr. Nelson Kilmer, physics professor, chair of the Math and Science Division, and member of APAC, has been instrumental in leading the classroom assessment efforts on campus.
  o A 2003 workshop presented by Thomas A. Angelo on classroom assessment validated the usefulness of the classroom assessment approach and underscored the validity of the current assessment plan that had been adopted by Hesston College.

• In 2006, the IDEA Student Rating of Instruction was implemented as an additional indirect assessment tool. It continues to be used by all faculty, ensuring that classes are assessed through this tool at least every other year. It has contributed much to the assessment process, giving the faculty an additional norm-referenced tool by which to gauge teaching effectiveness and student progress on relevant outcomes (see Chapter Three). IDEA also provides an institutional summary report that allows comparison with other colleges and universities. These reports include information related to student progress on learning, course characteristics, and ratings of the teaching methods employed. IDEA provides graphs demonstrating institutional trends over time.
• The use of CCSSE in 2007 and 2009 added another norm-referenced measure by which teaching effectiveness and student learning could be assessed and improvements initiated across the Hesston College campus.

In summary:
• Although assessment approaches and tools have changed since 1995, central components of the College’s original assessment plan remain in effect today. Faculty at Hesston College have learned much about assessment over the past 15 years – from assessment successes as well as failures.
• Faculty have consistently provided leadership for oversight of the assessment of student learning at Hesston College, although the leadership structure changed over time.
• Division chairs have played a leadership role in academic assessment in the past decade. In 2003, the role of the division chair was expanded to include leadership for divisional planning and budgeting (Exhibit I-A2).
• The assessment of Hesston College Outcomes has remained central within the assessment process since the College’s assessment plan was formalized in 1995. See Appendix D-2 for the current list of Hesston College Student Outcomes.
• Although assessment tools have been continually refined based on evaluative feedback as well as on an increased understanding of the assessment process, the essence of the academic assessment process and the College’s assessment philosophy and guiding principles (Exhibit IV-J) have remained consistent since the initial assessment plan was developed and approved. See Appendix E for an overview of the primary assessment tools currently being utilized.
• Assessment on the Hesston College campus has, over time, become an integral component of the teaching and learning process.
• Today, faculty understand that the primary purpose of assessment is to improve student learning through effective teaching. To achieve this purpose, assessment strategies must inform faculty regarding 1) the effectiveness of current teaching strategies and 2) student progress on learning. After discovering that information, faculty can design and implement more effective teaching strategies to improve student learning.
• Assessment leaders understand that unless adopted assessment strategies are designed to lead to improvements in teaching and learning, there will be no faculty support for the process. Authentic assessment is now a requirement on the Hesston College campus.

**Institutional Strategic Planning**

A formal approach to strategic planning began at Hesston College in 1985. On the recommendation of a consultant from the National Center for Higher Education Management Systems (NCHEMS), administrators developed a five-year strategic plan with extensive input from all areas of the campus community. This plan was put into effect in 1986 and implemented from 1987 through 1991. (Exhibit XV-K)

The 1991 NCA consultant-evaluator team to Hesston College indicated a need for a more complete and specific strategic planning process. During the 1990s, President Loren Swartzendruber provided leadership to update the strategic plan. The published format was changed to identify persons responsible for carrying out each objective as well as a due date for completion of the objectives. (HC Strategic Plan 1997-2002, Exhibit XV-K)

From 1998-2004, the Integrated Marketing Project directly affected the strategic planning process on campus. Through this initiative, the College identified its key strengths and primary constituencies; attempted to enhance operational effectiveness; worked to ensure that the experience of students lived up to the Hesston College’s value proposition as an academic campus community; and developed and communicated its distinctiveness. This planning process and the outcomes of integrated marketing continue to be reflected in the Hesston College environment.

During the past ten years, the need to have a planning process that is flexible enough to address the rapidly-changing needs and circumstances of the college was identified. The value of obtaining increased and direct involvement of the Hesston College Board of Overseers (HCBO) in the process of strategic planning was also recognized as an institutional priority.

Beginning in the 2001-2002 academic year, departments and divisions were provided with direction and encouragement to develop strategic plans that were guided by the institutional goals, linked with the institutional strategic plan, and contained budgetary planning.
Today, the Administrative Council, with significant involvement of the Hesston College Board of Overseers, continues to assume leadership roles in developing the updated institutional strategic plan.

- The primary strategic areas are identified and shaped through a review of societal trends and constituent input, as well as through data collected by the Assessment and Research Coordinating Committee (ARCC) and input from a variety of constituent groups.
- Goals and action plans are initiated by action of the Administrative Council; however, employee feedback is utilized as the plan is shaped.
- Members of the Administrative Council maintain primary responsibility for ensuring that the overarching strategies and goals are being addressed. Each member holds oversight responsibility for designated areas of the institutional strategic plan.
- Meetings of the HCBO provide a regular opportunity to review and update on the overall strategic goals and strategies;
- Department supervisors and members of APAC work with faculty and staff to develop departmental or divisional strategic plans that are guided by the institutional strategic plan and which also inform the institutional strategic plan.
- To date, the majority of the operational departments and academic divisions annually develop and implement strategic plans (see Exhibit XV). Many have experienced the benefit of having plans resourced through action of the Administrative Council in response to thorough assessment, planning, and budgeting. Several examples of this departmental/divisional assessment, planning, and budgeting linkage are shared later in this section.

The current strategic plan was initially approved by the HCBO in 2008. See Appendix D-4 for an abbreviated version of the original 2008 Hesston College Strategic Plan and Exhibit XV-A for the expanded and updated plans.

The Budgeting Process

Fiscal responsibility, accountability, and long-range budgetary planning have been core values of this institution and its governing boards over time. Although financial resources are limited, careful planning and thoughtful allocation have enabled Hesston College to accomplish its mission and support its programs and services.

Over the years, a committee of the Hesston College Board of Overseers has maintained oversight and responsibility for the College’s financial affairs. Ongoing fiscal management and planning have been the responsibility of the Business Office. Specific duties include fiscal planning, managing budgetary processes, accounting, and reporting revenues and expenditures. The Business Office also develops financial models that summarize the fiscal position of the college and project long-range planning options. A budget plan is updated annually and presented to the HCBO by the Administrative Council.

Over time, the institution has been fiscally responsible; has carefully assessed needs for improvements in the physical plant of Hesston College; and has strategically funded major campus development projects. Faculty and staff have been actively involved in budget planning and are given the authority to manage individual departmental budgets.
The Integration of Assessment, Planning, and Resource Allocation

An institutional paradigm was developed to demonstrate the relationships between existing institutional structures and the processes of assessment, planning, and budgeting. This model has evolved over time as the campus community continued to shape its identity and role expectations related to the processes of assessment, planning, and budgeting. (Exhibit IV-C3)

The following examples reflect a number of the institutional commitments and directions that have contributed in a positive way toward the goal of integrating the processes of assessment, planning, and budgeting:

- In 2002, the Executive Council requested an expansion of institutional assessment functions to more directly support the strategic planning process. The 2002 Hesston College Strategic Plan, for the first time, linked the planning process with core indicators and data sources.

- The Administrative Council continues to encourage divisions and departments and divisions to develop strategic plans, linked with the HC Strategic Plan and the institutional budgetary request process.

Since 2003:

- As a natural outgrowth of the changing institutional milieu and climate at Hesston College, the Academic Assessment Committee assessment function was expanded to integrate the APAC functions of planning and budgeting.

- The Systematic Plan for Institutional Research and Assessment (SPIRA), developed by ARCC, has facilitated a systematic approach to institutional data gathering, directed by the HC Strategic Plan and informing the HC strategic planning process (Exhibit IV-C1).

- There is a stated expectation that all academic assessment efforts be linked with planning for course or program improvements. This expectation is evidenced in the HC Planning Form and HC Academic Course Assessment Analysis and Summary Report form, and IDEA Academic Excellence Plan.

- There is also an expectation that requests for divisional funds requested through strategic planning be linked with assessment data to substantiate the need. (APAC minutes, Exhibit XII-J)

- The sharing of division and/or department strategic plans by members of APAC and collective prioritizing of budgetary requests enhance communication and trust, and ensure that there is consensus regarding academic funding priorities.

During the 2006-2007 academic year, the implementation of a screening tool to be used for the processing of new initiatives provided another strategy that effectively combines the components of assessment, planning, and budgeting. See Appendix D-5 for a copy of this tool and Exhibit IV-C4 for recent examples of its application.
D-2. Hesston College Outcomes

The education, curriculum, academic divisions, divisions of staff and student life programs offer opportunities for students to develop as competent communicators, critical thinkers, socially-responsible persons, persons of biblical understanding and faith, persons of wholeness and self-awareness, and persons of global perspective.

Competent communicators:
  a. Assess strengths and weaknesses in various modes of communication.
  b. Communicate effectively in various modes of communication.
  c. Utilize technology appropriately as a tool for effective communication.

Critical thinkers:
  a. Analyze data and events in a thoughtful and logical manner.
  b. Draw conclusions and solve problems based on evidence and reason.
  c. Apply the problem-solving process to make decisions.

Socially-responsible persons:
  a. Identify and assess community issues and the ability to act on them.
  b. Understand and value diverse viewpoints.
  c. Make informed, responsible, and ethical decisions
  d. Act non-violently on issues of injustice and prejudice.

Persons of biblical understanding and faith:
  a. Understand the biblical story and its primary themes.
  b. Articulate their own values and faith commitments.
  c. Act on values of faith commitments.

Persons of wholeness and self-awareness:
  a. Identify personal gifts and strengths, as well as areas where growth is needed.
  b. Establish and maintain healthy relationships at a variety of levels.
  c. Practice healthy lifestyle choices related to body, mind, and spirit.
  d. Develop an appreciation of aesthetics.

Persons of global perspective:
  a. Examine the complex relationships that make up global issues.
  b. Articulate changes in one’s world view.
  c. Act as a good steward of the environment.
D-3. Hesston College Academic Assessment Process Flow Chart

1. Faculty members develop student learning outcomes (SLOs), in relation to division, department, and HC student outcomes, and list them in the course syllabi. These outcomes guide the teaching/learning and course academic assessment process.

2. Faculty members, in collaboration with division team members, design assessment measures and instruments that reflect course student learning outcomes and are relevant to the course structure. In accordance with the Academic Course Assessment Calendar (Faculty Handbook IIIE1f), assessment plans for the academic year are discussed within the division and compiled in the Annual Division Assessment Planning Summary (Faculty Handbook IIIE2f). The division chair forwards this planning summary to the Vice President of Academics.

3. In accordance with the HC Course Assessment Guidelines (Faculty Handbook IIIE1d), faculty members administer an IDEA survey each semester, and annually conduct one indirect course assessment (measuring the perception of academic gain of enrolled students or the effectiveness of teaching methodologies used in that course); and one direct assessment (course embedded rubrics, pre- and post-tests, or standardized, norm-referenced exams). Samples of instruments for these measures are available in the Faculty Handbook:
   a. IIIE2d. Sample Tool: Combined Learning Methods and Outcome Achievement (Indirect)
   b. IIIE2d. Direct Assessment of Student Learning by Evidence of Academic Gain

4. Faculty members, with the assistance of division team members, analyze the data from course assessments conducted throughout the year (including IDEA) and document a summary of findings for each assessment along with plans for improving student learning.
   a. A standardized summary form template for indirect and direct assessment tools is available in the Faculty Handbook IIIE2g.
   b. The Academic Excellence Plan template, used to make improvements based upon IDEA student ratings, is available in the Faculty Handbook IIIE2b.

5. In May, final summary documentations of annual course assessment activities are forwarded by each faculty member to the Vice President of Academics.

6. Faculty members implement academic improvement/excellence plans in conversation with division colleagues, and collaboration with the Hesston College Vice President of Academics. (Process loops back to #1)
D-4. Institutional Strategic Plan

Strategic Planning Document

August 2008

Initial Planning Document—The Four Strategic Areas continue to direct the College’s Strategic Planning Process.

Preamble/Introduction:
Hesston College’s Strategic Direction will focus in four areas:
1. Enhancing Programs and Services
2. Improving External Connections
3. Strengthening Programs Related to Multiculturalism and Racial and Ethnic Diversity
4. Transforming the Technology We Use

Overall Goal:
In addition to improving our success in achieving our mission, success in these Strategic Areas will improve our financial stability as evidenced by:
- Increased enrollment
- Adequate endowment
- Improved financial position

Strategies:
In each of the four Strategic Areas:
- Goals will be identified
- Action projects will be planned to move us forward

Understandings:
This Strategic Plan will be a living document:
- In the near term, the goals and plans outlined below will be tested with faculty and staff groups during August and September
- A working document will be distributed to all employees in early October, and then reported to the Board in November
- Following the initial completion of the plan, the Administrative Council will revise the plan each year, using feedback from department heads, faculty and staff
- Departmental goals and plans should demonstrate alignment with the mission, vision, and values of the College in all cases, and with the strategic areas of the plan as applicable
Strategic Areas: Initial Goals & Plans

1. Enhancing Programs and Services
   a. Assess, strengthen, and modify academic programs:
      i. Develop appropriate criteria for assessment of departments and programs
      ii. Develop processes and timelines for assessment
      iii. Implement changes
   b. Assess, strengthen, and modify student life programs:
      i. Develop appropriate criteria for assessment of departments and programs
      ii. Develop processes and timelines for assessment
      iii. Implement changes
   c. Implement changes in the General Education curriculum.
   d. Improve services to students of all academic abilities and interests:
      i. Successfully implement initiatives already in progress, such as First Year Experience, Writing Fellows, and advising system
      ii. Continue to improve services for students with unique academic, social, and emotional needs
      iii. Develop and implement marketable programming and/or services for exploring or deciding students
   e. Systematically measure progress in improving the quality of academic and student life programs:
      i. Continue to use and improve application of results learned from IDEA, CCSSE, SSI, and COS (alumni survey tool)
      ii. Develop and implement new tools for measurement, appropriate to programs, departments, and services

2. Improving External Connections
   a. Increase the consistency and effectiveness of external messaging from all areas of campus:
      i. Complete the branding project, and implement its use for internal and external communication
      ii. Equip all faculty and staff to represent the College to potential students and friends of the College
   b. Broaden coverage of contact with all constituents:
      i. Strengthen and develop relationships across the Mennonite church and with other groups who affirm our mission, vision, and values, including emerging North American racial/ethnic groups
      ii. Strengthen relationships with all segments of our alumni base
      iii. Continue to build our partner base at all levels.

3. Strengthening Programs Related to Multiculturalism and Racial and Ethnic Diversity
   a. Enhance programs related to multiculturalism, diversity, and global education.
   b. Enhance existing academic and student life programs to embed content related to global awareness, multicultural diversity, and social responsibility:
      i. Evaluate the cost/value of creating new courses or programs in these specific areas
      ii. Develop base content in each area to be incorporated into existing academic courses
      iii. Develop content and activities to be incorporated into student life programs
   c. Educate employees regarding multicultural diversity to better equip them to appreciate and embrace the benefits of diversity.
4. **Transforming the Technology We Use**
   a. Upgrade learning environments to current standards:
      i. Student Labs
      ii. Classrooms
      iii. Core applications (course management, library resources)
   b. Ensure that desktop computing resources for employees are adequate/current:
      i. Implement a more systematic PC refresh program that achieves a 3-4 year refresh rate across campus
      ii. Equip departments and programs with appropriate hardware and software applications
   c. Keep the core infrastructure current:
      i. Servers
      ii. Network
      iii. Bandwidth
   d. Administrative applications:
      i. Replace the current core administrative application with new systems that increase capability and ease of use
      ii. Review and upgrade email and calendar applications
   e. Improve the level of support provided to users of the technology.
D-5. Screening Tool: Academic Strategic Planning Initiatives

**Overall Question:** “What benefit are we trying to achieve; for whom; and at what cost?”

**The Need:**
- What is the problem to be solved?
- What is the opportunity to capitalize on?
- Are any assessment/evaluative data available to provide evidence of this need/opportunity?

**The Venture:**
- Describe the thing we would like to do.
- What are the overall goals?
- How does this venture support/reinforce the mission of Hesston College?

**The Process:**
- What are the steps to get it done?
- How will we accomplish this?

**Economics (time, people, and dollars):**
- What do we gain by doing it?
- What does it cost us to do it?
- Are there other activities/programs that could/should be discontinued to make this venture possible?

**Key Drivers:**
- What are the few key things that must go right for this to be successful?
- Who owns making sure these things are managed?

**Outcomes:**
- How will we know if we have hit the target and are successful?

**Sustainability:**
- If applicable, how will we sustain it over time?

**Exit Guidelines:**
- What factors/criteria within a given timeframe would suggest this venture be discontinued?

**Plot the estimated cost/impact of this venture:**

<table>
<thead>
<tr>
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<th>Low Impact</th>
<th>High Impact</th>
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<tbody>
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Appendix E: Overview of Direct and Indirect Assessment Tools

Direct Assessment:

Pre-/Post-Tests
One of the most frequently applied methods of direct assessment at Hesston College is the use of pre- and post-testing. This measure allows the faculty member to ascertain the amount of knowledge gained throughout a semester. Guidelines for faculty in the use of pre- and post-tests for assessment of Student Learning Outcomes are available in the *Hesston College Faculty Handbook*. Pre- and post-tests are also used to assess student learning in the Student Life Department. In 2009, fifty students were identified who had violated the Hesston College alcohol policy and were required to attend a class designed to provide them with factual information regarding alcohol consumption. In that class, the average pre-test score was 67% compared with an average post-test score of 93%, demonstrating that significant learning had occurred.

Scoring Rubrics
Scoring rubrics have been used over time to create direct assessment measures for various academic courses. A number of faculty members are currently using scoring rubrics to assess achievement of Hesston College SLOs within their courses. Professional conferences and workshops have provided faculty with information on how to develop effective scoring rubrics. A number of print resources on rubric development are also available on the reference shelf for faculty in the Mary Miller Library.

Standardized, Norm-referenced Assessments
Departments and programs such as Aviation, Nursing, and the Computer Information Technology major regularly utilize standardized, norm-referenced testing for assessment purposes. Standardized exams are administered to entire classes in the Nursing Program each semester. The knowledge and competencies of individual students are assessed through standardized exams in aviation, provided by the FAA. In the Computer Information Technology major, students have the option to become CIT certified by taking Novell, Microsoft, A+, and Network+ Certification standardized exams. Assessments of student learning in General Chemistry II have also involved standardized exams over time.

ESL (TOEFL)
Student learning related to English as a Second Language (ESL) is assessed regularly through the administration of the Test of English as a Foreign Language (TOEFL). Initial placement in the ESL courses is determined by the student’s TOEFL score. All students enrolled in ESL courses take the Institutional Paper-Based TOEFL at the end of each term to assess language development and competency as well as ESL placement in the subsequent term.
Indirect Assessment:

Faculty-developed assessments (Student perception of academic growth on SLOs and/or effectiveness of instructional methodologies)

For nearly ten years, faculty have developed assessment tools that ask students upon course completion to rate the amount of growth they have experienced within the course based upon the stated SLOs and to rate the effectiveness of the teaching methodologies employed in terms of impacting the SLOs (using a scale of 1-5 or 1-10). Samples of these indirect assessments and guidelines for creating graphs of results are included in the *Hesston College Faculty Handbook* (IIE2c and IIIE2d).

Individual Development and Educational Assessment (IDEA)

The IDEA student rating tool is used nationwide to survey students at two- and four-year colleges and universities. This instrument provides student ratings regarding instruction and student learning that are norm-referenced and has been used at Hesston College as an indirect measure of student learning since the 2006-2007 academic year. Faculty members administer this tool in a minimum of one course a semester, ensuring that each academic course is assessed using IDEA on alternate years.

Faculty members have found the IDEA assessment to be one that truly does what assessment purports to do: improve student learning and provide faculty with insight regarding how to continue improving teaching effectiveness. An example of the confidence faculty members have in this tool can be noted in a change on *Faculty Surveys* from 2005 to 2009. On the statement “The current system of gathering student feedback is useful in identifying student perceptions of strengths and weaknesses related to my course, teaching styles and methods” (5.0 = strongly agree), the faculty mean score increased from 3.56 in 2005 to 4.0 in 2009.

Community College Survey of Student Engagement (CCSSE)

According to the Systematic Plan for Institutional Research and Assessment (SPIRA), the CCSSE survey is administered on the Hesston College campus every third year. It was most recently administered in the spring of 2007 and 2009, but normally will be on a three-year rotation. This survey (with a 2009 cohort of 663 institutions across 48 states) provides information about effective educational practices, and promotes improvements in student learning and persistence. Student engagement, or the amount of time and energy invested by students in meaningful educational practices, is the underlying foundation for the CCSSE survey. The remarkable results at Hesston College in 2007 and 2009 related to this survey are discussed in Chapter Three.

Community College Faculty Survey of Student Engagement (CCFSSE)

The Community College Faculty Survey of Student Engagement was given to faculty at Hesston College as a pilot study in 2007 to determine the usefulness of this tool. The CCFSSE is designed as a companion to the CCSSE and elicits information from faculty about their teaching practices, the ways they spend their professional time, and perceptions regarding students’ educational experiences. This report enabled faculty to view their expectations and perceptions regarding student engagement alongside student responses. The results of this survey facilitated some important faculty discussions, especially around the benchmark of “Student Effort” which, although above the national norm, was rated considerably lower than the other four CCSSE benchmarks in both 2007 and 2009.
Student Satisfaction Inventory (SSI)
The SSI was most recently administered on the Hesston College campus in 2000 and 2009. Today, according to the Systematic Plan for Institutional Research and Assessment, the SSI survey is scheduled to be administered every third year. Hesston College administers the four-year version of this tool based upon advice from Noel-Levitz staff, because Hesston College most frequently compares itself with four-year colleges. The SSI measures satisfaction and priorities among students and is the most widely-used survey of its type. Its validity is one of its strengths, because more than three million students from over two thousand colleges have taken the Noel-Levitz SSI.

This indirect assessment measure has been extremely helpful in terms of evaluating student priorities and College strengths, and determining areas for improvement. Results from the 2000 and 2009 survey administration demonstrated that students are more satisfied now with their experience at Hesston College than they were ten years ago. The results also demonstrate that in each of the twelve categories, student satisfaction is well above the mean for the four-year private college cohort.

Institutional Priorities Survey (IPS)
The IPS was administered to Hesston College faculty for the first time in 2009. This survey is designed to serve as a companion to the Student Satisfaction Inventory. Correlation of faculty responses on this survey and student responses on the SSI, were reviewed during a faculty in-service day in the fall of 2010. A number of helpful correlations were noted. As with the administration of the CCFSSE, this tool was piloted in 2009 to determine potential usefulness. It has not yet been scheduled for regular administration by the Assessment and Research Coordinating Committee.

ACT College Outcomes Survey (COS)
The ACT College Outcomes Survey was first administered to Hesston College graduates in 2008. Prior to the use of this survey, institutionally-developed graduate surveys were used. Among other things, the COS assesses graduates’ perceptions of the impact of Hesston College on their personal and professional growth. This survey was selected for use at Hesston College because it focuses on outcomes; is norm-referenced; and institutional results can be compared with a variety of reference groups, including both 2-year and 4-year institutions. According to the most current version of Systematic Plan for Institutional Research and Assessment (SPIRA), administration of the College Outcomes Survey is now scheduled to occur every third year. In the spring and summer of 2011, graduates of 2006 and 2008 will be surveyed.

In 2008, Hesston College graduates three and five years out (graduates of 2003 and 2005) were surveyed using the College Outcomes Survey. Questions asked were primarily ACT-developed; however, Hesston College used 21 additional locally-developed questions. The Hesston College questions focused primarily on how well the College is fulfilling its mission, perceptions of the on-campus residential experience, transfer experiences, service involvement since graduation, and demographic data. Complete survey findings from the 2008 administration of this survey, along with national norms for 2- and 4-year colleges, are available in Exhibit IV-A2.
Student Exit Survey (Graduates)

For many years, an institutionally-developed survey has been given to College students who are just days from graduation. Upon review of institutional research records, it is apparent that the number of questions on this survey has gradually decreased since the mid 1990s. It has most recently become a survey designed to obtain graduates’ overall perception of how the College delivers on various components of its mission; overall satisfaction with the College and its functioning; and perceptions of personal growth related to the Hesston College SLOs. In the last two years, additional questions were included related to diversity and multiculturalism upon request of the Advisory Council for Diversity and Multiculturalism. The “Ultimate Question” was also added in 2009, asking graduates the likelihood of their referring a friend or family member to Hesston College and to share the reasons underlying their responses.

The Hesston College-developed Student Exit Surveys have consistently reflected a satisfied and supportive group of graduates. Feedback demonstrates that, through the eyes of graduates, the College mission is being fulfilled; graduates feel valued and accepted; the quality of interpersonal relationships at Hesston College is exceptional; and significant personal growth has occurred in each of the identified SLOs.
Appendix F: Examples of Funding Allocation

Funding for Programs

- 2003—New position approved: one full-time equivalent ACCESS (student support) director hired
- 2007 to 2009—Faculty development funding increased by 77% ($13,500 to $23,900)
- 2009 Year—Funds budgeted for Supplemental Instruction, $3,000
- 2009—Approval of proposal to launch First-Year Seminar and Writing Fellows initiatives ($11,800 plus .34 FTE)
- 2010—Approval of 2.0 FTE increase in Nursing Program staffing over next two years related to new campus laboratory, increased credit hours in the program and increased student numbers
- 2009-2010—Approval of Air Traffic Control program (re-allocation of faculty time)

Funding of Capital Improvements

Some projects are funded through the operating budget and others via capital campaign or grants.

Capital Projects Funded by Campaign Fundraising, 1993-2010

1993-2000
- Laban Peacheys Applied Science Center
- Baseball Field and Stadium, soccer field, and lighting, $626,000
- Lemons Center addition and renovation of Charles Hall
- Allman Administration Center renovation
- Erb East Residence Hall renovation
- Renovation of Lark’s Nest and Student Life Offices in Erb Hall
- Learning Resource Center

2000-2010
- Renovation of Kropf Center for Computer Information Technology Lab
- 2003—Building of Smith Center (including the renovation of Mary Miller Library), $2,356,000
- 2007—Hesston Mennonite Church Sanctuary/Auditorium, $1,250,000
- 2008—Construction of Friesen Center for the Visual Arts, $2,000,000
- 2010—Refurbishing Resident Director apartment in Kauffman Court, $40,000

Capital Projects Funded by Annual Operating Budget Since 2000

- 2000-2010—Northlawn, $51,099
- 2000-2010—Educational equipment, $105,764
- 2000-2010—Aviation renewal and replacement, $10,464
- 2001-2002—Mary Miller Library, $5,299
- 2005-2010—Computer Equipment, $431,170
- 2006-2010—Music instrument additions, renewal, and replacements, $46,879
- 2007—Weight Room, $3,380
• 2007-2010—Audio visual equipment, $10,739
• 2007—Hesston Mennonite Church Sanctuary/Auditorium, $1,250,000
• 2008—Renovate theater space in Northlawn, $35,000
• 2010—History Center, $2,651
• 2010—Charles Hall boiler, $61,573
• 2010—Construction of four-bed nursing simulation laboratory in Charles Hall, $97,000
• 2010—Resurfacing tennis courts, $24,000

**Capital Projects Funded by Grants**

• 2006—Construction of “Journey of Life” walkway, $50,000; with one-third funded by Sunflower Foundation Grant and the balance funded by Hesston College and Schowalter Villa
• 2009—Procurement of Title III ERP grant, $1,486,000

**Projects Funded by Campaign Dollars**

• 2003—Building of Smith Center (including the renovation of Mary Miller Library) $2,356,000
• 2008—Construction of Friesen Center for the Visual Arts $2,000,000
# Appendix G: Abbreviations Used in the Self-Study Report

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AA</td>
<td>Associate of Arts</td>
</tr>
<tr>
<td>AAAS</td>
<td>Associate of Applied Arts and Sciences</td>
</tr>
<tr>
<td>AACRAO</td>
<td>American Association of Collegiate Registrars and Admissions Officers</td>
</tr>
<tr>
<td>AAC&amp;U</td>
<td>American Association of Colleges and Universities</td>
</tr>
<tr>
<td>AARP</td>
<td>American Association of Retired Persons</td>
</tr>
<tr>
<td>ACADM</td>
<td>Advisory Council for the Advancement of Diversity and Multiculturalism</td>
</tr>
<tr>
<td>ACCESS</td>
<td>Academic Center for Career Exploration and Student Success</td>
</tr>
<tr>
<td>ACC</td>
<td>Assessment Coordinating Committee</td>
</tr>
<tr>
<td>ACCK</td>
<td>Associated Colleges of Central Kansas</td>
</tr>
<tr>
<td>ACT</td>
<td>American College Testing [Program]</td>
</tr>
<tr>
<td>AFP</td>
<td>Association of Fundraising Professionals</td>
</tr>
<tr>
<td>AP</td>
<td>Advanced Placement [Exams]</td>
</tr>
<tr>
<td>APAC</td>
<td>Academic Planning and Assessment Council</td>
</tr>
<tr>
<td>ARCC</td>
<td>Assessment and Research Coordinating Committee</td>
</tr>
<tr>
<td>AS</td>
<td>Associate of Science</td>
</tr>
<tr>
<td>AT-CTI</td>
<td>Air Traffic-Collegiate Training Initiative</td>
</tr>
<tr>
<td>ATI</td>
<td>Assessment Technologies, Inc.</td>
</tr>
<tr>
<td>AVDS</td>
<td>Anabaptist Vision and Discipleship Series</td>
</tr>
<tr>
<td>CAB</td>
<td>Campus Activities Board</td>
</tr>
<tr>
<td>CASE</td>
<td>Council of Advancement and Support of Education</td>
</tr>
<tr>
<td>CASAS</td>
<td>Central American Study and Service [programs]</td>
</tr>
<tr>
<td>CCFSSSE</td>
<td>Community College Faculty Survey of Student Engagement</td>
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<tr>
<td>CCSSE</td>
<td>Community College Survey of Student Engagement</td>
</tr>
<tr>
<td>CEO</td>
<td>Chief Executive Officer</td>
</tr>
<tr>
<td>CFR</td>
<td>Code of Federal Regulations</td>
</tr>
<tr>
<td>CIT</td>
<td>Computer Information Technology</td>
</tr>
<tr>
<td>CLEP</td>
<td>College Level Examination Program</td>
</tr>
<tr>
<td>CMT</td>
<td>Crisis Management Team</td>
</tr>
<tr>
<td>CNA</td>
<td>Certified Nursing Assistant</td>
</tr>
<tr>
<td>COMPASS</td>
<td>Computer-Adaptive College Placement Test (by ACT)</td>
</tr>
<tr>
<td>COS</td>
<td>College Outcomes Survey</td>
</tr>
<tr>
<td>C-1, C-14</td>
<td>Charles Hall, Rooms 1 and 14</td>
</tr>
<tr>
<td>DMP</td>
<td>Disaster Management Program</td>
</tr>
<tr>
<td>ECE</td>
<td>Early Childhood Education</td>
</tr>
<tr>
<td>EMU</td>
<td>Eastern Mennonite University</td>
</tr>
<tr>
<td>EPS</td>
<td>Earth Partnership for Schools</td>
</tr>
<tr>
<td>ER</td>
<td>Emergency Room</td>
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<tr>
<td>ERP</td>
<td>Enterprise Resource Planning</td>
</tr>
<tr>
<td>ESL</td>
<td>English as a Second Language</td>
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<tr>
<td>ETS</td>
<td>Educational Testing Service</td>
</tr>
<tr>
<td>FAA</td>
<td>Federal Aviation Administration</td>
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<tr>
<td>Acronym</td>
<td>Full Form</td>
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<tr>
<td>FEMA</td>
<td>Federal Emergency Management Agency</td>
</tr>
<tr>
<td>FERPA</td>
<td>Family Educational Rights and Privacy Act [of 1974]</td>
</tr>
<tr>
<td>FTE</td>
<td>Full-time Equivalent</td>
</tr>
<tr>
<td>FYE</td>
<td>First-Year Experience</td>
</tr>
<tr>
<td>FYS</td>
<td>First-Year Seminar</td>
</tr>
<tr>
<td>F-5</td>
<td>Designation of tornado strength</td>
</tr>
<tr>
<td>F-111</td>
<td>Friesen Center for the Visual Arts, Room 111</td>
</tr>
<tr>
<td>GIR</td>
<td>General Institutional Requirements (HLC)</td>
</tr>
<tr>
<td>GPA</td>
<td>Grade Point Average</td>
</tr>
<tr>
<td>HC</td>
<td>Hesston College</td>
</tr>
<tr>
<td>HCBO</td>
<td>Hesston College Board of Overseers</td>
</tr>
<tr>
<td>HLC</td>
<td>Higher Learning Commission</td>
</tr>
<tr>
<td>HMC</td>
<td>Hesston Mennonite Church</td>
</tr>
<tr>
<td>HBPA</td>
<td>Hesston Bethel Performing Arts</td>
</tr>
<tr>
<td>HPA</td>
<td>Hesston Performing Arts</td>
</tr>
<tr>
<td>IDEA</td>
<td>Individual Development and Educational Assessment</td>
</tr>
<tr>
<td>IDT</td>
<td>Interdisciplinary Team</td>
</tr>
<tr>
<td>IPEDS</td>
<td>Integrated Postsecondary Education Data System</td>
</tr>
<tr>
<td>IPS</td>
<td>Institutional Priorities Survey</td>
</tr>
<tr>
<td>IRB</td>
<td>Institutional Review Board</td>
</tr>
<tr>
<td>IT</td>
<td>Information Technology</td>
</tr>
<tr>
<td>KICA</td>
<td>Kansas Independent College Association</td>
</tr>
<tr>
<td>KICNET</td>
<td>Kansas Interlibrary Circuit Network</td>
</tr>
<tr>
<td>KLC</td>
<td>Kansas Library Catalog</td>
</tr>
<tr>
<td>KMDS</td>
<td>Kansas Mennonite Disaster Service</td>
</tr>
<tr>
<td>KSU</td>
<td>Kansas State University</td>
</tr>
<tr>
<td>K-12</td>
<td>Kindergarten-Twelfth [grades]</td>
</tr>
<tr>
<td>K120; K-150</td>
<td>Kropf Center, Rooms 120 and 150</td>
</tr>
<tr>
<td>LCC</td>
<td>Lithuania Christian College</td>
</tr>
<tr>
<td>LCD</td>
<td>Liquid Crystal Display</td>
</tr>
<tr>
<td>LEAD</td>
<td>Lifelong Education And Development</td>
</tr>
<tr>
<td>LEAP</td>
<td>Liberal Education and America’s Promise</td>
</tr>
<tr>
<td>LLC</td>
<td>Limited Liability Corporation</td>
</tr>
<tr>
<td>LMS</td>
<td>Learning Management System</td>
</tr>
<tr>
<td>L-1</td>
<td>Lemons Center, Room 1</td>
</tr>
<tr>
<td>M</td>
<td>Million (e.g., $1.5M)</td>
</tr>
<tr>
<td>MDS</td>
<td>Mennonite Disaster Service</td>
</tr>
<tr>
<td>MEA</td>
<td>Mennonite Education Agency</td>
</tr>
<tr>
<td>MEDA</td>
<td>Mennonite Economic Development Associates</td>
</tr>
<tr>
<td>MITS</td>
<td>Mediation and Instructional Technology Services</td>
</tr>
<tr>
<td>MSEC</td>
<td>Mennonite Secondary Education Council</td>
</tr>
<tr>
<td>M-2</td>
<td>Match 2 [matching a prison inmate with an outside friend]</td>
</tr>
<tr>
<td>NACADA</td>
<td>National Academic Advising Association</td>
</tr>
<tr>
<td>Abbreviation</td>
<td>Description</td>
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<tr>
<td>NCHEMS</td>
<td>National Center for Higher Education Management Systems</td>
</tr>
<tr>
<td>NCLEX-RN</td>
<td>National Council Licensure Examination for Registered Nurses</td>
</tr>
<tr>
<td>NJCAA</td>
<td>National Junior College Athletic Association</td>
</tr>
<tr>
<td>NMC</td>
<td>Newton Medical Center</td>
</tr>
<tr>
<td>NPR</td>
<td>National Public Radio</td>
</tr>
<tr>
<td>N-109</td>
<td>Northlawn, Room 109</td>
</tr>
<tr>
<td>OPAC</td>
<td>Operating Planning and Assessment Council</td>
</tr>
<tr>
<td>OSHA</td>
<td>Occupational Safety and Health Administration</td>
</tr>
<tr>
<td>PC</td>
<td>Personal Computer</td>
</tr>
<tr>
<td>RA</td>
<td>Resident Assistant</td>
</tr>
<tr>
<td>RMM</td>
<td>Rosedale Mennonite Missions</td>
</tr>
<tr>
<td>RRE</td>
<td>[Faculty &amp; staff] Roles, Responsibilities and Expectations</td>
</tr>
<tr>
<td>RV</td>
<td>Recreational Vehicle</td>
</tr>
<tr>
<td>SAB</td>
<td>Student Advisory Board</td>
</tr>
<tr>
<td>SAT</td>
<td>Scholastic Aptitude Test</td>
</tr>
<tr>
<td>SCKLS</td>
<td>South Central Kansas Library System</td>
</tr>
<tr>
<td>SCS 165</td>
<td>Skills for College Services</td>
</tr>
<tr>
<td>SDC</td>
<td>Student Development Committee</td>
</tr>
<tr>
<td>SI</td>
<td>Supplemental Instruction</td>
</tr>
<tr>
<td>SLO</td>
<td>Student Learning Outcome</td>
</tr>
<tr>
<td>Soc</td>
<td>Sociology</td>
</tr>
<tr>
<td>SPIRA</td>
<td>Systematic Plan for Institutional Research and Assessment</td>
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<tr>
<td>SQL</td>
<td>Structured Query Language</td>
</tr>
<tr>
<td>SSI</td>
<td>Student Satisfaction Inventory</td>
</tr>
<tr>
<td>SST</td>
<td>Student Success Team</td>
</tr>
<tr>
<td>STEP</td>
<td>Supervisor Training to Enhance Performance</td>
</tr>
<tr>
<td>SWOT</td>
<td>Strengths, Weaknesses, Opportunities &amp; Threats</td>
</tr>
<tr>
<td>TOEFL</td>
<td>Test of English as a Foreign Language</td>
</tr>
<tr>
<td>USD</td>
<td>Unified School District</td>
</tr>
<tr>
<td>USDE</td>
<td>United States Department of Education</td>
</tr>
<tr>
<td>WF</td>
<td>Writing Fellows</td>
</tr>
</tbody>
</table>
Appendix H: Exhibits for HLC Resource Room

I. Academics

A. Divisions and Departments
   1. Mission documents
   2. Division and Department Chairs
   3. Advisory Councils

B. Academic Support Services
   1. Mary Miller Library
   2. Media and Instructional Technology Services
   3. Academic Center for Career Exploration and Student Success Program
   4. Others

C. General Education/Academic Degrees/Courses
   1. Degree Audit Sheets (AA, AS, AAAS)
   2. Sample Course Syllabi
   3. Math Competency Exam
   4. Computer Competency Exam
   5. Cooperative Education
   6. American Association of Colleges and Universities Proposal
   7. Others

D. New Academic Initiatives
   1. First-Year Seminar
   2. “Deciding” Students
   3. Academic Advising
   4. Writing Fellows
   5. Supplemental Instruction
   6. Research for New Programs
   7. College Majors X-po
   8. Others

E. Articulation Agreements and other Academic Policies
   1. Copies of Signed Articulation Agreements
   2. Council of Nursing Articulation in Kansas (CNAK) Policies
   3. Credit for Service Policy
   4. Others
II. Admissions

A. Mission Documents
B. Ten-Year Enrollment Trends
C. Admission Data on Inquiry-to-Application-to-Matriculation
D. Current Print Materials Used for Admissions/Marketing/Financial Aid
E. Admissions/Enrollment Studies and Research Findings
F. Others

III. Advancement

A. Mission Documents
B. Development Guidelines
C. Endowment Policies
D. Erb Hall Campaign
E. Target Market Strategy and Event Planning Documents
F. Contributions/Annual Fund/Partner Program
G. Other

IV. Assessment and Evaluation Documents/Results

A. Institutional Assessments and Surveys
   1. 2000 and 2009 Noel-Levitz Students Satisfaction Surveys
   2. ACT College Outcomes Survey
   3. IDEA
   5. Community College Faculty Survey of Student Engagement (CCFSSE)
   6. Institutional Priorities Survey (IPS)
   7. Faculty Surveys
   8. Staff Surveys
   9. Student (graduate) Exit Surveys
   10. “Ultimate Question” Surveys
   11. Alumni Surveys: Institutionally-generated
   12. Survey Presentations and Executive Summaries
   13. Others

B. Academic Programs (AAAS): Assessment and Outcomes
   1. Aviation
   2. Computer Information Technology
   3. Early Childhood Education
   4. Nursing
   5. Pastoral Ministries Program
   6. Other
C. Assessment, Planning, and Budgeting: Integration
   1. Systematic Plan for Institutional Research and Assessment (SPIRA)
   2. Linkage Examples
   3. Institutional Paradigm: Assessment, Planning, and Budgeting
   4. Use of Screening Tool for New Initiatives
   5. Other

D. Direct Assessments
   1. Pre- and Post-Test Guidelines and Examples
   2. Scoring Rubrics
   3. Standardized Academic Assessment Results
   4. Other Direct Assessment Plans/Results

E. Indirect Assessments
   1. Faculty Guidelines
   2. IDEA Survey (with additional questions)
   3. Samples of Other Indirect Instruments
   4. Completed Indirect Assessment Plans/Results
   5. Other

F. Curriculum Mapping Project

G. Division Review
   1. Division Review Guidelines and Schedule
   2. Math/Science Division Review and Results
   3. Kansas Core Outcomes Project
   4. Others

H. Student Life Assessments and Evaluations
   1. Sample of Feedback Mechanisms/Results/Use of Results for Improvement
   2. Evaluation Tools: Chapels, Counseling, Religious Life
   3. Service Opportunity Reflections
   4. Example of Student Learning (Drug and Alcohol Education Sessions)

I. Use of Assessment Data to Improve Student Learning
   1. Faculty Guidelines Related to Use of Assessment Data
   2. Examples: How Assessment Results Were Used to Improve Student Learning
   3. Academic Excellence Plans/Results
   4. Other

J. Historical Assessment Documents
   1. 1995 Hesston College Institutional Outcome Assessment Plan
   3. Others
K. Miscellaneous
   2. IDEA Correlation Studies
   3. Evaluation/Usage Data from Academic Support Services
      • Library
      • ACCESS
   4. Web Usability Study
   5. Others

V. Centennial Artifacts

VI. Diversity and Multiculturalism
   A. Faculty and Staff Retreat: “Building Cross-Cultural Competence at Hesston College”
   B. Library Budget (Multiculturalism Focus): 2009-2010 and 2010-2011
   C. Advisory Council for the Advancement of Diversity and Multiculturalism (ACADM)
      1. Questions developed by ACADM: 2009 and 2010 Student Exit Survey
      2. Questions developed by ACADM: Faculty Questionnaire
   D. International Student Program
   E. Others

VII. Engaging with Alumni, the Church, and Community
   A. Mennonite Church USA
   B. Confession of Faith in a Mennonite Perspective, 1995
   C. Initiation of Disaster Management Program
   D. Alumni Advisory Council
   E. AVDS Program Evaluations
   F. Homecoming Evaluations
   G. Hesston Bethel Performing Arts Series
   H. Hesston College Feedback
      1. Church and Community Leaders
      2. Graduates
      3. Regarding Service Programs and Volunteer Activities
   I. Lifelong Education and Development (LEAD)
   J. Home School Week
   K. Melva Kauffman Lecture Series
   L. Science Symposium
   M. Ellsworth Correctional Facility (educational resourcing)
VIII. Finance
A. Institutional Operating Budgets (2000 to 2010)
B. Financial Auditor’s reports (last 3 years)
C. Budget Timeline and Expense Guidance (2011-2012)
D. Key Financial Ratios and Benchmarks
E. Expense Percentage by Area (2001-2010)
F. Others

IX. Governance
A. MEA Documents and Statements of Arrangements
B. HCBO Bylaws and Governance Policies and Minutes
C. HCBO Orientation Policy
D. Other

X. Handbooks
A. Course Catalog 2010-2011
B. Human Resources Manual
C. Hesston College Faculty Handbook
D. Faculty and Staff Handbook
E. Student Life Handbook

XI. HLC and Other Accreditation Documents
A. 2001 Self-Study Report and Report from HLC Consultant-Evaluators
B. 2004 Focused Self-Study Report and Report from the HLC Consultant-Evaluators
C. 2009-2011 HLC Steering Committee Minutes
D. Notices Regarding Third Party Comments
E. Action Plans to Address Institutional Challenges
F. NLNAC and KSBN Accreditation/Approval Reports
G. Others

XII. Institutional Councils and Committees
A. Administrative Council and Minutes
B. Advisory Council for the Advancement of Diversity and Multiculturalism
C. Faculty Council and Minutes
D. Staff Council and Minutes
E. Compensation and Benefits Committee
F. Curriculum Committee and Minutes
G. General Education Committee and Minutes
H. Student Success Team
I. Assessment and Research Coordinating Committee and Minutes
J. Academic Planning and Assessment Committee and Minutes
   1. Planning Subcommittee
   2. Assessment Subcommittee
K. Faculty Meeting Minutes
XIII. Institutional Projects and Environmental Scanning

A. Branding Project and Hesston College Experience Guide
B. Visioneering Project
C. Energy Conservation Studies/Information
D. Microbiology Study: Prerequisite Change
E. Others

XIV. Integrity

A. Catalog Statement on Academic Integrity
B. Enforcement of Policy on Plagiarism and Cheating
C. IRB Guidelines
D. Others

XV. Planning

A. Current Institutional Strategic Areas documents
B. Administrative Priorities Chart
C. Campus Facilities Plans
D. Academic Planning Calendar
E. Academic Strategic Plan (2010-2011)
F. Division and Support Services Strategic Plans (examples)
G. Student Life Strategic Plan (2010-2011)
H. Auxiliary Services Strategic Plans (examples)
I. Hesston College Crisis Management Plan
J. Institutional Screening Tool
K. Historical Planning Documents
L. Others

XVI. Professional Development and Service

A. Administrative Council Professional Development: Budgets, Activities, and Reflections
B. Staff Professional Development: Budgets, Activities, and Reflections
C. Faculty Professional Development: Budget, Activities, and Reflections
D. Faculty Projects, Presentations, Publications, and Other Professional Contributions
E. Faculty and Staff Service to Church and Community
F. Others

XVII. Publicity, Marketing, and Communications

A. Samples of *HC Today* and News Releases
B. Sample of HBPA/Other Community Programs/Performances
C. HC Publication of Assessment and Survey Results and Actions
D. Creative Brief
E. *Washington Monthly*
F. Informing Constituencies: Communication Strategies
G. Others
XVIII. Student Life

A. Student Life Mission Documents
B. Academic and Student Life Collaborative Activities
C. Chapels and Forums/Chapel Planning Committee
D. Residential Life/Resident Assistant Manual/Advisory Council
E. Student Advisory Board
F. Campus Activities Board
G. Religious Life
H. Service Opportunities
I. Student Clubs
J. Brochures and Other Items

XIX. Student Papers and Projects

A. Student Journals from International Chorale Tour
B. National Association of Teachers of Singing Results
C. Poster Presentations
D. Student Projects Related to Hesston College Student Learning Outcomes
   1. Communication
   2. Social Responsibility
   3. Biblical Understanding and Faith
   4. Wholeness and Self-Awareness
   5. Critical Thinking
   6. Global Perspective
E. Amateur Radio Club
F. Student-Directed Plays
G. Others

XX. Technology

A. Title III Application, Grant, and Current Status
B. IT Budget Request Forms
C. Recent Technology Upgrades
D. College Technology Plan

XXI. Varsity Sports

A. Mission Statement
B. Varsity Sports Programs
C. Coaching Manual
D. Evaluation/Feedback/Improvements

XXII. Updates

A. Hesston College Updates
B. Corrections and Updates to the Self Study Report