



# Building for Sustainability

**Baker University: Self-study for accreditation**

**Fall 2011**



**BAKER**  
**UNIVERSITY**  
*Own Confidence*

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## COMMON ABBREVIATIONS

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AAB/BAC--Associate of Arts in Business, Baccalaureate Track

ABIDE—A Baker Inclusion, Diversity and Equality Committee

ACBSP--Association of Collegiate Business Schools and Programs

ASEM—Academic Standards and Enrollment Management Committee

BBA--Bachelor of Business Administration

BSM--Bachelor of Science in Management

CAAP--Collegiate Assessment of Academic Proficiency

CAS--Colleges of Arts and Sciences

CCNE-- Commission on Collegiate Nursing Education

CCTST--California Critical Thinking Skills Test

CPEI--Comprehensive Program Evaluation Instrument

Ed.D. —Doctorate of Education in Educational Leadership

ETS—Educational Testing Service

FERPA-- Family Educational Rights and Privacy Act

GAAP--Generally Accepted Accounting Principles

GC—Grievance Committee

GSA—Gay -Straight Alliance

GED—Graduate Education Committee

GET—General Education Taskforce

INTASC—Interstate New Teacher Assessment Support Consortium

IPD—Institute for Professional Development

IPEDS--Integrated Postsecondary Education Data System

IR—Office of Institutional Research

ISLLC--Interstate School Leadership Licensure Consortium Standards

KCPDC—Kansas City Professional Development Council

## COMMON ABBREVIATIONS

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KPI—Key Performance Indicators

KSDE--Kansas State Department of Education

MAEd--Master of Arts in Education

MASL--Master of Arts in School Leadership

MBA--Master of Business Administration

MMIS—Master of Management in Information Systems

MSM--Master of Science in Management

MSSE—Master of Science in Special Education

MSSL—Master of Science in Leadership

MLA--Master of Liberal Arts

MPE—Master Plan for Evaluation at School of Nursing

NASM--National Association of Schools of Music

NBPTS--National Board for Professional Teaching Standards

NCATE--National Council for Accreditation of Teacher Education

NCHA--National Collegiate Health Assessment

NCHEMS--National Center for Higher Education Management Systems

NCLEX—National Council Licensure Examination

NSSE--National Survey of Student Engagement

PAT--Performance Assessment Team

PEC—Professional Education Council

PEOA--Program Evaluation and Outcomes Assessment Committee

PLA—Prior Learning Assessment Center at School of Professional and Graduate Studies

SAS—Student Academic Success Center at Baldwin City Campus

SLLA--School Leaders Licensure Assessment

SLO--Student Learning Outcomes

SOE--School of Education

## COMMON ABBREVIATIONS

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SON--School of Nursing

SPGS--School of Professional and Graduate Studies

SPLT--Strategic Planning Leadership Team

SVHC—Stormont-Vail HealthCare

TS—TaskStream

UAC—University Academic Council

UMKC--University of Missouri-Kansas City

WGCTA—Watson Glaser Critical Thinking Appraisal

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### INTRODUCTION

#### **Introduction**

Baker University is a multi-faceted, private institution affiliated with the United Methodist church. From its roots as the oldest 4-year institution of higher education in the State of Kansas, to its current day identity as a complex university that includes professional programs, adult higher education and graduate degrees, Baker has sought to fulfill the resolution of its initial Board of Trustees to “build up and sustain Baker University as the one great university in Kansas.” That goal, building and sustaining Baker University, was selected as the theme of our Self-Study.

The challenges facing private higher education in the 21<sup>st</sup> century are great. As Baker strives to meet those challenges, it is critical to continue to monitor and improve the quality of the institution, and to embrace the changes necessary to meet the needs of a changing world.

#### **About Baker University**

More than 150 years ago, amidst the growing conflict that preceded the Civil War, ministers from the Kansas-Nebraska Conference of the Methodist Episcopal Church determined to create a refuge of education in the territory of Kansas. Named for Osmon C. Baker, presiding Bishop of the Kansas –Nebraska Conference at the time, Baker University was granted a charter by the territorial legislature on February 12, 1858.

For much of its history, Baker was defined by the Baldwin City campus, and retained the character of a residential, liberal arts college. Today, the University embraces a broader mission that focuses on student learning in multiple contexts. Beyond the traditional liberal arts and sciences, the University provides professional programs in education,



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### INTRODUCTION

nursing and business. The modern Baker University consists of four academic units. Each school or college has a unique population of students, as well as its own distinctive academic programs, and each supports the mission of “*assuring student learning and developing confident, competent and responsible contributors to society*”.

#### Baker University College of Arts and Sciences

The College of Arts and Sciences (CAS) serves a traditional, residential student population of more than 900 students. On the historical campus in Baldwin City, the College offers degrees in the arts, sciences and humanities, as well as professional programs such as Business and Mass Media. The College and the historical campus provide an environment for learning that touches the broader community of Baldwin City. It is known for a sense of family and the strong connections that develop among the students, faculty and staff of the campus. Students have extraordinary opportunities to participate in a host of college activities including athletics, music, theatre, student government, service organizations and Greek-letter fraternal organizations.

Distinctive features of the College of Arts and Sciences include:

- A unique new Liberal Studies core curriculum (replacing the general education curriculum) that is transdisciplinary and focuses on skill development (writing, oral communication, critical thinking, information literacy and ethics) in addition to liberal arts content. Courses are designed to be relevant to the students and to emphasize experiential learning.
- An interdisciplinary Interterm (January) session largely consisting of travel experiences, experiential courses, and internship opportunities.
- A culture of collaborative learning between students and faculty that provides opportunities for research and performance for all students. Student

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### INTRODUCTION

achievement in these areas is showcased at the annual Baker Undergraduate Scholars Symposium.

- An emerging interdisciplinary departmental structure that provides opportunities for interdisciplinary majors, minors, tracks and concentrations that are “relevant” to today’s students and their careers.
- A culture of faculty development that emphasizes support for faculty success through mentoring and developmental feedback.

#### Baker University School of Education

The School of Education (SOE), formed in 2005, is the newest of Baker’s academic units. The School’s undergraduate division (in conjunction with CAS) serves traditional students on the Baldwin City campus who plan to become teachers. Graduate programs in the School of Education are administered through offices on the Overland Park and Wichita campuses. These programs serve working teachers and administrators interested in graduate degrees in education, including a doctoral degree in Educational Leadership. The School of Education offers both on-ground and online instruction and serves more than 900 graduate students.

Distinctive features of the School of Education include:

- Approval to offer licensure in 24 teaching and administrative areas.
- Accreditation by the Kansas State Department of Education (KSDE) and the National Council for the Accreditation of Teacher Education (NCATE).
- Ranking second in the state as an accrediting institution of Kansas Assistant Principals (2010-2011 Kansas Association of School Boards).
- Ranking seventh in the state as an accrediting institution of Kansas Principals. (2010-2011 Kansas Association of School Boards).
  - Number one ranking among private institutions.

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### INTRODUCTION

- Accreditation as the only private institution in the state with a doctoral program.
- A 97% overall pass rate for ETS licensure exams taken between 2007 and 2010.
  - Pass rates on specific tests range from a low of 88% to a high of 100%.
  - Pass rates for all other areas are 96 -97%.

#### Baker University School of Nursing

The School of Nursing (SON) was founded in 1991 in partnership with Stormont-Vail HealthCare (SVHC) in Topeka, Kansas. The School, housed in the Pozez Education Center on the SVHC campus, currently enrolls 171 students in the Bachelor of Science in Nursing program. Students include both traditional learners (those working towards their first four-year degree) and non-traditional (those embarking on a new career path). Classes are offered on-site with experiential learning occurring in the many excellent facilities offered by SVHC and other health care providers in Topeka and surrounding communities.

Distinctive features of the School of Nursing include:

- The largest private pre-licensure baccalaureate program in Kansas.
- A reputation as a school that prepares nurses who are confident and ready for practice as an advanced beginner.
- A faculty that actively engages students in classroom and clinical learning (which students term “hands on”).
- The location of the school on the campus of a Magnet-recognized hospital, which facilitates clinical learning.
- An average graduation rate for the past five years of 92% (2007-2011).
- An average first-time NCLEX pass rate of 88% (2007-2011).

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### INTRODUCTION

#### Baker University School of Professional and Graduate Studies

The School of Professional and Graduate Studies (SPGS) was formed in 1988, building upon the Master of Liberal Arts program for working adults in the Kansas City area that had been established in 1975. The School grew to include business programs at the undergraduate and graduate level (beginning in the 1990's), and has maintained its focus on providing education to working adults. Today, SPGS programs serve nearly 1800 students and include fully online degree programs and on-ground cohorts in a variety of locations including Overland Park, Topeka and Wichita in Kansas, and Lee's Summit and Kansas City in Missouri.

Distinctive features of the School of Professional and Graduate Studies include:

- Faculty who hold advanced degrees and are practicing professionals in business fields, or in disciplines such as sciences, art, and religion.
- An effective delivery model based on best practices in adult accelerated learning.
- Recognition as an institutional leader for accelerated adult higher education in the Kansas City metropolitan area.
  - Largest enrollment of MBA students in the area.
- Small class sizes with classrooms in multiple and convenient locations.
- Programs that include laptop computers for all students.
- Accessible and supportive staff.

#### The Current Context

Baker University is also an institution emerging from a serious financial crisis. In 2009-2010, deliberate measures were taken in order to meet the financial challenges of mounting debt, a declining endowment, and decreases in enrollment. As detailed in the discussion of Criterion 2, the University laid off staff, reduced retirement contributions and salaries, cut operating budgets, and eliminated faculty positions and some academic

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programs (e.g., Political Science). Although these measures were effective in solidifying the financial footing of the University (both the 2009-10 and 2010-11 fiscal years ended with a positive bottom line), they had a major impact on the morale of University personnel, and limited the available financial support for projects and events.

Today, the financial outlook for the University is much improved. Baker has considerably reduced its short-term debt and installed a budget process that emphasizes positive balances and effective cash flows. As a result of changes in financial controls, the University was able to make meaningful progress with respect to critical financial ratios and was removed from the U.S. Department of Education's list of financially troubled institutions.

Although the University's financial resources remain tight, we have initiated a culture focused on growth and a vision for the future. The BAKER 2012 AND BEYOND planning process (detailed in Criterion 2) seeks to develop a strategic direction that will build and sustain the University at the next level of quality and performance.

#### **Significant Changes Since 2002**

A number of important changes have affected Baker since HLC's last comprehensive accreditation visit. Perhaps the most noticeable change is in the leadership of the University. Dr. Patricia Long became the 28<sup>th</sup> President of Baker University in 2006, replacing the former president who had served Baker for almost two decades. Under Dr. Long, a leadership team emerged including new executive officers in Operations, Advancement and Enrollment Management. In 2007, the University established a Provost position to provide academic leadership for the College and the three Schools (in 2010, the position was eliminated for financial reasons). Dr. Long also led a

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significant re-visioning process that established new statements of the mission, vision and values for the University.

In addition to changes in the leadership of the University, significant changes in programs, processes and facilities have taken place during the past decade. The following list is a brief review of those changes:

- The establishment of a Doctoral program in Educational Leadership (2005).
- The creation of the School of Education (2005).
- Installation of new software systems
  - Course Management System (Moodle- 2008)
  - Financial system (Vantage – 2007)
  - Fully integrated electronic records management system (Campus Vue – 2007)
  - Student management system (Talisma – 2011).
- The development of a branding campaign (Own Confidence – 2007).
- The establishment of a university-wide registrar position (2009).
- The acquisition of the Kansas West United Methodist Conference archives (to accompany the Kansas East conference archives – 2010).

Over the past decade, there were also significant changes that more directly affected the individual academic units. The following lists provide a review of the significant changes in each specific school or college.

Significant changes at the College of Arts and Sciences (and the Baldwin City Campus) include:

- A shift toward a true culture of student learning outcomes assessment (2002-03) (as described in Criterion 3).

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### INTRODUCTION

- The appointment of a new Dean of the College (2003-04).
- Prioritization and implementation of a comprehensive faculty development plan (2003-04).
- The implementation of a comprehensive strategic planning process (2004-05).
- The adoption of new mission, values and goals (2004-05).
- The appointment of a new Dean of the College (2005-06).
- The building of new residence facilities: New Living Center (2008).
- The relocation of the Department of Education (undergraduate) to create the School of Education (2005).
- Addition of two new sports (wrestling, bowling -2008).
- Athletic facility upgrades (artificial turf, scoreboards, renovated fields, stadium-locker facilities) (2005-2010).
- Development of online summer courses (2008).
- Establishment of the first annual Baker Undergraduate Scholars' Symposium (2009).
- Decision to reduce the number of majors due to financial constraints, resulting in the elimination of Wildlife Biology, Computer Information Systems, and Political Science (2009).
- Reduction of approximately 8.0 FTE faculty positions, including 2.5 FTE tenured faculty members (2009). (Note that recent hires have returned faculty FTE to equivalent, pre-crisis levels).
- Adoption of new Mission statement (2011).
- Implementation of a new Liberal Studies curriculum, the most significant change in general education at the College in over 30 years (2011-12).
- Initiation of a Summer Bridge Program designed for low-income, under-represented and minority students as well as those students admitted "with conditions" (2011).

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### INTRODUCTION

- Significant realignment of academic disciplines into eight multi-disciplinary departments (2011-12).
- Renovation of Denious Hall to create a welcome center for prospective students.
- Ground-breaking on the largest single fundraising project in Baker's history: The Mulvane Science Building project is a significant building project including an addition to the existing building and renovation to science facilities (2011-2012).

Significant changes at the School of Education include:

- The creation of the School of Education (2005).
- Establishment of a Dean of the School of Education (2005).
- Ed. D in Educational Leadership approved by HLC and the Kansas Dept. of Education (KSDE) (2005).
- Appointment of a new Dean of the School of Education (2007).
- Special Education and alternative licensure (Restricted License) programs first offered through the Midwest Associated College Consortium (2002-2003).
  - Partnership dissolved in December 2010. Programs continue under Baker SOE direction with KSDE approval.
- Dean of School of Education assumes dual leadership roles as Dean of SOE and SPGS (2010).
- Online delivery of graduate degree programs initiated (2010).
- New licensure program in Teacher Leadership approved by KDSE (2010).

Significant changes at the School of Nursing include:

- Increase in enrollment of 44% over the last ten years.
- Learning through simulation added (2009).
- Major revision of curriculum and assessment plan (2009-2010).



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### INTRODUCTION

- School space refurbished, including new furniture in the classrooms and technology upgrades (2009-2010).

#### Significant changes at the School of Professional and Graduate Studies

- Addition of the Bachelors of Business Information Systems degree (BBIS -2003).
- Addition of the Conflict Management/Dispute Resolution (CMDR) program (2006).
- Addition of the Bachelor of Business Leadership degree (BBL- 2008).
- New business degree concentrations offered: Marketing, Human Resources, International Business, Information systems, Finance (2002-2005).
- Development of online delivery of programs:
  - MBA (2007).
  - MLA, BBA, BBIS, and AAB (2008-09).
- Renovation and expansion of SPGS/GSOE classrooms/administrative offices in Overland Park, Lee's Summit, Topeka, and Wichita (2007).
- Establishment of new classroom site in Kansas City, Missouri to serve constituents north of the Missouri River (2008).
- Expansion of CLEP/DANTES testing center in Overland Park 2003-2009) and the opening of a 2<sup>nd</sup> testing site at the Topeka campus (2010).
- Administrative reorganization/consolidation of SPGS and SOE (2009).
- Expansion of general education courses through online delivery (2009).
- Expansion of online delivery into Florida and Nebraska service areas (2009).

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#### **Accreditation History**

##### North Central Association

The University is a charter member of the North Central Association of Colleges and Schools, and has held continuous accreditation since 1913. For most of that period, the University was authorized to confer Bachelors degrees at the traditional campus in Baldwin City.

In 1975 the University developed a Master of Liberal Arts (MLA) program to be offered in the Kansas City area in cooperation with Southern Methodist University. That program was reviewed by the North Central Association in 1975, 1979, and 1980 before the University's accreditation was extended to include the Masters degree granting level (limited to the MLA degree).

In March of 1992, in conjunction with a comprehensive evaluation, Baker was authorized to offer additional degree programs and additional degree sites within Kansas and Missouri with no need for prior Commission approval. The 1992 team also recommended a focused visit to review progress on a financial work-out plan, and to review all of the off-campus programs. The 1997 focus visit team found Baker to be on solid footing, both financially, and with respect to the integrity of its off-campus programs.

In 2002, Baker had its most recent comprehensive visit from the Higher Learning Commission. Although the team recommended a 10-year period before the next visit, they found some specific challenges that warranted a focused visit. In particular, the following concerns were identified for follow up with the focused visit:

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1. Lack of progress in assessment of student academic achievement efforts in the College of Arts and Sciences and School of Professional and Graduate Studies.
2. The level of progress toward the goal of reducing the College of Arts and Sciences' dependence on financial assistance from the School of Professional and Graduate Studies.
3. The understanding and endorsement of the academic direction and priorities of the College of Arts and Sciences.

In 2005, Baker University asked the Higher Learning Commission for permission to offer a doctoral program in Education (Ed D. in Educational Leadership). The visiting team found the program to be a good fit with the mission of the institution and a natural extension of existing graduate programs in education. Baker was approved to offer the Ed.D. program in Educational Leadership.

In 2007, the focused visit team reviewed the areas of concern voiced in the 2002 comprehensive report. The team concluded that Baker had made effective progress on all of the challenges identified in the 2002 report, and recommended no further follow-up.

A special focused visit in September, 2008 was conducted to review two new program proposals and review Baker's ability to deliver multiple programs online. As a result of the visit, the Bachelor of Arts in Business Leadership and the Master of Arts in Organizational Leadership were approved to be offered, and Baker was approved to offer degrees via distance learning.

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#### Additional Accreditations

In addition to its regional accreditation, several of Baker's Schools and programs have been recognized through their respective accreditations from specialized bodies. The School of Nursing hosted an on-site visit by the Commission on Collegiate Nursing Education (CCNE) in Spring 2011 (notification of re-accreditation is anticipated in early November). Programs at the School of Education were re-accredited by the National Council for Accreditation of Teacher Education (NCATE) in 2009. The Department of Business and Economics at the College of Arts and Sciences was re-accredited by the Association of Collegiate Business Schools and Programs (ACBSP) in 2009. And the Music Department at the College was re-accredited with the National Association of Schools of Music (NASM) in 2007.

#### **Addressing the Challenges Identified in the 2002 Visit**

The 2002 comprehensive visit team identified specific challenges for the University that were addressed in the 2007 focused visit. A brief review of Baker's response to those challenges is provided in this section.

#### Challenge: Inadequate Progress on Assessment at the College of Arts and Sciences

In Fall 2002, the College of Arts and Sciences obtained a grant (written by the chair of the Education Department) from the Kansas Department of Education to improve the practice of assessment for all departments. A group of faculty was gathered representing each academic department on the campus to establish the Performance Assessment Team (PAT). As part of the PAT project, each department revisited and revised student learning outcomes for the majors in the various disciplines. Outcomes were revised to reflect measurable learning objectives that connected to University and departmental missions. Next, each department was asked to create a matrix aligning the student outcomes with the curricular elements in the programs offered. Lastly, all

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departments were asked to develop two new assessment measures that could be implemented for the 2003-2004 academic year.

An additional portion of the PAT project was devoted to educating both the team members and the larger campus about the process and importance of assessment. PAT members traveled to Seattle to attend the AAHE assessment conference in June 2003 in order to learn about assessment practices at other institutions and to develop a greater enthusiasm for the use of assessment as a tool for program improvement. The PAT representatives were charged to bring that knowledge and enthusiasm back to their respective departments and thereby enhance the culture of assessment on campus.

With the end of the PAT project in 2003 (at the expiration of the grant), ownership of assessment at the department and campus level was moved back to the College's Program Evaluation and Outcomes Assessment committee (which continues to have responsibility for assessment at the College as detailed in the Self-Study section on Criterion 3). Also in 2003, an Associate Dean position was created that worked with the PEOA committee and had direct responsibility for assessment at the College. The Associate Dean provided consulting resources to departments as they continued to improve on their assessment programs. Additional changes in administrative processes encouraged departments to connect program-level assessment to strategic planning and operational budgets, particularly through the five-year program review process. The 2007 focused visit team concluded that Baker had made effective progress on all of the challenges identified in the 2002 report, and recommended no further follow-up.

Assessment at the College of Arts and Sciences continues to be integrated into the regular business of the departments, and the College continues to hold a faculty in-service each spring on assessment. As indicated in later sections of this document,

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additional changes to the assessment program have included a greater role of peer review and feedback on program assessment reports, as well as a revised reporting structure designed to increase the relevance and manageability of assessment of student learning.

#### Challenge: Inadequate Progress on Assessment at the School of Professional and Graduate Studies

Beginning in 2002, the School of Professional and Graduate Studies invested considerable resources to develop a comprehensive assessment process. Clear statements of purpose and learning outcomes were published in the Student Handbook and Catalog. An assessment system was developed that included the following direct measures of student learning:

1. California Critical Thinking Skills Test through a pre/post collection method. (This test has since been replaced by the Watson-Glaser Critical Thinking test).
2. Writing samples gathered at various points in the AAB, BBA, and MSM curriculum.
3. Comprehensive Program Evaluation Instrument (CPEI) data gathered at the completion of the BBA, BSM, MSM, and MBA degree programs.

Assessment data from these measures was utilized to review program goals and to make curricular changes. A thorough report of the assessment program was included in the 2007 focused visit Self-Study, and the 2007 focused visit team concluded that Baker had made effective progress on all of the challenges identified in the 2002 report and recommended no further follow-up.

More recently, the School of Professional and Graduate Studies embarked on a significant overhaul of its assessment program. Led by the SOE/SPGS Assistant Dean of

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Assessment, part-time faculty were engaged in the development of an assessment plan (including the review and revision of program outcomes) that utilizes course-imbedded program assessments to evaluate student learning. This change allows every faculty member to provide evidence of student learning in addition to more global assessment measures. As described in Criterion 3, the overall assessment plan includes global measures as well as course level assessment, and includes an annual review of assessment data to determine necessary program changes.

*Challenge: The Dependence of the College of Arts and Sciences on Revenue from the School of Professional and Graduate Studies*

Prior to the team visit in 2002, Baker University had not proportionally allocated administrative costs for the University among the academic units. Many of the primary University functions were housed on the Baldwin City campus, and the cost allocations were aligned with the College of Arts and Sciences, overstating the College's dependence on the other academic units.

A review of the accounting processes at the University resulted in a reallocation of costs to better represent the relationship between revenues and expenses at each of the academic units. The focused visit team in 2007 agreed that the improvements in accounting practices were an effective step in addressing this challenge:

*“The team believes that Baker University has put in place appropriate processes which clearly identify its net operating results and which allow administrators to use wisely the revenues from the non-traditional programs to strengthen the entire university.” (2007 Focused Visit report, p. 9)*

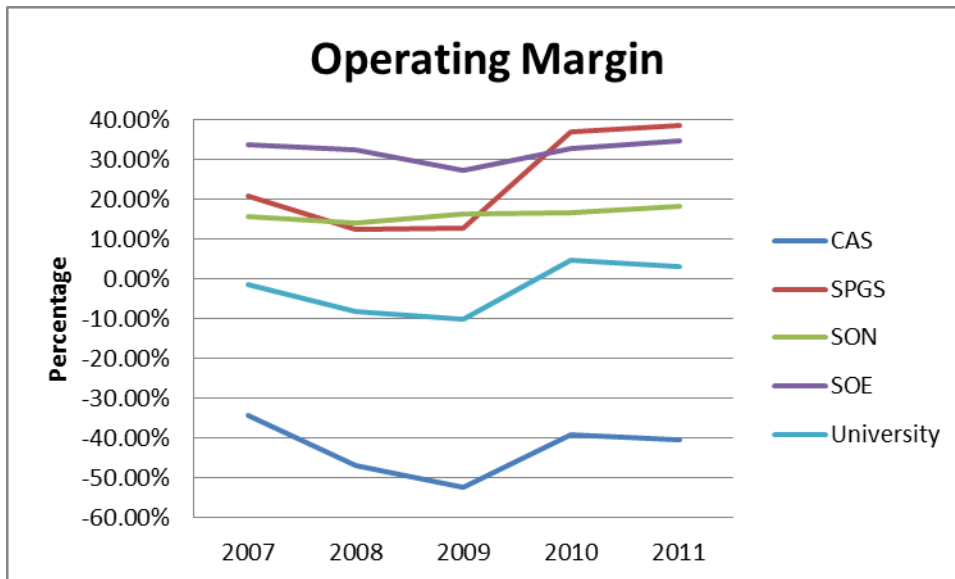
Since the time of the focused visit, the expenses at the College of Arts and Sciences (and the Baldwin City campus) have continued to be greater than the revenues. As demonstrated in Figure i-1, CAS's profit margin has decreased from a negative 34% in

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2007 to a negative 40% in 2011. SPGS on the other hand, has increased profit margins from 21% to 39%, while SOE has stayed flat between 33% to 35% from 2007 to 2011 respectively.

Figure i-1: Operating Margin by Academic Unit



As the University continues to seek ways to increase the self-sufficiency of the traditional campus and the College of Arts and Sciences, it is clear that the only way to make significant progress towards self-sufficiency is to significantly increase enrollment at the Baldwin City campus. Enrollment growth continues to be a challenge for the University, and is discussed in more detail throughout this document.

#### Challenge: Strategic Planning at the College of Arts and Sciences

In 2002, a new Dean of the College of Arts and Sciences was hired and developed a strategic planning process that involved a broad variety of constituents including students, faculty, staff, alumni, trustees and community members. This process included a thoughtful analysis of the strengths and weaknesses of the institution and a comprehensive comparison with peer and aspiration institutions. The results of the



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process are detailed in the *Shaping the Future* strategic planning document (available in the Resource Room). The strategic plan included a new vision, mission and core values for the College, and a set of enabling factors to implement the new initiatives for the College.

Additionally, individual departments created department-level strategic plans based on the overall College plan that included specific initiatives for the future of their programs. These plans were linked to a budgeting planning initiative that required the inclusion of specific references to departmental program plans with annual operating budget requests. This initiative helped to improve operating budgets in many departments, with several departments receiving operational increases well over 100% of the previous fiscal year budget.

Although recent financial concerns have not allowed for much flexibility in the College's budget, department and program strategic plans continue to be revised as needed and as part of the 5-year comprehensive program review process. This process involves both internal and external review of the curriculum, assessment processes and strategic directions of each academic program.

With the arrival of President Long, the University embarked on an institution-wide revision of its mission vision and values. The College of Arts and Sciences revised its strategic planning goals to align with the priorities generated through this new process. Departments were also encouraged to re-align their individual plans to coincide with these changes.

In 2011, the College of Arts and Sciences adopted a new mission in response to the revision of the overall Baker mission, and as a part of a broad-based strategic planning

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initiative for the University as a whole, currently underway (as discussed in Criterion 2). In 2011-2012, the College anticipates a thorough review of its strategic direction as the University continues to engage in a planning process designed to move Baker to the next level of success as an institution.

#### **The Self-Study Process**

In January, 2010, Dr. Randy Pembroke (then Executive Vice President and Provost of the University) and Simon Maxwell (Vice President for Technology and SPGS Operations) were appointed as coordinators and steering committee co-chairs for the accreditation Self-Study. An initial discussion about the Self-Study was held at a University Cabinet meeting (University Cabinet, as described later in the Self-Study, is a large, university-wide committee with open membership designed to facilitate communication and community input). It was during this meeting that the “sustainability” theme for the Self-Study emerged as responses from across the university identified the importance of stability and growth for the future of the University.

A steering committee of 30 members was established, representing administrative leaders, faculty and staff from all units of the University. In addition, Criterion subcommittees were formed for each of the five Criteria for accreditation. Co-chairs were identified for each Criterion subcommittee, with faculty members serving as 9 of the 11 co-chairs. The membership of each of the subcommittees was designed to provide strong representation across the academic units, as well as representation from faculty, staff, administrators, trustees and students. Steering committee and subcommittee rosters are included in [Appendix A-1](#), along with the original charge to the steering committee from President Long.

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The Criterion subcommittees were charged with developing the content for the Self-Study and with gathering evidence to support each of the five Criteria for accreditation and the corresponding core components. In addition, the subcommittees were asked to identify the institutional strengths and challenges illuminated by their review of the evidence. In the fall of 2010, the steering committee gathered for a retreat to discuss the initial strengths and challenges identified by the subcommittees. Dr. David Wissman, from Avila University, was brought in as a consultant to review the Self-Study process with the group and to facilitate discussion. The output from the retreat, as well as the contributions from the Criterion subcommittees formed the initial basis for the Self-Study document.

In December 2010, Dr. Pembroke (then Special Assistant to the President for Accreditation and Academic Affairs) resigned to take another position. Subsequently, in January 2011, Dr. Rob Flaherty (Associate Dean of the College of Arts and Sciences) was appointed as Special Assistant to the President for Planning and Accreditation and assumed Dr. Pembroke's role.

In the Spring of 2011, initial drafts of responses to the Criteria for accreditation were provided to the Criterion subcommittees for comment and feedback. The subcommittees were charged to review the responses to their Criterion and

- Provide additional information to clarify evidence for the Criteria
- Identify additional institutional challenges
- Correct inaccuracies in the document and identify points of clarification.

Following this initial review, the Criterion subcommittee co-chairs (and the Self-Study coordinators) met with the Self-Study coordinators and the President to discuss the

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variety of institutional challenges that had been identified. This resulted in a series of meetings (the Summer Challenges discussions) during which the members of the entire Self-Study steering committee discussed the institutional challenges facing the University, and identified initial priorities and approaches for addressing those challenges. Table i-1 provides a general timeline for the Self-Study project at Baker.

Table i-1: Self-Study Timeline

Baker University Self-Study Timeline	
ACTIVITY	DATE
Self-Study coordinator co-chairs appointed	January 2010
Self-Study steering committee formed	February 2010
Self-Study theme emerges from University Cabinet discussion	March 2010
Initial criterion subcommittee meetings	April-May 2010
Meeting of criterion subcommittee co-chairs and with Self-Study coordinators	May 2010
Self-Study steering committee fall retreat with Dr. David Wissman	August 2010
Dr. Pembroke resigns position	December 2010
Dr. Flaherty appointed to replace Dr. Pembroke as co-chair of the steering committee	January 2011
Initial drafts sections of Self-Study referred to subcommittees for comments	March- May 2011
Summer challenges steering committee discussions	June- July 2011
Final draft of Self-Study distributed for comments (prior to final edition)	June- July 2011
Self-Study made available to the Baker community (including alumni, trustees) for comment	September 2011

As the University engaged in the Self-Study process, a parallel process began in Fall 2010 with the BAKER 2012 AND BEYOND project (the project is discussed more fully in Criterion 2). The initial phase of this initiative was intended to engage the institutional leadership in short-term projects for institutional improvement and growth. The second phase (BEYOND 2012) involves the development of an expanded strategic planning process that engages the entire community in setting goals and priorities for the future of the University that will move Baker to the next level of excellence. This

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community planning process began with a series of facilitated conversations about Baker's future that included trustees, faculty, staff and administrators.

From the beginning of the BAKER 2012 AND BEYOND project, the Self-Study has been identified as a critical source of information for the development of a new strategic plan. The institutional challenges identified through the Self-Study process have initiated important conversations regarding our goals for the future of Baker University. This ongoing community dialogue provides an important next step in Baker's strategic planning process.

#### Audiences

Because of the importance of the Self-Study as part of the strategic planning process at Baker, the audience for this report includes the entire Baker community. In addition to serving as a document for HLC accreditation, the Self-Study provides faculty, students, staff, trustees, alumni and community constituents with a framework for further discussion about Baker's strengths and the challenges ahead.

#### Organization

This document is organized into three major sections. The introduction provides a context for the report and identifies its purpose for the Baker community and the accreditation review team. The second, and largest, section addresses the Criteria for Accreditation and their core components. In this section, the bulk of each chapter provides evidence that Baker University meets the Criteria and core components. At the end of each Criterion chapter, a brief section reviews the strengths that have been identified throughout the narrative and provides a list of the challenges identified by the steering committee relating to that Criterion. The third section of the document ("Challenges and Conclusions") reflects upon the challenges that have been identified,

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and builds on the Summer Challenges discussions that were held by the steering committee during June and July of 2011.

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### CRITERION I: MISSION AND INTEGRITY

#### ***Criterion I: Mission and Integrity***

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

The centerpiece of any institution is its mission. For over 150 years, Baker has been dedicated to the development of our students: to their learning, and to their growth as individuals and responsible citizens. As the nature of the University changed from a predominantly liberal arts college to a more comprehensive institution with graduate and professional programs, we have continued to maintain this theme as our central promise. Our current mission (revised in 2007) exemplifies this commitment:

***Baker University is committed to assuring student learning, and developing confident, competent and responsible contributors to society.***

In all of our programs, we focus on providing learning experiences that will enable our students to engage the world as successful and responsible citizens. Those learning experiences are provided in an environment whose core values are consistent with our historical and current affiliation with the United Methodist Church. Baker's values of learning and academic excellence, critical thinking and open inquiry, integrating learning with faith and values, connection and community, inclusiveness and service provide the backdrop for student growth that is uniquely Baker University.

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### CRITERION I: MISSION AND INTEGRITY

#### **Core Component Ia:**

**Baker University’s mission documents are clear and articulate publicly the organization’s commitments.**

The most recent revision of Baker’s mission (and related documents) was initiated by a confluence of events. In 2006, the University selected its first new president in 19 years. In addition, the anticipation of the 150th anniversary of our founding (1858—2008) and the concurrent development of a branding campaign provided an ideal opportunity to revisit the mission, vision and values that guide the University. President Pat Long led a process for reviewing and revising the mission that invited input and consideration from a variety of constituencies, including faculty, staff and administrators from all four schools as well as from the Board of Trustees. The current mission documents, including the vision and purpose statement, mission statement and core values statement were the product of that effort and were adopted in 2007 (see Mission Documents in [Appendix A-3](#)) and are published on the Baker website.

The adoption of a revised University-wide mission prompted the review and consideration of the mission statements for each of the four academic units of the University and an attempt to align each unit’s mission with that of the larger University. The following unit mission statements were adopted or revised between 2010 and 2011, and serve as a statement of the commitments of our academic units:

#### College of Arts and Sciences Mission

*The Mission of the College of Arts and Sciences is to prepare global citizens for a lifetime of intellectual, professional and personal development. Graduates will be able to think independently, communicate effectively, act ethically, serve generously, learn continuously, and live fully.*



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### CRITERION I: MISSION AND INTEGRITY

#### School of Education Mission

*The Baker University School of Education is committed to learning and to developing confident and competent educational leaders.*

#### School of Nursing Mission

*Baker University School of Nursing is committed to assuring student learning for the practice of professional nursing and developing compassionate, confident, competent providers/managers of care, and contributors to society.*

#### School of Professional and Graduate Studies Mission

*Baker University School of Professional and Graduate Studies offers innovative educational opportunities that meet adults' lifelong learning needs, while developing confident, competent, and responsible societal contributors. The School also commits to growth and high-quality academic standards.*

In addition to these statements of mission, each School or College has its own unique set of mission documents that are aligned with the University mission. These documents are published in catalogs, student handbooks and on the University website. Connected to these unit-based mission documents are sets of goals or statements of purpose that further define each school. All departments or academic programs publish individual mission statements or statements of purpose in the catalog and on the website that are purposely aligned with the mission and goals of the College or School. Each mission statement is also connected to an articulated set of student learning outcomes that forms the basis for the curriculum for the academic program (catalogs and learning outcome documents are available in the Resource Room).

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### CRITERION I: MISSION AND INTEGRITY

Together, these mission documents present a statement of the commitment of the University to the pursuit of academic excellence and the advancement of student learning. They also reveal a commitment to a set of values consistent with our connection to the United Methodist Church that encourages openness, tolerance and social responsibility.

Baker University promotes its mission and values throughout its marketing materials and communications. The mission of “developing confident, competent and responsible contributors to society” is woven into many of our advertisements and mailings. Many of our communications talk about academic excellence and the sense of community that makes Baker special. In addition, individual communication pieces in print or through Facebook or YouTube focus on specific components of our mission and values. For example, we highlight *inclusiveness* through photographs of diverse groups of students and through information both printed and on the web about our many campus organizations. The *integration of learning with faith and values* is communicated by promoting our Thursday chapel service through a weekly e-mail announcement, a web log of weekly “Joys and Concerns” and regular campus-wide emails of the Thought of the Week from our University Minister. Our dedication to *service to the community* is highlighted through events posted on Facebook and videos about service learning on our YouTube site. The marketing staff meets regularly with the marketing subcommittee of the Board of Trustees to review materials and marketing strategies.

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### CRITERION I: MISSION AND INTEGRITY

#### **Core Component Ib:**

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

From its beginnings, Baker University has valued and embraced diversity among its students. Baker's founding organization, the Kansas-Nebraska Conference of the Methodist Episcopal Church, took a stand against slavery in 1856. When the school was founded amidst the beginnings of the civil war in Kansas, it served as a lightning rod in the nation's earliest discussions about the value of universal academic access. Its first graduating class of three students in 1861 included a woman.

Continuing in this tradition, Baker seeks to provide an inclusive educational environment that prepares our students for a diverse and complex world. Our vision and purpose statement challenges us to embrace and celebrate the diversity of our community. We strive to provide an environment where students "develop lifelong relationships with diverse groups of people." Our values emphasize our commitments to "embrace diversity of community, thought and expression" (Inclusiveness) and to be "open to questions of faith and values" (Integrating Learning with Faith and Values). In September, 2010, as part of the launch of the strategic planning initiative "BAKER 2012 AND BEYOND", the President introduced a "focused vision" that recognizes the importance of preparing students to "contribute meaningfully to an increasingly complex, interdependent and global society."

Beyond the broader University commitment to diversity, individual academic units also include elements embracing diversity in their mission documents.

- The College of Arts and Sciences provides students with courses and directed experiences that connect them to the diversity of the world around them in order to help them develop into global citizens. The College also commits to

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### CRITERION I: MISSION AND INTEGRITY

- providing an educational community that values “diverse perspectives and promote(s) actions that demonstrate mutual respect among all members.”
- At the School of Education, students are expected to “demonstrate interpersonal practices that advance the welfare and dignity of all persons.”
  - The School of Nursing provides in its academic philosophy statement that “Each person has unique worth and value.” In addition, student learning outcomes for Nursing students include an emphasis on the ability of the students to demonstrate “culturally sensitive,” individualized care for their patients.
  - The goals of the School of Professional and Graduate Studies include a commitment to exposing students to learning experiences that promote awareness of the international community, and to providing an educational curriculum that encourages commitment to ethical values, social issues, and environmental concerns.

The commitment to diversity that is evident in our mission documents should be reflected in the practices of the University and in the diversity of its student body, faculty and staff. As part of the Self-Study process, we examined the tangible evidence of our commitment to diversity at Baker. The following section provides a review of that evidence.

#### Cultural and Ethnic Diversity in the Student Body

The 2010 University Fact Book (available in the Resource Room) provides information on the ethnic diversity of our student population. Overall, approximately 77% of the students self-report their ethnicity as White, with 8% considering themselves Black or African American, 3% Hispanic, 1% Native American and 1% Asian. These numbers vary from school to school and across the four years of data. The four-year averages are provided in Table I-1:

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### CRITERION I: MISSION AND INTEGRITY

Table I-1: Four-year Averages (2006-2010) for Ethnic Percentage by Academic Unit

Four-Year Averages (2006-2010) for Ethnic Percentage by Academic Unit					
Self-reported Ethnicity	Baldwin City Campus	School of Professional and Graduate Studies	Graduate School of Education	School of Nursing	Overall
Asian	1%	2%	2%	<1%	1%
Black	8%	4%	11%	3%	8%
Hispanic	2%	2%	4%	2%	3%
Native American	1%	2%	2%	<1%	1%
Multiple races	3%	4%	1%	3%	2%
White	82%	84%	71%	84%	77%
Unknown	2%	2%	10%	7%	4%
Note: Changes in ethnic categorization impact four-year averages. Some columns may not total to 100%					

As a comparison, we examined the ethnic diversity of the communities that provide our student populations. In Table I-2, the diversity information for the states of Kansas and Missouri (which provide the majority of our students) is given, along with data from several of the key communities where our campuses are located (Note: Data in this table was obtained from City-Data.com and 2010 U.S. Census data).

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Table I-2: Ethnicity of Baker's Communities

Ethnicity of Baker's Communities							
Self-reported Ethnicity	Kansas	Missouri	Kansas City, MO	Lee's Summit, MO	Overland Park, KS	Topeka, KS	Wichita, KS
Asian	2.40%	1.60%	2.20%	1.90%	5.40%	1.00%	4.80%
Black	5.90%	11.60%	28.00%	6.50%	3.50%	10.80%	10.50%
Hispanic	10.50%	3.50%	9.90%	3.30%	4.60%	12.10%	13.30%
Native American	1.00%	0.50%	0.40%	0.20%	0.30%	0.90%	0.50%
Multiple races	3.00%	2.10%	2.50%	1.90%	2.20%	3.70%	2.80%
White	78.20%	81.00%	56.80%	85.70%	83.70%	71.30%	67.70%
Other			0.10%	0.10%	0.30%	0.20%	0.30%

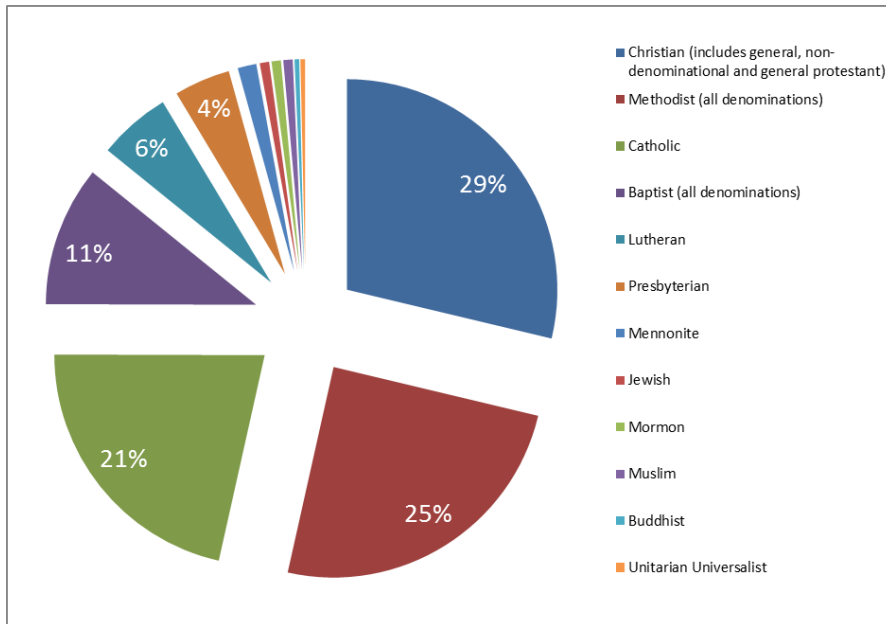
In comparing the ethnic diversity of our student population with that of these important communities, it is clear that, while the size of our minority ethnic population as a whole is similar to that of the states of Kansas and Missouri, it is not representative of every community that we serve. In particular, we note that the Hispanic population, which is growing rapidly in many of our communities, is not well represented at Baker.

In addition to ethnic diversity, Baker seeks to provide an environment that is welcoming to students of diverse religious backgrounds. As part of the Self-Study, a survey of religious affiliation was conducted on the Baldwin City campus in 2010. Over 500 students responded, providing a fair estimation of the religious diversity on that campus. The survey results indicated that our students represent more than 30 separate religious identities including both Christian and non-Christian (Jewish, Muslim and Buddhist) faiths. As shown in Figure I-1, after general Christian affiliation, the next largest groups of students identified themselves as Methodist or Catholic.

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Figure I-1: Religious Affiliation of Students



The size of the Catholic population suggested a need for student support with respect to the Catholic faith. In response to this finding, the University Minister has worked with the local Catholic priest to organize a weekly Mass at Baker's Osborne Chapel to better serve this group of students.

#### Faculty, Staff, and Board Diversity

Baker's attempts to attract a more diverse student body is linked with, or perhaps limited by, the number of faculty with diverse backgrounds. Based on November 2010 IPEDS data, of the 61 employees categorized as full-time faculty members (teaching more than 12 hours annually), two individuals (3 %) identify themselves with an ethnicity other than white. This figure has been largely consistent over the last five years ranging from 3% to 5% of the full-time faculty. Additional information about faculty diversity at each of the academic units is provided in the institutional snapshot. Among our 419 part-time faculty members, 37 (or 9%) have indicated an ethnic background other than white.

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The diversity of part-time faculty is typically more variable than that of the full-time faculty. For example, the School of Education hired 27 additional part-time faculty members for the 2011-2012 academic year, 5 of which were ethnic minorities. The staff levels of ethnic diversity are somewhat similar to that of faculty levels with 9 of the 216 full-time staff (4%) and 5 of the 69 (7%) part-time staff members identifying an ethnic background other than white. Overall, including full and part-time faculty and staff, about 6% of Baker employees indicate some specific ethnicity.

Another important area to consider is the diversity of the Board of Trustees. Although the Board is not ethnically diverse (only one current member is a person of color), there is a diversity of perspectives among the Board members. Board members represent a variety of professions (academic leaders, business owners, medical professionals, members of the clergy), and come from all over the United States. In this way, the Board members bring unique perspectives that enrich the decision-making process. Despite this valuable diversity of perspectives, the gender and ethnic diversity of the Board remains a challenge for the University. The Board members are predominantly white and about one-fifth of the Board members are women (including the immediate past Board chair). We continue to seek ways to increase the diversity of the Board.

#### Engaging Diversity

In addition to examining the diversity of members of our educational community, it is important to examine the practices and programs that have been developed to support diversity at Baker.

On the Baldwin City campus, the majority of diversity activities are managed by the Office of Multicultural Affairs, which is staffed by a full-time director. The Office oversees a variety of diversity-related programming, often directly connected to cultural



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heritage or history months. The Director of Multicultural Affairs chairs a campus diversity committee that includes faculty and student representatives. The committee works with student groups and the Office of Multicultural Affairs to provide important contributions to the experience of diversity at Baker. Mungano is one student organization which specifically addresses awareness of diversity within the student body. This group, working with the Office of Multicultural Affairs, sponsors many specific events and initiatives including multicultural affairs receptions, cultural heritage month dinners, exhibits, forums and guest speakers (In 2010-11, for example, Founder's Week/Black History Month guest speaker Jamel Adams of Brandeis University, Martin Luther King, Jr. Day guest speaker Melvin Jenkins). The Gay-Straight Alliance (GSA), established in 2007-2008, is another student group that seeks to create an environment at Baker that supports diversity in sexual orientation. GSA has worked with faculty and staff to develop a "safe space" program for students who feel that they are being discriminated against because of their sexual orientation. To date, more than 60 faculty, staff and community members have gone through Safe Space training and designated their offices as safe spaces as part of this program.

The School of Education offers practicum experiences for their students that expose them to a more diverse student population. At both the graduate and undergraduate level, students are required to engage in practicum experiences in an urban school setting with a diverse population. These experiences also include specific assignments that focus the students' learning on matters of diversity. The School has also adopted a comprehensive diversity plan that identifies the following goals:

1. To design and implement a curriculum in every program that ensures each SOE candidate engages in multiple diversity topics and experiences.
2. To increase and retain the number of under-represented candidate populations in all SOE programs.

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3. To establish formal Professional Development School relationships with diverse PreK-16 schools and organizations.
4. To increase the number of diverse SOE staff and faculty.
5. To monitor progress on and make revisions to the SOE Diversity Plan.

Similarly, the Nurses for Cultural Awareness Club at the School of Nursing promotes awareness of diversity within the student and faculty body. The club welcomes all students with an interest in expanding or enhancing their cultural competency. It allows exploration of various cultures, values, and belief systems. One ongoing club project involves fundraising for a clinic in Kenya. Nursing students also have the opportunity to experience diversity through their service learning clinic work. These clinics offer students culturally diverse learning opportunities with people of various ages, ethnic, racial, religious, and socioeconomic backgrounds as well as homeless and other underserved populations.

At the School of Professional and Graduate Studies, the ABIDE (“**A** Baker Inclusion, **D**iversity, and **E**quality”) committee was formed in 2009. This group works to foster Baker’s commitment to diversity in three important ways:

- To promote sensitivity—internally and externally—in how we relate to others and through the language we use
- To honor Baker’s heritage of social justice, open-mindedness, and Kansas history
- To increase the diversity of the Baker/SPGS community by actively linking with people of diverse backgrounds to recruit faculty, students, staff

The committee’s initiatives include sponsoring guest speakers to talk about diversity, lunchtime discussion groups, networking/outreach with a variety of social groups, community service initiatives, and a bi-monthly newsletter to promote awareness of public events (see examples of the ABIDE diversity newsletter in the Resource Room).

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Although these initiatives developed independently, they are working toward a common goal of increasing awareness and understanding of diversity issues. In an effort to bring a broader organization to the diversity efforts at Baker, a Diversity Initiative Committee, chaired by the Director of Multicultural Affairs, meets to address University-wide diversity issues. The group is made up of 12 members, representing faculty, staff and students from each academic unit. This committee has a multi-point charge including increasing exposure to diversity through Baker's curriculum, increasing the diversity of Baker's faculty and student bodies, increasing the visibility of diversity issues at the University, and leading efforts to develop unit-based diversity plans.

#### **Core Component I c: Understanding of and support for the mission pervade Baker University.**

Baker University recognizes that our mission serves as the foundation for all decisions relating to curriculum, finances, and the day-to-day operations of the University. The Mission and Core Values are important documents that guide the process of strategic planning, inform our communications with external constituents, and direct our investment of human and financial resources. However, the active support for mission is most evident in the focus on students and student learning that characterizes our institution and our people.

The revision of the University mission statement in 2006 was an inclusive process that involved forums and discussions among many groups of individuals on our campuses. Faculty, staff, trustees and administrators had discussions about our values and goals and that information was synthesized into a mission document that was widely circulated for comment. As a result of this process, the mission, vision and values documents are a

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### CRITERION I: MISSION AND INTEGRITY

reflection of practices at Baker. They reveal the passion, commitment, and caring that we show to our students and to the process of student learning.

The mission is evident in the stories that we tell about our students and their accomplishments. It is evident in the close connections between faculty and students, and in the high expectations that faculty have for student achievement. Our mission and values can be seen in the pride that the faculty at the School of Nursing show during the pinning ceremony for new nurses, knowing that they have helped those students to be successful and caring members of an important profession of service. The mission is seen in the hours of work of the doctoral advisors at the School of Education as they prepare their charges for successful defense of their dissertations (formerly clinical research projects). The values of excellence and connection are evident in the faculty at the College of Arts and Sciences as they work individually with students on research projects, artwork and performances that are showcased in our annual student symposium. It is the mission in action in the dedication of the faculty at the School of Professional and Graduate Studies who drop by to visit cohorts of students they have had in classes just to see how their students are progressing through the program.

A prime example of the role of Baker's mission as a guide for action is found in the BAKER 2012 planning process. In Fall 2010, following two years of financial crisis that included layoffs, pay cuts and severe budget cuts, the President introduced the BAKER 2012 AND BEYOND planning process (as detailed in Criterion 2). One goal of the initial phase of the process was to re-commit the energy of the University to our mission and our future. In the BAKER 2012 process, a number of task force groups were established to develop growth and improvement projects in a variety of areas. Discussions in the "Key Focus: Serving our Students" task force (one of five such groups) resulted in a new emphasis on staff development to improve customer service

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for students across the University. In a sense, this process re-committed the community to our mission of student learning and development.

The Baker mission, vision and values also serve as the foundation for our continuing efforts in strategic planning. These documents grace nearly every PowerPoint presentation to the Board of Trustees, and are made available as a reference for every brainstorming session involving planning for the future. As we discuss in Criterion 2, Baker is currently engaged in a strategic planning process that will re-define our direction and take us to the next level of excellence.

One important initiative that reflects the issues surrounding institutional mission is the ongoing development of a singular institutional identity referred to as “One Baker.” As Baker has grown from a small, liberal-arts college to an institution with four units with diverse academic programs and student populations, it has often struggled with the idea of a common identity and purpose. The “One Baker” initiative, instituted by President Long, seeks to find ways of unifying the four academic units and reflecting their common purpose, as well as finding appropriate opportunities to restructure administrative positions in ways that serve the whole institution (e.g., moving to a University-wide Registrar).

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### CRITERION I: MISSION AND INTEGRITY

#### **Core Component 1d:**

**Baker University's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.**

Baker has a history and culture that emphasize a strong system of shared governance. Academic and curricular matters are primarily governed by the faculty, while the other functions of the University are overseen by administrative staff through systems and processes that stem from a shared leadership model. The University is ultimately governed by an independent Board of Trustees that exerts final authority over planning and budgeting, promotion and tenure, changes to the University constitution and faculty handbooks, and the selection and evaluation of the University president.

#### Board of Trustees: Membership and Processes

The Board of Trustees is made up of 32 members who are nominated by the University President and elected by Board members to four-year staggered terms (renewable for a second term). According to the by-laws of the Board, at least four members must be clergy. In this way Board membership acknowledges the importance of faith in our core values and remains true to our United Methodist heritage. The Trustees are divided across 14 committees (see [Appendix A-4](#)), each of which represents a critical aspect of the fulfillment of the University mission. All Board committees include a Baker administrator who helps organize agendas for meetings and facilitates discussions as needed. Most committees also include other Baker representatives as appropriate (e.g., The Dean of Students serves on the Enrollment Management/Student Affairs Committee; the Academic Deans serve on the Education Committee, etc.). Beginning in 2009, to provide more opportunities for input between Trustees and Baker administrators and faculty, each of the Board committees agreed to meet at least once between the formal meetings of the whole.

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The Board meets as a whole three times a year in October, February, and May. In order to engage Board members more directly in the fulfillment of the institutional mission, these meetings have separate focuses that address different aspects of the institution. At the October meeting a focus on planning, including facilities planning and strategic planning, allows the Board to concentrate directly on the future of the institution. The October or February meeting also includes a retreat to provide more time for rich discussion and Trustee involvement with planning. The February meeting provides a focus on faculty and curriculum. The Board has been given opportunities in the past to visit classrooms and hear from talented faculty or to discuss planned changes to the core curriculum. At this meeting, members also have the opportunity to discuss and vote on promotion and tenure candidates. The May meeting gives the Trustees an opportunity to focus on students and student learning. Board members are invited to eat lunch in the cafeteria with students, and student accomplishments are highlighted. An outgrowth of this meeting has been the establishment of the Baker Undergraduate Scholars' Symposium (initiated in 2009) that showcases student research, performance, and art in a day-long conference. The symposium is scheduled near the date of the May Board meeting so that out-of-town Trustees may attend.

#### University Leadership and Communication

Dr. Patricia (Pat) Long, 28th President and CEO of Baker University, is strongly committed to collaborative leadership, and has established a variety of structures that are designed to improve communication and community input into the decision-making process.

The President's primary consulting group, the Executive Cabinet includes those officers who report directly to the President. These include the Academic Deans (who carry the additional title of Vice-President), the Chief Operating Officer, the Vice President

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for Advancement, the Vice President for Enrollment Management and Student Affairs, the Vice President for Information Technology and SPGS Operations, the Vice President for Endowment and Planned Giving, and the Special Assistant to the President for Planning and Accreditation. (See Figure 1-2 for more detail on the organizational structure of the University administration). The Executive Cabinet serves as a budget and planning committee, engages in critical policy decisions, and provides advice and counsel to the President.

In addition to the Executive Cabinet, the President also leads a group known as the Administrative Cabinet, which convenes once per month. The Administrative Cabinet consists of Executive Cabinet members and key University leaders who report directly to those individuals. It is a body of approximately 45 individuals carrying the title of Director and above. The Administrative Cabinet provides additional input to the President on matters first discussed at Executive Cabinet such as budgeting and strategic planning. The Administrative Cabinet was expanded from 13 members to more than 40 in Fall 2010, with the intent of bringing a broader perspective to University decisions and to improve communication throughout the institution.

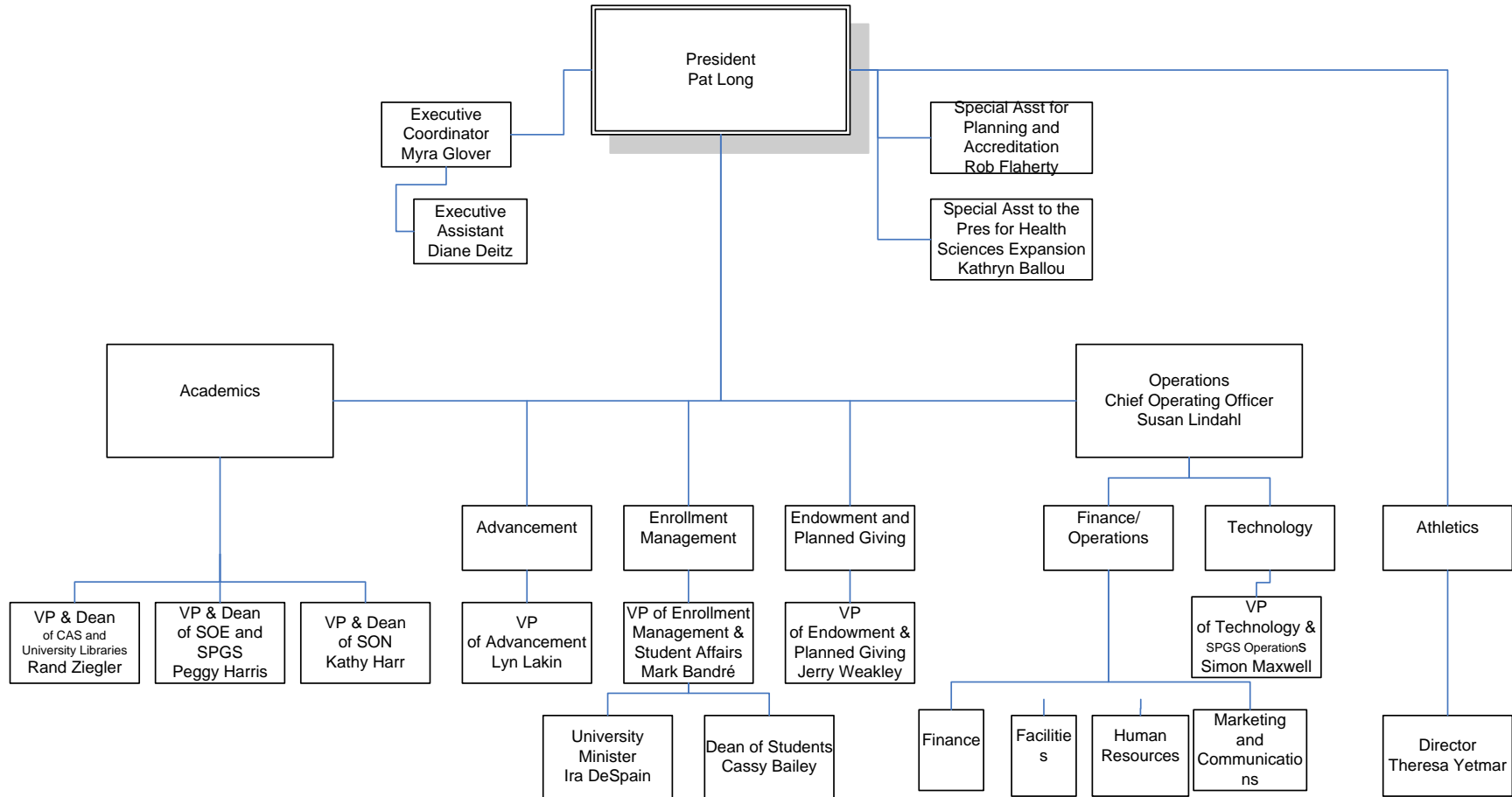
A third group of individuals, the University Cabinet, was constructed in 2008. The University Cabinet has an open membership that includes faculty, staff, students, and interested community members who wish to participate. In total, this group is made up of approximately 75 members and serves to provide another broad perspective for reviewing drafts of initiatives and policies. University Cabinet typically meets once a semester.



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Figure I-2 Baker University Administration Org Chart



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In addition to these formal structures, the President provides additional opportunities for faculty and staff to interact with her directly in order to facilitate institutional communication. One such venue, referred to as “Coffee and Conversation,” was instituted by President Long at the beginning of her presidency, and consists of a series of scheduled opportunities throughout the semester for informal discussion with the President. These gatherings are held in various locations (e.g., maintenance, student union, Overland Park campus, School of Nursing campus) to enable staff members to attend in their own work areas and campuses. Coffee and Conversation meetings were held less frequently during the financial crisis, but were re-initiated in Fall 2010. In Fall 2010, the President’s Office also organized informal meetings with small groups of faculty, allowing the opportunity for candid discussion of faculty issues.

During the financial crisis of 2009-2010, which included reductions in staff and faculty positions, communication across the University was seriously impaired. In Fall 2010, a faculty survey conducted on the Baldwin City campus indicated that over 70% of the faculty perceived poor communication between the administration and the faculty. In response to these perceptions, and in recognition of the consequences to morale left by the crisis, President Long made a public commitment in her State of the University address to make improved communication a top priority for the 2010-2011 academic year.

#### Evaluation and Review of Processes

In 2008, as previously stated, the University hired Mr. Jack Bowerman to provide a review of our administrative structures. In conjunction with Dr. Susan Lindahl, the current COO, Mr. Bowerman conducted a thorough review of all administrative functions at Baker. During this process, he conducted in-depth interviews with staff and administrators, and provided a final report to the Administrative Cabinet. The report

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indicated several redundancies in positions across the various campuses of the University, and made suggestions for improving efficiencies in the administrative structure. This administrative review process occurred immediately prior to the serious financial challenge that required reductions in staffing, and served in part as a guide for the elimination and consolidation of specific positions in an effort to reduce administrative overhead.

#### Academic Governance

The academic legislative structure of the university is governed by the Baker University Faculty Constitution and Bylaws (available in the Resource Room), which stipulates the governing bodies and their responsibilities for each of the four academic units. The coordinating governing body for the entire institution is the University Academic Council (UAC), which is composed of 13 faculty members and the academic deans. Each School or College has a primary governing body with associated standing committees. The governing bodies for CAS, SON and SPGS are Faculty Senates, while SOE refers to its governing body as the Professional Education Council (PEC). While each body has strong faculty representation, the unique aspects of each school have led to some differences in composition and leadership. For example, at SPGS, the Dean serves as the chair of the senate that includes faculty and administrators, while at SON, the senate is a body of the whole, chaired by the assistant dean. At SOE, the PEC is co-chaired by the undergraduate and graduate program chairs. The CAS faculty senate has a more traditional structure with the Dean as the only administrator and a faculty member serving as chair.

The process for academic legislation is consistent throughout the four schools. Standing committees make recommendations regarding curriculum and academic policy changes to their appropriate governing bodies. The senates (or PEC) forward recommendations

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regarding new programs, admission or graduation requirements, constitutional amendments and catalog or faculty handbook changes to the University Academic Council (UAC). Following approval by the UAC, recommendations are then forwarded to the Board of Trustees for final approval.

Baker's four academic units are administered by three deans: the Vice President and Dean of the College of Arts and Sciences, the Vice President and Dean of the School of Nursing, and the Vice President and Dean of the School of Education and the School of Professional and Graduate Studies. In 2007, the University hired a Provost to serve as the Chief Academic Officer for the University. However, the position of Provost was eliminated in 2009 as a part of cost reduction initiatives in response to the financial crisis. Since that time, the Deans have reported directly to the President, provided oversight for their academic units and operated as equal partners in matters that concern the University as a whole.

With the departure of the Provost, the Deans divided the responsibilities of the Provost position. For example, the Dean of the School of Nursing assumed the role as chair of the University Academic Council, the Dean of the School of Education and the School of Professional and Graduate Studies provided coordination for the academic components of the strategic planning initiative (BAKER 2012), and the Dean of the College of Arts and Sciences was identified as the Chief Academic Officer for communications with HLC. The deans meet monthly as the "Deans Council" to share information about their units, distribute information received at state, regional and national meetings or conferences attended, and to discuss issues that have broader, cross-unit impact. In addition to scheduled, bi-monthly, one-on-one meetings with the president, the deans also communicate regularly with the chief operating officer on budget, facilitates and operational issues.

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#### **Core Component Ie: Baker upholds and protects its integrity.**

Baker's integrity is manifested in multiple ways. As an institution, we strive to follow best practices in terms of our obligations to our constituencies. The University operates with legal and fiscal integrity, and supports clear statements of policy and practices that are transparent to our stakeholders. In addition, the University operates in a manner that is mindful of the values and principles that guide our community. We seek to model the values we wish to instill in our students through policy choices and the support of individual and institutional actions that reflect well on the character of the University.

With respect to our legal obligations, Baker maintains compliance with state and federal statutes (as detailed in Appendix B-2). Baker ensures the delivery of appropriate training for personnel in maintaining compliance with these statutes. For example, FERPA guidelines are published in the catalogs and training is provided to all faculty. FERPA policies are also discussed with potential students and parents to ensure a clear understanding of the implications for communication between faculty and parents.

Our fiscal integrity is ensured by the Board of Trustees, which receives regular reports on financial ratios in addition to more comprehensive reports quarterly. An active finance committee of the Board consults regularly with the President. All Board members are required to complete and sign a conflict of interest statement, ensuring the integrity of their oversight of Baker's financial processes. In addition, the University's financial statements are audited on an annual basis by BKD, LLP.

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Baker maintains clear policies for students which are documented in catalogs and student handbooks. Academic appeals are handled within the governance process for each unit. For example, most appeals begin with committee consideration: the Academic Standards and Enrollment Management committee at CAS and undergraduate SOE, the Faculty-Student Grievance committee for graduate programs at SOE, the Student Affairs committee at SON and the Academic Grievance committee at SPGS. Student conduct issues for residential students are handled through a judicial board which is organized by the Student Affairs office.

Faculty and staff policies and processes are similarly documented in faculty and staff handbooks. Faculty handbooks are subject to amendment only through the faculty governance process with final approval by the Board of Trustees.

The University has established a variety of policies and procedures that help to ensure the integrity of the institution and its actors. For example, the University maintains an Institutional Review Board (IRB), which governs all research projects conducted using human or animal subjects. The charter for this board appears as an appendix in the Faculty Handbooks of both the College of Arts and Sciences and the School of Education (the handbooks are available in the Resource Room). The IRB plays an integral role in the approval of dissertations (formerly referred to as clinical research projects) as part of the School of Education's doctoral program. The University also has established clear statements regarding intellectual property and regarding the appropriate use of copyrighted materials. Both of these policies were created by groups of faculty and administrators working together.

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In addition to specific policies and processes, Baker demonstrates its integrity through its daily actions. Among the many examples that demonstrate the values of the institution are the following:

- Consistent with its heritage, and with its commitment to open inquiry with respect to faith, the University holds a non-denominational chapel service on the Baldwin City campus every Thursday at 11:00 am. Although chapel attendance is not required, the CAS campus schedule is designed to allow all members of the community to attend the service if they so choose. New equipment purchases will also allow access to taped chapel services on Baker's YouTube channel.
- Related to its values of social responsibility, Baker conducted an environmental review in 2009 which included peers from similar institutions on the review panel. The review was conducted in accordance with standards and recommendations developed by the Environmental Protection Agency. Baker has since accomplished all recommendations relating to chemical storage, fuel storage, ventilation, etc. (The review documents are available in the Resource Room.)
- Baker maintains active recycling on all campuses (including a student-staffed program on the Baldwin City campus). In addition, all administrative units are encouraged to "go green" and utilize electronic technology as much as possible to distribute information.
- The Athletics program in Baldwin City is involved in the NAIA Champions of Character program which emphasizes five core values – sportsmanship, respect, responsibility, integrity, and servant leadership. Athletes, fans and institutional representatives are encouraged to demonstrate these values on and off of the playing field.
- The Athletics program maintains an active drug testing program which acts as an intervention and educational program to help maintain the safety and well-being

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- of our student-athletes. It also maintains University integrity by not supporting the presence of illegal drugs in our athletic programs.
- Efforts by the Office of Financial Aid to inform students about the importance of not defaulting on student loans have kept the default rate for Baker graduates below 3%.
  - Baker participates in an annual free health fair for the Baldwin City community (supported, in part, by Baker Nursing students). The Community Wellness Festival provides free screenings for blood pressure, posture check, body fat, bone density, hearing, lung volume and vision. A similar health fair is held at the Overland Park campus in conjunction with the University's health insurance partner.
  - Students at the School of Nursing participate in community health services by providing assistance at senior homes, hospital clinics, day care centers, children's health clinics, homeless shelters, wellness festivals and blood drives. These learning opportunities promote service to the community and are consistent with Baker's mission to inspire students to be contributors to society.
  - The Baker University Music Lab School provides a community connection between Baker music students who gain teaching experience while offering music lessons for children and adults in the Baldwin City area.
  - Baker participates and supports its communities by buying local products and services where possible, participating in active memberships with area Chamber of Commerce chapters, supporting local and regional news media outlets, and participating in cultural and educational leadership throughout the region's school districts.



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#### **Strengths and Challenges: Mission and Integrity**

##### Strengths

- Baker has a clear mission that emphasizes student learning, and values that reflect its affiliation with the United Methodist Church.
- Baker recognizes the importance of diversity to the experience of learning as demonstrated in academic unit mission statements and the President's focused vision.
- Baker promotes diversity experiences through co-curricular programming and student organizations.
- Baker has dedicated faculty and staff who are committed to student learning and development.
- Baker has a Board of Trustees that is actively engaged with the University.
- Baker follows federal and local laws and provides students, faculty and staff with clear policies that support the integrity of the institution.

##### Challenges

- The "One Baker" initiative seeks to better integrate the traditional mission of the residential College with that of a comprehensive institution that provides professional and adult higher education. As an institution, Baker continues to struggle with the cultural challenges of embracing a single institutional identity. Some of the specific challenges include:
  - Improving processes for university-wide communication
  - Increasing cross-school knowledge, communication and understanding
- The Provost/Chief Academic Officer position provided the highest level of academic focus across the university and allowed the President more concentrated time for fundraising and visioning for the future. The challenge

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- here is to ensure that the most effective administrative and academic leadership structure is in place for the University.
- As the institution embraces education in a global society, the experience of diversity is an important aspect of the educational experience. In many ways, providing experience with diverse cultures and peoples is a challenge for Baker. Specific aspects of that challenge include:
    - Recruiting of under-represented populations (students, faculty and staff)
    - Retention of minority students
    - Recruiting Board members that enhance the ethnic and gender diversity of the Board
    - Increased attention to experience with diversity as a curricular component on all campuses.

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#### ***Criterion 2: Preparing for the Future***

Baker University'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.

The past five years have brought a great deal of change to Baker University. Following the inauguration of President Pat Long, the new administrative leadership team initiated an examination of the University's mission and strategic direction that resulted in the development of revised mission documents and the establishment of a set of strategic goals and priorities. The University implemented a branding campaign, and began a thorough review of academic and administrative operations. An external consultant was contracted to examine the administrative structures and processes as part of an effort to identify efficiencies that might be used to fund strategic initiatives to enhance the quality of educational programs and physical resources for our students.

In 2008 and 2009, the development and implementation of a broad and innovative plan for the future of Baker was curtailed dramatically as the University experienced a significant shortfall of resources within the operating budget. Faculty and staff layoffs, salary and benefit reductions, and severe cuts in operational budgets were necessary in order to ensure the financial health of Baker. As a result, the developing planning process was slowed as President Long and the administrative leadership focused their energies into weathering the financial storm.

As the institution regained its financial balance, we began again to look toward the future. In Fall 2010, President Long introduced a new planning initiative, BAKER 2012 AND BEYOND. This initiative was designed to engage and refocus the community

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through the development of short term action plans to promote growth, financial stability and improvement in student services. These actions (see BAKER 2012 projects document in the Resource Room) were important in helping the Baker community regain a sense of hope for the future and in enabling broader discussions leading to the current strategic planning efforts.

In summary, the past five years at Baker involved a period of vision and innovation following the appointment of a new president in 2006 and 2007, a period of financial distress and adjustment from 2008-2010, and a renewed vision and focus on the future since July, 2010.

#### **Core Component 2a: Baker University realistically prepares for a future shaped by multiple societal and economic trends.**

##### Economic Trends

Realistically preparing for the future requires an understanding of existing economic conditions and trends and their impact on the University. The most salient aspect of the economic conditions that face Baker, like many private institutions, is the uncertainty regarding the impact of these factors on future enrollments. Although economic downturns can prove to be beneficial in some sectors of higher education (as individuals look to retrain for new markets), a significant portion of Baker's student population is directly affected by the economic fortunes of businesses and public school systems.

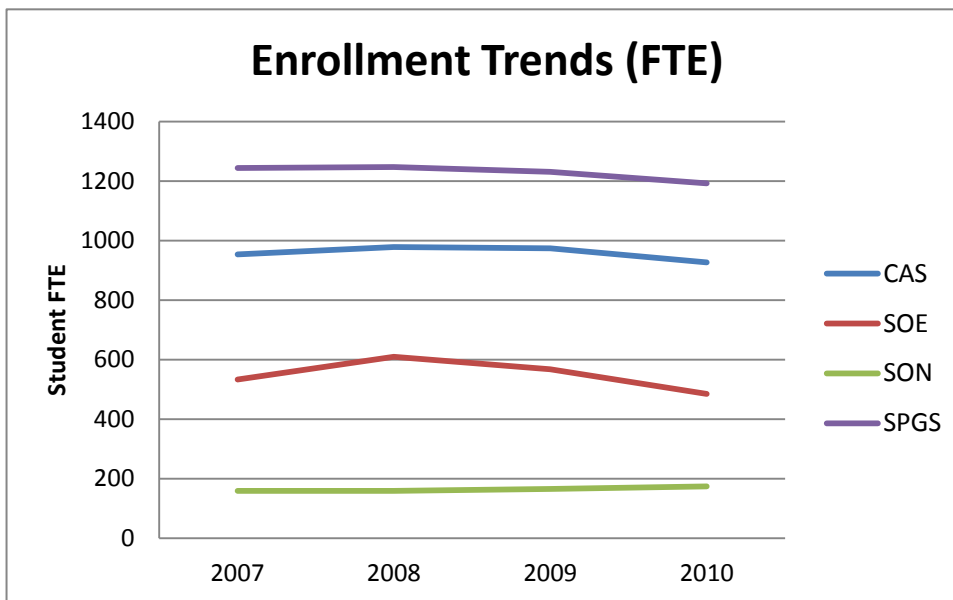
As a result of the economic recession and the subsequent slow recovery, employers cut costs in the area of tuition reimbursement for their employees. These changes contributed to declining enrollments at the School of Professional and Graduate Studies.

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Similarly, shrinking tax revenues forced school districts to look for opportunities to reduce their budgets. Beyond the impact of layoffs, teachers in the Midwest who were retained were often told that there would be no salary increases for additional educational experiences. These changes have negatively impacted enrollments at the School of Education. Economic uncertainty may also have influenced the choices of students and parents, leading them to become more conservative in their thinking about higher education expenses and to choose less expensive options – thus effecting enrollments at the College of Arts and Sciences. A comparison of enrollments from Fall 2007 through Fall 2010 (see Figure 2-1) shows the influence of these economic factors on enrollments since 2008 in each of these academic units (note: enrollment at the School of Nursing has increased from 155 to 171 since 2007).

Figure 2-1: Enrollment Trends



Current economic conditions are expected to continue to create an extremely challenging environment for enrollment growth for the foreseeable future. In response

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to these conditions, Baker has initiated efforts to promote growth as part of the BAKER 2012 AND BEYOND planning process.

At the College of Arts and Sciences, new strategies have been implemented to increase the effectiveness of recruiting traditional students. Some of these strategies include:

- A faculty-student mentor program for prospective students with high ACT scores.
- The institution of departmental scholarships.
- A revision of the strategy surrounding campus visits.
- Developing efforts to increase alumni involvement in recruiting.
- Increased use of technology and social media in recruiting.
- The renovation of Denious Hall to create a “one-stop-shop” for student services.
- The Mulvane Hall transformation will provide additional laboratory, classroom, faculty office and student spaces via the addition of a 9,000 square foot facility and renovation of existing space as designed by faculty.
- Plans are underway to open an Alumni Center in the Phi Mu Sorority which was closed by the national office in May of 2011.

All of these approaches are designed to create better engagement of prospective students and to improve the enrollment profile of the College. Typically, an 18 month cycle is required to fully implement and evaluate admissions strategies and changes in approach.

Also at the College of Arts and Sciences, the Business and Economics department has developed an Early Career MBA program (submitted for approval at HLC). This program targets recent college graduates and offers a unique set of experiences that will enable them to build practical business understanding while they earn their degrees.

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An additional opportunity for growth was provided with the approval of the Master of Science in Special Education (MSSE) program at the School of Education. This program was originally offered through the Midwest Associated College Consortium. When the partnership was dissolved in 2010, Baker sought to offer the licensure programs and the MSSE on its own.

Opportunities for growth in Health Science degrees and concentrations for working adults led to the creation of a new position of Consultant to the President for Health Sciences Expansion. In part, the duties of the position involve the exploration of opportunities related to the development of a Master of Science in Nursing degree with RN to BSN bridge and degree options. The new health science programs would be governed by, delivered from, and operated out of the Overland Park campus, and would serve the needs of the greater Kansas City region and rural areas.

The University also began to explore new markets and opportunities at the School of Professional and Graduate Studies. Working with partners at the Institute for Professional Development, Baker explored the needs of potential students in the areas surrounding Omaha, Nebraska. The University received approval from the Nebraska Board of Education in Spring 2010 and began to market its programs (initially focusing on online degree programs) to students in the Omaha area. In addition, an examination of markets already served by SPGS led to the development of a Masters degree program in Management Information Systems (MMIS). Following a change request denial from the Higher Learning Commission, the MMIS program is currently on hold. However, the program development efforts reflect Baker's recognition of opportunities to meet the needs of students in ways that are consistent with the University's mission.

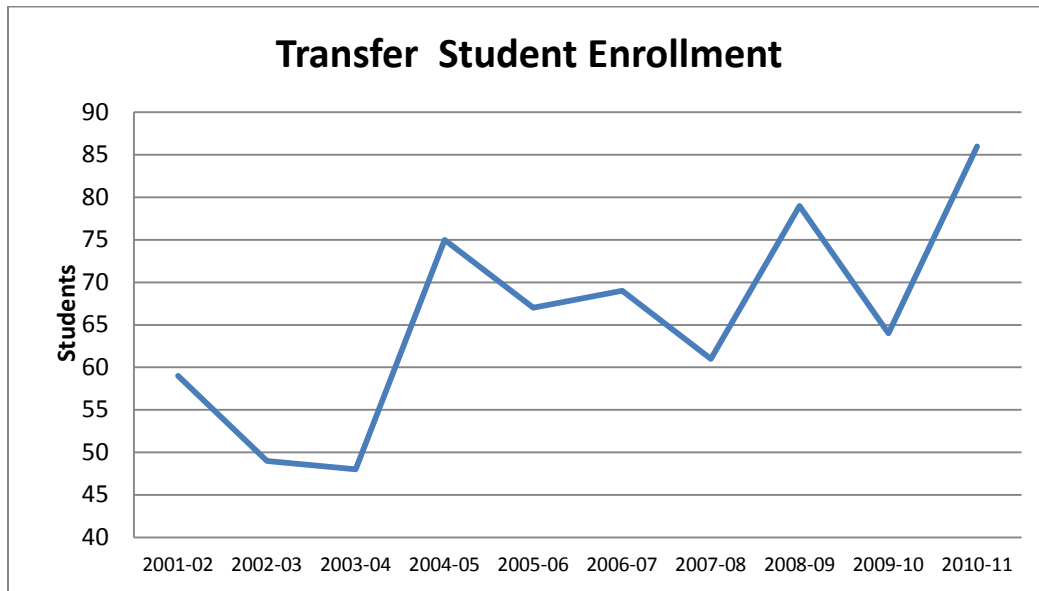
The realities of current economic conditions also highlight the growing importance of transfer students' enrollments at four-year institutions. The need for Baker to increase

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its efforts in the recruitment of transfer students was accentuated by input from the Board of Trustees during a strategic planning retreat in Fall 2010. Baker is currently reviewing its approach to the recruitment of transfer students and examining ways to improve the recruitment process for transfers. In general, transfer student enrollments make up a small percentage of the population at the College of Arts and Sciences; however, there is some evidence of a trend towards an increase in enrollments of transfer students (as shown in Figure 2-2).

Figure 2-2: Transfer Student Enrollment



Economic conditions and trends have also affected financial markets. As a result, Baker noted a significant drop in the market value of its endowment during 2008 and 2009. The volatility of the financial markets led the University administration to review the processes involved in the use of endowment funds in budget planning. At the initiation of the President and University Administration, the Board of Trustees approved a strategic change in the use of endowment funds. It was determined that the financial health of the University would be better served by an effort to rely more directly on

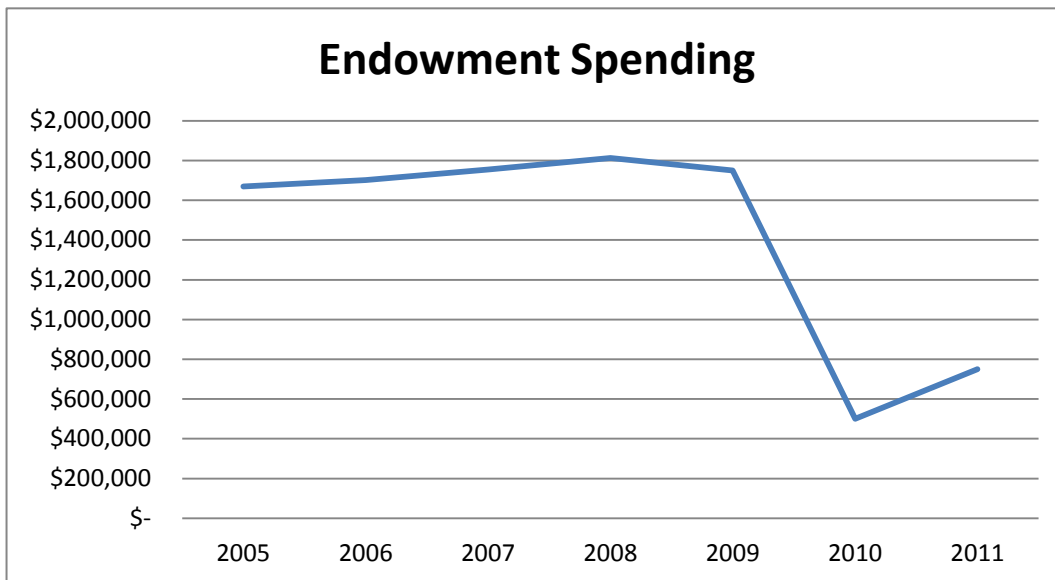


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revenues in developing the budget rather than drawing down the maximum from endowment gains each year. On an annual basis, the President (consulting with budget officers) recommends to the Board an amount to be drawn on the endowment that is consistent with a philosophy of an operating budget relying primarily on incoming revenues. This change not only provides greater opportunity for the endowment to recover from market volatility, it is a culture shift that requires the University to live more directly within its means. As shown in Figure 2-3, the endowment draw was dramatically reduced in 2010, and current planning provides a slight increase for 2011.

Figure 2-3: Endowment Spending



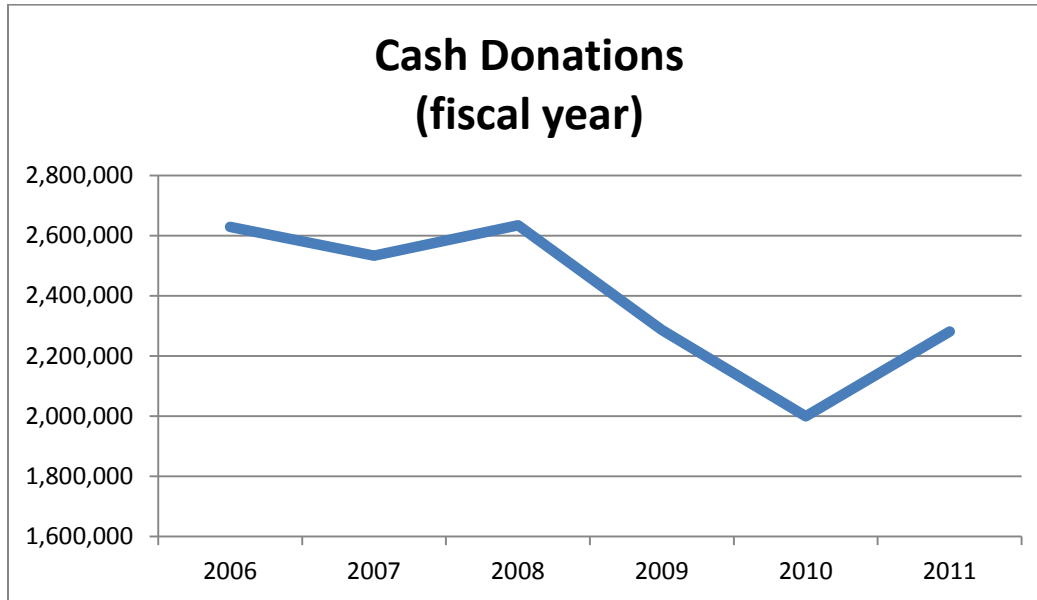
Another result of the economic environment of the last two years has been a decline in contributions from donors. Donors, experiencing the same challenges as colleges and universities regarding their investment portfolios, became more hesitant to make large donations to bricks and mortar projects. As reported in the financial statements, private gifts, grants and bequests dropped from a high of \$4,041,000 in fiscal year 2007 to a low of \$1,976,495 in 2010. Cash donations, however, show a less dramatic

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fluctuation, as well as an encouraging rebound in 2011. Figure 2-4 shows the impact of economic forces on strictly cash donations over the past five years.

Figure 2-4: Cash Donations



As shown, donations declined sharply during 2009 and 2010. One example of the impact of this trend was the major campaign to renovate the Mulvane science building on the Baldwin City campus and to build a major addition (a \$20 million campaign). In 2008 and 2009, the campaign for the science building lost significant momentum among the University's donor base. The renovation was scaled back and the floor plan for the addition to the building was significantly reduced. This revised plan capitalized on committed donors and was able to take advantage of some "donor recovery" in 2010-2011. The project was able to move forward, and there are plans to break ground on the addition to the science building in Fall 2011.

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#### Societal Trends

While economic conditions and trends deserve significant consideration in the planning process, there are dynamic changes and trends in society that can impact the nature of higher education. Identifying those changes requires a significant effort on the part of the University to educate its leaders and to engage with both internal and external voices. The following are examples of ways in which the University has explored the changing nature of society and its impact on higher education through development of its human resources or engagement with knowledgeable sources.

- The President purchased copies of “Crisis on Campus”, authored by Mark Taylor (copyright 2010) for all Executive Cabinet and Board of Trustee members. The book details the impact of the digital revolution, financial crisis and societal changes on higher education.
- In 2008 a panel of former University presidents, all with previous ties to Baker, were convened by President Long to offer suggestions and insight about future planning.
- The University supports professional development activities, allowing faculty, staff and administrators to be aware of recent trends in their areas of work or expertise (see Criteria 3 and 4).
- Since 2007, the ad hoc Committee on Methodist Archives which includes members of the East and West Conferences of the United Methodist Church in Kansas has met to clarify future directions relating to library collection processes and materials.
- The College of Arts and Sciences, as part of the development of the Liberal Studies Program, educated its faculty about changes in the needs of students and new ways of teaching effectively to those students through a variety of means including the following:
  - Faculty dinner discussions about “Greater Expectations: A New Vision for Learning as a Nation Goes to College (published by AAC&U, 2002)

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- Purchase of copies of the book “Teaching with Your Mouth Shut” (Finkel,D., 2000) for all interested faculty
  - Presentations at faculty in-service workshops by external authorities on Millennial Students and Changing Pedagogy
- Founders Day speaker Carol Geary-Schneider (President of AAC&U)
- In 2007 and 2008, representatives of Missouri school districts were assembled and information was solicited regarding School of Education degree programs and continuing education offerings.
- SOE Continuing Education Advisory Council was created and convenes biannually to stay abreast of economic trends and professional development needs in the field of K-12 education.
- SOE Directors attend the Kansas Curricular Leaders Meetings every quarter. This meeting is chaired by the Kansas Commissioner of Education and provides the forum to discuss curricular, assessment, and regulatory issues in the field of K-12 education.
- The Cooperative Partner Liaison Committee meets annually to provide feedback to the School of Education regarding professional development needs and opportunities.
- At the School of Nursing, faculty and administrators are especially interested in trends in health care and nursing education. For example, the curriculum was recently revised to ensure that students understand the implications of genetics and genomics in healthcare. The SON program manager was selected as a "Champion" and participated in a yearlong program on this topic through the National Institutes of Health.
- The School of Professional and Graduate Studies periodically conducts focus groups with students and area business leaders. In 2008 SPGS hosted a breakfast meeting with business leaders to discuss workforce qualifications and skills.

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- In 2010 SPGS held a staff retreat reviewing internal systems related to satisfying student needs and expectations. The resulting information links closely with changing societal trends.

The changing nature of society provides a variety of factors to consider in planning and preparing for the future. The following examples indicate ways in which these changes have impacted decisions in budgeting, student services and academics in order to position Baker University more effectively to meet the challenges of a changing world.

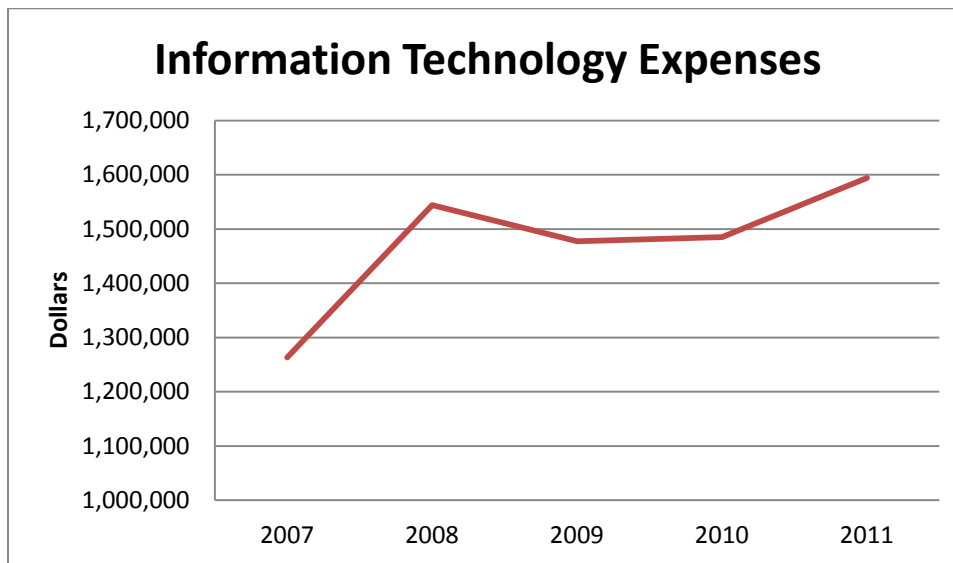
- Because of the rising importance of internet-enabled communication and the ever expanding online availability of complex media and information sources, it is critical that Baker maintains consistent and effective internet accessibility for our students. To facilitate this level of service, Information Technology (IT) has budgeted for essential resources that best enable the educational mission of the institution. Examples of technology infrastructure initiatives (completed and ongoing) are listed here:
  - The University has contracted with an external vendor to provide 24/7 technology helpdesk resources related to the learning management system.
  - IT provides continuing evaluation and upgrades to ensure a secure network infrastructure.
  - IT conducts regular reviews of internet traffic on the network and has utilized budgeted funds to expand internet bandwidth on multiple occasions.
  - Wireless internet access has been established for all University buildings on all campuses.
  - The University is working with an external vendor to develop mobile access to libraries, student portals and learning management systems.

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Figure 2-5 demonstrates a general growth in technology spending since 2007. Although the financial crisis halted spending growth in fiscal years 2009 and 2010, technology spending increased by more than \$100,000 in 2011.

Figure 2-5: Information Technology Expenses



- Several tragic events have occurred on higher education campuses in recent years and reflect a disturbing trend in American society. These events have underscored the need for higher education administrators to be able to communicate quickly and effectively with large groups of individuals to ensure the safety of those constituents. Therefore, in 2008, Baker reviewed our communication processes in emergencies and committed to the purchase of a software system that can effectively communicate by text, e-mail, phone, and website to our faculty, staff, students, and parents within two minutes of an event. The system is organized by campus. Students on the Baldwin City campus as well as faculty and staff are encouraged to enroll in the “B-Alert” system as they return to Baker each Fall. For those programs that work with

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- adult students on a continuous enrollment cycle, students are encouraged to enroll periodically throughout the year.
- The increase in the use of social networking sites, text messaging, and other forms of electronic media among students (particularly among the traditionally-aged students) suggests that many of our methods of communicating with prospective students are outdated. In response, new changes in Marketing and Admissions have altered the traditional communication channels to include Facebook, YouTube, text messaging and other current media approaches. A new software program (Talisma) for Admissions was installed in Spring 2011. This new software has better connection to electronic communication modes and can facilitate better student tracking in the recruiting process.
  - It is clear that the world in which we live is more connected than ever before. In order to meet our mission goals of creating responsible contributors to society, Baker must ensure that a global perspective is imbedded in our curriculum offerings. In her State-of-the-University address in Fall 2010, President Long reaffirmed the importance of international and global perspectives as she introduced a “focused vision” as part of the initiation of the BAKER 2012 AND BEYOND planning process. On the College of Arts and Sciences’ campus, the Liberal Studies program has clearly embraced the importance of global perspectives as indicated by learning goals focused on understanding similarities and differences among people, and on understanding social, political and cultural systems. In fact, one component of the Liberal Studies program plan under discussion is a required international travel experience for all CAS students.
  - Many fields such as the biosciences and technology are employing individuals representing multiple disciplines. Predictably, curricula in higher education are more fully embracing courses of an interdisciplinary nature. Baker is anticipating and planning for more progress in this area in two distinct fashions. First, the

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- new Liberal Studies model is built on an interdisciplinary approach. Core courses in the program are taught using interdisciplinary approaches focusing on science, history, sociology, economics, and fine arts (to name but a few of the disciplines represented). As a way of underscoring the connections between disciplines, the departments of the College of Arts and Sciences are organizing into affiliations that support these interdisciplinary connections. One of the first examples of this reorganization took place in 2010 when the disciplines of Communication, History, Religion, and Sociology linked to become the Department of History, Culture and Society.
- Adult students' demands for convenient access to education and technology have also permeated through the School of Education. In response a technological platform is now utilized for the collection of all portfolios in the MSSL and MAEd programs and an online Master of Arts in Education was launched in 2011. Additionally, a concentration in Online Teaching and Learning was launched in Fall 2011. An increased focus on technology has been infused in the MAEd curriculum as well through the development of new elective courses that address hot topics in K-12 education. For example, Google Tools for Educators, The Connected Educator, and Podcasting in the Classroom were developed to help teachers better meet the needs of their technologically-savvy students.
  - The interest in nursing has been influenced by the recession, a projected nursing shortage, and a national advertising campaign. Nursing school enrollments began an upward trajectory starting in 2001, which peaked in 2003 and has continued to show more modest increases as schools reached capacity. Though the immediate needs have been met in many markets, predictions continue to be that there will be a shortage of nurses in the next decade as population demographics trend towards an older population. Like many others, the School of Nursing experienced steady growth from 100 students enrolled in the Fall of 2001 to 171 in 2010. However, the job market for new nurses is tighter than it



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- was two years ago, and the School is watching that trend to determine the possible impact on applications and enrollments.
- The increased demand for convenient access to education, combined with an improved understanding of the effectiveness of online teaching has encouraged Baker to provide increasing opportunities for students to engage in coursework in an online format. Baker provides a consistent platform for online courses utilizing Moodle, an open source course management system, and provides online faculty development modules as well as direct support. The majority of online courses are offered through the School of Professional and Graduate Studies and the School of Education (both of which offer complete online degree programs). The College of Arts and Sciences maintains a traditional classroom approach during the academic year, but, it has begun to offer online summer courses with increasing enrollments since 2008.
  - Serving adult learners in a highly technological world, the School of Professional and Graduate Studies recognized the shift in adult learning needs and responded with the development of the FlexMBA. The FlexMBA featured a blend of face-to-face and online coursework. While the model served some adult students well, it did not meet the needs of those who were transferred from one work location to another, changed jobs, or were called to military duty during their programs. Many adult learners needed the ability to access coursework anywhere and anytime. In response, SPGS developed the fully online MBA. This was followed with the online degree programs for the AAB, BBA, BBL, BBIS, and MLA. A new position in the Department of Instruction and Curriculum, the Online Resources Coordinator, was established to serve these degree programs.

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#### **Core Component 2b:**

**Baker University's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.**

#### Recent Financial History

The 2007 Focused Visit Report noted growth in total enrollment resulting in a strengthening financial position during the period subsequent to the 2002 HLC Report. Total enrollment peaked in 2008 and has since declined at all units except the School of Nursing. Concurrent with the financial crisis in the broader economy in 2008, serious financial concerns at Baker began to surface. Deficiencies in financial reporting systems resulted in portraying an inaccurate financial picture which, coupled with unanticipated operating spending and investment losses and a decline in donor gifts combined to create significant decreases in net assets during 2008 and 2009. Unmet operating expenses were financed with rapidly expanding short-term debt. Investigation into the causes for the financial situation identified the following contributing factors:

1. Although the University's audited financial statements had reported increases in net assets on the Statement of Activities for a number of years, analysis revealed that, in reality, unrestricted operating revenue had not exceeded expenses in nearly 10 years. During these years operating deficits had been masked by unrealized gains on investments and net assets released from restrictions for capital projects.
2. An aging financial reporting/budgeting system with limited financial reporting capacity masked the serious nature of the operating results and did not provide budget information to administrative leaders in sufficient detail or on a timely basis to allow effective management of financial operations. These problems were compounded by start-up problems related to the purchase and installation of a new and untested financial software module combined with a new leadership team possessing limited experience working with Baker's existing financial reporting systems. With implementation and training completed, the current

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system is transparent and provides level of detail that facilitates informed decision making.

3. Based on an incomplete understanding of the University's financial condition, and following two years of enrollment growth, aggressive revenue, expense, and capital spending budgets were established in fiscal 2008 and 2009 that were subsequently found to be unsustainable.

The seriousness of the University's financial situation was highlighted by debt covenant requirements related to debt issued in Fall 2007 to finance a new student living learning center and other campus improvements. For the year ending December 31, 2008, the University did not meet the rate covenant and was required by the loan agreement to retain a consultant to make recommendations regarding rates, fees, charges, and operations to improve the University's financial position.

The University's financial situation was further impacted by the extreme tightening of credit markets during the economic crisis. In this environment, few lenders were willing to provide access to the short-term credit on which Baker was relying to fund operating deficits.

Beginning in 2009, the University began to analyze its financial statements with a focus on revenue and expense for each School. Instead of focusing on net income, net assets released for construction projects, as well as realized and unrealized gains (losses) were removed from net income in order to view the operational bottom line without numbers that could inflate the Statement of Activities. As illustrated in Figure 2-6 below, analysis of the financial statements showed that, from 2003 through 2009, Baker University was operating at a loss (when removing realized and unrealized gains/losses and net assets released for construction projects).

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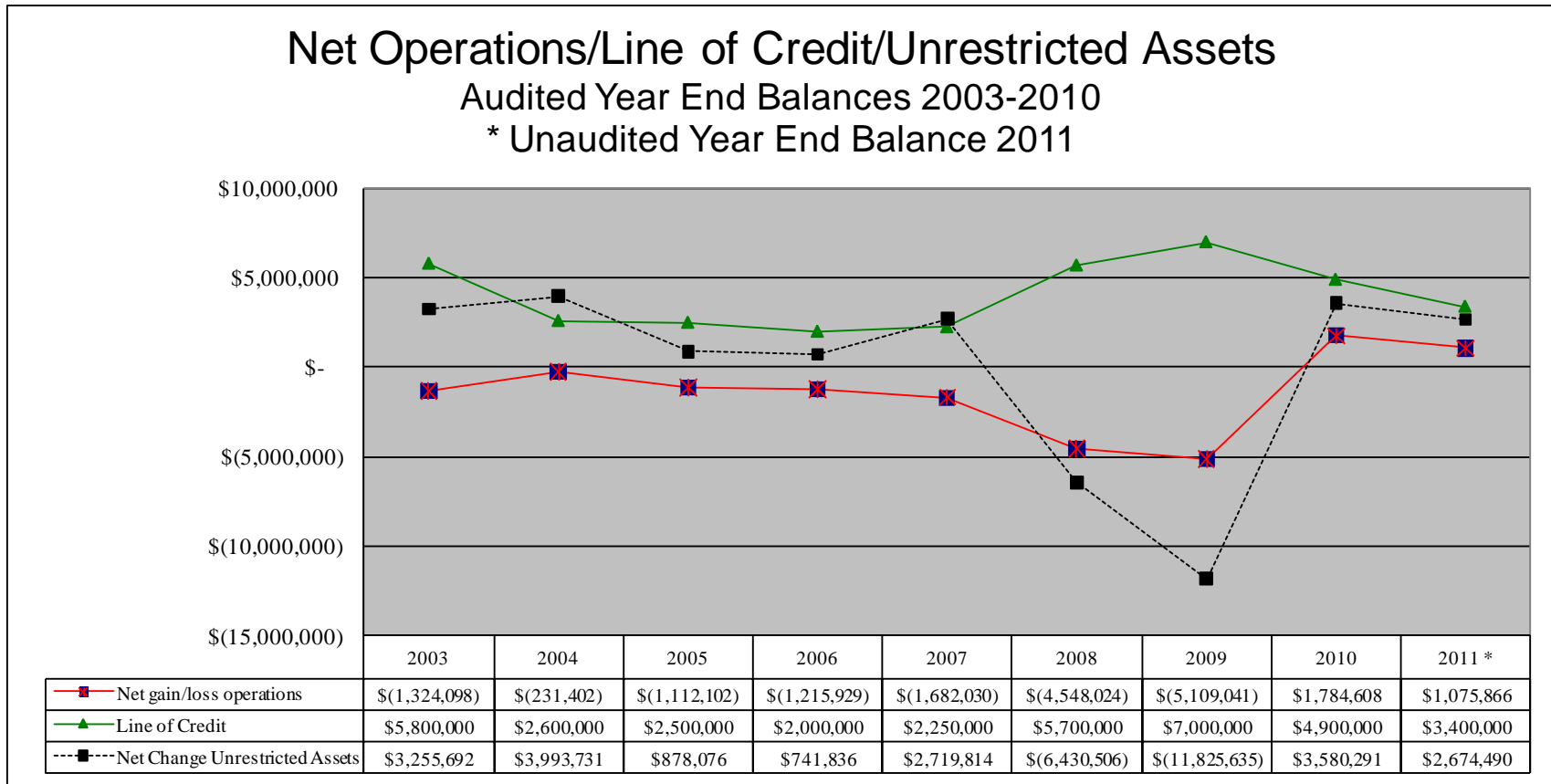
### CRITERION 2: PREPARING FOR THE FUTURE

The increase in unrestricted net assets excluding realized and unrealized gains and losses on investments as well as capital projects released from restrictions provides a measure of the operating income/loss generated by the University and the sustainability of the University's operating model. A positive operating income of nearly \$1.8 million in 2010, followed by a positive income of over \$1 million in 2011 represents a clear turnaround from the operating losses of previous years.

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Figure 2-6: Net Operations, Line of Credit and Unrestricted Assets



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In order to restore the University's financial health and to meet the demands of a balanced budget in 2009, the administrative team moved aggressively to strategically and systematically cut expenses. The first round of budget reductions was focused on eliminating operations that were not vital to student learning, thus protecting the academic mission of the University. Major markers in the process are outlined below.

- The Baker Spirit: By February 2009 as the magnitude of the University's financial situation became clearer, various members of the Baker community stepped forward to contribute to reducing the projected operating deficit. Faculty and staff increased their giving to the University; students volunteered to help raise funds for scholarships and programming; alumni made special calls and challenged their peers to increase giving; and the Board of Trustees increased their collective giving by over \$120,000. The majority of the leadership team and members of the executive cabinet voluntarily reduced their own salaries by 10% for the remainder of the fiscal year, and University cell phones and automobiles were eliminated.
- University Budget Cuts: Operational budget cuts were made quickly. A hiring freeze was initiated, retirement benefits were reduced, travel was limited and all purchases over \$500 were closely scrutinized.
- Reduction of Staff: Despite the actions listed above, it became evident that staff reductions would be necessary to reduce the University's operating deficit to a manageable level. In March 2009, a reduction in force of 33 positions was implemented. Eleven additional positions were eliminated during the subsequent 9 months.
- Communication: As a commitment to improving communication with faculty and staff, and fostering collaborative decision making, a new entity, University Cabinet, was established. Over 70 members of the University community including students, staff, faculty, alumni, and the Board chair were charged with identifying solutions to the financial crisis and improving communication of

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- information to all constituent groups. Special University-wide Town Hall meetings were also held to communicate the situation to members of the institutional community. However, the need to make rapid decisions in a deteriorating economic environment made effective communication a continuing challenge. The University Cabinet discussions were central to the development of the Self-Study themes of sustainability and growth.
- Reduction of Benefits: Retirement benefits were suspended in Spring 2009. The 2009-10 budget was built with continued operational reductions, including a 2% pay-cut for faculty and staff and reduced institutional contribution to employee retirement accounts.
  - Faculty Reduction: In October 2009, at the recommendation of the President and the Executive Cabinet, the Trustees approved the process of Reduction and Reallocation of faculty at the College of Arts and Sciences. A Faculty Joint Committee was appointed as outlined in the Faculty Handbook, and charged with the responsibility to review and make recommendations for reduction. In December 2009, the final recommendations from the Joint Committee were accepted by the President and approved by the Board of Trustees. A total reduction of eight (FTE) faculty positions was accomplished due to retirement, elimination, or reclassification of current faculty to administrative positions (including the discharge from the faculty of two tenured associate professors). However, in FY 2011-12, the faculty FTE has been restored within .25FTE.

#### Financial Monitoring Systems:

The review of University operations begun in 2008 revealed a number of problems in Baker's financial processes which contributed to the financial stresses. As the fiscal state of the University deteriorated and the University operated in an increasingly uncertain economic environment, the importance of establishing financial reporting processes to provide administrative leadership with accurate and timely information became

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apparent. As a result, significant improvements were made to the University's financial reporting processes, including the following:

- An internal audit function for reviewing financial processes and controls and implementing improvements was added to the University finance team.
- Cash flow analysis and projections were added to the monthly financial reports resulting in more effective management of the University's cash position.
- Financial ratios and debt covenant compliance calculations are reported to the Executive and Finance Committee of the Board on a regular basis and are incorporated into the University's strategic plan.
- Rolling twelve-month revenue and expense forecasts are prepared and reviewed monthly by administrative leadership and members of the Board of Trustees.
- A University budget team meets weekly to review budget reports comparing budgeted and actual revenues and expenses and take corrective action if necessary.
- Improvements to the budgeting process including three years of University-wide administrator training meetings and implementation of a line-item budget approach.

#### Key Performance Indicators (KPIs)

A specific example of changes in financial analysis is the monthly reporting of key performance indicators (KPIs). Monthly reports are generated that include key performance indicators (KPIs) for financial performance as well as KPI's for the School of Professional and Graduate Studies and the School of Education (graduate) programs. These reports are viewed by the Board of Trustees and the Executive Cabinet. The four key sections within the financial KPIs include: the Statement of Financial Position, the Statement of Activities, the Statement of Cash Flows, and key ratios to meet compliance requirements. Each KPI is graded with either a green (ahead of target), yellow (close to target, but need to watch), or red (concern). Percent of goals is noted as a reference. Key performance indicators for SPGS/SOE include degree-seeking non– duplicating headcount, non-degree-seeking student income, enrollment breakdown, and financial



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performance. Because of continuing enrollment in these programs it is important to track potential changes in revenue from tuition and fees. These KPIs provide important indicators of future performance and allow adjustments to revenue predictions at both Schools. Finance has become a key focus for underpinning academic planning with the Dean of SPGS/SOE and tying the budget to strategic planning. Currently, we are developing KPIs for enrollment management to more closely monitor progress and level of detail needed to make timely adjustments (KPI reports are available in the Resource Room).

Baker is committed to providing a clear and comprehensive review of all aspects of operations. In 2008, a greater emphasis was placed on review of our four separate educational units. Each unit of the organization (CAS, SOE, SON and SPGS) was more closely monitored, with the goal of increasing the self-sufficiency of the units regarding revenues and expenses. This information is consistently discussed at the Executive and Finance committees of the Board of Trustees (monthly), the full Board of Trustees (quarterly), and the Executive Cabinet to ensure that decisions are being made to improve the long term success of each entity.

#### Current Fiscal State

The effects of aggressive action by the University to cut expenses, streamline operations, and implement effective financial reporting and budgeting processes were fully realized in fiscal year 2010. Reductions in operating expenses were the driving factor in the improvement in operating performance with total operating expenses decreasing \$6.1 million (14.5%) from fiscal 2009 to fiscal 2010, and an additional

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decrease of \$1.2 million (3.5%) in 2011. Table 2-1 shows the operating expenses for each of the academic units over the past five fiscal years.

Table 2-1: Operating Expenses by Academic Unit

Operating Expenses by Academic Unit						
<i>Fiscal year ending</i>	<i>College of Arts and Sciences</i>	<i>School of Education</i>	<i>School of Nursing</i>	<i>School of Professional and Graduate Studies</i>	<i>Total</i>	<i>% Change</i>
6/30/2011	21,434,731	4,073,395	2,090,335	7,326,512	34,924,973	-3.48%
6/30/2010	21,016,469	4,570,440	1,952,051	8,644,374	36,183,334	-14.47%
6/30/2009	23,598,286	4,993,655	1,828,551	11,882,305	42,302,797	7.64%
6/30/2008	21,732,752	4,065,550	1,756,700	11,744,799	39,299,801	11.61%
6/30/2007	20,294,791	3,481,631	1,516,782	9,917,740	35,210,944	

When analyzing net income before realized and unrealized gains at the unit level, every unit of the University has improved over the past five years. Even though the College of Arts and Sciences is heavily dependent on the other units, the University has taken a “balanced” approach toward this deficit over the long term, through both the reduction of expenses and the development of new revenue sources (and increases in net tuition and fees). Gradual improvements in the CAS deficit provide a more conservative approach that maintains the academic equilibrium of the College while investing in the infrastructure that will eventually provide the needed increases in tuition and fee revenue that will move the College toward self-sufficiency.

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Table 2-2: Net Income Before Realized and Unrealized Gains (Losses) by Academic Unit

Net Income Before Realized and Unrealized Gains (Losses) by Academic Unit					
Fiscal year ending	College of Arts and Sciences	School of Education	School of Nursing	School of Professional and Graduate Studies	Total
6/30/2011	-6,163,715	2,180,323	465,310	4,593,947	1,075,865
6/30/2010	-5,905,699	2,218,673	391,816	5,079,818	1,784,608
6/30/2009	-7,794,715	1,863,739	357,021	1,755,712	-3,818,243
6/30/2008	-6,920,485	1,968,153	288,869	1,680,220	-2,983,243
6/30/2007	-5,174,989	1,769,229	283,534	2,622,774	-499,452

Financial markets saw significant gains during fiscal 2010 which were reflected in investment performance. Net realized and unrealized gains of \$3.3 million were reported in 2010 partially reversing net realized and unrealized losses of \$7.1 million in fiscal 2009. In total Baker's net assets increased \$5.4 million during 2010, a significant improvement over a decrease of \$11.5 million in 2009. Unofficial audit numbers for 2011 demonstrate continued improvement with an increase in net assets of \$2.7 million.

#### Short-term Debt and Debt Ratios

Operating losses incurred during 2008 and 2009 negatively impacted the University's cash flow during those years and necessitated additional short-term borrowing to fund operations. As shown in [Figure 2-6](#), balances outstanding on short-term debt and a revolving line of credit increased from \$2.25 million at June 30, 2007 to \$7.0 million at June 30, 2009 and declined to \$4.9 million at June 30, 2010. Improvements in cash flow from operations enabled the University to reduce the line of credit by \$2.1 million during 2010. The line of credit was further reduced in fiscal year 2011, and currently stands at \$3.4 million as of June 30, 2011.

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The Department of Education (DOE) Financial Strength Ratio is an important measure of overall financial health. This ratio reflects the University's liquidity, debt position (short and long-term debt), and ability to generate income from operations. Based on the June 30, 2009 financial information the University did not meet the minimum requirement established by the DOE and was required to establish a letter of credit in the amount of \$3,334,653 on July 1, 2010. The University was required to maintain this letter of credit until it met the financial responsibility ratio requirement. As of June 30, 2010 the University met this requirement and after subsequent review by the DOE the letter of credit was terminated on November 9, 2010. As the University continues to balance operating expenses and to pay down short-term debt the score for this ratio will exceed the DOE's minimum requirement by a greater margin. The ratio was 2.7 on June 30, 2011 on a 3.0 scale.

The loan agreement related to bonds issued in 2007 contains covenants requiring the University to meet certain financial ratios including maintaining a rate covenant of 1.0. The University did not meet this covenant for the fiscal year ended June 30, 2009. As a result of not meeting this covenant, the University retained a consultant, as required, to make recommendations regarding rates, fees, charges and operations to improve the University's financial position. As of June 30, 2010 and 2011 the University was in compliance with the rate covenant (2.1 on a 3.0 scale).

The University's revolving line of credit agreement contains various covenant requirements, including a requirement to pay down the lines of credit if the fair market value of required collateral (certain investments) drops to a level that causes the borrowing to equal 80% or less of said securities, a debt service ratio, and a liquidity covenant. The University was in compliance with these covenants based on the unaudited financial statement ending June 30, 2011.

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#### Tuition and Fee Revenue

Tuition and fee revenue is a function of enrollments, tuition levels, and discount rates. As discussed earlier, enrollments at SPGS, SOE, and CAS declined two out of the past three years. Despite the lower enrollments, net tuition and fee revenue increased during this period from \$29.2 million to \$31.4 million as shown Table 2-3. This increase is due primarily to tuition increases. Net tuition and fee revenue increased 9.9%, 5.6%, and 2.0% in fiscal 2008, 2009, and 2010, respectively. However, data from 2011 shows a decrease in tuition and fee revenue of \$2.2 million (7%). This decline is partially attributable to the elimination of textbook fees in compliance with federal regulations requiring the unbundling of educational resource fees. With the elimination of textbook fees, a corresponding (\$1.3 million) drop in expense occurred as well.

Table 2-3: Net Tuition and Fees by Academic Unit

Net Tuition and Fees by Academic Unit						
Fiscal year ending	College of Arts and Sciences	School of Education	School of Nursing	School of Professional and Graduate Studies	Total	% Change
6/30/2011	8,466,300	6,253,718	2,555,645	11,916,769	29,192,432	-7.02%
6/30/2010	8,538,301	6,789,113	2,343,867	13,724,192	31,395,473	2.02%
6/30/2009	8,092,076	6,857,394	2,185,572	13,638,017	30,773,059	5.56%
6/30/2008	7,645,561	6,033,703	2,048,022	13,425,019	29,152,305	7.51%
6/30/2007	7,522,962	5,250,860	1,800,316	12,540,514	27,114,652	9.31%
6/30/2006	7,296,622	4,011,990	1,595,143	11,901,287	24,805,042	

As published in the Fact Book prepared by the Office of Institutional Research (see Fact Book, Table I, "Tuition, Room and Board" – available in the Resource Room), the average annual tuition increase at the College of Arts and Sciences between 2001 and 2010 was 6.1%. The overall increase over the 10 year period was 72%. This number

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compares with the national average of 83.5% (according to the Bureau of Labor Statistics).

Tuition rates at the other Schools have risen at a somewhat slower rate. At the School of Professional and Graduate Studies, tuition varies across degree programs. The average annual tuition increase in those programs ranges from 2.4% (for the AAB program) to 6.0% (for the online MBA program). Tuition for graduate programs at the School of Education has also grown at a slower rate than that of the College. The doctoral program has maintained the same tuition and fees for the past five years, while the average annual tuition increase since 2004 in the MASL program was 3.5%, and the MAED program showed a 6% average increase. At the School of Nursing, tuition increases over the last five years averaged \$650 per year, with an annually increase between 3.5% and 6.5%. Though interest in nursing continues to be strong, sources of financial aid have either declined or remained static. As a result tuition for the coming academic year was increased by a modest 3.5%.

#### Discount Rate

Another factor affecting net tuition and fee revenue is the University's discount rate. While discounting is negligible at the School of Professional and Graduate Studies, School of Nursing, and the graduate programs at the School of Education, for the College of Arts and Sciences and the undergraduate School of Education programs located in Baldwin City, discounting is significant and has a major impact on revenue and recruiting. Since the comprehensive visit in 2002, there has been a significant change in the way the University records the discount rate. To be consistent with NACUBO reporting standards, staff tuition awards and endowed scholarships were removed from the discount rate calculations beginning in FY 2010. The discount rates for FY 2008 and 2009 were restated to provide four years of consistent data. FY 2008 was selected as the starting point based on other changes involving the financial reporting for the School

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of Education that occurred at that time. The discount rate increased from 47.57% in fiscal 2008 to 50.51% in fiscal 2011.

#### Spending Allocations for the Future

An important aspect of effective planning for the future is the planned investment in infrastructure and in support for educational quality and student services. Although there are a variety of ways that Baker allocates its resources to meet current and future needs, the following examples demonstrate aspects of the budget planning process that are mindful of the possibility of resource challenges yet to come.

- Contingency funds: The budget typically contains a contingency fund designated for unbudgeted and unforeseen expenses (such as unanticipated physical plant needs).
  - Contingency funds were increased from \$50,000 to \$200,000 in 2010. The budget for fiscal 2011 was \$200,000. However, fiscal 2012 included a smaller initial contingency of \$30,000 due to increases in personnel expenses. As revenue exceeds projections or other budget efficiencies are identified, additional funds will be added to the contingency budget as a priority.
  - Also in 2011, the Board authorized an additional draw from the endowment of \$250,000 for capital investment in growth initiatives. In 2012, the Board again authorized \$250,000 for growth initiatives and an additional \$250,000 for University support in fully funding endowed scholarships.
- The President's Vision Fund: This is a restricted account established with the inauguration of President Long. The Vision Fund operates on donor gifts; therefore, no operational funds are utilized. The President has the ability to delegate the use of these funds to further the mission and vision of the University.

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- Reserve funds at the College of Arts and Sciences: In order to be prepared to meet unforeseen academic operational needs, the Dean of the College of Arts and Sciences modified the allocation of funds to departments to create a discretionary budget line of \$10,000.

#### Planning in Advancement

The Office of University Advancement plays a critical role in generating a resource base that supports educational programs and the University's plans for maintaining and strengthening their quality in the future. Recent changes have been made that will improve the ability of the University to successfully engage with donors and alumni. The following are examples of initiatives sponsored by University Advancement that are designed to improve the function and success of this critical resource:

- Constituent Relations recently converted to a new integrated software system (Talisma) that will improve tracking of pledges, provide additional research tools, and manage donor data more effectively.
- A reception for endowed scholarship donors and recipients was created in 2009-10 to connect donors to the impact of their gifts.
- In 2008, the Baker Scholarship Gala and Auction was initiated. The Gala is a black-tie dinner and scholarship auction that has generated nearly \$175,000 annually since its inception.
- In 2008, Alumni Relations initiated a series of social events for alumni networking. In 2009, the number of attendees increased by 40% to 343.
- Expanded activities during alumni weekend (e.g., golf tournament) more than doubled alumni attendance at events in 2009-10 compared to 2008-09.
- University Advancement plans to more directly segment and target alumni based on specific interests to increase alumni participation in giving.



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These initiatives have been successful, culminating in 2009-10 with a record-breaking Annual Fund total. Annual reports from the Office of University Advancement are available in the Resource Room.

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

In addition to assessment of student learning outcomes (described in Criterion 3), Baker employs a variety of means to gather information that is relevant to the operating effectiveness of the institution. In particular, since September 2009 KPI and other data has been used to inform the University leadership regarding the operating effectiveness of administrative units, financial health, enrollment and retention, and the effectiveness of academic programs.

#### Office of Institutional Research

An important element in Baker's evaluation and assessment of institutional effectiveness is the Office of Institutional Research (IR). This office is managed by the Director of Institutional Research (a half-time position currently held by a faculty member in Mathematics) who is supported by a part-time student worker. The IR office provides critical data for external reporting (e.g., IPEDS) and produces an annual update of essential statistics in the University Fact Book (available in the Resource Room). The current Fact Book includes specific annual data updates on the following sources of information:

1. Tuition, room, and board costs
2. Enrollment data
3. Admission statistics
4. Academic profiles of the entering first-year class

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5. Retention statistics
6. Student gender and ethnicity
7. Enrollments by majors and degree programs
8. Employment profile (including positions, and diversity statistics)
9. Faculty profile (including rank and tenure status and diversity statistics)
10. Departmental credit- hour production
11. Faculty salary data
12. Endowment levels

It should be noted that the Fact Book does not report all of this information (e.g., retention) about all of the academic units. The IR office also provides additional support on an as-needed basis for the collection and analysis of institutional data.

#### Administrative Effectiveness

All of the major administrative units have identified key performance indicators (KPIs) that provide information on the operational status and effectiveness of those units. KPIs are monitored by the leaders of individual administrative units and are reported to the Board of Trustees at their regular meetings in October, February and May. These KPIs were developed following the operations review process in 2008, and serve to provide timely information regarding the status of University operations to enable improved decision-making.

#### Retention and Graduation Rates

Tracking of critical data with respect to enrollment for the Baldwin City campus is managed through the Department of Enrollment Management. Enrollment Management shares data on student applicants and enrollees with campus leaders on a regular basis. The enrollment “funnel,” which tracks student numbers from inquiry through enrollment, is reported regularly to the members of the Executive Cabinet and critical

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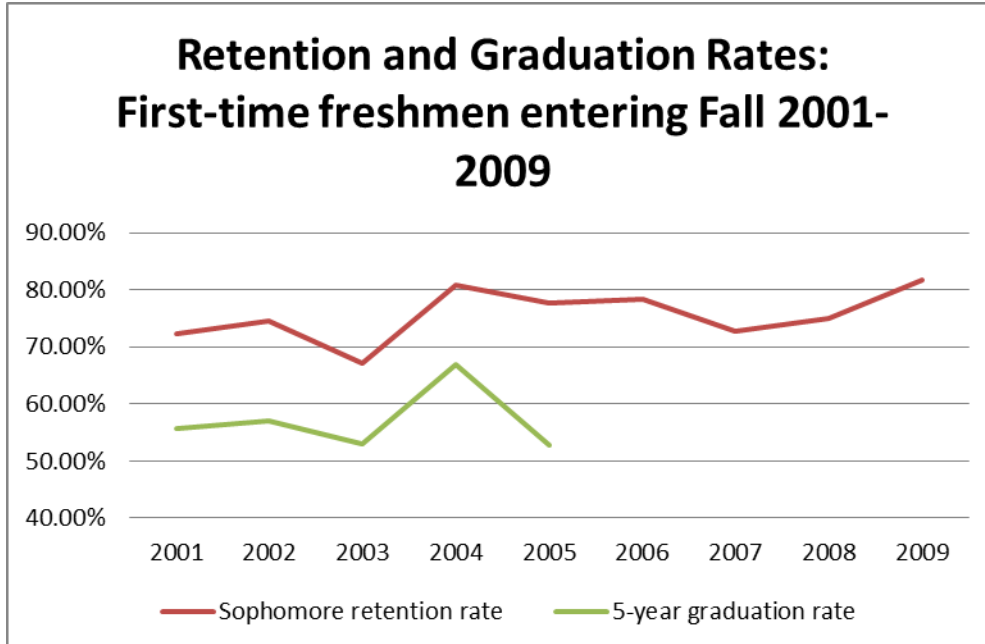
members of the Admission and Enrollment teams. Enrollment information at all four Schools is also discussed at the Executive Cabinet, particularly during the process of budget development. Enrollment numbers are compared with data from previous years in order to evaluate the effectiveness of the recruitment process. As these numbers are reviewed quite frequently, the process allows enough time to revise current recruitment strategies as needed.

Retention data on the Baldwin City campus is tracked by the Assistant Dean for Student Engagement and Success and is reported annually in the University Fact Book. In addition to monitoring student retention, Baker looks for ways to support our current students and ensure their success. In 2007, a coordinated effort between Student Affairs and the Student Academic Success center began to utilize midterm grade reports to identify students who were at risk for non-retention. Each semester, the Baker Outreach Network (BON - a group of faculty and staff) reviews each at-risk case. Members of the group work with the students, their advisors and faculty members to identify ways of helping at-risk students to be more successful and engaged at Baker. As shown in Figure 2-7, Freshman-to-Sophomore retention rates increased significantly in the two years following the initiation of this program. The five-year graduation rate, which mirrors the retention rate based on data thus far, will not show the initial effects of the BON retention interventions until 2013.

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Figure 2- 7: Retention and Graduation Rates – Baldwin City

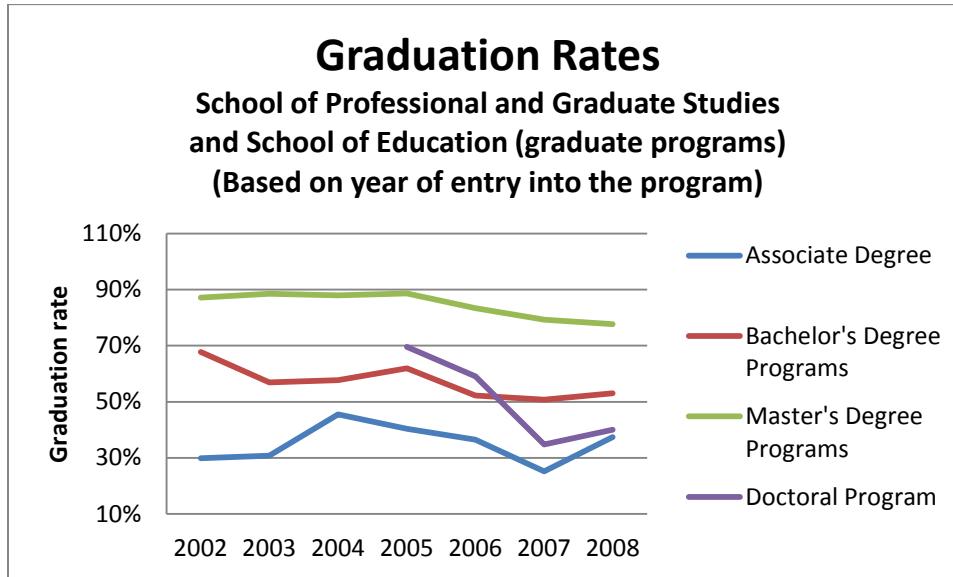


Retention in Baker’s adult programs (graduate programs at the School of Education and programs at the School of Professional and Graduate Studies) is best assessed by graduation rates. Because nearly all of these students are working adults, students frequently suspend their educational programs due to a variety of personal and economic factors. These students often re-enroll, completing their degrees in a more extended period of time. Figure 2-8 examines the graduation rates of all students who entered into programs at SPGS or SOE (graduate only) between 2002 and 2008. Note that many doctoral students who have not graduated are still enrolled in their program as they work to complete the dissertation requirement.

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Figure 2-8: Graduation Rates in Adult Programs



Retention at both SOE and SPGS involves academic advisors who work with the students as they progress toward their respective degrees. At SPGS, staff members also work in partnership with the Institute for Professional Development (IPD) on retention. IPD manages a retention team that contacts all SPGS business students in the first few weeks after they begin classes to ensure that their needs are being met. In addition, a retention specialist serves as a graduation advisor to contact students who are nearing critical time limits for completing their degrees.

At the School of Nursing, data are tracked for enrollment, retention and graduation. Since the School enrolls two classes per year, data is kept for each entering group and aggregated for a five year period. For the ten semesters beginning Fall 2005, the average class size has been 41 and average number of students withdrawing is 2.7 per class. As of summer 2011, the five year graduation rate is 93.4%.

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#### Academic Program Review at CAS

Another area where evaluation and assessment of institutional effectiveness can be seen is in the review of academic programs. Elsewhere in this document (see Criterion 4), the regular process of the review of academic programs will be presented. However, this section will describe the formal (and comprehensive) Academic Program Review process that was initiated at the College of Arts and Sciences beginning in 2009.

Based on a recommendation generated from the 2008-2009 University Operations Review, an ad-hoc College of Arts and Sciences sub-committee was formed to identify and recommend potential cost-saving initiatives (efficiencies) and revenue-generating initiatives (growth opportunities) among the academic programs at the College.

A set of quantitative metrics were identified, many of which were adapted from the University Fact Book, and others borrowed from relevant listservs and other sources of “best practices.” The working list of these indicators is as follows:

- Total credit hour production by department/discipline (over recent time period).
- Credit hour production per FTE faculty by department/discipline (over recent time period).
- Percentage of courses serving the current general education program (over recent time period).
- Number of students in each major (currently and over recent time period).
- Number of students graduated with each major (over the most recent 15-year period).
- Departmental personnel/operational budgets (currently and over recent time period).
- Rough cost per credit hour produced by department/discipline (over recent time period).
- Rough cost per student graduated by major discipline (over recent time period).

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- Number and percentage of low-enrolled (<10 and <5) courses by discipline (over recent time period).
- Comparable distribution of majors at peer, aspiration and Heart of America Athletic Conference (HAAC) institutions.

Recognizing that not all indices that describe the health and fit of academic programs are quantitative, the chairpersons of all departments were also asked to submit a “narrative” which addressed the following “qualitative” metrics:

- The discipline’s role in a traditional liberal arts curriculum.
- The discipline’s role in supporting the University’s mission, core values and student learning outcomes.
- The discipline’s role in furthering Baker’s traditions.
- The discipline’s potential role in a new emerging general education program.
- The quality of the students produced by the discipline.

As the College entered into the Reduction and Reallocation process in Fall 2009, members of the Academic Program Review committee were appointed to the Joint Committee on Reduction and Reallocation. The insights and data provided by these members were instrumental to the legitimacy and effectiveness of the reallocation process that eventually eliminated programs and positions as the University struggled to regain its financial footing.

Although Reduction and Reallocation ended in December of 2009, the process of Academic Program Review continued through the 2010-2011 academic year. Strengths and weakness of academic programs were identified and shared with department chairs. In response, department chairs submitted plans for strengthening and growing their programs. A full report on the Academic Program Review process at the College of Arts and Sciences is available in the Resource Room.

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#### **Core Component 2d:**

**All levels of planning align with Baker University's mission, thereby enhancing its capacity to fulfill that mission.**

#### Planning Overview

The most recent planning efforts at Baker University began with the revision of the University mission documents that coincided with the arrival of a new president (Dr. Long). As detailed in previous sections, that revision process was characterized by community-wide involvement and multiple opportunities for feedback. With the development of the mission documents, an initial set of priorities and goals for the 2007-2008 academic year was also developed that included academic excellence, enhancing diversity, improving processes and services through technology, and others (document available in the Resource Room).

The next phase in planning at the University was the implementation of the review of operations. The University initiated a thorough review of operations to determine opportunities for improvement that aligned with the University mission and vision. The operations review (document available in the Resource Room) led to a variety of improvement projects (most notably the review of academic and athletic programs in Baldwin City), and set the stage for the development of the Strategic Direction Roadmap in 2009.

The Strategic Direction Roadmap was developed by the Executive Cabinet in concert with the President. This document flows directly from the mission and identifies four mission-driven strategic goals:

1. Identify and assure the resources to support people and programs, and to make the next steps possible.
2. Increase academic excellence and student engagement in the learning process.



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3. Provide new/improved experiences and enhanced facilities to promote and heighten academic and student life.
4. Maximize technology-enabled opportunities.

These goals enabled the development of a series of strategies and specific initiatives designed to move the University forward. A report on the progress of strategic initiatives is provided to the Board of Trustees on an annual basis (the 2010 report is available in the Resource Room).

In addition to planning at the University-wide level, planning is an important component of each of the academic units. At each School or College, strategic goals were developed in alignment with both the mission of the University and the mission of the individual academic unit. Again, as with many processes at Baker, each School has a slightly different approach to planning that fits its culture and operational needs.

At the College of Arts and Sciences, the current strategic plan was originally developed in 2004 as part of the “Shaping the Future” planning process. This process engaged a broad set of constituents including faculty, students, staff, alumni, community members and trustees. The outcome was a set of strategic goals that formed the basis for strategic planning in each individual academic department. In 2008, these broad goals were revised and aligned with the institutional priorities that were developed as part of the revision of the mission statement for the University (Appendix A-3 and available in the Resource Room). Departmental plans are reviewed and revised every five years as a component of the program review process. These plans are kept on file in the Dean’s office, and are available in the Resource Room.

At the School of Education, the 2009-2012 strategic plan was developed through conversations among faculty and administrators. A final draft of the plan was approved

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in September of 2009 by the Professional Education Council (the School's primary governing body). The School of Education carefully tracks progress on the plan during its monthly Professional Education Council meetings. The seven goals of the current plan are:

1. Promote learning and program improvement through the integration of best practices in curriculum, instruction, technology, and assessment.
2. Develop quality educational programs that respond to present and future educational needs.
3. Establish and enhance collaboration with internal and external stakeholders.
4. Promote diversity of experiences, curriculum, candidates, student populations, and faculty.
5. Establish professional development for faculty and staff.
6. Maximize development, management, and accountability of resources.
7. Model the philosophy of One Baker.

Initiatives and strategies are aligned to the broad goals and reviewed during PEC meetings. For example, under Goal #2, one of the initiatives is to “*explore and/or implement a variety of delivery models to meet the needs of 21<sup>st</sup> century learners.*” During the review of this initiative last August, it was reported that all core courses within the MAEd had been converted to an online delivery model to help meet this goal. One strategy aligned with Goal #1 is to “*review the curriculum, instruction, technology, and assessments*” of each program on a periodic basis. In support of this strategy, the Ed. D faculty periodically reviews course objectives and assessments to ensure coverage of all KSDE/ISLLC standards. A thorough summary of all feedback and resulting program/course changes is available in the Resource Room.

At the School of Nursing, planning is guided by two broad strategic goals derived from the University strategic goals. The goal ***Ensure Academic Excellence and Student***

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**Learning**, serves as a framework for annual goals/action plans relating to curriculum, technology/e-instruction, learning resources, program evaluation and outcomes, and faculty development. The second goal **Ensure Financial Resources** covers enrollment management and fundraising. For the past few years, a third overall goal defined the Self Study process for specialty accreditation and a ten-year re-approval by the Kansas Board of Nursing. The SON VP/Dean provides leadership for the development, review and evaluation of annual goals and action plans. The goals are developed during a Faculty Senate planning meeting in May and reviewed with the faculty in August. The Dean writes a mid-term report in December and discusses progress with the Faculty Senate. After review of goal achievement in May, the Dean and faculty set new goals and plans for the next academic year. As a result of this structured approach, the faculty have revised and implemented a curriculum based on professional nursing standards, increased the use of technology in the classroom, clinical and laboratory settings, and completed a successful self-study process. Additionally, enrollment increased by 15% over the last five years and successful fundraising allowed for the upgrading of technology in the classrooms and simulation lab.

The School of Professional and Graduate Studies' most recent strategic plan was updated in 2009 by the SPGS Dean's Council to include key performance indicators that can be measured continuously. Strategic plan performance is reviewed annually, and changes to strategies and initiatives are enacted for the next fiscal year. The 2010 strategic plan goals for School of Professional and Graduate Studies are:

1. Continuously improve through assessment.
2. Provide a challenging and relevant educational experience.
3. Exhibit excellence in the facilitation of teaching/learning.
4. Respond to community and corporate educational needs.
5. Demonstrate continuous growth.

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6. Enhance organizational effectiveness to ensure goals are met and the School's mission is accomplished.

Under each goal, a variety of initiatives are listed with the timeline/instrument, method of evaluation, and responsible person identified for each initiative. The strategic plan document is available in the Resource Room.

#### BAKER 2012 AND BEYOND

Currently, the University is engaged in a large-scale strategic planning effort. In Fall 2010, President Long announced the BAKER 2012 AND BEYOND project that contained two distinct phases. The first phase, BAKER 2012, entailed short-term planning to promote revenue growth and improve services. This phase was designed to re-direct the University community towards thoughts about the future, and to provide a foundation for planning (both psychologically and financially). The second phase, BEYOND 2012, is a comprehensive strategic planning process designed to build on previous planning efforts while seeking to provide transformational change to the University for the future.

The BEYOND 2012 planning process began in January of 2011. An executive steering committee was formed from members of the BAKER 2012 taskforce chairs group and led by the newly appointed Special Assistant to the President for Planning and Accreditation. The first steps of the planning process involved the initiation of a conversation about the future of Baker University. A series of mission-based exercises were conducted involving groups of administrators, trustees, staff and faculty. These groups generated lists of potential directions for Baker's future, and identified many challenges and opportunities that need to be considered.

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The next steps in the process will take place in the Summer and Fall 2011, using the Self-Study as an additional source of challenges that need to be incorporated in the planning process. A strong environmental scanning process will provide a context in which the community can better consider the goals and strategies that will lead to success in the next 10 years.

Although this new planning process will not be completed by Baker's accreditation visit, it will benefit greatly from the conclusions of the Self-Study. In hindsight, the financial crisis that diverted our planning process also created the opportunity to integrate the Self-Study more directly with our planning for the future. The current timeline for planning ensures that the work of institutional improvement continues through the accreditation process, leaving us well positioned to move into the new Pathways accreditation model as we continue to build a broad strategic vision for the future of Baker University.

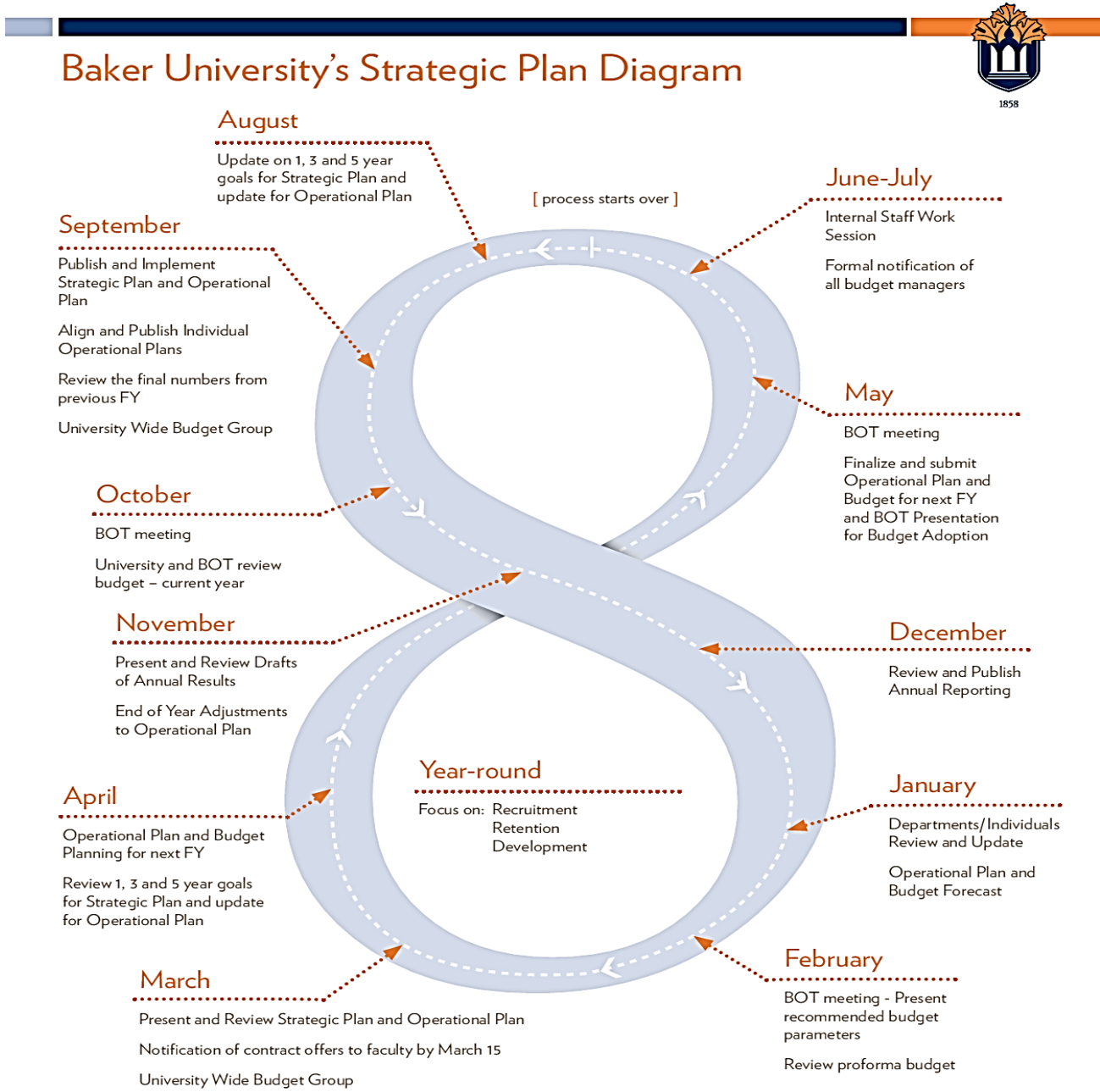
#### Planning and Budgeting

The interface of strategic planning and budgeting is depicted clearly in Baker's Strategic Plan Diagram (Figure 2-9) introduced and refined in Fall 2009. This graphic depicts the planning and budgeting annual timelines, and shows the interface of strategic and operational planning.

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Figure 2-9: Strategic Planning Diagram



Goal: University effectiveness and fiscal accountability in all programming and business operations supporting student learning.

updated 10/22/2009

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As demonstrated in the diagram, a review of strategic priorities is undertaken at the beginning of the academic year at the Executive Cabinet and Administrative Cabinet levels. Taking into consideration the current contexts of the University, broad budget priorities are identified that provide guidance in the development of the budget for the next fiscal year. For example, the budget priorities that were identified for 2011-2012 included: People, Quality, Growth and Planning. These priorities are shared with budget managers in an annual meeting (2011-2012 budget planning guide is available in the Resource Room).

The broad budget parameters help to define budget allocations in areas such as personnel, academic operations, etc. However, each academic unit also has the opportunity to utilize its own strategic plan to further define operational allocations. For example, at the College of Arts and Sciences, individual departmental strategic plans have been utilized to justify operational budget requests. Significant funding requests or significant changes in funding from previous years have been expected to be justified by reference to departmental strategic plans.

At both SOE and SPGS, strategic planning and budget are closely linked. Monthly reports on the Key Performance Indicators are reviewed and discussions concerning the success of the SOE and SPGS strategic goals are held to evaluate the different levels of success per area. As a result of these analysis meetings, budgeted funds may be focused on particular projects or in particular areas that were identified in the Schools' strategic plans. If programs do not meet expectations even with additional funding, the program is reviewed and either significantly revised or deleted. For example, the BBIS program did not meet enrollment projections even after a concentrated effort to increase marketing and recruiting efforts. After a few years of attention and analysis, the decision was recently made to "teach out" the few students who are still in the program, stop recruiting to the program, and eventually delete the program. In another example, the

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alternative licensure program (Restricted License) is a program designed to assist persons with content degrees, but no teacher education background to earn teacher licensure through online courses. These courses can be taken while the person completes his/her first two years of teaching. This program is sponsored by the Kansas State Department of Education and all candidates in every program across the state use the KSDE-supplied curriculum of 26 graduate hours. This program was also a part of the SOE strategic plan and at an annual review it was determined that the addition of 15 more graduate hours could result in a 41 hour Master of Science in Teaching, along with initial teacher licensure. The decision to create an MST in conjunction with the RL program was another example of linking strategic planning and budget.

### **Strengths and Challenges: Preparing for the Future**

#### Strengths

- Despite the financial challenges that began in 2008, Baker's revenues have exceeded its expenses for the past two years, demonstrating important fiscal constraint and integrity.
- Baker has important financial monitoring tools in place that provide timely and accurate information on institutional finances.
- Baker has significantly reduced its short-term debt burden.
- Enrollment at the School of Nursing remains strong.
- At the College of Arts and Sciences, a significant effort to reach out to at-risk students has improved retention.
- The University continues to make investments in information technology infrastructure to support current and future needs.



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- The Board of Trustees is actively engaged in maintaining the financial integrity of the University through close monitoring of financial information and consultation with administrative leaders.
- The College of Arts and Sciences utilized a comprehensive program review process to examine the effectiveness and value of programs prior to the reduction and reallocation process.
- The University is actively engaged in new program development designed to promote enrollment growth.
  - Master of Management Information Systems program
  - Early Career MBA program
  - Health science degree and concentration opportunities (e.g., RN to BSN, RN to MSN)
- The BAKER 2012 AND BEYOND planning initiative is engaging a broad constituency in the development of a long-range strategic planning document that is intended to raise the University to the next level of excellence.

#### Challenges

- Although the University has achieved greater financial stability since 2008, the primary tool for achieving a more positive financial base has been expense reduction. While some of these reductions reflect a positive step towards greater efficiency, other cuts are not likely to be sustainable over the long term. In order to recruit and retain effective faculty and staff, the University will need to offer attractive salary and benefit packages. The quality of academic programming is directly impacted by the availability of operational funds. Continued access to professional development for faculty and staff is also critical to providing high quality learning environments for our students. In addition, expenses will continue to grow in the area of information technology, and there

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- is a need for continued improvement of the University's physical facilities. The challenge in this area is to develop the means to increase incoming revenue to support these identified needs.
- Uncertain future enrollments at the School of Education and the School of Professional and Graduate Studies highlight the importance of a more robust revenue stream at the College of Arts and Sciences. The College continues to rely heavily on revenue from these other Schools in order to meet its budgetary needs. The challenge for the College is to find new ways to grow its student population, and, as a result, its revenue base.
    - One of the challenges related to growing enrollment is the management of the tuition discount rate. A long-term discounting strategy can help to maximize both enrollment and tuition revenue.
    - A second related challenge is the development of marketing strategies for developing programs (such as the Liberal Studies program, EcMBA, etc.), as well as new ways of representing the strengths of the College. The College needs to find ways to showcase its distinctive qualities that set it apart from competing institutions.
    - A third challenge in this area is the development of a larger transfer student population. This challenge includes both recruitment and retention of students who come to Baker from other institutions. As the transfer population continues to grow nationally, an effective and attractive program for transfer students can help to improve the enrollment picture at the College.
  - As indicated by the challenges above, one of the most important tasks facing the University is building and sustaining its financial capabilities. In part, this challenge requires the continued monitoring of financial process and the maintenance of financial discipline. But the challenge in this area is also to find ways to increase the endowment and obtain revenue from other sources. It includes identifying

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areas for the strategic investment of resources. The challenge to the University is to maintain a budgeting process that promotes opportunities to build and grow the University, while also ensuring its future through sound fiscal management.

- An area of challenge uncovered by the Self-Study involves the processes that exist for the collection of institution-relevant data. Greater consistency of data gathering and reporting across the Schools and the College will enable better cross-unit understanding as well as providing better information for university-wide decision-making. The challenge is for the University as a whole to review its critical data sources and the processes for gathering and reporting.
- In any planning project, sustaining momentum is a challenge. The BAKER 2012 AND BEYOND process seeks to design the future of the University. The challenge is to continue to engage the Baker community and maintain the energy of the project in the face of the many challenges to be overcome.

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#### **Criterion 3: Student Learning and Effective Teaching**

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

As a student-centered institution, Baker is dedicated to the advancement of student learning. This primary focus is clearly stated in the University mission, and is reflected in our commitment to teaching and learning throughout the institution.

This commitment is realized, in part, by a culture that practices and values assessment of student learning. However, the goal of achieving effective student learning is also dependent upon effective teaching and the creation and support of quality learning environments. At Baker, we have recognized that the changing landscape of higher education requires constant adjustments in teaching pedagogy, learning technologies and student support in order to provide the learning environments that best serve our students.

#### Overview of Assessment

Assessment of student learning at Baker is overseen by the Special Assistant to the President for Planning and Accreditation, who is also the designated Accreditation Liaison Officer for the Higher Learning Commission. The Special Assistant works with a university-wide committee on Program Evaluation and Outcomes Assessment (PEOA) that coordinates university-wide efforts to advance our assessment processes.

The University PEOA committee is charged with ensuring a broad engagement with the assessment of student learning, and with providing a forum for discussion of university-

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wide issues related to assessment. For example, the PEOA committee has recently been a central actor in discussions regarding a university-wide e-portfolio system that would serve all of the schools as part of their assessment programs. In addition, this committee is developing a process for identifying appropriate assessment data that can be released publicly on our website to provide better information about student learning to our many constituents. The University PEOA committee is not directly involved in the discussion of student learning data and program changes, leaving that task, instead, to the assessment processes at the individual schools.

Each School or College has developed its own comprehensive program of assessment that best fits the context of the student populations it serves. Two schools (the School of Education and the School of Nursing) have outcome assessment programs that are tied to very specific standards required by their accrediting bodies, while the other two schools (the College of Arts and Sciences and the School of Professional and Graduate Studies) have internally developed learning outcomes and assessment systems. Across the University, although there is some variability in the maturity of the assessment programs by specific disciplines or programs, there is a fundamental commitment to the value of student learning data as a resource for decision-making relating to curricular and programmatic change.

#### Overview of Teaching and Learning Effectiveness

While some of the resources devoted to the shaping of teaching and learning are best served by university-wide initiatives (e.g., library resources, technology infrastructure), the diversity of learners served by the four schools requires more individualized approaches to ensuring teaching quality and effective environments for learning.

For example, students at the School for Professional and Graduate Studies are part-time, adult learners whose learning styles and support needs differ greatly from the

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more traditionally-aged residential students on the Baldwin City campus or the full-time students at the School of Nursing. The faculty at the School of Professional and Graduate studies also includes a large contingent of part-time faculty, who are working professionals chosen to teach courses in their fields of expertise. Similarly, at the School of Education, the students are working educators who have different academic support needs than students at the other schools. The faculty at the School of Education (many of whom are part-time) are effective teachers and administrators chosen to teach courses in their field of expertise.

Although the support for effective teaching and learning differs from school to school, the goal of delivering high quality teaching and learning experiences is clearly embraced by all of the academic units. The selection and development of excellent, student-centered teachers, the availability of current technology and equipment to foster effective learning, and the creation of effective student support structures are prioritized in budgeting decisions and are indispensable aspects of every academic unit of the University.

#### **Core Component 3a:**

**Baker University's goals for student learning are clearly stated for each educational program and make effective assessment possible.**

The University has undergone a great deal of change in its approach to assessment since the last HLC accreditation visit in 2002. At that time, a lack of clear progress on assessment resulted in a focused visit in 2007. A concerted effort to improve our assessment programs led to a positive review by the 2007 peer review team, and elevated the knowledge about and commitment to assessment at Baker University.

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Today, the practice of assessment at Baker is one of continuous adjustment and refinement, as we attempt to clarify our understanding of what our students are learning in order to improve their educational experiences. There is a broad commitment to the collection and utilization of evidence of student learning, and there is a consistent understanding of the importance of clear and measurable goals at all levels of the curriculum.

#### Assessment at the College of Arts and Sciences

As detailed in the 2007 focused visit Self-Study, the College of Arts and Sciences has developed a much more comprehensive assessment program than existed in 2002. Since 2007, the college has continued to modify the process in ways that increase the relevance of the student learning information for curricular change.

Administration of the assessment program at the College was a primary responsibility of the Associate Dean. Currently, with the former Associate Dean serving as the Special Assistant to the President for Planning and Accreditation (beginning January 2011), assessment of student learning has become the direct responsibility of the Dean of the College. The assessment administrator (Dean or Associate Dean) works in conjunction with the College's PEOA committee to review and revise the assessment process for individual programs, as well as for general education. The CAS PEOA committee is also responsible for developing the program for the annual spring in-service on assessment. The in-service provides an opportunity for individual programs to share assessment techniques and for the faculty as a whole to discuss the results and implications of the data on general education assessment.

Assessment of student learning in the major begins at the program level with the department or program mission statement. Each academic program has an individual mission statement (published in the catalog) that represents the general purpose and

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goals of the program. Student learning outcomes for majors within the program follow from the mission and detail the measurable learning outcomes for all graduates within each program.

The collection of assessment data for student learning outcomes at the program level is the responsibility of the individual departments. All departments and programs have functioning assessment plans with measurable outcomes and are engaged in collecting evidence of student learning. While not all academic programs are at the same stage in terms of the maturity of their assessment programs, all are committed to assessment of student learning as means of informing curricular change,

The assessment reporting process for program assessment at the College of Arts and Sciences is designed to be both manageable and relevant, encouraging thoughtful analysis of the evidence on a regular basis. Two different formats for the annual assessment report are tied to the five-year cycle of program review. Programs undergoing the five-year review process (which includes external as well as internal evaluation) are asked to submit a comprehensive report to the Dean's office that details the full assessment plan for the program and provides data over the five-year period for all program outcomes. This report is referred to as the "long form". All other programs submit a focused report, annually, that details the assessment process for a subset of the program outcomes. In this "short form", program faculty address a series of questions regarding the components of student learning that were examined, the forum for discussion, and the curricular or pedagogical adjustments that were recommended. The following are examples of recommended changes resulting from the assessment process in recent years:

- **Biology:** Development of a 2-year set of core classes; requirement of a research experience for all majors.



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- Psychology: Inclusion of explicit units dealing with psychological ethics in several courses.
- Philosophy: Significant changes to the course in Logic.
- History: Development of a senior portfolio.
- English: Creation of a series of senior-level seminar courses to develop breadth.
- Mathematics: Requirement for all students to take a course involving proofs.
- Religion: Increased focus on value-oriented material in courses.
- Business/Economics: Added new 2-semester course in Quantitative Analysis.
- Mass Media: Increased emphasis on internships in the advising process; new internship course.
- Chemistry: Increased emphasis on peer-to-peer interactions in capstone course.
- Physics: Addition of courses in Electronics and Thermodynamics; Development of new lab experiences
- Music: Addition of a required course in applied voice to supplement individual and group lessons.
- Art History: Revision of senior exit exam to include more systematic measurement.

Feedback on assessment reports is an important component of the overall assessment process that has helped to improve the quality of both the departmental reports and the individual assessment programs. Initially, assessment feedback and departmental consulting were handled exclusively by the Associate Dean of the College. However, in 2008, the CAS PEOA committee instituted a peer feedback process on the long form assessment reports. Each program undergoing the five-year program review now submits their assessment report to the CAS PEOA committee. The committee reads and discusses the report and provides written feedback to the department chair. In addition, in 2010, the CAS PEOA committee extended the peer review process to include all programs. Each program receives a brief feedback report on its short form

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assessment report that: 1) summarizes the data examined and curricular decisions made, 2) provides some simple recommendations for the future, and 3) evaluates the report with respect to the relevance to student learning, the level of engagement with the data, and the degree to which curricular changes were made based on the data. All assessment reports and feedback reports are available in the Resource Room.

A separate assessment process governs the evaluation of student learning in general education at the College. As reported in the 2007 focused visit, the assessment of general education has relied on a combination of direct and indirect measures. The primary direct measure of assessment since 2006 has been the ACT Collegiate Assessment of Academic Proficiency (CAAP). This nationally normed test provides feedback on students' reading, writing, critical thinking and scientific reasoning abilities. Additional assessment of writing was obtained through the rubric evaluation of a random sample of papers from the senior capstone course. Indirect measures included the National Survey of Student Engagement (NSSE), aggregate scores from the Individual Development and Educational Assessment (IDEA) student evaluation of teaching instrument, alumni surveys and the National Collegiate Health Assessment. General education assessment reports are produced every 2-years (reports are available in the Resource Room), and the data obtained from these measures has been discussed annually at the faculty in-service on assessment for the past three years.

In the Fall of 2011, the College of Arts and Sciences is introducing a new general education program. As reported in the 2007 focused visit, an effort to reform the general education program began with the adoption of new student learning outcomes in 2004. The new Liberal Studies program is an outcomes-based program with 34-49 credit hours of course work that continues throughout the four-year baccalaureate experience.

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The Liberal Studies program outcomes were developed by the faculty through a process directed by an ad hoc General Education Taskforce. The final result of this process is a list of abilities, understandings and experiences (unanimously endorsed by the CAS Faculty Senate) that define a Baker graduate from the College of Arts and Sciences (see Resource Room).

The assessment plan for the Liberal Studies program is being developed in phases with the roll-out of the new curriculum. While course level assessment for the freshman course sequence is well established (and piloted over a two-year period), assessment of courses later in the sequence will be developed as the program progresses (along with additional details regarding course level and program outcomes). Current assessment measures include common rubrics for the abilities that are central to the freshman core courses including: critical thinking, oral communication, written communication and information literacy. These rubrics were developed and normed by the faculty teaching in the Liberal Studies program in a series of regular meetings throughout the first pilot year of the program. The data from the first year of the pilot (available in the Resource Room) was reviewed by the faculty at the assessment in-service in April 2011. Discussion focused on ensuring standardization in the use of the rubrics.

The overall plan for assessing the Liberal Studies program includes the development of an electronic portfolio as both a learning tool and a mechanism for assessment of the program. Students will provide specific artifacts in the portfolio that demonstrate mastery of the essential abilities and understandings. The essential abilities will be assessed using the identical rubrics used in the assessment of the freshman core courses. Additional rubrics will be developed through faculty workshops to assess student progress on the fundamental understandings. In addition to the portfolio as a program level assessment, the CAS PEOA has recommended that the College utilize the nationally-normed Collegiate Learning Assessment (CLA) test.

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#### Assessment at the School of Education

The School of Education assessment system is built around program outcomes (called program objectives). All key assessments, including outcome-based course assessments, supervisor evaluations of field experiences, ETS content and pedagogy major field tests, candidate self-ratings, portfolios, and candidate, graduate and employer surveys are closely linked to program outcomes.

The School of Education has purposely included, within the conceptual framework, program outcomes for each program that directly align with state and national standards. Program outcomes for each of the school's programs are aligned with the following state and professional standards:

1. The program outcomes for initial licensure are aligned with the Kansas State Department of Education (KSDE) professional standard, the first 10 of which are Interstate New Teacher Assessment Support Consortium (INTASC) Standards. The INTASC standards are also used for the KSDE Restricted Licensure, or alternative licensure, program outcomes.
2. The Building and District Leadership Program outcomes are aligned with the Interstate School Leaders Licensure Consortium (ISLLC) Standards and KSDE building and district leadership standards. Both programs use the six ISLLC Standards to direct the program outcomes; however, the indicators under the six building leadership program outcomes differ from the indicators under the six district leadership program outcomes.
3. The Master of Arts in Education program outcomes have been aligned with the National Board for Professional Teaching Standards (NBPTS) Propositions.
4. The Master of Science in Special Education (MSSE) program outcomes are aligned with the Kansas standards for adaptive learners.

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Carefully defined assessments and rubrics have been developed and approved by the School of Education for each program outcome. To ensure the SOE collects candidate performance data on each program outcome, a matrix was developed for each program that aligns program outcomes with required courses within the program curriculum. Program rubrics have been developed for all program assessments and all rubrics use the same four performance levels (unsatisfactory, basic, proficient and distinguished). Each program rubric clearly aligns multiple criteria with each program outcome. Program assessments and rubrics are defined and approved by the School of Education (not the instructor). A listing of the program outcomes, assessments and appropriate rubrics is included in the annual program assessment reports (available in the Resource Room).

The School of Education uses an electronic data collection system, called TaskStream (TS), to collect candidate performance data on program outcomes for all licensure programs. The TS system enables the School to identify the number and percent of candidates performing at each of the four performance levels on each rubric criteria. Candidates upload their assessments on-line, assessments are evaluated online by the instructor (using the defined rubric) and candidate performance data are automatically produced by the TS system. The TS system provides annual data summaries for each rubric criteria, identifies the number of candidates and the percent of candidates falling in each of the four rubric levels, the mean score for each criteria and the standard deviation. The TS system reports candidate performance on all program outcomes, portfolios, field experiences, disposition evaluations and professional skills ratings (in graduate programs). As a result, faculty can quickly identify low and high levels of candidate performance and recommend appropriate course/program adjustments.

The Assistant Dean for Assessment for the School of Education assumes major responsibility for collecting data summaries and reporting these summaries to the

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undergraduate and graduate departments for analysis and response. All data are annually summarized and analyzed following the spring semester; however, program criteria data (candidate GPA, Professional Skills scores and basic skills) are evaluated each semester to determine candidate eligibility for progress in the program.

Both undergraduate and graduate departments schedule retreats during the summer to analyze program data and develop recommendations for appropriate responses. Data are reviewed and analyzed on all assessments listed above. Data tables reviewed always indicate the mean score, and in most cases the number and percent of candidates falling into each of the four performance levels. As a general rule of thumb, if the mean candidate performance on any rubric criteria falls below 80% performance, the SOE evaluates the need for course/program modification.

The undergraduate and graduate departments develop an “Outcomes Assessment Plan and Report” (available in the Resource Room) each summer that summarizes program data and identifies recommended responses to program data. Data for this report is collected from course-embedded student performance, feedback from local schools regarding students’ performance in practicum and student teaching settings, and feedback from school employers on graduates after their 1<sup>st</sup> and 3<sup>rd</sup> year of teaching. In addition, all programs are submitted to Kansas State Department of Education every seven years for a formal program review and the School of Education hosts an accrediting team from NCATE for an onsite visit every seven years. Data analysis and program changes are a major focus in these reviews. Annual reports must be submitted to AACTE/NCATE which addresses any changes made to the programs relative to the Areas for Improvement (AFIs) identified on the last on-site visit. Also, all data and program changes are shared with the Education Advisory Council (EAC) every year. This group is comprised of Baker grads, teachers and administrators affiliated with Baker’s Professional Development Schools, current Baker students, members of the

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undergraduate and graduate Teacher Education Committees (UTEC and GEC), and faculty in the SOE.

Recent data-driven undergraduate program changes include:

- An English for Language Learners (ELL) course was added to the elementary curriculum in 2007.
- Assessments and delivery efforts for modifications and extension activities for exceptional and diverse learners continue to be added.
- Candidates are required to design and administer pre- and post-tests as a component of their assignment to teach a lesson.
- Formative, summative, and diagnostic assessments were increased in ED 242 and pre-and post-tests have been added in ED 343.
- Technology requirements were enhanced by requiring candidates in ED 362 and ED 490 to build a classroom website.
- Faculty members visit classrooms more frequently during practicum experiences in order to better evaluate candidates.
- Changes were made in the weighting of criteria on the professional skills assessment.
- ED 367 now requires candidates to apply state standards in lesson plans.
- More emphasis was placed on Bloom's Taxonomy in ED 242, ED 343, ED 345, and ED 367.
- ED 309 places a greater emphasis on teacher/parent communication and conferencing.
- Integrating curriculum receives greater emphasis in ED 367.
- Candidates are now required to obtain a composite score of 3.5 (on a 5.0 scale) on PDS evaluations and 3.0 on summative evaluations completed by supervising and cooperating teachers during student teaching.

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- A two credit-hour course in classroom management and ELL is required for all initial licensure candidates starting in Fall 2009.
- A one credit-hour course in technology was implemented Fall 2009 for initial licensure candidates.
- Elementary and secondary methods courses were separated and each made one semester in length.

Recent data-driven graduate program changes include:

- MAS 5060, Legal and Ethical Issues in School Leadership, was added to the MSSL program in response to low scores given over a three year period by supervisors and mentors of field experiences.
- MAS 5070, School Planning, Operations and Finance, was added to the MSSL program in response to low supervisor/mentor scores.
- EDU 5102, Assessment Strategies, implemented more assessment activities to analyze candidate performance data.
- MAS 5030, School Personnel, was modified to evaluate classroom teachers teaching lessons and administrators evaluating these lessons.
- MAS 5504, Directed Field Experience, requires more active engagement of candidates with site councils and community members.
- Curriculum guides were developed in all graduate programs, regardless of the delivery site, to ensure the use of common course outcomes, assessments, rubrics, and resource materials.
- A writing course has been added to the MAEd program and writing activities have been added in several courses in response to data on candidate writing performance.
- Course modifications have been made on multiple occasions as a result of instructors reflecting on candidate performance on course assessments.



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- Rubrics have been continuously refined to more clearly identify performance criteria and to clarify expectations for candidate performance.
- Vignettes and case studies that align to standards have been added in coursework to enhance the candidate's ability to perform well on the SLLA and SSA exams.
- APA style handbooks have been purchased for all Ed.D. candidates to assist in accurately citing references.
- MSSL and Ed.D. program outcomes and indicators were reviewed and revised during the summer of 2008 as a result of recent changes to the ISLLC standards.
- Graduate licensure field experience requirements were modified to require graduate candidates to spend 12 hours of field experience time in diverse settings.
- Ed.D. graduate surveys are sent out to all candidates who complete the coursework, not just those who complete their dissertation.

The School of Education annually schedules an Education Advisory Council meeting to share performance data and obtain recommendations from the field regarding curricular changes. As mentioned previously, the EAC is comprised of Baker grads, teachers and administrators affiliated with Baker's Professional Development Schools, current Baker students, members of UTEC and GEC, and faculty in the SOE

#### Assessment at the School of Nursing

The School of Nursing has a clearly defined process for the development and assessment of student learning outcomes associated with curricular elements. Student learning outcomes build in complexity at each educational level, culminating in 10 measurable, terminal outcomes that are congruent with the mission, philosophy, and goals of the School of Nursing. Learning outcomes are also derived from professional nursing standards, most notably *The Essentials of Baccalaureate Education for Professional*

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*Nursing Practice*, American Association of Colleges of Nursing (CCNE), 2008 edition. Each of the 10 terminal outcomes provides the framework for development of outcomes for each level (semester). Course and unit outcomes are derived from level outcomes and reflect clear statements of expected individual student learning outcomes.

The Program Terminal Outcome Evaluation Chart (available in the Resource Room) describes the terminal outcomes, assessment methods and rationale, and specific indicators for each terminal outcome. The SON mission, goals, philosophy, curriculum framework, and terminal outcomes are published in the catalog and handbook.

In addition to the assessments detailed in the Program Terminal Outcome Evaluation Chart, the SON employs student surveys, graduate surveys, and employer surveys that provide data on achievement of terminal outcome. Data are also collected on the national licensing examination (NCLEX), graduation, employment, certification rates, and overall satisfaction with the SON program. The Program Outcomes Chart (available in the Resource Room) provides a review of all relevant outcomes for the past 5 semesters.

Student learning outcomes are also integrated into the School of Nursing Master Plan for Evaluation (available in the Resource Room), which provides a framework for the regular review of mission and governance, institutional commitment and resources, curriculum and teaching/learning practices and aggregate student and faculty outcomes. The SON administration and the Program Evaluation & Outcomes Assessment (SON PEOA) committee at the School review the entire plan every five years to compare the MPE with accreditation standards (latest review in November 2009).

The Program Manager has responsibility for the oversight of the MPE, including data collection, analysis, and reporting. Level outcomes and indicators are reviewed each

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spring by the faculty, and a report is submitted to the SON PEOA committee, which is chaired by the Program Manager. The SON PEOA committee is responsible for analyzing the indicators for the 10 terminal outcomes each year and comparing them with benchmark targets. Reports and recommendations from the SON PEOA committee are then forwarded to the Faculty Senate. Data driven changes based on assessment can be found on the Quality Improvement Table (available in Resource Room). The majority of the data indicates that benchmark outcomes for the School are consistently met. Other examples of revisions or additions made by faculty to document ongoing course improvement include the following:

- In Fall 2009, formal test reviews were initiated in NU 393 Nursing of Persons with Mental Health Alterations in response to weekly feedback.
- In Fall 2007, the NIH ethics module was added to address ethical issues in NU 405 Nursing Research.
- In Fall 2007, Capstone hours in the Professional Nursing Practicum were increased from 72 to 84 based on feedback from students, faculty and employers.
- Resources from the John A. Hartford Institute are used in NU 445 Nursing of Elders after the faculty member attended GNEC Institute in June 2007.
- In Spring 2009, two case studies were added to NU 435 Nursing of Adults: Chronic (Nursing of Adults II) to incorporate more complex application of concepts (e.g. ABG's, ECG's, lab work) and care of hospitalized elders.
- In Fall 2009, a new clinic for the homeless population in Lawrence was developed for first level students in NU 325L Foundations of Therapeutic Nursing Interventions (Fundamentals of Nursing). Content on vulnerable populations was added to NU 315 Concepts of Nursing and Health to provide community health content earlier in the curriculum.
- In Fall 2009, the Evolve online supplement materials for NU 300 Pathophysiology was deleted based on student feedback that the site was not helpful.

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- In Fall 2010, students provided positive feedback about using case studies included on the online Evolve site for NU 360 Pharmacology, but did not use many of the other learning features. Therefore, students did not recommend purchasing Evolve due to the extra cost. In response, the instructor did not require Evolve and has developed case studies to support student learning.
- In Fall 2010, the decision was made to change the text for NU 302 Pathophysiology based on student feedback that it was too high level and they had difficulty understanding some concepts. Select students and faculty compared the current text to another pathophysiology text that was selected.
- In Fall 2010, the instructor in NU 315 Concepts of Health and Nursing developed an online class on cultural diversity and social justice, an area strengthened in the new curriculum.
- In Fall 2010 a new clinical site was developed at Haskell University in Lawrence for fourth level students in NU 492L Professional Nursing Practicum to provide an opportunity for students to work with the Native American population.
- In Fall 2010, one class session on Sensory Impairment: Hearing and Vision, in NU 445 Nursing of Elders, was placed online as a result of student feedback.
- In Fall 2010, multiple ATI skills modules were incorporated in NU 385 & 385L Nursing of Adults: Acute (Adults I) to accommodate additional student learning styles. In Fall 2010, one class session in NU 330 Health Assessment Across the Lifespan was placed online as a result of student feedback. In Spring 2011, one additional class session was placed online.

Employment rates, graduation rates, and NCLEX pass rates are shared with prospective students on visit days and during interview appointments. NCLEX pass rates are also available for all schools on the Kansas State Board of Nursing website.

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#### Assessment at the School of Professional and Graduate Studies

As detailed in the 2007 focused visit Self-Study, the School of Professional and Graduate Studies has developed a more comprehensive assessment program than existed in 2002. The development of the assessment program at SPGS is best represented in three major phases of development: 2002—2007; 2008—2010; 2010—present.

From 2002 through 2007, SPGS invested resources to develop a comprehensive assessment process. Clear statements of purpose and learning outcomes were developed and a systematic assessment system was developed that included direct measures of student learning, including the California Critical Thinking Skills Test, writing samples gathered at various points in the AAB, BBA, and MSM curricula, and comprehensive program evaluation instrument (CPEI) data gathered at the completion of the BBA, BSM, MSM, and MBA programs. A capstone portfolio was implemented as a graduation requirement of the MLA program, where students successfully prepared, presented, and defended a portfolio reflecting the outcomes of the MLA program.

From 2007 through 2010, SPGS continued to refine its assessment system, enhancing the existing assessment instruments. The California Critical Thinking Skills Test was replaced by the Watson Glaser Critical Thinking Appraisal (WGCTA) in 2007, which provided closer alignment with the program outcomes addressing critical thinking in the AAB program. In 2007 and again in 2008, the PH III Critical Thinking course curriculum in the AAB was overhauled to better reflect the criteria measured by the WGCTA and to prepare students with the skills they needed to sit for the examination.

In 2008, WGCTA data was used as the basis for the major revision of four courses in the AAB program. Faculty designed embedded critical thinking course assessments that aligned with the specific subscales measured by the WGCTA (WGCTA reports from 2008 -2011 are available in the Resource Room):

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- In September 2008, BI 120 Human Ecology was revised to include a paper analyzing assertions of global warming.
- In September 2008, HI 231 Decades of Change: 1945-1980 was revised to include small group projects on analyzing social movements in select historical periods.
- In October 2008, RE 350 The Bible and Leadership was revised to include a trait analysis paper examining Gheselli's six leadership traits.
- In January 2009, BU 250 Advertising and Promotion was revised to include an in-class project analyzing how companies identify assumptions for target markets.

In 2008, the existing writing assessment was re-launched using a formal, in-class, timed testing instrument where set writing prompts were assigned to students in each program. The writing prompts presented students with a passage or situation and asked them to clearly and concisely construct an argument in support of or against the prompt. The Writing Across the Curriculum Rubric was modified to closely align with and provide a formal instrument for evaluating student performance on the assessment. In 2008—2011, a writing assessment team of faculty evaluators assessed and scored the writing submissions, establishing a baseline first in terms of undergraduate vs. graduate writing, and later in terms of writing levels in each academic program. The writing assessment was expanded in 2008 to collect writing samples from students in all bachelors and masters on-ground and online programs.

As a result of faculty review of the 2008—2009 writing assessment data, undergraduate and graduate writing standards were implemented in all SPGS programs and courses in 2009 (writing assessment reports from 2008—2011 are available in the Resource Room). The writing standards communicated SPGS expectations for writing based on program level and course, aligning with the Writing Across the Curriculum Rubric and

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with specific written communication outcomes in each program. Faculty members use the writing standards as guidelines to design course syllabi and assessments of course objectives. The standards provided faculty with tools to implement a school-wide, consistent approach to writing where expectations are tailored to specific coursework and are gradually increased for the amount of and level of writing for students in each program. Every syllabus is reviewed and tracked by the Instruction and Curriculum department to ensure alignment with the SPGS writing standards (available in the Resource Room).

The CPEI was used from 2004 through 2008, and was discontinued in 2008 due to a need to realign the assessment criteria with the program outcomes of each respective academic program. Additionally, analysis of question validity and assessment needs led to the selection of the comprehensive business portfolio as a replacement for the CPEI in each SPGS program. Initial design of the portfolio was reviewed and approved by faculty in 2010. Final development and implementation of the portfolio is planned for Fall 2011.

From 2008 through 2010, the University's financial crisis and budgetary reductions affected instructional, curricular, and assessment staffing at SPGS. In late 2009, SPGS restructured the Instruction and Curriculum departments, combined key positions, and streamlined essential departmental functions, which included hiring an assessment coordinator, a position that had been vacant since 2008. In 2010, the Assistant Dean of Assessment position was filled, and the Assistant Dean assumes primary responsibility for and leadership of the SPGS assessment program. One of the first actions of the newly appointed Assistant Dean was to engage Jeff Seybert, Ph.D. as an external evaluator to review and provide feedback on the existing assessment plan.

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In 2010, with full assessment staffing in place, SPGS began a concerted effort to develop in-course assessments driven by program outcomes. In Fall 2010, the SPGS Assessment Plan was developed, articulating the School's commitment to and plans for the systematic assessment of specific program outcomes. In conjunction with the Assistant Dean for Assessment and the Instruction and Curriculum department, full- and part-time SPGS faculty from each program assisted in the review and revision of existing program outcomes, the development of course-based assessments and rubrics for all program outcomes, and the refinement of the data collection process. The participation of part-time faculty with their wealth of business experience was particularly helpful in the process of reviewing program outcomes. In Spring 2011, faculty members reviewed and revised student and graduate surveys to provide additional assessment information on program outcomes. The SPGS Assessment Plan (approved in Spring 2011) is available in the Resource Room.

The current SPGS assessment program relies heavily on course-imbedded assessments. For example, the Associate of Arts in Business (AAB) program has the following six program objectives:

- Communicate effectively in writing and orally.
- Accomplish tasks in teams.
- Utilize critical thinking and reasoning skills.
- Solve problems and make thoughtful decisions.
- Apply fundamental mathematical concepts and operations.
- Employ research skills using technologies and credible resources.

These program objectives closely match the liberal studies abilities that are central to the core courses for CAS and USOE freshman (critical thinking, oral communication, written communication, and information literacy). Each program outcome is mapped to a specific course. Instructors for those courses are given rubrics to collect data on the



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program outcome served by their course, and are required to forward the assessment data to the appropriate administrators. In addition, a random subset of graduating student cohorts are asked to take the Educational Testing Service (ETS) field assessment in business for their particular program (however, not all programs have an associated ETS test) in order to benchmark learning outcomes for those programs against national averages.

In Spring 2011, a number of cohorts were provided incentives for participating in the ETS field assessment tests. The first implementation of the imbedded course assessment process began in the summer of 2011. These data will be reviewed by SPGS faculty at the first annual faculty retreat in Fall 2011. Responses for course or program changes will be developed in all areas where student performance falls below proficiency levels.

In addition to course-based assessments, all assessment data collected at the program level is funneled into the program review cycle. With full- and part-time faculty, the Instruction and Curriculum department is responsible for facilitating the program review process.

Prior to 2008, programs were reviewed frequently (the MBA and MSM programs were reviewed in 2002; the BBA, BSM, MSM, and MBA programs were reviewed in 2004; the AAB program was reviewed in 2005; and the MLA program was reviewed in 2006). While formal program reviews were put on hold from 2008 – 2010 due to staffing and budgetary challenges, informal faculty committees used annual assessment and course/program relevancy data to recommend curricular or pedagogical adjustments. All programs are now reviewed on a three-year cycle. Examples of recommended changes in 2008 – 2011 include:

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- MBA 556 Accounting Applications in Management was revised in 2009 and again in 2010 to provide students with a stronger foundation in managerial and cost accounting.
- MBA 533 Innovative Business Thinking was revised in 2009 to integrate specific right-brained thinking activities into the course curriculum.
- HI 231 American History: The Reagan Revolution was revised in 2009 to expand the scope of the course curriculum. The curriculum was modified and the course was re-titled as HI 231 Decades of Change: 1945-1980.
- BBA 446 Project Planning for Managers was revised in 2009 to integrate Microsoft Project software into the coursework.
- A two-hour computer applications course (BBL 394 Technology Applications) was created to better prepare bachelors students with basic computer applications instruction. The course was designed as a pilot, and will be considered during program review of the other bachelors programs for inclusion into the respective programs' course sequences.
- In 2010, diagnostic assessments were added to multiple courses within the CMDR curriculum to assist students in strengths and behavioral-trait identification in order to meet outcomes for mediation and resolving conflict effectively.
- In 2010, case studies were added to MBA 531 Global Environment of Business to enhance students' abilities to understand other cultures and their specific business practices.
- In 2010-2011, the accounting courses in the AAB, BBA, and MBA programs were revised to provide better alignment across programs, as well as to ensure students gained the foundation in accounting principles needed to succeed in upper-level accounting concentration coursework.

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- BU 110 Introduction to Business Education was revised in 2010-2011 to provide greater writing instruction for students and a more well-rounded orientation to University expectations, resources, and policies.
- In 2011, program handbooks were developed for all programs to ensure the use of common course outcomes, assessments, rubrics, and resource materials.
- In 2011 in all bachelors programs, BBA 310 Prior Learning and Writing Development was moved to the second course in each respective course sequence to better address student needs in terms of developmental writing instruction and opportunities for prior learning assessment through portfolio evaluation.

In Fall 2010, faculty approved a timeline to formally review each SPGS program at least every three years. The MBA program was selected for review in Fall 2010, and the review concluded in Spring 2011. The program review provided data over a three-year period for all program outcomes, and included a review of program level data (including program relevancy as compared to premier and competitor programs, student learning assessment data, student satisfaction, faculty satisfaction, and marketability) and course level data (including course sequencing, student satisfaction, faculty satisfaction, and individual course curriculum). The following are examples of recommended changes (SPGS faculty governance in July of 2011) resulting from the 2010-2011 MBA program review process:

- Adopt revised MBA program outcomes to better reflect faculty and external feedback regarding the vision for the MBA program and proposed goals (approved in January of 2011).
- Add three class sessions and two credits to MBA 511 Introduction to Graduate Education to provide a stronger orientation to the MBA program, Baker's policies, writing expectations, and resources.

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- Remove MBA 570 Information Systems Decisions in Management due to its lack of relevancy, alignment with program outcomes, and appropriateness in the MBA course sequence.
- Revise the MBA course sequence with a new approach to the ordering of quantitative-focused courses, which will be reviewed and re-sequenced and to ensure students build a foundational understanding and application of quantitative analysis skills.

The 2010-2011 MBA Program Review Report is available in the Resource Room.

#### **Core component 3b: Baker University values and supports effective teaching.**

The primary focus of the academic community at Baker is to provide quality learning experiences for our students. Because of this focus, the recruitment and development of effective teachers is a primary concern. Once again, the unique nature of the student populations and curriculum at each of the four schools has resulted in varied approaches to supporting effective teaching. The nature of the faculty body, the type of development support, and the teaching evaluation processes differ from school to school. Regardless of the differences, each school demonstrates a commitment to effective teaching practices.

#### Faculty Qualifications

In addition to teaching experience and ability, the standard qualification for faculty at the College of Arts and Sciences is the terminal degree. More than 85% of faculty members in the College hold a terminal degree (a list of faculty and degrees is available in the Resource Room).

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Similarly, the majority of faculty members at the School of Education also hold terminal degrees (a list of current faculty is available in the Resource Room). More importantly, all faculty at the School of Education have K-12 licensure and experience as teachers and/or administrators in the public school system. This breadth of knowledge enhances the effectiveness of the faculty in their training of teachers and administrators.

At the School of Nursing, all full time faculty hold Master's degrees in nursing and 36% of them are doctorally prepared. The SON Faculty Qualifications Table (available in the Resource Room) lists degrees, certifications, clinical experience, and teaching assignments of each faculty member.

Faculty at the School of Professional and Graduate Studies, many of whom are part-time, hold terminal degrees and/or masters degrees and appropriate certifications as well as 12 hours of credit in the subject to which they are assigned. These faculty members are chosen through an assessment process where their performance in a simulated classroom setting is evaluated by other faculty and administrators. Faculty members are chosen based on their degree qualifications and on their experience in their fields. The faculty is composed primarily of working professionals who can draw on their wealth of experience in industry to enhance their effectiveness in the classroom (a list of faculty members and their qualifications is available in the Resource Room).

#### Support for Effective and Innovative Teaching

The University as a whole provides support for faculty from all academic units of the institution. For example, Baker is a charter member of the Kansas City Professional Development Council (KCPDC). KCPDC is a consortium of universities and community colleges in the Kansas City area that provides development opportunities for faculty and staff from its member institutions. KCPDC provides several teaching-related seminars each semester as part of its faculty development program. Baker

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faculty members are encouraged to participate in these opportunities (without direct costs to the faculty member) to enhance their teaching effectiveness and Baker receives an annual report of faculty involvement from the organization (KCPDC reports available in the Resource Room).

The University also provides resources for faculty to enhance their teaching effectiveness. Operational budgets for all schools have designated funds for professional development of faculty. Although some of those funds have been reduced in recent years due to financial constraints, the University remains committed to returning funds to professional development as a priority in future budget planning.

Another resource for effective teaching is the Kopke Teaching Innovation Award fund that supports innovative pedagogy across the University. Grants in the amount of up to \$2,500 are available to all full-time faculty. The intent of the Kopke Teaching Innovation Awards is to provide financial resources to assist faculty members with the development, implementation and evaluation of innovative teaching approaches.

Examples of recent Kopke Award projects include:

- College of Arts and Sciences: Development of an interterm course on the Holocaust.
- College of Arts and Sciences: Purchase of equipment to allow students to create and publish multimedia content for the internet and prepare students for careers in journalism.
- College of Arts and Sciences: Purchase of a classroom response system for Anatomy and Physiology.
- College of Arts and Sciences: Funding for a guest lecturer and consultant expert in the field of multimedia journalism.
- College of Arts and Sciences: Development of a course in Social Justice.

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- College of Arts and Sciences: Development of a summer college experience for senior alumni.
- School of Education: Specialized training in phonics for education students combined with tutoring opportunities with K-12 special education students to improve reading.
- School of Education: Purchase of two sets of Student Response systems (“clickers”) to enhance active engagement and integrate technology into teaching and learning.
- School of Nursing: Purchase of video equipment for clinical simulation lab.

At the College of Arts and Sciences, support for effective teaching is a component of a comprehensive faculty development plan (The Faculty Development Plan is published as an appendix to the CAS Faculty Handbook – which is available in the Resource Room). The plan organizes a variety of development efforts and new initiatives in an attempt to create a culture of faculty development that will enhance the effectiveness of the faculty. Under the direction of the Associate Dean of the College until 2010 (the program is currently directed by the Dean of the College), the faculty development program provides a variety of development efforts aimed specifically at teaching effectiveness. For example:

- A seminar series for new faculty as part of an extended orientation program
- A new-faculty mentor program that includes classroom observation and peer feedback
- Annual classroom observations and feedback for all untenured faculty
- Consultation in the use of student evaluations to provide developmental feedback
- Experimental Classroom program that provides release time for faculty to engage in developing innovative classroom pedagogy.

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In addition to these approaches to developing effective teachers, the college also holds an annual fall workshop, organized by the Faculty Growth and Enrichment committee that engages the faculty in issues related to teaching, advising and professional growth.

Currently, however, the majority of the energy surrounding effective classroom teaching at the College of Arts and Sciences comes from the developing Liberal Studies program. The Liberal Studies program has embraced an inquiry-guided model for delivering the core learning outcomes for all students. For the past two years, the college has been running a pilot version of the freshman seminar sequence in the Liberal Studies program. As part of the pilot, a series of faculty workshops were conducted in the summers and during the month of January. These workshops, although required for those teaching in the pilot program, were open to all (and were attended by more than half the faculty). During the initial workshop, experts were brought to campus to discuss the effective teaching of writing, oral communication and critical thinking using an inquiry-guided pedagogy. Follow-up workshops have continued to address these specific skills and approaches to teaching. In addition to the workshops, the faculty who teach in the pilot program operate as a learning community, meeting weekly with the Assistant Dean for Liberal Studies to discuss effective teaching practices in their courses.

The School of Education maintains a strong expectation for the continued development of its faculty. In order to maintain effectiveness as an educator, faculty members are expected to attend workshops in their field and to participate in Kansas Professional Educators Association workshops (professional development funds are available to support faculty attendance at these activities). In addition to these general expectations, the School of Education hosts the annual Practitioner's Conference during the summer, which provides opportunities for faculty and area educators to increase teaching effectiveness. The School sets expectations for, and monitors the professional development involvement of, all faculty members (including full and part-time). All



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faculty receive Moodle training and use the tool to support courses. The School also holds an annual retreat for all full-time faculty to review assessment data and discuss connections between student learning and teaching effectiveness.

In the last few years, professional development in-service sessions at the School of Education have been held for all faculty with at least half-time contracts on the following topics:

- Moodle uses
- Strategic planning
- Task Stream tools
- Customer service
- Kansas Assessment training
- Disposition assessment
- Writing skills
- The doctoral advisement process
- Student response systems
- Research design.

Professional development sessions have also been held on the following topics for part-time adjunct faculty in the past few years: Active learning and engagement, improving online learning, developing writing skills, and critical thinking.

At the School of Nursing, a faculty development workshop, presented by a nationally recognized speaker, is held annually in August to promote effective teaching and creativity. Faculty members are encouraged to maintain nursing expertise by attending local, regional and national continuing education offerings, achieving or maintaining specialty certification, and working on a limited basis in their area of practice. Faculty

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members are also participants in nursing practice as they work with students in the clinical areas.

A new-faculty orientation is provided by the School of Nursing in which the faculty member meets with the Dean, Assistant Dean, Program Manager and front office staff for review of the program, curriculum, student and faculty policies, evaluation process, campus, etc. A mentor is assigned for both theory and clinical courses to work with the new faculty on course issues. New faculty members also receive annual classroom and clinical observation and feedback for five consecutive years (and alternate years thereafter).

For the Nursing faculty as a whole, the annual evaluation process includes the identification of goals for professional development. These goals focus attention on needed areas of expertise and guide funding decisions for individuals. Data regarding continuing education for Nursing faculty is available in the Resource Room.

At the School of Professional and Graduate Studies, support for effective teaching is provided through bi-annual faculty meetings, development workshops, and the work of the Faculty Development and Evaluation (FDE) committee. Faculty meetings are held in the spring and fall of each year, with additional faculty development workshop opportunities offered throughout the year. In addition to its primary faculty development functions, the purpose of the faculty meeting is to serve as a forum for faculty to generate program ideas, to discuss SPGS-related concerns, to frame legislation for faculty governance, and to provide the structure for faculty elections. Faculty meetings are held in both Overland Park and Wichita locations. The FDE committee works with the Instruction and Curriculum department to identify topics for faculty development workshops offered throughout the year. These faculty development opportunities offer training in pedagogy, andragogy, and instructional design. Some

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recent examples of workshops include the following (a full listing of faculty workshops from 2006 – 2011 is provided in the Resource Room):

- *Thinking Critically about Critical Thinking*, a 2008 workshop on infusing critical thinking across the curriculum.
- *Great Ideas/Best Practices in Instruction*, a 2008 competition gathering and reviewing faculty submissions for innovative teaching practice.
- *What is the WAT? A Sustainable Approach for Grading Writing*, a 2009 workshop on using the Writing Assessment Tool, developed by program faculty.
- *A Meeting of Minds: Engaging Students in Business and the Liberal Arts*, a 2010 workshop on infusing a liberal arts focus into business and management courses.
- *Give and Take Feedback*, a 2010 workshop on providing effective feedback to students.
- *The Plagiarism Disease: Detection, Diagnosis, Prevention, and Treatment*, a 2011 workshop sharing ideas and tools regarding student plagiarism.

The School also provides faculty development workshops focused on technology in the classroom. Examples of workshops and seminars offered recently include:

- Seven *Beginner Moodle* workshops and clinics offered in 2008 – 2010.
- Nine *Intermediate Moodle* workshops and clinics offered in 2008 – 2010.
- *Technology in the Classroom*, a 2008 workshop on how to enhance a course with Google tools, Skype, and other freeware.
- *Enhancing Your Course with Web 2.0 Tools*, a 2010 workshop on identifying and effectively implementing web 2.0 freeware and other tools into online coursework.

In addition to the workshops, the School of Professional and Graduate Studies maintains a robust peer review program. Elected faculty members of the FDE committee review each new and existing SPGS faculty member annually. FDE members, or “peer

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reviewers” conduct on-ground and online classroom observations and provide feedback in writing to those reviewed.

Orientation sessions are provided online and on-ground for new faculty based on the modalities in which the faculty members are designated to teach.

#### Evaluation of Teaching

At the College of Arts and Sciences, evaluation of teaching is provided through the administrative structures of the University. All untenured faculty members engage in an annual evaluation process that includes a written self-evaluation, a letter of evaluation from the appropriate department chairperson, and a letter of evaluation from the academic administration. Classroom observations and student ratings are included in the evaluation process. Tenured faculty members write annual self-evaluations and undergo a post-tenure review every six years. The review process is conducted by the Faculty Development and Evaluation committee (which also oversees tenure and promotion evaluations). The College also utilizes the IDEA student evaluation-of-teaching system to provide feedback on effective teaching methods and progress on relevant learning objectives for all faculty members.

The School of Education also utilizes a self-evaluation process as part of the annual review of faculty. A thorough evaluation of teaching and service to the University is conducted using a number of assessments to evaluate faculty performance including 1) end of course evaluations completed by students, 2) annual faculty self-evaluations of faculty effectiveness that address teaching effectiveness, professional growth, service to the Baker community, academic advising and goals and objectives for the forthcoming year 3) administrator evaluations of classroom teaching, and 4) student performance data on program assessments. Faculty who have not attained tenure are evaluated annually until tenure occurs. Following tenure, the evaluation process is scheduled every

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six years. Non-tenure track faculty who hold at least a half-time contract, are evaluated by the department chair each year. However, after three continuous years of service and positive administrative and student reviews, the department chair may choose to evaluate the faculty member on a biennial basis. Part-time faculty who are not contracted on an annual basis are evaluated once during the first teaching assignment and once every year thereafter, should continuous part-time annual course assignments be made. After three years of continuous part-time service with positive administrative and student reviews, the department chair, or his/her designee, may choose to evaluate the part-time faculty member once every three years.

At the School of Nursing, faculty evaluations are based on the Boyer Model, incorporating scholarship (teaching, application, discovery, and integration), service and professional development. Faculty members establish individual goals for scholarship (which includes teaching), service and professional development on an annual basis. They complete a self-review in February of each year, followed by a meeting with the Assistant Dean to discuss the overall quality of their teaching and with the Dean to discuss progress towards goals. In addition to the self-review process, students provide evaluative feedback (course evaluations) to the faculty at the end of each course and clinical rotation. Classroom and clinical evaluation visits are conducted by peers and administrative faculty every year the first five years of teaching, and every other year thereafter.

At the School of Professional and Graduate Studies, the annual faculty evaluation process focuses on establishing goals for professional development and faculty report their goals and progress made through the annual professional development report. SPGS administrators use a number of assessments to evaluate faculty performance including: 1) end of course evaluations completed by students; 2) end of course evaluations completed by faculty; 3) annual faculty professional development reports

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addressing teaching effectiveness, service to the Baker community, and goals for the forthcoming year; 4) peer evaluations conducted by members of the FDE committee; 5) review of faculty members' continued education and professional development in their respective fields, to ensure currency and continued effectiveness as educators. The School of Professional and Graduate Studies recognizes outstanding business and liberal arts teaching with the Robert Campbell Award (business) and the Brad Willis Award (liberal arts). Annual professional and faculty development expectations are also built into the compensation structure for part-time faculty members.

#### **Core Component 3c: Baker University creates effective learning environments.**

As a comprehensive institution, Baker maintains a wide variety of learning environments. From the completely virtual environment of the online class to the comprehensive learning environment of the residential campus, Baker strives to provide environments that match the needs of its learners and the demands of the academic curriculum.

#### Technology and Learning

An essential part of the modern learning environment is an effective technology infrastructure. At Baker, we have worked to develop technology solutions that serve the entire university. For example, all campuses utilize the same course management system, Moodle, that serves as the backbone for our online courses, and provides support and enhancement for on-ground courses. All faculty members can access an online series of Moodle tutorials and can seek Moodle-specific assistance through the University Help Desk. In addition, Moodle workshops have been offered for faculty members in all Baker programs, faculty may also work individually with an IT staff member to develop their facility with the course management system.

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All campuses utilize the same software platform for both office computers and classroom systems. Every classroom is equipped with a computer and projection system in order to enable effective use of technology resources to enhance the learning environment of the classroom. All classrooms and buildings also have secure wireless internet access, which can be used by students as well as Baker employees.

In order to provide and maintain the educational technologies necessary for effective learning, the IT staff works closely with faculty to identify technology needs. On the Baldwin City campus, the Educational Technology Committee (which includes faculty, staff and students), regularly reviews educational technology needs and participates in the planning process for upgrades and the purchase of new technologies. A comprehensive review of educational technology needs was initiated in 2011 as an outgrowth of the BAKER 2012 planning process (discussed in Criterion 2).

At the School of Nursing, the Academic Resources Committee (which includes faculty, students, and library and IT staff), regularly reviews educational technology needs and participates in the planning process for upgrades and the purchase of new technologies. The Baker IT staff assists faculty with website and Moodle issues, while the onsite SVHC Information Services staff supports the hardware and networked applications available to faculty at the School. In addition to Moodle and computer/ electronic resources available through the Collins Library, the SON provides further opportunities for students to use technology through electronic reference textbooks, simulation, and hand-held electronic platform (i.e., iPod, Blackberry, etc.) that includes most reference texts students use throughout the program. Students also use electronic medical records and electronic medication administration systems during clinical experiences.

Due to the frequency of online courses and programs at the School of Professional and Graduate Studies and the graduate programs at the School of Education, additional

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faculty resources and support systems are available for online instructional development in these Schools. Faculty members have access to over 100 videos on online course design that can help them to enhance their online courses. The SPGS Online Course Development Guide (available in the Resource Room) offers strategies, concepts and a self-evaluation form for faculty to use when building or revising an online course. Additionally, the SPGS Online Resources Coordinator assists faculty in designing each online course, in accordance with the development guide. The Online Resources Coordinator maintains current and relevant resources, support materials, tutorials, video tutorials, multimedia guides, and other resources for faculty who are developing courses.

#### Physical Learning Environments

The physical environment creates an atmosphere for learning that both constrains and liberates the kinds of teaching and learning that take place. For example, on the Baldwin City campus, the historical building structures and attractive grounds integrate a sense of learning and college life. At the same time, these aging structures create maintenance concerns and constrain the classroom environments towards more traditional experiences. This reality creates a need for vigilance in ensuring that our physical spaces meet the changing needs of the learning environment.

One example of effective planning for the physical learning environment is the remodeling of the Collins Library. The Library was renovated and expanded by 30% in 2001-2002. The additional space provides group study rooms, additional computer workstations and a small instruction room that doubles as a videoconferencing venue for the campus. The downstairs of the Library was designed as a commons area, with direct access to the Student Academic Success Center and its peer tutors. Key card entry assures students access 24 hours a day.



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Current physical facilities projects on the Baldwin City campus include remodeling of a former residence hall (Denious Hall) to create a welcome center for prospective students that houses admission and financial aid staff and repurposing a former sorority house (Phi Mu) as an Alumni Center to further engage alumni and provide offices for the advancement staff. Baker is also involved in a multi-million dollar renovation and expansion of the Mulvane science building to provide more current facilities and spaces for student learning.

Also on the Baldwin Campus, Academic Services has worked with maintenance to update classrooms with effective furniture and teaching tools over the last several years. Faculty members were directly consulted to select the kinds of physical resources that would best facilitate learning in the classroom. For example, in some undergraduate education classrooms, moveable desks with large surfaces were purchased that function effectively in classroom exercises that involve group work.

At the School of Nursing, classrooms are well-equipped to facilitate student learning with blackboards, a ceiling mounted projector, a pull down projection screen, TV/VCR/DVD player, document camera and laptop computer with wireless Internet access. The ability to reserve other spaces within the Pozez Education Center at SVHC has been helpful in meeting needs for classroom space with increased enrollment and for special events.

At the campuses for the School of Professional and Graduate Studies and the graduate component of the School of Education, the classroom spaces are designed to facilitate discussion and group work. All campuses and learning centers are equipped with comfortable tables/chairs, WiFi, laptop computers, data projectors, whiteboards, and flat screen TVs for announcements. In addition to classrooms, the facilities have conference rooms for faculty and/or staff to meet privately with students prior to class.

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Our programs for working adults also provide learning spaces through off-site locations. These locations in schools and local businesses provide convenient access for students without requiring them to travel long distances. Baker works directly with the off-site providers to ensure that the space provided meets specific requirements in order to effectively facilitate learning.

#### Experiential Learning Environments

Learning at Baker is not confined to the classroom environment (virtual or physical). Our students have the opportunity to expand their learning with rich educational experiences that inform their areas of study and their personal development. These experiences are coordinated through classroom instructors, academic advisors and specialized programs.

On the Baldwin City campus, students have access to a variety of unique resources that provide the opportunity to enhance classroom experiences and engage students in specialized research projects. For example, the Collins Library is home to several special collections including the Quayle Bible Collection, the Miriam Stewart Greene Collection and the Kansas Methodist and Baker Archives. Additional information about these collections is provided below.

- The Quayle Collection was initiated by Bishop Quayle, an early Baker president, and contains landmark bible editions and translations, related manuscripts, and printed works of importance to the understanding of Christian and intellectual history.
- The Miriam Stewart Green Collection is a collection of musical compositions authored by female composers, and includes compositions dating to the 16<sup>th</sup> century. Work is currently underway to provide an electronic data base for the collection and to provide digital access to compositions in the public domain.

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- The Kansas Area United Methodist Archives preserves, organizes and makes available the records of churches, ministers and church agencies in the state. Nineteenth century holdings are quite strong, but materials are continually added in accordance with requirements of the United Methodist Church.

These resources are consulted by students (particularly, but not exclusively, history students), faculty, staff, local historians and genealogists. Baker also has an extensive collection of art works housed on the Baldwin campus that is being developed to add enriching learning experiences for students on our campus. A cataloging and archiving project for these artworks is currently underway, with the goal of making these unique pieces available for study and classroom experiences within the next year.

Baker offers a variety of opportunities for students on the Baldwin City campus to study internationally. In fact, majors in World Languages or International Studies are required to engage in significant international travel and study. Baker maintains a relationship with the University of Evansville, and sends between 15 and 30 students each year to study at Evansville's Harlaxton campus in Grantham, England. Baker also maintains a Study Abroad office with connections to a variety of study abroad programs in 30 different countries. In a typical year, more than 20 students elect a study abroad option. Finally, a variety of international travel courses are offered during our January interterm. About 60 students each year take advantage of this opportunity to engage in learning experiences that take them outside of the United States.

Specialized learning environments on the Baldwin City campus allow students to apply their learning beyond the traditional classroom experience. For example, the University's natural areas include the Boyd Prairie Preserve and the Baker Wetlands. These areas provide a rich natural laboratory for Biology students to practice their discipline. Another example of the application of learning is in the award-winning

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constellation of experiences for students in Mass Media, including the Orange (student newspaper - in print and online), KNBU-TV (student run television-cable access and online at youtube.com) and KNBU (the student radio station).

Internships also allow students to apply their knowledge in a practical way. Internships are a required component of several majors on the Baldwin City campus including Accounting, Business, International Business, Mass Media, Sports Administration and Exercise Science. Education majors are required to engage in a multiple field experiences, including a diversity experience internship over the January interterm at a school in the Kansas City area with a large minority population. Although some programs, such as Mass Media, have a separate internship program that contains specific additional learning components, all students have the opportunity to sign up for internships for academic credit through the Career Development Center. The student is required to retain a faculty internship advisor who works with the student to develop the academic components of the internship experience. An Evaluation of Student Performance is required from the employer and the results are tracked to assess whether students are adequately prepared for the internship experiences. Employer survey results are available in the Resource Room.

Student research is an additional way that students can enrich their learning experiences. Many Baldwin campus students travel to conferences to present research or engage in juried conferences in music, theater or literature. Much of this student travel is supported through the Honors budget, which provides funds for research projects and presentations. Students who present their work or perform off campus also display their talents at the annual Baker Undergraduate Scholars Symposium. The student symposium was initiated in 2009, and includes presentations from a variety of disciplines on campus (program examples are available in the Resource Room).

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Students on the Baldwin City campus also have access to a variety of extracurricular learning experiences including athletics, music and theater performances and student government. Students can become involved in the Baker Ambassadors program that serves as the representative Christian leadership group on campus. Ambassadors provide recreational activities, voluntary religious study opportunities, community service opportunities, and participate as worshippers and leaders in weekly chapel services on Thursdays at 11:00 a.m. Students also have an opportunity to become part of the parMentor program, where they are matched with a mentor (often a member of the Board of Trustees) who can help them focus their career goals. ParMentors also learn social skills (formal dining, business etiquette and interview skills) that are an important component to networking in a complex world.

Experiential learning is also extremely important in School of Education programs. Undergraduate and graduate SOE programs require field experiences that force candidates to put theory into practice. Candidates in the undergraduate programs are required to participate in a minimum of 644 hours of field experience. Candidates in graduate programs all require field experience time including the Master of Arts in Education program which requires 50 hours, the Master of Science in School Leadership which requires 120 hours, the Master of Science in Special Education which requires 200 hours, and the Educational Doctorate which requires 120 hours of field experience. The University contracts with public schools to provide specific types of field experiences appropriate to the different graduate degrees. For example, those in building or district leadership programs work with or “shadow” building or district administrators and complete tasks common to those positions.

At the School of Nursing, faculty members select clinical facilities and experiences that facilitate students’ opportunities to meet course, level and terminal outcomes to develop a strong clinical foundation reflective of high professional standards. Students at

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the SON benefit from the partnership with Stormont-Vail Health Center (SVHC), which provides a variety of opportunities for clinical learning experiences. In addition to SVHC, the SON utilizes approximately 70 other clinical sites each semester, including hospitals, long-term care, home health and hospice organizations, public health sites, and more. A complete list of the clinical facilities and type of experiences students obtain in that setting can be found on the Clinical Learning Environments chart (available in the Resource Room). All nursing students complete a three-week capstone at the end of the curriculum in which they work 84 hours with a nursing preceptor in a clinical area and site of their choosing (within an 80 mile radius of Topeka).

The Learning Resources (skills) lab at SON includes two large rooms, each furnished with eight hospital beds, curtains, sinks, and bedside and over-bed tables. A ceiling mounted TV/VCR/DVD is available for showing media, and a table and chairs provide space for student activities. In addition to 10 full-size mannequins, models for teaching central line care, urinary catheter insertion, wound care, tracheostomy care, IV insertion and suture care are available to help students develop patient care skills. A virtual IV that allows students to practice intravenous insertion through the use of simulation is located in a separate room near the labs.

The School of Nursing also boasts a Human Patient Simulator Lab that is shared between the SON and SVHC. It includes a state-of-the-art human patient simulator (METI) and equipment that students encounter when caring for a hospitalized patient. The lab is equipped with practice versions of electronic medical records, medication administration systems and equipment such as intravenous medication pumps, oxygen tubing, and urinary catheters. All students have at least nine simulator experiences while at the SON.

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Students at the School of Professional and Graduate Studies are unique in that they bring a variety of real-life experiences to the classroom. Unlike traditionally-aged college students, SPGS students have acquired experiences that have enabled them to develop traits (such as self-determination and a sense of personal responsibility) that directly impact their approach to learning. As a result, courses and coursework at SPGS focus on student responsibility for self-directed learning and are largely application-based. Program coursework offers extensive opportunities for students to draw on their personal and professional experiences and apply learning directly in their professional lives. Faculty bring real world business and management experiences to the classroom, and students focus on projects that are directly applicable to the business world.

The process of engaging with students' experiential learning is formalized through the Prior Learning Assessment (PLA) center for undergraduate students, who have the opportunity to compile a portfolio documenting and describing their college-level experiences. The structure of the portfolio is based on David A. Kolb and Ron Fry's Experiential Learning Model. Students can submit their portfolios or other documented learning materials to the PLA center for the opportunity to have their submissions evaluated for college credit by trained assessors.

An additional experiential learning element of SPGS programs is the use of learning teams in the business and management programs. Students work in learning teams and meet outside of class to work together on reports, projects, and presentations, and to provide mutual support for learning. The team framework supports collaborative educational opportunities and reflects the use of cross-functional teams in the actual workplace.

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#### Support for Student Success

Effective learning includes effective support systems for student success. Baker's student populations represent a diverse set of backgrounds and preparations for educational success. In order to ensure that students can be successful in the learning environments we create, Baker provides support that supplements the student-teacher relationship.

On the Baldwin City campus, the Student Academic Success Center (SAS) provides a variety of workshops and individualized aid to students who need additional academic help. The mission of SAS is to provide academic support services for students enrolled at the Baldwin Campus. Services offered by the Center include:

- Appropriate ADA-compliant support services and accommodations for eligible students.
- A peer tutoring center with paid tutors available in a variety of subjects.
- Academic skill-building courses for students on academic probation.
- Targeted academic skills development integrated into first-year and transfer "transition" courses for students who are admitted with conditions.
- Individualized academic support from SAS staff members.

In order to fulfill its mission, SAS has worked to establish assessment processes that provide information on the effectiveness of its services. The Center is able to track the grade point averages (GPA), retention and graduation rates of students who use its services. By tracking this information, the Center is able to evaluate its success in supporting at-risk student populations. In addition, the Center currently tracks tutor availability, number of disciplines covered, hours used, and other factors that measure the effectiveness of its peer tutoring program. Student surveys are also utilized to measure the effectiveness of the academic advising, study abroad and cultural awareness



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programs. The following are examples of assessment information that has been used to evaluate the effectiveness of SAS services and provide direction for improvement:

- Over the course of the past four academic years, 104 students on academic probation have enrolled in the required support course. Of those students, 61 (58.6%) are either currently enrolled at the College or have graduated. Of the remaining 43 students 17% were academically eligible to re-enroll after completing the course, but chose not to enroll for other reasons. Overall, only 25% of probationary students were ineligible to return after completing FY050.
- In 2010-2011, SAS offered 41 scheduled hours of tutoring each week in addition to independently scheduled appointments. From November to April 2011 peer tutors spent 143 hours actively tutoring students in 19 different disciplines and in writing support.
- Results from the 2011 advising and enrollment survey suggest that students are satisfied with their advising experience:
  - 84.6% indicate that their advisor is helpful
  - 90% indicate that they have a positive working relationship with their advisor
  - 91.8% indicate that their academic advisor cares about their post-graduate plans.
- Additional results from the 2011 advising and enrollment survey showed less positive responses to the enrollment process:
  - 57% felt that they logged onto the enrollment server with ease
  - 48% felt that they navigated the enrollment process with ease
  - 48.4% felt that enrollment took place at a time that fit their needs.

The Collins Library also provides effective support for student learning. The Library faculty members provide in-class instruction on finding and evaluating information resources for their research. They also offer workshops to help students use search

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engines (e.g. Google) effectively, cite sources, and use database tools to save citations or set up alerts to notify them when a new article is published on a topic of interest. In addition, the Library provides a variety of very short online tutorials to assist students with searching for books or articles, evaluating resources, and understanding the differences between primary and secondary sources. More in-depth tutorials and subject guides help students with knotty research problems, such as finding company information and plagiarism avoidance.

Beyond academic support, the Baldwin City campus provides physical, mental and spiritual support through the offices of Student Affairs. A full-time nurse is available to students with illnesses, and doctors are available twice a week for consultations. Student Affairs also maintains a counseling center staffed by a full-time counselor and several interns. In addition to the counseling support offered by Student Affairs, students with spiritual concerns are encouraged to visit with the University Minister. All of these areas help to support student learning by ensuring that students are mentally and physically prepared to learn.

At the School of Education, undergraduate students are part of the Baldwin City campus, and thus have access to the same support services as students at the College of Arts and Sciences. Student support for SOE graduate students begins when individuals are admitted to the institution. Each student receives an admission letter referring him/her to an academic advising staff member, who assists in planning and tracking individual program progress. Candidates are encouraged to contact advisors as needed. Because candidates are enrolled in cohort groups that move through the program in a given sequence of study, there is limited need for advising to meet degree requirements. Ed.D. candidates are also assigned a faculty advisor who tracks the candidate's program progress and advises the candidate on field experiences, portfolio completion and completion of the dissertation.

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Support for student learning at the School of Nursing includes tutorial services which are coordinated by the SON Program Manager. Tutorial services are available for math testing during registration week, and the Program Manager works directly with students who need assistance with study and/or test taking skills. The tutorial lab is also used for out-of-classroom testing, for missed tests, or for students needing to test separately. Students rated the adequacy of tutorial lab at 3.94 to 4.6 on a 5-point Likert scale the past three years. Students may also receive additional help from the SVHC Director of Educational Services, who works with nursing students who are experiencing test anxiety or need additional assistance with test-taking skills.

The Assessment Technology Institute (ATI) testing and remediation program is used to promote student success in the nursing program and on the NCLEX. The ATI diagnostic testing helps the student to identify strengths and provides a means of addressing weaknesses as they progress through the program. Students use ATI throughout the program beginning in the first semester and concluding with the Comprehensive Predictor exam taken prior to graduation. Remediation materials are provided for each test.

Through an arrangement with Stormont-Vail HealthCare, students are eligible for mental health counseling services through New Beginnings. New students are made aware of these services at orientation, and details about how to access these services are provided in the Catalog and Handbook. Students may also arrange to visit with the University Minister. Health care is available for students based on a sliding scale fee at the Shawnee County Health Agency, located across the street from the SON campus. Most students are eligible to receive health care at or near 100% coverage. All students are required to show proof of health insurance coverage. A health insurance plan may be purchased through Baker University.

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At the School of Professional and Graduate Studies, the structure for student support services is similar to the system used in the graduate programs at the School of Education. When individuals are admitted to the institution, each SPGS student receives communication from their Academic Advising staff member, who assists in planning program progress, elective and concentration choice and enrollment, ADA compliance assistance, policy information, and learning team support and guidance. Students receive additional support and guidance regarding learning teams through the Learning Team Handbook (available in the Resource Room).

Students in the undergraduate programs at SPGS are offered the opportunity to get assistance with mathematical skills through Math Basic Training sessions that are designed to prepare students for the required course in College Algebra. All SPGS students have access to online writing resources as well as faculty tutors who offer their services for an hourly fee.

#### **Core Component 3d: Baker University's learning resources support student learning and effective teaching.**

##### Collins Library

One of the largest and most important learning resources at Baker is the Collins Library. In addition to the physical library, which provides a variety of resources for students on the Baldwin City campus, the Library has ensured access to its resources for students on all of our campuses as well as for those in online degree programs.

With the rapid change of technology, the need for a library to invest in physical, paper-bound documents has decreased dramatically. Instead, much of the Library's resources have been directed to providing access to electronic resources such as electronic books

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and full-text journal articles. In the last 10 years, the number of available databases has grown from 24 to 38, and the library has acquired over 8,000 electronic books. Not all of the resources that students need are available in electronic format, however. And, budgets for new print documents have dwindled dramatically (particularly in the past two years). In order to meet students' needs in this area, the library offers an extensive inter-library loan program through its membership in the Kansas City Library Consortium and participation in two courier programs serving libraries in Kansas, Missouri and Colorado.

In addition to access to specific document resources (all of which can be accessed online or mailed to students), the Library provides assistance to students in conducting research. Library staff members provide presentations to students on multiple campuses, giving students the opportunity to learn more about the resources available or to develop additional skill in finding resources to support their coursework. The Library has developed a variety of online tutorials that provide additional guidance in the research process. In addition to these resources, the Library provides reference assistance (in person, by phone and instant messenger) and research consultation by appointment (either in person or by phone). The online "Ask A Librarian" service and reference desk are staffed 46 hours a week.

The Collins Library personnel also provide guidance related to the Policy on the Use of Copyrighted Materials. The library maintains a web site (developed by the copyright policy task force) that directly addresses the policy guidelines and assists faculty, staff and students in their efforts to comply with copyright law.

In order to understand more about constituent use of library services, the library staff has begun to gather data on use and satisfaction. A recent survey, modeled after the LibQual instrument used widely by academic libraries, gathered data on the effectiveness

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of training sessions, access and physical space usage. Over 180 responses were recorded on a 9-point scale. Overall, Baker's 7.16 average rating is comparable to overall ratings from the Earlham and Oberlin studies which reported averages of 7.3. Baker's students gave positive marks relating to online access and remote access (7.5 and 7.2 respectively) and their ratings averaged 7.3 in responses relating to satisfaction with documents/processes within the physical library. Less positive responses (average of 6.7) were given for the effectiveness of library presentations. The Library staff is currently seeking additional information to determine ways of improving the effectiveness of these presentations. One specific change was made in working with students in Master of School Leadership program at the School of Education. Library instruction for these students was moved into the orientation course and a library assignment was incorporated into the course. Library staff are working with the School of Education to monitor the effectiveness of this change.

The Library also maintains a strategic plan and collects information on peer libraries in order to make clear comparisons regarding resources available and student use of library services. Documentation on these comparisons is available in the Resource Room.

#### Stauffer Health Sciences Library

Nursing students have 24/7 access to nursing and allied health databases through the Collins Library website. These databases are made available to libraries through Kan-ed and include CINAHL, ProQuest Nursing, Medline Plus and the Joanna Briggs Institute. While onsite at SVHC, students use the Stauffer Health Sciences Library, which provides access to both print and electronic resources. The book collection contains 7,300 print books and 176 electronic medical, nursing and health-related titles. The Stauffer Library also partners with local academic, hospital, medical school and nursing school libraries including Washburn University, the Topeka VA Hospital, and the Health Sciences

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Library Network of Kansas City to provide loan services as well as purchases of specific products such as CINAHL, Cochrane, and nursing book collections.

The Stauffer Librarian and library staff provide orientation during the student's first semester, including an overview of the information resources available via Baker's website, how to access, passwords, and use of RefWorks, a bibliographic management tool. The Librarian also presents a session on health literacy to first semester students. For the nursing research course in third level, the Librarian lectures for one hour and then holds 8 to 10 one-hour small (5 – 6 student) group sessions. Surveys of students and faculty indicate overall satisfaction with the services provided by the Stauffer Health Sciences Library. Satisfaction ratings on a 5-point scale range from 4.55 to 4.65 for students and from 4.64 to 4.87 for faculty.

#### Technology Support

Support for the effective use of technology is provided through the Information Services area at Baker. A wide variety of technical support is available to assist students and to ensure that technology-supported learning environments are consistently effective. The following are examples of ways in which Baker provides support for learning through its Information Services area:

- Baker has a University HelpDesk, which responds to phone calls and online work requests regarding technology issues from faculty, staff and students. The HelpDesk is supported by Information Services staff from 8am-10pm Monday through Thursday and 8am -5pm on Fridays.
- HelpDesk services for Moodle (Baker's learning management system) are available 24 hours a day, seven days a week.
- In addition to the HelpDesk, technology training workshops are offered regularly to faculty and staff.

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### CRITERION 3: STUDENT LEARNING AND EFFECTIVE TEACHING

- Baker maintains a variety of policies that govern the use of information technology.
  - The Responsible Use Policy defines appropriate use of University computing resources, including software, hardware and bandwidth.
  - Email Policy specifies appropriate use of email accounts and issues of privacy, confidentiality and security.
  - A Peer to Peer File Sharing Policy outlines individual and institutional responsibilities for respecting intellectual property.
  
- The School of Nursing receives additional IT support from SVHC for computer and AV technology problems.
  
- All of the campuses and learning centers that serve the School of Professional and Graduate Studies and the graduate programs of the School of Education have a dedicated staff available to assist students and faculty with classroom technologies.

Student satisfaction with technology resources is assessed in a variety of ways. At the College of Arts and Sciences, the Educational Technology Committee is responsible for appropriate planning with respect to educational technology. Periodically the committee surveys students and faculty regarding technology needs and satisfaction with the most recent survey occurring in the Spring of 2011. At the School of Education, end-of-course evaluations include the item “Technology is sufficient for the needs of students and instructor.” Students at the School of Nursing rate the effectiveness of computer resources in a survey given each semester. The School of Professional and Graduate Studies also includes a technology satisfaction item in end-of-course student surveys. In all these cases, data indicate that students are fairly satisfied with technology resources. Fewer than 10% of CAS students indicated dissatisfaction with technology



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### CRITERION 3: STUDENT LEARNING AND EFFECTIVE TEACHING

on the recent survey, and student ratings of satisfaction related to technology at the other schools average more than 3.8 on a 5-point scale.

#### **Strengths and Challenges: Student Learning and Effective Teaching**

##### Strengths

- Baker has made many improvements in the assessment of student learning
  - At CAS, an active, structured assessment program includes data-driven changes in most programs. A peer review process ensures that assessment is “owned” by the faculty.
  - At SOE, a strong programmatic assessment process is part of a recent successful NCATE accreditation visit.
  - At SON, comprehensive assessment of terminal outcomes is central to the overall evaluation of the program. SON also had a recent successful accreditation visit from CCNE.
  - At SPGS, the assessment process has been recently enhanced through the involvement of faculty and staff to include a more programmatic assessment process that utilizes portfolios and course-imbedded program assessments.
- Baker values and supports effective teaching as a central aspect of its mission.
  - Developmental teaching opportunities are available through the KCPDC consortium
  - Workshops, conferences and retreats focus on teaching in all academic units.
  - CAS maintains a comprehensive faculty development plan including mentors for new faculty.
  - Continuing education is both supported and expected for faculty at SOE and SON in order to maintain current licensure status.

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### CRITERION 3: STUDENT LEARNING AND EFFECTIVE TEACHING

- SPGS maintains an expectation for continued professional development for both full-time and part-time faculty and provides opportunities several times a year.
- SPGS has a well-established peer-review process that provides feedback on effective teaching.
- Baker offers a variety of rich learning experiences.
  - At CAS, students have a variety of experiential learning opportunities including study abroad, travel interterm courses, internships and student research experiences.
  - At SOE, undergraduate students gain practical experience and skills working in schools through Baker's K-12 partnerships.
  - Also at SOE, graduate students engage in activities such as: directed field experiences and the dissertation (formerly referred to as clinical research project) for doctoral students.
  - At SON, students apply classroom theory through a variety of clinical, lab and simulation learning opportunities throughout the program. At SPGS, students draw on their real-world experiences and engage in application-based coursework. Learning teams provide an opportunity for students to develop teamwork and leadership skills.
- Through the Collins Library, Baker provides students with access to a vast variety of resources including online research tutorials, inter-library loans, and a comprehensive set of databases in addition to physical resource material.
- Baker maintains a variety of unique resources that can enhance student learning experiences including the United Methodist archives, Quayle Bible Collection, Miriam Stewart Greene Collection, Old Castle Museum and the Baker Art Collection.

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### CRITERION 3: STUDENT LEARNING AND EFFECTIVE TEACHING

- The Student Academic Success Center provides important support for all students on the Baldwin City campus, and offers successful programs for at-risk students.

#### Challenges

- Budgetary and staffing reductions have presented the School of Professional and Graduate Studies with challenges in the ongoing development of an effective and sustainable outcomes assessment program. The current program, although recently developed, has the promise of providing consistent and meaningful data on student learning. The challenge will be to ensure that the assessment program sustains its initial energy and develops into an integral part of academic decision-making at the School.
- At CAS, although the vast majority of departments have active assessment programs, there continues to be diversity in the maturity of the programs. The challenge in this area is to continue to improve assessment processes – particularly among those programs which continue to struggle with effective assessment.
  - A related challenge is to work with current staffing levels to identify an administrative structure that can most effectively support continued improvement in the assessment of student learning.
- Academic support services, like our student populations, vary greatly across the four academic units. For example, support services for Baker's adult programs are not as comprehensive as those for the residential students on the Baldwin City campus. The challenge in this area is to conduct an assessment of student needs (both on-ground and online) and to develop appropriate organizational structures to ensure that students in all programs are provided with the necessary support to be successful.

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### CRITERION 3: STUDENT LEARNING AND EFFECTIVE TEACHING

- Student evaluation of teaching is addressed in different ways across the University. The voluntary online student evaluations used in the graduate programs at SOE and all programs at SPGS produced challenges in terms of low student response rates. In order to provide effective feedback to faculty and administrators, the challenge in this area will be to develop a sustainable method for engaging students in the evaluation process. A task force has been assembled to identify strategies for increasing student response rates. Details will be available at the time of the accreditation visit.
- Aging physical spaces on the Baldwin City campus highlight the need to maintain and improve academic and student residence facilities. The challenge to the University is to plan effectively for the improvement of facilities, and to develop the funding sources necessary to make those changes happen.
  - A related challenge addresses adequate classroom space. With the number of larger classes increasing, the demands on limited large-classroom space are also increasing.
- The increasing demand for technology is a continuing strain on the University budget. However, the need for technology infrastructure and for access to current technologies in the classroom is clear. The challenge, again, is effective planning and the development of additional sources of revenue.
- The number of full-time faculty at CAS has dropped in recent years due to reductions and limited replacement of retiring faculty (as a consequence of limited resources). One result is an increase in the number and size of larger classes. The challenge involves meeting the physical space needs of larger classes as well as considering the impact of larger class sizes on the effectiveness of the learning environment. A related challenge is the increase in some faculty workloads (particularly with respect to advising) associated with reduced numbers of full-time faculty.

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- Across the University, operating budgets have been reduced to lower levels (including library budgets, budgets for academic departments, student services budgets, etc.). The challenge in this area is to continue to provide rich learning experiences without the ability to obtain sufficient library holdings, purchase specialized equipment or software, fund class field trips, or provide support for other activities and tools that enhance educational experience.

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### CRITERION 4: ACQUISITION, DISCOVERY AND APPLICATION OF KNOWLEDGE

#### ***Criterion 4: Acquisition, Discovery and Application of Knowledge***

Baker University 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.

Baker University is committed to providing a community of learning that nurtures intellectual development and academic achievement. At the heart of the University mission is our dedication to student learning, but the values and culture of the University demonstrate a larger commitment to learning as a demonstrable benefit to society. At Baker, the intellectual development of our entire community is a part of our institutional character and is absolutely essential to our ability to fulfill our mission.

**Core Component 4a:**  
**Baker University demonstrates, through the actions of its board, administrators, students, faculty and staff that it values a life of learning.**

The foundation of Baker's commitment to a life of learning can be found in the values that define the character of the University. These values articulate a dedication to intellectual development, lifelong learning, critical thinking, freedom of expression, and intellectual inquiry for all participants in our community. The University supports these values through programs and other commitments that promote inquiry and learning for faculty, students and staff.

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#### Faculty Development and Scholarship

Although teaching and learning are the highest priorities for faculty at Baker, faculty development and scholarship is valued as an important component of faculty responsibility that is evaluated directly with respect to tenure and promotion. The scholarship of teaching and learning is recognized as legitimate professional activity, but scholarship in the discipline is also encouraged as it supports an effective learning environment by building current knowledge and expertise.

There are many ways in which the University supports professional development and scholarship for its faculty. For example, the University regularly budgets support for faculty travel to attend and present at conferences or to engage in other professional activities. At the College of Arts and Sciences, which hosts the majority of full-time faculty, faculty members are allotted up to \$1000 annually for professional development. Additional funds are available through the Travel for Learning grant program that offers up to \$5000 for individual faculty to pursue research projects that require significant travel (primarily international travel). Recent projects include:

- Research on French language and culture: France.
- Attendance at a symposium at the International Ceramic Research Center: Denmark.
- Research on the carnival element in western literature: France, London.
- Attendance at the World Symposium on Choral Music: Denmark.
- Research on political and cultural issues of the Muslim world: Turkey.

Faculty at the College of Arts and Sciences are also able to take advantage of additional time to engage in scholarship. The University maintains a sabbatical system for tenured faculty that offers up to a year of sabbatical leave every seven years. In 2010-2011 sabbaticals were limited due to financial concerns, but the current financial stability of the institution has allowed full use of sabbatical leave for 2011-2012. In addition to

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### CRITERION 4: ACQUISITION, DISCOVERY AND APPLICATION OF KNOWLEDGE

sabbatical leaves, faculty may apply for a Whitespace grant to pursue scholarly activity. The Whitespace grant (initiated in 2007) requires a committee recommendation and provides an individual faculty member with course release time to pursue their scholarly work. Although the number of such grants is limited (particularly during financial uncertainty), several faculty have taken advantage of the program to pursue their scholarship interests.

Full-time faculty members at the School of Education are also encouraged to pursue scholarship and professional development. Full and half-time faculty may apply for up to \$1000 annually to attend or present at professional conferences. Although professional development funds were restricted in 2009-2010 due to budget challenges, these funds were re-established in 2010 -2011. During the last year, SOE faculty and administrative faculty have attended the Kansas Association of Black School Educators Conference, national and regional NCATE conferences, statewide conferences on teacher education, the HLC Annual Meeting and the Learning and Brain Conference.

School of Education faculty members play an active role in the Kansas Association of Colleges of Teacher Education (KACTE) and the Kansas Association of Private Colleges of Teacher Education (KAPCOTE). SOE faculty members have held all offices for both organizations, made presentations and most members attend meetings regularly. Faculty members have played a very active role at the Kansas State Department of Education as they have served on many state committees, program review teams and accreditation visits. In addition, most SOE faculty members have worked with area school districts in a variety of ways such as serving on accreditation teams, conducting workshops, directing and/or assisting with Local Education Agency (LEA) grants and working with Professional Development Schools (PDS). Several SOE faculty members directed math and science grants for four high-needs district teachers and administrators. Learning growth for students, teachers and administrators was quite significant over the three-year grant period.



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At the School of Nursing, faculty members are strongly encouraged to pursue scholarship and professional development. Aggregate faculty outcomes provide a framework for scholarship (teaching, application, discovery and integration), professional development and service. All faculty members have participated in continuing education related to clinical specialty areas, education and scholarship. Over the last three years, an average of \$785 per faculty member was spent for travel to professional conferences. The local healthcare system and professional organizations provide opportunities for development and presentation of scholarship. Over the last three years, the number of faculty members achieving certification in a specialty area or as nurse educators increased from 47% to 69%. In 2010, nearly a third of the nursing faculty had active research projects that involved publications or presentations. In 2008 and 2011 a SON faculty member received the *Excellence in Research Award* from the Eta Kappa Chapter At Large of Sigma Theta Tau International.

At the School of Professional and Graduate Studies professional development funds are available to full-time faculty who wish to attend conferences and other professional development activities. Although these funds were restricted in 2009-2010 because of budget challenges, they were reinstated in the 2010-2011 budget. During the last year, SPGS faculty and administrative faculty have attended the Summer Institute on Distance Learning and Instructional Technology, the Midwest Popular Culture Conference, the Missouri Historical Society Conference and the Association of Graduate Liberal Studies Programs National Convention. Information regarding development opportunities and requirements for part-time faculty is included in the Self-Study discussion of Criterion 3.

Faculty accomplishments are recognized regularly in the Maples, the monthly employee newsletter distributed online to faculty and staff. In addition, faculty scholarship is recognized on the Baldwin City campus by the awarding of the Distinguished Scholar award, a peer award for faculty whose contributions as a scholar deserve such

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### CRITERION 4: ACQUISITION, DISCOVERY AND APPLICATION OF KNOWLEDGE

recognition. The School of Nursing recognizes faculty scholarship by nominating faculty members for awards through the nursing honor society chapter, and by recognizing faculty members who complete their doctorates at the pinning ceremony. A list of faculty publications and accomplishments is maintained by the Collins Library and a publication celebration is held annually in the library (examples of faculty scholarship are available in the Resource Room).

#### Student Inquiry and Scholarship

Baker is committed to achievement and scholarship among its students as well. At the College of Arts and Sciences, the Honors budget provides more than \$15,000 annually to support student research projects and to fund student travel to present work at conferences or competitions (these funds are available to all students on the Baldwin City campus). Students work with faculty on collaborative and independent projects in the sciences, as well as in the arts and literature. On average, the Honors budget supports 20-30 students annually through this program. In 2009, the College (in conjunction with the undergraduate School of Education) initiated an annual symposium (currently named the Baker Undergraduate Scholars' Symposium) that showcases student work in research and performance each spring. The following examples of student inquiry and scholarship demonstrate the broad dedication to scholarship on the Baldwin City Campus.

- Senior Art Majors exhibit their work in the Holt-Russell art gallery on campus. Catered art show openings are promoted widely.
- Students in Literature and Creative Writing present their work in competition at the National Undergraduate Literature Conference in Ogden, UT (annually for over 10 years).
- The Mass Media program competes in state, regional and national competitions for print media, online media and broadcasting (radio and television).

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- The Theatre program regularly sends students to compete at the Kennedy Center/American College Theatre Festival regional conference.
- Music students regularly compete in state, regional and national competitions.
- The student literary magazine “Watershed” is published annually, and entries are submitted to external judges for prizes in prose and poetry.
- Students in the natural sciences regularly attend and present research at the Kansas Academy of Sciences (hosted at Baker in 2011).
- The Art History program has developed and hosted an undergraduate conference in Art History (hosted at Baker annually).
- Students in the Mathematics program regularly attend and compete at the Mathematical Association of America’s Kansas Section annual meeting (hosted at Baker in 2011).
- Students are provided with opportunities to present or attend state, regional, national and international conferences in a variety of disciplines including: International Studies, Sociology and Psychology.

Student honors and accomplishments are announced at the Scholars’ Symposium and are published on the Baker website.

Students in the School of Nursing have opportunities to develop skills required for scholarship throughout the program. In the Level III Research course, an evidence-based practice project is required. The faculty member has promoted presentation of this work at local nursing conferences. In Level IV, students work in groups to develop a change project after doing a “community assessment.” These projects are presented in class and during a session over the lunch hour for faculty and other invited guests.

Students in the doctoral program in Educational Leadership at the School of Education are required to complete a dissertation (formerly referred to as the clinical research project) which demonstrates the candidate’s ability to analyze and synthesize

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information in a scholarly way. Students are invited to share their research at the school's Summer Conference for Practitioners. The best student research may be nominated for the Bill Neuenswander Outstanding Dissertation award. In 2010, the Outstanding Dissertation in Teacher Education was awarded to a Baker Ed. D graduate by the Association of Teacher Educators-Kansas (ATE-K).

In addition to the support of inquiry and scholarship among students, Baker supports and recognizes student achievement. In total, there are more than 15 separate student honor societies at Baker, many of which are specific to the student's major discipline. Although most of these honor societies are part of the traditional campus experience at the College of Arts and Sciences, the School of Nursing inducts students in the Sigma Theta Tau International Honor Society of Nursing, and the undergraduate portion of the School of Education inducts its best students into the Pi Lambda Theta honorary for teachers. In addition, Baker recognizes the international learning experiences of its students by induction into Phi Beta Delta, the international honorary society. The most accomplished graduating students at the College of Arts and Sciences (or at the Undergraduate School of Education) are inducted into Alpha Delta Sigma, Baker's highest honorary society, on the morning of their graduation day in a special ceremony.

Baker also recognizes the academic achievements of its student-athletes. Each year at the Scholars' Symposium, athletes are recognized for their academic achievements in attaining the title of Academic All-American. In 2010, a total of 29 NAIA Academic All-Americans were recognized at the Symposium. In all these ways, Baker honors student achievement and scholarship.

#### Staff and Administrative Development

Baker provides a variety of support mechanisms for the continued development of staff and administrators. Recently, the University broadened the focus of the Human Resources department to include staff development. As discussed under Criterion 3,

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Baker is a member of the Kansas City Professional Development Council (KCPDC). Through this consortium, both faculty and staff are provided with many opportunities for continued learning. The supervisor development program at KCPDC offers half-day sessions that address issues such as: effective performance evaluation, motivating employees and decision-making. The consortium also hosts an annual staff development conference and other special topics sessions that are of interest to staff and faculty alike. Staff members are allowed to attend all of these sessions with supervisor permission without loss of pay. During the 2008-09 and 2009-10 academic years, KCPDC rosters indicated 49 registrations from Baker employees for staff-related events.

In the Fall of 2010, Baker initiated a staff development day on the Baldwin City campus (also attended by staff members from the School of Nursing). This day-long event preceding the Thanksgiving holiday provided both plenary and break-out sessions designed to engage staff in a variety of topics related to personal and professional development. A second staff development opportunity was held at the Overland Park campus in February 2011. Over 130 staff members attended these staff development days.

The University also provides opportunities for key staff and administrators to continue their development by attending professional conferences and workshops in their field. Funds to support travel and lodging for these experiences are regularly allocated in individual departmental budgets. Although the budget shortfalls over the last two years have curtailed professional development in many areas, professional development remains a priority in future budget planning. Recent examples of staff development opportunities are provided in a series of documents in the Resource Room. Departments represented in these documents include: Admission, Financial Aid, Marketing, Records and Registration, Student Affairs, University Ministry, Public Safety, and Technology.

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Another way that Baker promotes a life of learning for its employees is through its tuition waiver program. All full-time employees and their dependents are eligible for a full tuition waiver in most Baker programs (employees are required to pay 50% of tuition in the Ed. D program at the School of Education). As of Spring of 2011, 19 current employees had earned degrees at Baker through the tuition waiver program or were currently enrolled in courses through that program. The University waives approximately \$1 million in tuition for employees and their dependents each year.

**Core Component 4b:**  
**Baker University demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.**

The central feature that connects all of the academic endeavors at Baker is the mission of the University. In our effort to assure student learning and to develop confident, competent and responsible contributors to society, Baker recognizes the importance of the development of skills and attitudes that promote effective thinking and lifelong learning. As reflected in our values, we expect all participants to “think critically using open inquiry and freedom of expression”. This core value is reflected in the learning outcomes in all of our academic programs, both undergraduate and graduate.

#### Undergraduate Programs

More than five years ago, the College of Arts and Sciences began a comprehensive reform of its general education program. Utilizing grant funding from the Hall Family foundation, the college educated its faculty about the national dialogue regarding approaches to undergraduate education in the 21<sup>st</sup> century. The result is a new program that is informed by the work of the Association of American Colleges and Universities, among others. The new Liberal Studies program is a comprehensive baccalaureate experience that recognizes the importance of critical abilities and

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fundamental understandings as central to an undergraduate education that prepares students to face a complex and rapidly changing global society.

The creation of the Liberal Studies program began with a commitment to four basic principles. It was agreed that the new program would be:

- **Intentional:** The program is built to meet a specific set of student learning outcomes.
- **Student-focused:** Decisions about the curriculum are focused on the needs of the students.
- **Integrative:** The program is designed to help students to integrate their learning from multiple areas in order to solve problems and make decisions.
- **Transdisciplinary:** The program crosses all disciplinary boundaries, and addresses the knowledge and abilities that all educated persons should possess.

Through faculty workshops and small group discussions, a set of student learning outcomes was developed that was approved unanimously by the Faculty Senate in the Spring of 2008. These outcomes include the abilities, understandings and experiences that all College of Arts and Sciences graduates should attain (see document in the Resource Room). In addition, a purpose statement defines the goals of the Liberal Studies program:

*The purpose of the Liberal Studies program at the College of Arts & Sciences at Baker University is to ignite in our students a passion for learning that both inspires and informs a lifelong commitment to Baker's core values of community, character, and civic and social responsibility.*

The full program includes a series of inquiry-guided core courses that focus on the abilities of critical thinking, oral and written communication, information literacy and ethics. In addition, students enroll in linked courses that directly address the fundamental understandings, including the physical world, social, political and cultural

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systems, the history of ideas and civilizations, creative expression, ecosystems and similarities and differences among peoples and societies. Students also will enroll in an integrative Salon course that includes a learning portfolio element (which serves as a primary assessment tool).

Although the first students to enroll officially in the new program begin in the Fall of 2011, the college has been piloting the freshman level courses for two full years, and began piloting the sophomore level courses in the Fall of 2010. Assessment data for the first full year of freshman courses was promising, and results of the pilot study were presented at the Association for General and Liberal Studies conference in Austin, Texas (October, 2010). These data are also available in the Resource Room.

A new position of Assistant Dean for Liberal Studies was created to guide the further development and implementation of the program. Under the leadership of the (interim) Assistant Dean, faculty members have attended summer and January workshops to develop skills appropriate to the program and to discuss common assignments and outcomes. In addition, a faculty learning community has been meeting throughout the piloting of the program on a weekly basis to discuss problems, student interaction and ideas for effective assignments. There are still some aspects of the program that have yet to be resolved. For example, the appropriate curricular structure to address the goal of communicating in a language other than English has yet to be developed and approved by the faculty, and the proposed requirement of international travel for all students needs further study before implementation. Nevertheless, the program was designed to be amenable to change, and the initial implementation of the full model is underway for the Fall 2011 semester.

Although the Liberal Studies program primarily serves the College of Arts and Sciences, it also serves as the general education component for undergraduate students in the School of Education (many of whom also major in the disciplines of the College). In



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addition, a significant number of students at the School of Nursing receive their first two years of their undergraduate education at the College of Arts and Sciences, and thus, participate in the Liberal Studies program of the College.

Baker University (through the School of Education) is accredited by the Kansas State Department of Education and the National Council for Accreditation of Teacher Education to license teachers at the bachelor's degree level for elementary, middle school, and secondary teaching. The University has authority to recommend licensure in the following areas: Elementary Education (K-6), and provisional in Special Education, middle-level programs (5-8) in English, Mathematics, and Science, secondary levels (6-12) in Biology, Business, Chemistry, English, History and Government, Journalism, Mathematics, Physics, Psychology, and Speech and Theater, and (PreK-12) in Art, World Language (French, German, and Spanish), Music, and Physical Education and Health. All licensure programs require the successful completion of national standardized tests in the areas of teaching content and pedagogy. From 2007-2011, the undergraduate pass rate for licensure tests was 97% (based on 110 exams completed). Additional pass rate information is available in the Resource Room.

The degree requirements for School of Nursing students include 64 credit hours of prerequisite coursework and 64 credits in the nursing major. During the development of the revised curriculum (in 2008), nursing faculty identified the following abilities as primary: communication, critical thinking, valuing, scholarship, lifelong learning, service with a global perspective, therapeutic nursing interventions, ethical decision-making and professionalism. General education coursework, the development of terminal learning outcomes and the sequence of nursing courses were based on the development of the abilities throughout the degree program. The student learning outcomes provide the basis for the assessment plan and documentation that students attain the abilities. The program is described in the School of Nursing Catalog and Handbook.

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Undergraduate general education at the School of Professional and Graduate Studies serves a different population of students than the other schools. These undergraduate students come to Baker with years of life experience and multiple years of fulltime work experience. Thirty percent of these students come to Baker with an Associate Degree in hand and another 47% bring some transfer credit to Baker to apply toward degree completion. As with all our undergraduate programs, the general education requirements at the School of Professional and Graduate Studies are designed to ensure that students are well-educated in the basic disciplines of the arts and sciences and develop the fundamental intellectual skills necessary both to use their existing knowledge effectively and to acquire new knowledge.

The AAB program at the School of Professional and Graduate Studies has 36 required general educational credit hours. The learning outcomes for this program suggest that all degree candidates should be able to:

- Communicate effectively both in writing and orally
- Articulate thoughts clearly and succinctly
- Accomplish tasks in teams
- Utilize critical thinking and reasoning skills
- Apply fundamental mathematical concepts and operations
- Articulate the value of quantitative and qualitative analysis.

Students pursuing the Bachelor's or Associate's Degree must complete 18 credit hours in Arts and Humanities, six credit hours in Social Science, and six credit hours in Science. Students who transfer to the School of Professional and Graduate Studies with a completed Associate Degree are considered to have satisfied these general education requirements. In addition to the basic general education requirements for an Associate's Degree, the Bachelor's Degree programs include additional goals for communication skills and (in some cases) statistical analysis skills. To enable students to

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meet these goals, three credit hours of written English are included in the program core for all of the Bachelor's Degree programs. For the BBA and BBL programs, an additional three credit hours of quantitative coursework is included in the core program.

In addition to the Associate's Degree, SPGS also offers free-standing elective and concentration courses via an open-enrollment schedule for bachelor's-level undergraduates. The schedule is designed to offer a variety of elective courses that align with the disciplines of Arts and Humanities, Social Sciences, Science, basic Math and Computer Science. The elective schedule allows undergraduate students the opportunity to choose courses that provide a wide breadth of interest areas, yet still align with the goals of the general education structure of the AAB program. Undergraduates also have an opportunity to choose a concentration area in which to specialize, taking 15 credit hours in an area of their choice, in order to enhance their degree and provide an area of emphasis (concentration areas include Accounting, Marketing, Human Resources, Information Systems, International Business, and Finance).

#### Graduate Programs

Each of the graduate programs at Baker University emphasizes the acquisition of the foundational skills necessary to a life of continued learning and development. Graduate programs have higher level program objectives, requirements and performance expectations than do Baker's undergraduate programs. The Master of Liberal Arts (MLA program) provides the most direct link to lifelong learning, as it stresses critical thinking, communication and application, and intellectual inquiry across a lifetime of learning. In its statement of purpose, the MLA program highlights the focus on a dynamic integration of social sciences, natural sciences, philosophy, arts and humanities, management and leadership, and post-secondary teaching. The MLA offers students a way to pursue lifelong learning and action, enriching their lives and the lives of others.

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The Business, Management, and Conflict Management/Dispute Resolution graduate programs emphasize goals that include further development of oral and written communication skills, leadership skills, and an understanding of the impact of cultural factors in business and conflict resolution. Graduate programs in Education emphasize leadership, ethics, collaboration, and the ability to apply knowledge to new situations. Additionally, the MAEd requires nine credit hours of liberal arts electives, affording an opportunity for students to expand their knowledge in a particular content area or diversify their skills. In each graduate program, the respective learning outcomes express Baker's commitment to provide a broad experience to its students that reaches beyond disciplinary content. Additional information on program objectives and curriculum and assessment plans for all graduate programs is available in the Resource Room.

#### **Core Component 4c:**

**Baker University assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.**

In today's rapidly changing world, it is critical to provide educational experiences that provide graduates with the tools that will make them successful. In each of Baker's academic units, the student populations and the potential career paths that they might take are uniquely different. One means of assuring that our graduates are successful, is to track their immediate success. At Baker, we survey our recent graduates each year to determine their success in finding employment or their progression to further educational opportunities. A summary of the most recent surveys of graduates from 2008-2009, and 2009-2010 is provided in Table 4-1.

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Table 4-1: Employment/ Graduate School survey results

Employment Survey Results					
School	Degrees	2008-2009		2009-2010	
		Percent of graduates responding	Percent of respondents who were employed or attending graduate school	Percent of graduates responding	Percent of respondents who were employed or attending graduate school
College of Arts and Sciences (includes undergraduate School of Education)	Bachelor of Arts; Bachelor of Science; Bachelor of Music Education	84%	99%	76%	99%
School of Education (graduate)	Doctorate in Educational Leadership	100%	100%	100%	100%
	Master of Arts in Education	90%	100%	94%	100%
	Master of Science in School Leadership	86%	100%	95%	98%
	Master of Science in Special Education	75%	100%	100%	100%
School of Nursing	Bachelor of Science in Nursing	95%	100%	97%	99%
School of Professional and Graduate Studies	Associate of Arts in Business	95%	99%	98%	100%
	Bachelor of Business Administration	95%	98%	95%	97%
	Bachelor of Science in Management	96%	100%	96%	100%
	Master of Arts in Conflict Management and Dispute Resolution	92%	100%	94%	93%
	Master of Business Administration	96%	99%	97%	99%
	Master of Liberal Arts	91%	100%	80%	97%
	Master of Science in Management	96%	98%	100%	100%

Additional survey data is available in the Resource Room.

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In the Fall of 2010, as part of the Self-Study, an online alumni survey was developed to provide additional information about the way our graduates view their experiences. A total of 265 alumni responded, representing graduates from all four schools. As demonstrated in Table 4-2, a strong majority of alumni reported that their Baker education provided a broad knowledge base, critical thinking skills, an understanding of ethics, and the ability to learn and to apply knowledge. A smaller percentage of alumni reported feeling prepared for the global, technological and diverse world that they live in. Some of these differences may reflect the fact that nearly half of the respondents graduated prior to the computer revolution in 1990, and that the sample included alumni who graduated as far back as the class of 1943. Regardless, the survey results do suggest that Baker is doing many things well in preparing students for work and life in a complex society. It also directs us to further investigate those areas where we may be able to improve students' preparation.

Table 4-2: 2010 Alumni Survey Results

2010 Alumni Survey Results	
Survey Item	Percentage answering Agree or Strongly Agree
Baker helped me develop a broad knowledge base in a variety of educational areas	93.20%
Baker helped me develop strong critical thinking skills	90.90%
Baker helped me develop an appreciation for the ethical implications of my own and others' actions	84.20%
At Baker, I learned to apply knowledge from my major field to specific situations and problems	84.20%
Preparing students for life-long learning is a goal of faculty and staff at Baker University	85.30%
Baker prepared me to live in a TECHNOLOGICAL world	40.00%
Baker prepared me to live in a DIVERSE world	64.50%
Baker prepared me to think GLOBALLY	63.40%

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One concern evidenced by these responses is the low number of alumni who believe they were prepared for the technological world. The survey included alumni of many different eras, and their experience with technology may have been quite different. A second look at this result using only responses from alumni who graduated since the year 2000 shows that nearly 60% agree that Baker helped them prepare for a technological world.

Although surveys contain valuable information, survey data alone cannot tell us if our curriculum is current and useful. Each School or College has the responsibility of assessing the ways in which the skills and knowledge delivered through its unique curriculum are effective in enabling graduates to be successful and responsible contributors to society.

#### College of Arts and Sciences

At the College of Arts and Sciences, the Liberal Studies program was designed, in part, to reflect the strong research base provided by the Association of American Colleges and Universities that indicates the skills and knowledge employers most want to see in job applicants. It is increasingly apparent that the most valuable and flexible skill sets we can provide to our graduates involve effective communication, critical thinking and interpersonal skills. The Liberal Studies core program is designed to deliver those skills repeatedly throughout the undergraduate experience. Each and every core course emphasizes these transdisciplinary skills that will make our graduates effective communicators, problem solvers and team members.

The College of Arts and Sciences (and Undergraduate School of Education) also participates in the National Survey of Student Engagement (NSSE) on the Baldwin City Campus. On a three- year cycle, freshmen and seniors in the College of Arts and Sciences and Undergraduate School of Education are asked to participate in the NSSE survey. The most recent survey was completed in Spring 2010. A total of 123

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freshmen and 134 senior students responded, for a total response rate of 49%. The mean scores for Baker seniors were compared against those of peers at other liberal arts (Carnegie Class) institutions nationwide, as well as a custom group of private institutions in the Great Plains. The results of the most recent NSSE survey for seniors demonstrate that Baker students report the development of important skills at a level that is not significantly different from those of senior students at similar institutions (see Table 4-3).

Table 4- 3: Comparison of NSSE Survey Results for Seniors: Essential Skills

Comparison of NSSE Survey Results for Seniors: Essential Skills (Spring 2010 Administration)			
NSSE Question Content	Baker Seniors (Baldwin City Campus)	Carnegie Class (Arts & Sciences- Baccalaureate)	Custom Class (Great Plains Private Institutions)
Acquiring a broad general education	3.45	3.43	3.36
Writing clearly and effectively	3.33	3.27	3.28
Speaking clearly and effectively	3.18	3.11	3.03
Thinking critically and analytically	3.47	3.48	3.48
Analyzing quantitative problems	3.06	3.07	3.16
Working effectively with others	3.32	3.22	3.23
Understanding people of other racial and ethnic backgrounds	2.65	2.7	2.76
Solving complex real-world problems	2.81	2.83	2.90

Note: all items based on a 4-point scale. Means between columns are not significant at the .05 level.



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Other data from the NSSE showed that Baker seniors reported participating in service learning more frequently (Mean score = 1.89, 4-point scale) than did seniors at private institutions in the Great Plains (Mean score = 1.70). Baker seniors also reported more frequent intellectual interactions with students of different ethnicity (Mean score = 2.71) and different religious beliefs (Mean score = 2.89) compared to seniors at other private institutions in the Great Plains (Mean scores = 2.52 and 2.62, respectively). There were no differences on these items between Baker and the Carnegie Class institutions.

Finally, data from the NSSE demonstrates that a statistically greater percentage of Baker seniors report completion of a practicum, internship or field experience than seniors at either Carnegie class schools or other private institutions in the Great Plains. And, Baker seniors are more likely to have engaged in research with a faculty member outside of course requirements than seniors in the Great Plains private institutions.

Table 4-4: National Survey of Student Engagement: Percentage of Seniors Reporting Internship or Research Experiences

National Survey of Student Engagement: Percentage of Seniors Reporting Internship or Research Experience			
NSSE Question Content	Baker Seniors (Baldwin City Campus)	Carnegie Class (Arts & Sciences - Baccalaureate)	Custom Class (Great Plains Private Institutions)
Completion of a practicum, internship or field experience	69%	59%	44%
Have engaged in research with a faculty member outside of course requirements	27%	26%	15%

Overall, the NSSE data suggests that our traditionally-aged students are being provided with the educational elements necessary for professional and personal success on a level

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that is at least equal to (and sometimes greater than) the preparation provided by our peer institutions.

The College of Arts and Sciences also works to ensure that individual programs prepare students effectively for their professional lives. Disciplines maintain their currency through the five-year program review process. This process is outlined in the CAS Department Chair's Handbook (see Resource Room), and involves a combination of internal review that includes benchmarking against peer institutions, and an external review by an invited consultant whose job, in part, is to evaluate the currency of the curriculum in the program and to make suggestions for change. Program review reports are available in the Resource Room.

In addition to incorporating external voices in the development of the curriculum, the College collects information that assesses the effectiveness of its students who engage in professional internships. The Career Development Center collects feedback data from employers who sponsor internships (reports available in the Resource Room). Overall employer satisfaction with intern performance in 2009-2010 averaged greater than 4 points on a 5-point scale. Employers' ratings of individual job facets (job knowledge, effective communication, quality of work, initiative, etc.) across three years of data also average above the 4-point mark that indicates the student "often exceeds expectations".

#### School of Education

All School of Education programs align curriculum, field experiences and assessments with national and state standards (i.e. ISLLC, INTASC, and NBPTS). Accreditation through the Kansas State Department of Education and NCATE assures that the curriculum aligns with the expectations inherent in those standards. In addition, the School retains a strong partnership with the school districts in the region. Cooperative services provided by Local Education Agency (LEA) units include serving on

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accreditation teams, providing workshops and grants, and having LEA members serve on University committees.

In addition, the Summer Conference for Practitioners provides a strong interaction between University and Pre-K--12 educators. In 2010 the conference brought together over 100 participants from 23 districts. The conference continues to grow with over 200 participants in 2011 and the inclusion of national presenters. Thirty-seven school districts were represented at the 2011 conference (a summary of the 2011 conference is available in the resource room). The SOE "Education Advisory Council," which meets annually, includes many area education practitioners who inform the School about the skills and abilities their graduates should possess. This gathering includes Baker teacher education graduates who are now teaching in public schools, faculty, staff, students, and community partners. The dinner meeting has several goals including sharing program data with the EAC, gathering input from the field about new or needed practices and reporting on SOE responses to the prior year's suggestions.

#### School of Nursing

The School of Nursing gathers data from its "communities of interest" to evaluate the preparation of graduates and the quality of the curriculum. External communities of interest include clinical agency representatives, alumni and employers of graduates of the program. A variety of methods, both formal and informal, are used to gather data, information and insights from external sources.

Data are collected through ongoing evaluation processes and surveys. For example, the 'Evaluation by Clinical Facility of Student Experiences' is sent to all clinical sites each spring. For the last three years clinical facilities rate overall satisfaction with student clinical experiences at 4.68, 4.63 and 4.58 (on a 5-point scale).

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Another source of data is collected from nurses who serve as preceptors for students throughout the program. Preceptors are asked to rate satisfaction with student clinical experience. Ratings for this survey have been 4.61, 4.76 and 4.73 on a 5-point scale for the last three years. Preceptors also complete an evaluation of each student who comes to the site, which is submitted to the clinical instructor of the course. Items on this tool are rated from 1 to 5 on a 5-point Likert scale, with a rating of 5 indicating 'fully met'.

The following data summarizes the ratings for items from Spring 2008 through Spring 2010: overall satisfaction with experience (4.61 to 4.76); objectives appropriate for setting (4.58 to 4.89); instructor provided contact information (4.70 to 4.88); instructor could be contacted if needed while students were in facility (4.68 to 4.83); number of students present at one time was appropriate for setting (4.70 to 4.92).

In the fourth level or the final semester of the program, preceptors for capstone students complete an evaluation of the experience. All items on the evaluation tool are rated on a 5-point Likert scale. Data for 2008-2010 include preceptor orientation (4.39 to 4.60); course objectives appropriate for experience (4.67 to 4.83); adequate level of support by faculty (4.73 to 4.83); and overall satisfaction with experience (4.83 to 4.90). All evaluation data are available on-site.

Just prior to graduation, graduating seniors are asked to complete a survey asking them to rate their mastery of the terminal program outcomes and overall program satisfaction. They also indicate their intent to continue their education, participate in community service and join a professional organization. The aggregate means for all items on this tool were 4.57, 4.63 and 4.24 for the past three years. All benchmarks were exceeded. The response rate was 97%.

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At one to one-and-a-half years, graduates are sent an evaluation post card that asks them to respond to confirm employment, enrollment in graduate education, involvement in community service and to rate satisfaction with the program. For the past three years, respondents indicated 100% employment. Only a couple of alumni were enrolled in graduate school, but approximately 35% indicated they had future plans to go on for higher education. The percentage indicating participation in community service ranged from 50 to 64%. Retrospective satisfaction ratings were 4.2, 4.79, and 4.58 on a 5-point scale. The three-year average response rate was 34%.

At three to three-and-one-half years, the Graduate Program Outcome Evaluation is used to assess alumni perceptions of their preparation for each of the terminal program outcomes. In addition, they rate the program overall and their inclination to recommend the School of Nursing to others. Questions on the second part of the form all relate to career progression and participation in professional and lifelong learning activities. For the past three years, graduates' ratings of their preparation for each of the ten terminal outcomes were at 4.36 or higher on a 5-point scale. Overall program ratings were 4.84, 4.59 and 4.87. Ratings for inclination to recommend the program were 4.97, 4.81, and 4.84, indicating that a majority chose "highly likely" on the tool. Benchmarks for community service, career progression and professional development were exceeded each year except one year for professional activity, which fell slightly below the benchmark. The three-year average response rate was 62%.

Surveys are mailed to alumni to give to their supervisor 1-1½ years after graduation. The 'Employer Survey,' based on a 5-point scale, assesses satisfaction with performance of graduates based on nine characteristics. The mean ratings on these indicators range from 4.07 to 4.80 for the last three years. Employer ratings of the adequacy of professional development of the new nurse were 4.25, 4.45 and 4.28. The mean scores for the likelihood of the supervisor recommending the hire of the nursing graduate were 4.60, 4.60 and 4.63. The three-year average response rate was 32%.

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Given the close connection the School has with SVHC, everyone has opportunity to talk with staff regarding the preparation of students and graduates. For example, clinical education staff members share insights as they work with new graduates. The shared simulation lab has facilitated increased connection and communication. Ongoing feedback is obtained from sources at clinical sites such as preceptors, faculty meetings with charge nurses/directors and SVHC clinical educators.

Another opportunity for communication is the clinical utilization meeting, which is held once each semester with representatives from area schools and clinical agencies. All agencies/schools provide a report of changes at their facilities. In addition, a master schedule of all student clinical placements is reviewed to ensure adequate clinical experiences are available for all programs. Clinical utilization minutes are available on-site.

The SON actively seeks community input through the Advisory Committee. This committee meets annually and includes representatives from health care and health-related agencies in the area, a student representative, a faculty representative from each level and the administrative team. Minutes are available on-site.

Beginning Fall 2008, as part of the curriculum review and revision process, the EPC committee conducted a survey of a variety of communities of interest, seeking information on the characteristics, knowledge, and skills desired in new graduate nurses, as well as ideas regarding future trends and needs. Minutes are available on-site.

Feedback was obtained from representatives on the Advisory Committee, the SVHC nursing directors, and several regional facilities represented by 15 employers, who attended a “Community of Interest” meeting at the SON. Feedback from all agency

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representatives indicated they most highly valued strong communication skills, critical thinking/clinical decision-making and accountability, which are all evident in the student learning outcomes. They identified communication with physicians as areas all new graduates need to strengthen. In response to their feedback, more communication with physicians is included in simulation experiences. Students in fourth level are expected to interact more closely with physicians in the NU 492L Professional Nursing Practicum. Areas related to outcome seven, accountability, are now asterisked items on the clinical evaluation tools and must be met to pass the clinical course. Examples of items on the tool that related to accountability are “demonstrate evidence of preparation for clinical experience,” “report errors when discovered to staff/instructor” and “follow policies established by school of nursing and affiliating agencies.”

Overall, these communities of interest had positive feedback about students’ and graduates’ performance in their clinical agencies. Alumni and agency representatives expressed appreciation for the excellent preparation of School of Nursing graduates, as documented in the Employer Survey, Alumni Evaluation, and Graduate Program Outcome Evaluation tools (available in the Resource Room).

#### School of Professional and Graduate Studies

At the School of Professional and Graduate Studies, all programs are designed to extend opportunities to working adult students to enhance their education while maintaining full-time careers. Programs and coursework are designed to allow students to directly apply the knowledge and skills they gain in the classroom in their personal and professional lives.

At the program and course levels, all degree programs at the School of Professional and Graduate Studies are regularly evaluated for their usefulness to students and their applicability to society. Program reviews are conducted on a 3-year rotational cycle to

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ensure continued relevancy and currency. A recent example is provided by the 2010-11 MBA program review process. The program review committee, in conjunction with full- and part-time faculty teaching in the program, re-envisioned the MBA and revised the program outcomes to address ethical plans for ensuring business sustainability, using technology to assist in the analysis and interpretation of relevant data for organizational decision-making, and employing innovative thinking in the solution of domestic and global business problems (the MBA Program Review is included in the Resource Room).

Student and faculty feedback regarding course and program relevancy are captured on the End of Course and the End of Program surveys. For instance, on the Student End of Course Survey, data from the last three years indicate that 75.5% of students responding reported high levels (agree or strongly agree) with the question, “This course was relevant to my present or future career.” This data is monitored on an ongoing basis by administrators, and formally through faculty evaluation and assessment each year. In addition to student feedback, SPGS faculty address course and textbook/software/resource relevancy annually at the spring faculty meeting, which, in conjunction with student learning assessment data, is used to identify areas for course change. Input from the part-time faculty, who are working professionals practicing in their fields, provides valuable perspective on curriculum relevance and currency.

Another mechanism for ensuring the relevancy of programs at SPGS is provided by the Institute for Professional Development (IPD), Baker’s marketing partner. IPD employs Corporate Education Specialists that meet regularly with businesses to determine their educational needs and to discuss ways that Baker can help to meet those needs. IPD has also conducted focus groups in Omaha, NE to determine the educational needs of that population as Baker explores the possibility of physical expansion to that area.



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### CRITERION 4: ACQUISITION, DISCOVERY AND APPLICATION OF KNOWLEDGE

#### **Core Component 4d:**

**Baker University provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.**

Baker's value of Integrating Learning with Faith and Values conveys the clear expectation of personal and professional responsibility that meets a high ethical standard. As an institution, we both model that expectation and provide policies and resources to enable all members of the academic community to act with responsibility.

A major source of support for the responsible discovery and use of knowledge is the Collins Library. The Library provides on-ground and online tutorials on appropriate citation of sources and definitions of plagiarism. The Library also ensures access to resources for all members of the community and encourages faculty to utilize physical and online options for allowing access to copyrighted materials.

The University also has a Policy on the Use of Copyrighted Materials. This policy was created in collaboration with library faculty, teaching faculty and administrators, and clearly identifies the appropriate use of materials for students and faculty. The copyright policy is available on the University website and can be accessed through the Library pages.

Academic standards of conduct for all students are spelled out in the student handbooks. The handbooks address the consequences of academic misconduct such as plagiarism or academic cheating. On the Baldwin City campus, for more than 15 years, the Freshman Year Experience course has included specific instruction in issues of academic misconduct for all freshmen. Beginning with the Fall 2011 semester, this instruction will be the responsibility of the first semester Salon course (SN 101) teachers in the new Liberal Studies program. Similar courses (SN 201, SN 231) provide guidance in this area to entering transfer students. In addition to the basic review of

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academic misconduct in the Salon courses, instructors in the first-year core course (LS 111) provide additional instruction on plagiarism and appropriate use of sources.

Similarly, at the School of Education's graduate programs and at the School of Professional and Graduate Studies, orientation courses/sessions are required for all new students to attend in order to address specific instruction in academic standards, conduct, and the responsible use of intellectual and property, among other important policies and expectations.

Another source of support for the responsible use of knowledge is the University's Institutional Review Board (IRB). The IRB governs all research involving human and animal participants, and works to ensure the ethical conduct of such research. The IRB primarily serves the College, the School of Nursing and the School of Education doctoral program (specifically, the dissertation requirement). Students and faculty engaged in research with human or animal subjects are required to submit their research plans to the review board as described in the IRB Charter (available in the Resource Room).

The University has also developed an extensive intellectual property policy that describes the rights and responsibilities for students, faculty and staff with respect to the development of intellectual property. The purposes of the policy as described in the policy document are to promote creativity and knowledge creation and to protect the rights of individuals as well as the interests of the University. The intellectual property policy is available online through the Collins Library pages on the Baker website, and is included in faculty handbooks (available in the Resource Room).

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### CRITERION 4: ACQUISITION, DISCOVERY AND APPLICATION OF KNOWLEDGE

#### **Strengths and Challenges: Acquisition, Discovery and Application of Knowledge**

##### Strengths

- Baker has a strong record of supporting faculty scholarship and development.
  - Funding for faculty development and scholarship opportunities continues to be included in the budgets for all academic units.
  - Faculty are engaged in active scholarship across the University.
  - Nursing faculty members continue to pursue terminal degrees and achieve additional certifications.
- Baker is committed to student inquiry and scholarship.
  - Critical thinking and student inquiry are central to the values of the University.
  - Students on the Baldwin City campus are actively engaged in their fields through research, performance and competition.
  - Inquiry and research experience are a significant component of the Nursing program
  - Doctoral students design, conduct, and analyze research in educational settings.
  - The Athletics program celebrates high team GPAs and a large contingent of Academic All-American athletes.
- Baker is committed to learning for all members of the community.
  - Tuition waivers for employees provide opportunities for continued development of the University staff.
  - Baker's membership in the KCPDC consortium provides staff with development opportunities.
  - Administrative staff members regularly attend conferences in their fields.

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- Baker promotes broad learning and the development of critical skills.
  - All programs include essential abilities of critical thinking, writing and oral communication among their learning objectives.
  - CAS has developed a new Liberal Studies program that focuses on effective development of essential abilities and the acquisition of a broad and interdisciplinary understanding of a variety of content areas.
- Baker prepares students for life after graduation.
  - Graduate surveys demonstrate high levels of post-degree employment for students in all academic units.
  - Student responses on the NSSE survey indicate that students on the Baldwin City campus have more experience with internships, research collaboration and service learning than students at peer institutions.
  - The School of Nursing maintains valuable connections with clinical sites that provide effective learning opportunities for nursing students.
  - All programs include regular program review processes in order to ensure the curriculum is current and relevant to the needs of employers and graduate programs.
- Baker maintains an active Institutional Review Board for human and animal research.
- Baker has established policies for responsible use of copyrighted materials and the ownership of intellectual property.

#### Challenges

- Despite recent financial difficulties, faculty and staff development continues to be a priority for the university. The challenge in this area is to find ways to effectively support faculty and staff development given limited resources in the near future. Alumni surveys indicated that preparation for a technological society is not part of the common experience for all Baker students. The broad

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### CRITERION 4: ACQUISITION, DISCOVERY AND APPLICATION OF KNOWLEDGE

challenge suggested is that the University must do more to ensure that students have the technological experiences that prepare them effectively to live and work in a world increasingly dominated by technology. Specific challenges include:

- Continuing to provide current technological tools (hardware and software) in the face of increasing demand and limited ability for budget expansion.
- Developing a process to provide continuous training opportunities for faculty members that will enable them to make effective use of new technologies as they appear.
- Although the development of the new Liberal Studies program provides a unique opportunity for Baker to offer an innovative educational experience to its undergraduate students on the Baldwin City campus, the program is not fully implemented. The final implementation of the program will include some specific challenges:
  - Some elements of the program are ambitious (e.g., requiring all students to experience international travel) and may require changes in the culture and business processes of the Baldwin City campus.
  - Staffing the new program requires faculty who are trained in a new pedagogical approach. Continued development of faculty in this area may require additional funding.

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### CRITERION 5: ENGAGEMENT AND SERVICE

#### **Criterion 5: Engagement and Service**

As called for by its mission, Baker University identifies its constituencies and serves them in ways both value.

At the heart of Baker's mission, is the commitment to students and student learning. However, the larger group of constituents and communities we serve is reflected in the values that define Baker University. Our dedication to *Connection* and *Inclusiveness* defines a broad community of learning and caring that reaches far beyond the classroom. Our commitment to *Service to the Community* defines a constituent group that includes society in both local and global senses. And our commitment to *Integrating Learning with Faith and Values* defines a community connected to the values of the United Methodist Church.

Baker serves nearly 4000 undergraduate and graduate students and provides continuing education opportunities for nearly 4000 teachers. Geographically, our communities are dispersed throughout a range of socio-economic and culturally diverse locations: from the original campus in Baldwin City to our newest facility in the northland of Kansas City Missouri. Even more broadly, our online programs reach students all across the United States in the communities where they live.

Our students, regardless of their programs are our primary constituency and consistent focus. In addition we serve the faculty and staff of the University, the alumni, the Board of Trustees, the employers that hire our students, the communities that we reside in and the society that depends on higher education to develop *confident, competent and responsible contributors*.

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### CRITERION 5: ENGAGEMENT AND SERVICE

#### **Core Component 5a: Baker University learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.**

Baker is fully committed to continual interaction with, and support for our constituencies in a mutually beneficial collaboration that strengthens the quality and relevance of our offerings and services. We listen to these communities and provide a variety of opportunities for them to engage with the University in ways that help Baker to fulfill its mission.

#### Students

Students at Baker communicate with the University in a variety of ways. On the Baldwin City campus, a strong program of student government provides opportunities for student voices to be heard on important issues. The Student Senate President attends the College of Arts and Sciences Faculty Senate meetings and meetings of the Board of Trustees, and has regular private meetings with the University President. Students also serve as representatives on standing committees, search committees and other ad hoc committees for both the College and the School of Education (undergraduate). Periodic surveys (such as the technology survey discussed in Criterion 4) provide additional opportunities for student input.

The School of Nursing also has governance opportunities for students. The Student Senate selects representatives that work with the Faculty Senate and Student Affairs Committee. Students also serve as representatives on standing committees. In addition, students are regularly surveyed regarding their satisfaction with resource availability and facilities.

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Baker's graduate and professional students at the School of Professional and Graduate Studies and the graduate programs of the School of Education utilize class representatives as the primary mechanism for student governance. Class "reps" communicate needs and issues of concern to the administrators and in turn communicate important messages from the University to their fellow students. Occasionally, meetings of the class reps are held in conjunction with faculty meetings. Students at SPGS and SOE (graduate) serve on committees that deal with student grievances, as well as a variety of other committees including the Educational Programs and Curriculum committee (SPGS), the Academic Standards and Enrollment Management committee (SPGS), and the Professional Education Council (GSOE). Regular feedback from all students is solicited through end-of-course and end-of-program surveys.

Students representatives are encouraged by the president to provide a written and/or oral report at the quarterly Board of Trustee Meeting

#### Alumni

Baker's alumni are another extremely important constituency. Alumni relations are handled through the University Advancement Office. Currently there are over 20,000 Baker alumni, the majority of whom have graduated from the School of Professional and Graduate Studies, while the majority of the most actively engaged alumni are graduates of the College of Arts and Sciences.

In an effort to broaden the University's outreach, and more specifically to do a better job of gaining input and engagement from graduates from all of its programs, Baker made an effort to recruit alumni Board members who were not CAS graduates. In 2009-2010, two graduates of the School of Professional and Graduate Studies joined the Board.



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### CRITERION 5: ENGAGEMENT AND SERVICE

Additionally, the Alumni Relations Office in partnership with the Alumni Association Board has increased alumni programming that reaches out to graduates of all Baker's programs. The following are some examples of programs and events that engage a broader section of Baker's alumni:

- Networking "After Hours" events: These social events sponsored by the Baker Alumni Office have been organized at a wide array of locations throughout Baker's service area and across the country. Graduates are contacted primarily via electronic mail about these networking opportunities. This particular forum for alumni has attracted a substantial number of graduates from Baker's non-traditional student alumni populations.
- The annual Baker Scholarship Gala: At the Gala, Baker alumni are engaged to host and/or help preside over this major fund raising event. That includes a silent and live auction component. This successful event attracts over 300 attendees, more than half of whom are alumni.
- Career Fairs (in Overland Park and Topeka) sponsored by the School of Professional and Graduate Studies in partnership with IPD: Students and area employers network and participate in workshops on resume writing, interviewing, etc.

The Alumni Relations Office also provides programs and events that are primarily targeted toward graduates from the College of Arts and Sciences. These include:

- Career Fair (in Baldwin City): In partnership with the Career Development Center, alumni are invited to return to the Baldwin City campus to participate in a career fair and mock interview process.
- Homecoming weekend: During homecoming in the fall, the University hosts a banquet and induction ceremony for Baker's Athletic Hall of Fame. An alumni tailgate provides an additional social opportunity at the homecoming game.

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### CRITERION 5: ENGAGEMENT AND SERVICE

- Alumni weekend: During the weekend of graduation for undergraduate students in the Spring, a host of activities is planned for returning alumni.
- Alumni golf tournament: This successful fundraiser invites alumni to participate in a golf tournament at a Kansas City area club. Proceeds from the tournament directly benefit Baker's athletic programs.

Alumni Relations and other Advancement staff also work with the School of Nursing to facilitate engagement of graduates from that program. Over the past few years, a number of initiatives have reached out to Nursing alumni including:

- a fundraising phonathon held in February to connect with Nursing alumni. A Nursing newsletter is sent prior to the phonathon calls.
- The Graduate and Alumni luncheon, held twice each year prior to the Nursing pinning and graduation ceremonies. The luncheon is attended by the Vice President for Advancement and staff from the Alumni Relations and Advancement offices to invite graduates to greater participation as alumni.
- A graduate and alumni specialist in the School of Nursing office assists the Dean with communication. Notes are sent to each graduate when they pass the licensing examination and for career accomplishments.

Faculty and Staff at the nursing school also have many opportunities to interact directly with alumni. Nursing alumni work in the community and are often employed at SVHC. Alumni are also often involved directly with the School in clinical teaching settings or even as faculty members.

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### CRITERION 5: ENGAGEMENT AND SERVICE

#### Faculty and Staff

Faculty are actively engaged in the University through the governance processes at each school or college (as described in Criterion 1). Faculty representatives from each academic unit attend the Board of Trustees meetings and report on issues of concern to the faculty at their respective units. At the College of Arts and Sciences, where the majority of the full-time faculty are employed, the Faculty Senate Chair has regularly scheduled meetings with the President to review faculty concerns. The President is also available to meet with any faculty member who desires an individual meeting. Faculty in the graduate programs at the School of Education as well as faculty at the School of Professional and Graduate Studies are surveyed regularly regarding curriculum and instruction matters (e.g., textbooks, IT support).

Baker employs over 200 staff members who also have the opportunity to engage with the University through a variety of venues. The annual “State of the University” address is open to all employees of the University and generally concludes with a question-and-answer session with the President. President Long also hosts “Coffee and Conversation” sessions throughout the year where staff are invited to come and talk about issues of importance. In addition, staff members were encouraged to join the University Cabinet group that meets each semester to talk about broad issues of importance to the institution.

#### Community

Baker is strongly involved in the community of Baldwin City. The University interacts with the city through meetings of the Baldwin Chamber of Commerce, the Economic Development Council, Baldwin City Community Arts Council and others. The President or other administrators often attend City Council meetings in Baldwin City, particularly in matters pertaining to facilities planning and traffic flow issues. President Long is also engaged with the Lawrence community, often participating in various social

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### CRITERION 5: ENGAGEMENT AND SERVICE

and community events, thereby acknowledging the long-standing historical ties to that community, and to the University of Kansas. University leaders are also actively engaged in local community groups (such as Rotary) and participate in local Chambers of Commerce in many communities in Kansas and Missouri including Greater Kansas City, Lee's Summit, Leawood, Lenexa Overland Park, Topeka and Wichita.

In addition, Baker is engaged with potential employers in a variety of ways that provide information about satisfaction with Baker graduates and industry needs that can inform curriculum development. The following examples are discussed in Criterion 4.

- All programs consider industry trends through the program review process.
- The Career Services Office surveys internship supervisors about the performance of student interns from the Baldwin City campus.
- The School of Education has close ties with K-12 educators and administrators. Input from these sources includes the Summer Conference for Practitioners, external representation in the development of curriculum, and an education advisory council.
- The School of Nursing surveys clinical supervisors and employers annually to collect feedback on the quality of the graduates. The data from these surveys is available on the Program Outcomes Chart (available in the Resource Room). The program manager meets with area health care agencies and Topeka nursing program representatives once each semester. These meetings provide an opportunity for discussion of scheduling needs, and agency and school updates. In 2008, during curriculum revision the Assistant Dean held a meeting with nursing directors to seek their input on what qualities were important for a nurse to possess. The Dean meets regularly with the Topeka Service-Education Council to discuss nursing workforce and other issues of common interest.
- Baker University's School of Professional and Graduate Studies has a team of Corporate Education Specialists who work with local businesses to determine

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ways in which the University can help to meet the education needs of the business. Each member of the team works to understand the company's current needs and ways in which Baker can help the company achieve its goals. For example, if the company and its employees have sufficient interest, the team might explore the advantages of an onsite Baker program. In other situations, the team might determine that specific training or a focused educational offering can meet the company's needs. Examples of specific training include:

- How to Work with Difficult Customers
- Business Writing
- Effective Communication
- Business Writing that Hits the Mark.

An important aspect of the larger community that Baker serves is the historic connection with the United Methodist Church. The University Minister, who offices on the Baldwin City Campus, is an ordained elder in the United Methodist Church and an active member of the Kansas East Conference. The Minister reports annually to the District Superintendent of the Five Rivers District of the Kansas East Conference. Through this connection and the regular communication between the Bishop of the Kansas East Conference and the University President, Baker gathers input about the needs of the church and ways that Baker can help to serve those needs.

Baker serves the K-12 education community by providing Continuing Education (CE) courses and maintaining cooperative agreements with schools and other educational centers to provide review of and credit for CE opportunities at those centers. Overall, over 4000 students a year enroll in courses for CE credit from Baker. In addition, Baker University is in its third year of sponsoring a Summer Practitioners' Conference in which Kansas and Missouri educators attend conference sessions on topics identified by representative teachers and administrators as high demand professional development

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needs. Baker also offers continuing education credit and levels of certification to area music educators through Orff-Schulwerk workshops and other workshops and conferences. A listing of current continuing education workshops is available in the Resource Room.

The School of Professional and Graduate Studies has offered customized training workshops for local businesses, and has provided classroom space for those organizations looking for appropriate venues to deliver their own training. A list of specific workshops or courses offered to local businesses is available in the Resource Room.

#### **Core Component 5b: The organization has the capacity and the commitment to engage with its identified constituencies and communities.**

##### Support for Engagement

Baker supports interaction and engagement with our constituents through commitments of operations and personnel budgets. The following are specific examples of staff positions that support engagement.

- The Director of Natural Areas maintains Baker's natural lands (including the Baker Wetlands, the Boyd Prairie Preserve, and the Baldwin City campus Arboretum and Ferrell Green). In addition, the Director communicates directly with civic agencies when public interest may affect those lands.
- The Director of Alumni and Corporate Relations provides opportunities for alumni to engage with the University through a variety of programs.
- The Director of Constituent Relations provides feedback and reports to donors, trustees and other constituents regarding endowment performance, scholarship recipients and the receipt of gifts.

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- The Public Relations Director communicates important Baker news to local and regional news sources. In addition, the Director maintains a list of faculty expertise areas in order to appropriately direct inquiries from the media for commentary on events in the news.
- The Director of Multicultural Affairs works with student groups and Student Affairs staff on the Baldwin City Campus to develop programming that engages a multicultural community of students.
- The Career Services Office maintains connections with businesses that provide internship experiences for undergraduate students on the Baldwin City campus.
- Corporate Education Specialists from the Institute for Professional Development (Baker's partner at SPGS) are in constant contact with area employers to determine their educational needs.
- The Licensure Officer/Data Manager at the School of Education initiates contacts with professional development schools and obtains placement for student teachers. The Director of Field Experience provides supervision and observational feedback for the students.
- The Director of Continuing Education ensures that meaningful continuing education opportunities are available for K-12 teachers who seek to earn CE credits at Baker. The Director also organizes the Summer Conference for Practitioners. In addition, the Director serves as the lead contact for the Concurrent Credit program, a partnership between Baker University and school districts in which high school students are given the opportunity to enroll in Baker undergraduate courses and concurrently earn both high school and college credits.

#### Cultural Engagement

Baker University, particularly on the Baldwin City campus, also engages with the broader community through the rich cultural life that a residential college offers its

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students. The following are examples of cultural aspects of Baker that engage students and community members alike.

- **Athletics:** Baker supports 19 sports. Between 45 and 48% of the student population participates in intercollegiate athletics. Baker is an NAIA Champions of Character 5-star institution.
- **Music:** A robust music program offers multiple performances a year, including the annual Christmas Vespers program performed in the Baldwin United Methodist Church. The Music Lab School also provides music lessons for community residents. The music program also supports a community choir and the self-formed, self-directed vocal group Eight on 8<sup>th</sup>.
- **Theatre:** The annual theater schedule includes multiple play performances and performances by the Baker improvisation troupe Loud Noises.
- **Artist and Lecture Series:** Baker brings professional musicians, speakers and performers to the Baldwin City campus. These events are attended by members of the entire community.
- **Art:** Baker has a large art collection contributed by donors over the years. These works are displayed throughout campus buildings. The Holt-Russell gallery hosts art openings and exhibits from professional artists as well as student shows.
- **Religion:** The Osborne Chapel, transported from England to Baker's Baldwin City campus in 1995 provides a place for student worship as well as weddings and memorial services-- the door to the sanctuary is generally unlocked for any who wish to enter. The Quayle Bible collection is both a religious and historical contribution to the community.
- **History:** The Baker and United Methodist Church archives provide a rich view of the early history of the state of Kansas. Artifacts in the Old Castle museum also give a rich sense of history for its visitors.



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- **Public Speaking:** The Baker University Speech Choir is a unique group that provides custom team presentations from multiple literary genres for University and community events. These allow students to have a wide variety of public speaking opportunities, and sponsoring organizations to get presentations designed specifically for their special events.

#### Community Service

On the campus in Baldwin City, the value of community service is supported and encouraged through a variety of means. The Student Affairs staff coordinates with student groups to engage the broader campus in service activities. The following is a list of service events supported by Student Affairs during the 2010-2011 academic year.

- The Big Event sponsored by the Baker Serves student organization – numerous projects around the community including the following:
  - City of Baldwin City Take Charge Challenge – distribution of energy-efficient light bulbs throughout town
  - Ottawa Chamber of Commerce – Family Fun Fest
  - Baldwin First United Methodist Church – deep clean
  - Safe Kids Douglas County – installing car seats
  - Baldwin Business & Professional Women – gardening
  - Spring Creek Farm – planting seedlings
  - Baldwin Emporium – creating historical displays
  - Baldwin Public Library – washing windows
  - Vintage Park – playing games with residents & washing windows.
- Up 'til Dawn event – Students raised over \$16,000 for St. Jude Children's Research Hospital.
- Vintage Park Holiday event -- Freshman Class Officers hosted a holiday-themed party with residents, playing games, etc.

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- Trunk or Treat -- Interfraternity Council & Panhellenic Council hosted a safe distribution of Halloween candy for young children.
- Hunger Hunt -- Order of Omega National Greek Leadership Honor Society collected food for the Baldwin City Food Pantry.
- Penny Wars -- Greek Week Executive Council raised money for the winning philanthropy of St. Jude Children's Research Hospital.
- Vintage Park – Senior Class Officers played games & visited with residents.
- Alumni Can Collection – Sophomore Class Officers benefited the Animal Shelter.

In addition, a recent grant from the Kansas Campus Compact provides support for a Serve 2 Succeed Corps group on the Baldwin Campus. This initiative is funded by AmeriCorps and is designed to harness the power of peer mentoring and service learning to increase student retention.

Data from the National Survey of Student Engagement (NSSE) shows that nearly 90% of freshmen students have participated in community service or plan to participate in the future. And, 67% of seniors indicate that they have engaged in service learning as part of a regular course (between 46% and 52% of seniors in comparison groups indicate similarly). In addition, service and service learning are built in to the curriculum of the new Liberal Studies program, assuring that all undergraduates on the Baldwin City campus will engage in service learning as part of their degrees.

At the School of Nursing, service to the community is an important part of the student experience. First of all, service is an inherent part of the curriculum; students provide service to the community through their placements in School of Nursing-sponsored clinics. Additionally, the student organizations undertake service projects throughout the year. Recent projects include blood drives and the collection of clothing, food, paper products and over-the-counter medications to support community needs. On

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average, 80%-90% of students report involvement in community service.

Community/Professional Activity reports for the School of Nursing are available in the Resource Room.

The School of Education (graduate) and the School of Professional and Graduate Studies engage in a variety of community service events and activities. These events involve both students and staff. Some examples of community service in these programs include the following:

- The Schools participated in a fundraiser with Jose Pepper's and Cactus Grill Restaurants for the Joplin Relief Fund. On a specified evening, the restaurants agreed to donate 10% of the proceeds of food purchased with a special Baker University coupon. A total of 12 restaurants throughout the Kansas City, Topeka, and Wichita areas participated. Students, staff, faculty, alumni, and the community were encouraged to participate in this event.
- Additional initiatives to support the Joplin Relief Fund included a campus-wide drive to collect books, coloring books, crayons, and stickers for children and a garage sale to sell gently used Baker items and books.
- A school supply drive was held to provide additional resources to local school districts. Prospective students for the business and management degree programs were encouraged to participate in the drive by donating \$10 of school supplies. In return, the \$45 application fee was waived during the month of August. Students, staff and faculty were also encouraged to participate in the drive to help local school districts.
- School of Professional and Graduate Studies staff members regularly participate in community service projects that have included volunteering at Deanna Rose Farmstead, Harvesters, the Johnson County Holiday Store, and the Ronald McDonald House.

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- Baker University is considered a “Military Friendly” university according to GI Jobs, a national magazine published by Victory Media in conjunction with GI Jobs Magazine. Baker University’s School of Professional and Graduate Studies offers a significantly lower tuition rate to all active and reserve military personnel, and a generous discount to military spouses. Throughout the year, Baker University staff recognizes the different branches of the military and those who serve by posting fliers and giving special military flags to military students or their family members.

#### **Core Component 5c:**

**The organization demonstrates its responsiveness to those constituencies that depend on it for service.**

#### Collaboration

Baker University has established numerous partnerships and collaborative ventures with other organizations. These partnerships provide opportunities for Baker to engage with and meet the educational needs of a broader community.

In 2008, the College of Arts and Sciences, and the School of Education, entered into a partnership with the Blue Valley and Shawnee Mission school districts in Kansas to provide concurrent college credit opportunities for students in honors or Advance Placement courses. In this unique partnership, high school teachers and Baker professors collaborate in the areas of course content and pedagogical strategies. Enrollment in the concurrent credit program has grown steadily over the last three years with a total of 292 students enrolling during the 2010-2011 academic year (summary enrollment data is available in the Resource Room).

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A recent collaboration with the Ewing Marion Kauffman Foundation established Baker's Summer Bridge Program on the Baldwin City Campus. The Kauffman Scholars program is a college preparation and access program for students in low socio-economic school districts in the Kansas City area. In the Summer Bridge Program, Kauffman Scholars (along with Baker students) attend a six-week session on the Baldwin City campus in the summer before their first college semester. In addition to introductory college courses, students learn more about the culture and experience of college prior to beginning their college career. The first group of students attended the summer program in 2011.

The School of Education values its long-standing relationship with the Kansas City, Kansas School district, which provides undergraduate students with practical opportunities during the Interterm schedule each January. These opportunities increase the diversity of students' educational experiences --particularly in an urban teaching environment, and helps Baker to prepare its graduates to meet the needs of school districts for broadly educated teachers.

The School of Education also partners with school districts to offer degree programs on-site for cohorts of teachers throughout the state of Kansas and parts of Missouri. The School also has partnerships with over 130 districts in Kansas and 132 Missouri districts to provide college credit for those teachers and staff members participating in professional development programs within their respective school districts.

In 2008, the School of Education secured a grant in partnership with the Shawnee Mission and Topeka public school districts. The Fostering Achievement in Middle School Science (FAIMSS) grant provided funds to develop workshops and provide training for teachers. The three-year grant was designed to increase middle school teachers' skills in inquiry-based science instruction. Baker also worked with the Kansas

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State Department of Education to coordinate a grant as part of the Advanced Placement Incentive Program (APIP). This \$1.7 million grant provided advanced placement training and implementation of AP courses in high poverty and rural areas with underserved student populations.

The School of Nursing maintains collaborative agreements and contracts with many health agencies, clinics and hospitals. This network of collaborative partners provides opportunities for nursing students to gain clinical experiences and provides a needed service to the community.

Consistent with its primary mission of service to the adult non-traditional students, the School of Professional and Graduate Studies has had partnered with corporations such as Colgate Palmolive, Pepsi Beverages, and Blue Cross Blue Shield of Kansas to offer specific training modules or courses to their employees. The School also works with other businesses such as State Street, Harley-Davidson, American Family Insurance, Honeywell and Argosy Casinos to provide on-site degree programs and training to their employees.

#### Articulation Agreements

The College of Arts and Sciences offers a 3-2 engineering program that leads to a degree from Baker and a degree from an affiliated School of Engineering. After three years of study, Baker students may enroll in engineering programs at the University of Kansas, Washington University in St. Louis, or the University of Missouri- Kansas City for the final two years of study. Programs of study include: chemical engineering, civil engineering, mechanical engineering, petroleum engineering, biomedical engineering, computer engineering, electrical engineering, and system science and engineering.

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By definition, the degree completion programs offered by the School of Professional and Graduate Studies have a large number of transfer students. In order to better serve these students, the School has negotiated formal articulation agreements with more than 20 institutions of higher education throughout Kansas and Missouri as well as with the U.S. Army Command and General Staff College (CGSC) at Ft. Leavenworth, Kansas.

#### Responsiveness

Perhaps the most important element of determining the competency with which Baker delivers services to its constituencies is to determine if the professional and educational needs of the community are being met. In that regard, we monitor and subsequently respond to the need for new degrees, majors, minors, and concentrations. Examples of programs that have been added because of discussions and evaluation of the needs of our key constituencies and community partners include:

- A rising interest in societal issues among our traditional student population led to the development of a minor in Social Justice at CAS.
- Student interest in pursuing non-professional church-related service after graduation led to the development of a minor in Church Service and Leadership at CAS.
- Concerns from K-12 educators about staffing for specific programs led to the development of undergraduate licensure programs in Special Education, Middle-school Math, and Middle-level Science.
- New regulations from the Kansas Board of Regents led public schools in Blue Valley and Shawnee Mission, KS to seek alternatives to the College Now program offered through Johnson County Community College. Baker's concurrent credit program emphasizes a partnership between Baker faculty and the classroom teachers to provide options for students who wish to earn college credit.

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- A need in the business community for alternatives to the traditional MBA degree led to the development of the Masters in Conflict Management and Dispute Resolution degree program.
- The rising demand for flexibility in the delivery of educational programs led to the development and implementation of online programs in Business and Education.
- The Ed.D. in Educational Leadership was established in response to a recognized need for district-level administrators in the K-12 system in the state of Kansas.

Baker is also responsive to the needs of the community that are not directly tied to academic programs. The examples below illustrate the relationship between the University and its community partners.

- As Stormont-Vail HealthCare worked to achieve Magnet Status through the American Nurses Credentialing Center, the Dean and several faculty members served on committees to assist with preparation and data collection. When Magnet Status was achieved in 2009, Stormont-Vail became one of only 317 hospitals nationally to receive this distinction. The visiting team expressed appreciation for the role the School plays in preparing a well-qualified work force.
- During 2010, the Baldwin City campus served as a political campaign season debate site. The event was attended to capacity.
- The annual Maple Leaf Festival, during the third week of October, attracts approximately 20,000 individuals to Baldwin City. Baker contributes to the festival in a variety of ways
  - Baker works with the city to clear parking areas and streets prior to the festival.
  - In 2008, a Marketing Research class administered surveys of festival attendees and shared their results with the festival planning board.



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- Student groups utilize the festival for fundraising activities.
- Baker often grants early release to employees on the day preceding the festival so that vendors can set up early in spaces around the campus.
- Campus grounds are open to visitors during the festival, as is the Osborne Chapel.
- Baker hosts a “Best of Baldwin” early each fall semester to showcase local businesses and give them a chance to inform Baker students about their products and services.
- During Baker’s 150<sup>th</sup> anniversary celebration in 2007-2008, Baker and the community established FANS (Friends and Neighbors) to help celebrate the century-and-a-half partnership between the University and the Baldwin City community. Many FANS serve as “local family supporters” for out-of-state athletes. That group has continued to be a useful communication channel for university-community issues.
- The Blackjack Historical Association has consistently worked with the Baker Archives and the Old Castle Museum in seeking leadership and documentation of historical events as it develops the Blackjack battlefield site just east of Baldwin City.
- Each summer Baker is host to a multitude of summer camps and workshops. These summer activities range from cheerleading camp to the United Methodist Summer Institute (which celebrated its 100<sup>th</sup> anniversary at Baker in 2011). Summer activities also include “Broadway at Baker,” which involves middle school and high school students in theatre and musical productions (technical help for productions is provided by Baker faculty and students).
- Baker has an agreement with the Baldwin City School District that provides the district with access to Baker’s athletic facilities. Baldwin City residents are also welcome to use Baker’s facilities.

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- Since 1985 the Kansas Department of Transportation (KDOT) has been seeking a way to develop a trafficway south of Lawrence, Kansas (K-10 highway). Land rights, environmental issues, cultural concerns and sources of funding have delayed the completion of the eastern leg of the trafficway. In 2002, Baker University signed an agreement to participate with KDOT in developing mitigation for the loss of wetlands in construction of the trafficway. In Sept. 2008 Baker received funds from KDOT to begin Phase I of the mitigation process. Phase II will be funded in 2013. The mitigation plan will increase the University's natural areas acreage by 324 acres. The plan includes a visitor center with indoor laboratory facilities for students, as well as a boardwalk and trails for access to the restored native habitats. An endowment will be established to generate funding for staffing and maintenance of the facility. This new facility will be a tremendous improvement to our natural areas while simultaneously advancing the efforts of KDOT to complete the trafficway.
- After the closing of the Phi Mu sorority chapter on the Baldwin City campus, Baker entered into a lease agreement with the national sorority to keep the sorority house as a part of the Baker campus and pilot it as the Alumni Center.
- Baker reached an agreement in 2008 to house and manage the archives of the Kansas West Conference of the United Methodist Church in addition to the archives of the Kansas East Conference which were already housed on the Baldwin City Campus. The combined archive is now known as the Kansas Area Archives of the United Methodist Church.
- The School of Education supports the Education Foundations of local school districts (including Blue Valley, Lawrence, Shawnee Mission, Baldwin City, Park Hill and Liberty).
- The School of Professional and Graduate Studies provides networking fairs that bring students and employers together for networking.

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### CRITERION 5: ENGAGEMENT AND SERVICE

#### Engaging with Diversity

Baker's vision for all students is that they “*develop lifelong relationships with diverse groups of people.*” In order to provide an environment that fosters an understanding of and respect for diverse groups, the issues of diversity must be engaged beyond the classroom. At Baker, a number of different approaches provide opportunities for students to engage with diversity outside the classroom.

At the Baldwin City campus, engagement with diversity outside of the classroom is coordinated by the Multicultural Affairs Office in Student Affairs. The Multicultural Affairs Office coordinates monthly events to correspond with national designations for cultural awareness (e.g., Hispanic Heritage Month, Native American History Month, etc.). In addition, the office works with student groups to enhance the diversity experiences in a variety of ways. A list of diversity activities for the 2010-2011 academic year is available in the Resource Room.

The Nurses for Cultural Awareness Club at the School of Nursing promotes awareness of diversity within the student and faculty body. The club welcomes all students with an interest in expanding or enhancing their cultural competency. It allows exploration of various cultures, values, and belief systems. One ongoing club project involves fundraising for a clinic in Kenya.

At the School of Professional and Graduate Studies and the graduate programs of the School of Education, the ABIDE (**A** Baker **I**nclusion, **D**iversity and **E**quality) Committee provides information and opportunities to engage issues of diversity through their quarterly newsletter (sample copies are available in the Resource Room).

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These components of diversity engagement offer a broad overview of diversity engagement at Baker. More details on diversity at Baker and the strategies used to engage students with diversity are included in Criterion I.

#### **Core Component 5d: Internal and External constituencies value the services Baker University provides.**

Baker University is committed to providing appropriate services and support for all of our constituencies. With multiple opportunities for direct feedback, the University is able to gauge the value that our constituents place on our services. Elsewhere in this document (Criterion 3 & 4), are discussions of the evaluation of the academic services of the University including student evaluations and employer evaluations. Also important to the University is the value that constituents place on other services that Baker provides. In this section, we focus on three important groups of constituents: Alumni, members of the community, and the Board of Trustees.

#### Alumni

Alumni Relations provides a report of alumni activities on an annual basis. Following some restructuring in the Office of Advancement, and the appointment of a new Director of Alumni and Corporate Relations, the office began a variety of new programs to engage alumni (e.g., after hours events, golf tournament, additional alumni weekend events, etc.). Attendance at these events and programs is increasing. Between 2008-2009 and 2009-2010, overall attendance at alumni functions increased by 42%.

#### Community members

As part of the Self-Study, a survey was constructed to solicit feedback from community members in Baldwin City. The survey distributed to leadership organizations in Baldwin

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City including the Baldwin City Chamber of Commerce, the Business Women's Association, a church leadership group at First United Methodist Church, the Knights of Columbus, the Lumberyard Arts Center Board, the Lions Club and the Masonic Lodge. Surveys were also given by the School of Education to the Education Advisory Council and the Professional Development School, and were distributed by the School of Professional and Graduate Studies to Corporate Education Liaisons, partners and local businesses.. Nearly 70 individuals responded to the survey. Over 50% of those responding indicated that they had taken advantage of the following opportunities at Baker:

- Athletic events
- Music/ Theatre events
- Holt-Russell Art Gallery
- Old Castle Museum
- Baker/Methodist Archives
- Osborne Chapel
- Quayle Bible Collection
- Artist and Lecture Series events.

When asked directly, 88% of those responding replied that Baker was meeting their needs. When respondents were asked to describe Baker, the most frequent comments involved academic excellence (also expressed as reputation, quality and recognition), the beauty of the campus, its history/tradition, and the excellent faculty/student interactions. Only three areas of negative comments were included in the responses: tuition expense, the need for more innovation, and a sense that the institution did not identify strongly enough with its Christian tradition. Respondents urged Baker to consider increasing the number of interns in the community, advertising arts events more clearly, and to consider ways of creating more partnerships with the Baldwin City School District (the complete report is available in the Resource Room).

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#### Board of Trustees

A survey was also constructed for the Board of Trustees to explore members' perceptions and thoughts on key issues. On questions related to community engagement, board members responded positively, with 91% agreeing that Baker engages the community. Comments indicated that Board members felt that President Long and her husband Dennis were highly visible and active within the community. Board members commended Baker for sharing facilities with key constituencies and commended students for their philanthropy efforts in improving the community. Several members expressed gratitude for the survey process and indicated that they would like to see it continued.

#### **Strengths and Challenges: Engagement and Service**

##### Strengths

- There is a high level of student involvement in University governance.
- The University has made a successful effort to engage more of Baker's alumni base, and has increased the engagement of alumni from all academic units.
- The strong engagement of the School of Education with its K-12 community partners provides the School with information about the needs of the K-12 community, and provides willing partners for new endeavors.
- Baker maintains a variety of staff positions that enable the University to engage with its constituents in an effective way.
- Baker's co-curricular activities on the Baldwin City campus provide cultural enrichment to the community of Baldwin City.
- Community service and service learning are important components of the educational experience for undergraduate students in Baldwin City and at the School of Nursing.

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### CRITERION 5: ENGAGEMENT AND SERVICE

- The School of Professional and Graduate Studies has developed articulation agreements with a number of educational institutions.
- Baker opens its facilities for use by the broader community.
- Diversity engagement programs at all of the Schools and the College provide information and opportunity for students, faculty and staff to learn more about cultures and people that are different from themselves.
- Baker has a supportive and engaged Board of Trustees.

#### Challenges

- Although much has been done to engage alumni from all of our programs, the challenge still remains to increase engagement with a broad spectrum of alumni, especially among those who did not graduate from the Baldwin City campus.
- The Artist and Lecture Series has brought exceptional talents and excellent speakers to the Baldwin City campus that have enriched the lives of students, faculty, staff and members of the Baldwin community. Financial cuts have greatly reduced the quantity and quality of events in the series. The challenge in this area is to find ways to revitalize the Artist and Lecture Series in an environment of financial restraint.
- Baker's commitment to community service is clearly defined in the mission, vision and values of the University. Opportunities for service are available to students on the Baldwin City campus and at the School of Nursing in Topeka. On the Baldwin City campus, however, the new Liberal Studies program aims to increase the degree to which students engage in service learning activities. In 2008, a position was created in Student Affairs to promote service learning opportunities on the campus (AmeriCorps VISTA Kansas Campus Compact Coordinator of Service-Learning and Volunteering), but was eliminated the following year for financial reasons. Although the University maintains a strong

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- connection with Kansas Campus Compact (in fact, President Long was recently named to the Board), the challenge in this area is to build a strong program of service learning with limited resources for program development.
- Despite the University's efforts to engage its constituency and to create awareness about diversity and diversity programming, the primary issues surrounding ethnic and cultural diversity remain an area of concern for Baker. The challenge in this area is to create a comprehensive Diversity Plan that addresses issues of faculty, staff and student recruitment and retention, diversity awareness and diversity programming.
    - A specific challenge is the retention of minority students on the Baldwin City campus. Although Freshman-to-Sophomore retention for minority students (75.4%) is near to that of all students (77.1%) the five-year graduation rates are much lower for minority students (47.0%) as compared to that for all students (57.1%).



## SECTION III

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### CHALLENGES AND CONCLUSIONS

#### **Challenges and Conclusions**

The theme for Baker University's Self-Study, *Building for Sustainability*, reflects our hope that this opportunity for reflection and evaluation serves as a catalyst for improvement and growth. The Self-Study provides us with a comprehensive look at our strengths and challenges, and provides guidance for the steps we need to take, as a community, that will build on our strengths and address our challenges to provide a sustainable future for our University.

As described in the introduction of this document, the final phase of the Self-Study process involved a close look at the institutional challenges that were identified in the study. Members of the Self-Study steering committee engaged in a series of meetings (Summer Challenges meetings) to discuss, prioritize and to begin to address these challenges (documents from these meetings are available in the resource room). These meetings provided a forum for rich and candid conversations about the most important issues to address to make Baker a stronger institution.

Two major purposes were established for the Summer Challenges meetings. First, the meetings were designed to identify the most important challenges and provide responses to those challenges as a part of an authentic Self-Study. Secondly, the meetings provided an opportunity for a candid discussion of important institutional concerns and opportunities that will help to inform the BEYOND 2012 planning process as it moves forward.

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### CHALLENGES AND CONCLUSIONS

The committee identified five broad themes among the challenges that were identified throughout the Self-Study:

1. Building and Sustaining Financial Capabilities for Each School/ College
2. Growing and Sustaining Enrollment
3. Building and Engaging with Diversity
4. Building Effective Organizational Communication
5. Improving Support for Student Learning

Among these themes, consensus emerged that the challenges that are the highest priority for Baker are captured under the first two themes. Although the University has a much better financial outlook today than it did during the financial crisis during 2008-2009, the ability to engage new projects, develop the faculty, or provide enhancements to the student experience is limited by a more austere revenue environment. Related to this concern is the need for the University to find ways to improve its enrollment numbers. Since the University utilized cost reductions in order to regain its financial footing, growth is imperative for important improvements to the University. Additional revenue from growth in enrollment is necessary for the broader health of the University. Some specific challenges identified by the committee under the themes of *Building and Sustaining Financial Capabilities* and *Enrollment Growth and Sustainability* are:

#### Building and Sustaining Financial Capabilities

- Growing the endowment
- Developing new revenue sources
- Prioritizing investment in strategic areas
- Maintaining financial discipline
- Effectively navigating federal compliance
- Reducing the CAS reliance on revenue from other Schools

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### CHALLENGES AND CONCLUSIONS

#### Growing and Sustaining Enrollment

- Developing and enhancing recruiting strategies
- Developing new marketing strategies
- Building new relationships with community colleges
- Improving academic and community support for transfer students

These challenges are large; however, a great deal of institutional attention and effort is already being directed to address them. Examples of initiatives that are already underway to address these challenges are given throughout the Self-Study. An abbreviated list of those initiatives is given below.

- Reducing the amount of the annual draw-down is allowing the endowment to recover and grow.
- New programs (MMIS, EcMBA) have been designed to add to the University profile of programs and bring additional revenue to the institution.
- Programs in the health sciences (such as the Master of Science in Nursing and RN to BSN programs) are being explored.
- Financial controls and close monitoring of the University's financial state help to maintain NACUBO best practices financial discipline.
- The use of social networking sites and other new media approaches enhances recruiting for the current generation of traditional students.
- New software (Talisma) will help to centralize student information and tracking to answer important recruiting questions, as well as providing retention tools that can impact effective advising.
- New strategies to improve retention among adult students are being implemented at SPGS and the SOE graduate programs.

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### CHALLENGES AND CONCLUSIONS

- Contacts are being made with community colleges across the state of Kansas; additional information is being prepared to be sent to community college advisors this Fall.
- A new transfer-only course in Baldwin City is designed to help acclimate transfers to Baker.
- The Mulvane science building project is under construction; new science facilities and equipment will help to recruit students with interest in the sciences and technology.

In addition to the major priorities of financial improvement and enrollment growth, the committee also discussed the other themes and identified some challenge areas as priorities for institutional attention.

Although there are many ways to talk about diversity, one area of challenge for Baker relates to the diversity of ethnicities and cultures among the students, faculty and staff of the University. As we try to prepare our students to contribute to a society that is increasingly global and multicultural, we seek for ways to provide a learning community that better reflects that broader society. The specific challenges identified under the theme *Building and Engaging with Diversity* are:

#### Building and Engaging with Diversity

- Improving the internationalization of CAS in order to produce global citizens
- Identifying and recruiting under-represented populations
- Providing diverse experiences for students on all campuses
- Improving retention and success of ethnic minorities
- Understanding and engaging diversity in our alumni base

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### CHALLENGES AND CONCLUSIONS

There are no “quick fixes” for developing a more diverse community. This challenge requires a broad look at policies and processes as part of a long term approach to recruiting and retaining ethnically and culturally diverse students, faculty and staff. Although the steering committee discussed some potential strategies and policy changes, the development of a comprehensive diversity plan was seen as an important first step. The committee also recognized the importance of including elements of a diversity plan in the overall strategic plan for the University. Some important elements that should be considered in the development of the plan include:

- Review of advertising and hiring policies for faculty and staff
- Increasing recruitment of diverse student populations
  - International students
  - Ethnic minorities and under-represented groups
- Developing additional support systems for diverse students
  - ESL programs
  - Retention programs

As a multi-faceted institution, Baker has had its share of growing pains. Under the current administration, substantial effort has been made to reduce redundancy across the academic units and to develop a singular university identity. However, the many differences between the four units (e.g., differences in student populations, individual unit missions, and models of teaching and learning based on best practices for similar organizations) have, at times, made effective communication difficult. As the University continues to work on the development of a broad strategic planning document, it is important that the entire community embraces a singular sense of purpose that encompasses all of Baker’s populations and purposes. The specific challenges identified under the theme *Building Effective Organizational Communication* are:

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### CHALLENGES AND CONCLUSIONS

#### Building Effective Organizational Communication

- Improving processes for university-wide communication
- Increasing cross-School knowledge and understanding
- Utilizing existing structures to enhance the sense of One Baker

The Schools and the College often lack primary knowledge about each other (e.g., programs, activities, research-based educational philosophies, administrative structures, etc.). The following avenues for improving cross-School communication and understanding were identified by the steering committee:

- Create additional opportunities for interactions with faculty and staff from different units.
- Create opportunities for faculty exchange.
- Develop an internal FAQ document about each unit.
- Increase data-sharing across the University.
  - Revision of the University Fact Book to identify critical academic and financial data from all Schools.
- Increase sharing of information on student success.
  - Assessment data.

Baker's focus on student learning is explicitly described in the Mission of the University. Although there are strengths in this area, improvement in student learning is always among the priorities for the institution. The specific challenges identified under the theme *Improving Support for Student Learning* are:

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### CHALLENGES AND CONCLUSIONS

#### Improving Support for Student Learning

- Continuing to monitor and enhance assessment efforts (CAS, SPGS)
- Building more effective student evaluations of teaching (online, SOE, SPGS)
- Enhancing academic support for underprepared students
- Enhancing academic support in online and accelerated programs
- Maintaining and improving facilities and technology to support academic programs

Of these challenges, the committee focused on the challenge of maintaining and improving facilities and technology to support academic programs.

#### Technology

Technology continues to advance at a rapid pace in today's society. These changes require constant vigilance to ensure that Baker's technology infrastructure is sufficient to handle the needs of students, faculty and staff. In addition, hardware and software upgrades are necessary on a regular basis in order to ensure productivity and effective classroom tools that model the nature of the larger society.

Addressing this challenge requires a thoughtful approach that includes identifying the current and future needs of the Baker community. The committee agreed that the development of a technology master plan is an important step in addressing the needs in this area. Again, elements of this challenge have a place in the overall strategic plan for the University.

#### Facilities

Baker has a variety of facilities across its various campuses, with a variety of ownership models. Buildings are owned, leased and rented. For each facility, the involvement of the University in upkeep and maintenance depends on the nature of the ownership

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### CHALLENGES AND CONCLUSIONS

model. Regardless, it is clear that current and well-maintained facilities are important to the effective recruitment and retention of students.

This challenge involves both large facility decisions (new construction and renovation projects) as well as ensuring that general maintenance is current (e.g., paint, carpet, etc). The primary focus for new construction and renovation projects is the Baldwin City campus. Through ongoing fundraising efforts, the University is following a campus master plan that sets priorities for the development of large facilities. A review of the master plan is part of the strategic planning process BAKER 2012 AND BEYOND. There is also an ongoing assessment of deferred maintenance needs, and an effort to systematize the assessment of general maintenance needs across all campuses and locations.

#### Additional Challenges

The Summer Challenges meetings engaged the University leadership in discussions about the most pressing challenges facing Baker for the future. The Self-Study also identified a number of other challenges that were not as fully discussed in the summer meetings. Although these challenges were not seen to have the same high level of priority as the ones discussed above, they remain important to address as we seek to improve our institution. A review of those challenges is provided below along with specific institutional responses (many of which are already implemented).



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Table C-1: Additional Challenges and Institutional Responses

<b>CRITERION 1: MISSION AND INTEGRITY</b>	
<b>Challenges</b>	<b>Institutional Responses</b>
Embrace a single institutional identity	<ul style="list-style-type: none"> <li>• Increase contact between Schools</li> <li>• Broader sharing of academic and financial information</li> <li>• Review and revise the content of the University Fact Book</li> </ul>
Ensure that the most effective administrative structure is in place to provide academic leadership for the University.	<ul style="list-style-type: none"> <li>• Continue discussion and review of the organizational structure (the President and the Academic Deans);</li> <li>• Consider a single academic governing body</li> </ul>
Provide students with greater experience with diverse cultures and peoples	<ul style="list-style-type: none"> <li>• Increase recruiting of diverse populations</li> <li>• Review “global” and “cultural diversity” aspects of curriculum at all Schools</li> </ul>
<b>CRITERION 2: PREPARING FOR THE FUTURE</b>	
<b>Challenges</b>	<b>Institutional Responses</b>
Develop the means to increase incoming revenue	<ul style="list-style-type: none"> <li>• Development of new programs</li> <li>• Establish programs designed to improve retention</li> <li>• Expand to new regions</li> </ul>
Create new ways to grow student populations and revenue at CAS	<ul style="list-style-type: none"> <li>• Development of new programs</li> <li>• Review tuition discounting policies</li> <li>• Review and develop additional marketing strategies</li> <li>• Develop stronger transfer student recruiting processes</li> </ul>

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<b>CRITERION 2: PREPARING FOR THE FUTURE</b>	
<b>Challenges</b>	<b>Institutional Responses</b>
Maintain a budgeting process that promotes opportunities to build and grow	<ul style="list-style-type: none"><li>• Business plan template used for requests for investing in new programs</li><li>• Prioritize projects that promote growth and revenue sources</li></ul>
Create greater consistency of data gathering and reporting across the Schools and the College	<ul style="list-style-type: none"><li>• Identify critical data points and sources</li><li>• Evaluate current structures and processes for gathering data</li><li>• Develop an effective structure and process going forward</li></ul>
Continue to engage the Baker community in the strategic planning process	<ul style="list-style-type: none"><li>• Utilize Self-Study outcomes to build elements of the strategic plan</li><li>• Develop a communication strategy for strategic planning</li></ul>

<b>CRITERION 3: STUDENT LEARNING AND EFFECTIVE TEACHING</b>	
<b>Challenges</b>	<b>Institutional Responses</b>
Ensure the continued improvement in assessment at CAS	<ul style="list-style-type: none"><li>• Review current administrative structure for assessment</li><li>• Continue to educate and support faculty in efforts regarding assessment</li></ul>
Ensure the continued improvement in assessment at SPGS	<ul style="list-style-type: none"><li>• Provide support for existing administrative structures and the assessment plan</li><li>• Continue to educate and support faculty in efforts regarding assessment</li></ul>
Develop appropriate organizational structures to ensure student success and learning in all programs	<ul style="list-style-type: none"><li>• Identify differences in student needs across programs</li><li>• Prioritize student support structures</li></ul>

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<b>CRITERION 3: STUDENT LEARNING AND EFFECTIVE TEACHING</b>	
<b>Challenges</b>	<b>Institutional Responses</b>
Develop an effective and sustainable method for engaging students in the evaluation process at SOE and SPGS	<ul style="list-style-type: none"> <li>• Identify barriers to student completion of evaluation forms.</li> <li>• Review survey structures and processes</li> </ul>
Plan effectively for the improvement of facilities, and develop the funding sources necessary	<ul style="list-style-type: none"> <li>• Review campus master plan</li> <li>• Develop a new capital campaign</li> </ul>
Ensure adequate technology infrastructure and access to current technologies in the classroom	<ul style="list-style-type: none"> <li>• Develop technology master plan</li> <li>• Review educational technology needs and anticipated future needs</li> </ul>
Grow operational budgets to enhance learning experiences	<ul style="list-style-type: none"> <li>• Develop priorities for operational funds to support learning</li> <li>• Promote new sources of revenue</li> </ul>

<b>Criterion 4: Acquisition, Discovery and Application of Knowledge</b>	
<b>Challenges</b>	<b>Institutional Responses</b>
Increase development opportunities for faculty and staff	<ul style="list-style-type: none"> <li>• Prioritize funding for development opportunities</li> <li>• Create opportunities for faculty and staff development that are not dependent operational budget funding</li> </ul>
Ensure that students are prepared to live and work in a world increasingly dominated by technology	<ul style="list-style-type: none"> <li>• Develop a master technology plan</li> <li>• Create a plan for faculty development in educational technology.</li> </ul>
Finalize the implementation of the Liberal Studies program at CAS	<ul style="list-style-type: none"> <li>• Develop the learning portfolio element</li> <li>• Develop specific marketing strategies</li> </ul>

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<b>CRITERION 5: ENGAGEMENT AND SERVICE</b>	
<b>Challenges</b>	<b>Institutional Responses</b>
Increase engagement with a broad spectrum of alumni	<ul style="list-style-type: none"><li>• Continue current outreach approaches</li><li>• Identify alumni needs and review current program with respect to those needs.</li></ul>
Revitalize the Artist and Lecture series	<ul style="list-style-type: none"><li>• Review the mission and purpose of the Artist and Lecture series.</li><li>• Develop a plan for broader inclusion of all units of the University</li></ul>
Build a strong program of service learning	<ul style="list-style-type: none"><li>• President Long joins the Kansas College Compact board</li><li>• Connect to strategic planning process</li></ul>
Develop a comprehensive diversity plan	<ul style="list-style-type: none"><li>• Utilize diversity committee to develop plan</li><li>• Review hiring and recruiting policies</li></ul>

#### Conclusion

Baker University is an institution dedicated to student learning. It provides education in the liberal arts and professional programs that improves the lives of students and contributes to the broader society. Although the academic units of the University serve different populations and societal needs, they all strive to provide rich learning environments that meet the needs of their students.

Baker has many strengths that are detailed throughout this Self-Study. Looking toward the future, we are committed to build on those strengths and capitalize on the knowledge gained through the Self-Study process. As the Self-Study concludes, the University is engaged

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in the beginning stages of a thoughtful and inclusive strategic planning process. This process, BAKER 2012 AND BEYOND, will embrace the challenges identified by the Self-Study steering committee, and set new priorities that will guide the investment of financial and human resources that will help to bring Baker to the next level of accomplishment in *assuring student learning and developing confident, competent and responsible contributors to society.*

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