Core Theme One: Building a Community of Learners

By 2019, Westminster will cultivate a truly extended and inclusive community of learners that reflects personalized relationships and the best attributes of a small college.

Outcomes:

- **Westminster is a student-centered community of lifelong learners embodying an ethos that is respectful, inclusive, empowering, and accountable.**
  - Improve retention and graduation rates.
  - Assess student learning and hold all parties accountable for student outcomes.
  - Create a center for innovative learning.

Evidence Suggested in Plan:
- Tracks trends through surveys that provide insight into student willingness to recommend Westminster, student perceptions of key relationships, workplace satisfaction, transparency, ability to participate in college governance, productive conflict resolution, and comfort to freely express opinions in a “safe space.”

- **Westminster demonstrates equity, diversity, and global consciousness throughout its activities.**
  - Internationalize our campus community and student experiences.

Evidence Suggested in Plan:
- Offers internally equitable and externally competitive compensation.
- Improves presence of underrepresented groups throughout the Westminster community.
- Reflects equity, diversity, and global consciousness in its curriculum.

- **Westminster exemplifies a culture of collaboration, personal growth, and professional development.**
  - Integrate liberal education and professional programs as a distinctive hallmark.
  - Utilize integrative and community-based education to enhance student learning.
  - Provide every student with a high-impact learning experience.

Evidence Suggested in Plan:
- Offers opportunities for all faculty and staff to engage in scholarship: discovery, integration, engagement, teaching, and learning.
- Supports faculty members participating in vital contemporary discussions in their disciplines.
- Matches every member of the campus community with a sponsor, advocate, or mentor.
- Supports professional development that benefits employees and the college’s strategic plan.
- Provides timely, thorough annual feedback to every employee.
- Tracks and celebrates number of faculty involved in formal student mentoring relationships.
<table>
<thead>
<tr>
<th>Indicators</th>
<th>Tracking/Assessment</th>
<th>14-15</th>
<th>15-16</th>
<th>Mission Fulfillment Status</th>
<th>Aspirational Goal</th>
<th>notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty participation in professional development opportunities (college-funded external)</td>
<td>Deans, Provost</td>
<td>84</td>
<td></td>
<td>Summer 16</td>
<td>On average, every 3 yrs each faculty member will have participated in external professional development. In progress.</td>
<td>On average, every 2 yrs each faculty member will have participated in external professional development.</td>
</tr>
<tr>
<td>Campus-wide perspective of students related to supportive campus environment for learning (NSSE)</td>
<td>NSSE</td>
<td>N/A</td>
<td></td>
<td>Spring 16</td>
<td>In progress. We did not participate in NSSE in 2014 and don’t yet have 2015 results.</td>
<td>95%</td>
</tr>
<tr>
<td>External evaluation of workplace environment</td>
<td>Chronicle Employee Survey on “Great Colleges to Work For”</td>
<td>N/A</td>
<td></td>
<td>Spring 16</td>
<td>In progress. We did not complete the survey in 2014.</td>
<td>“Scoring” in 10 of the 12 categories Lisa Emailed Julie 012216</td>
</tr>
<tr>
<td>Faculty compensation compared to benchmark of similar institutions (regionally adjusted)</td>
<td>IPEDS – average salaries, all ranks</td>
<td>Us - $74,853 N=19 - $72,819</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff compensation compared to benchmark of similar institutions (regionally adjusted)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentage of entering freshmen</td>
<td>CDS/IPEDS</td>
<td>19%</td>
<td></td>
<td>15%</td>
<td>In progress. This is down from a high of 21% in 2012.</td>
<td>Our percentage of first year minority</td>
</tr>
<tr>
<td>Indicators</td>
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<tr>
<td>who report as students of color</td>
<td></td>
<td></td>
<td></td>
<td>Specific goal setting is in progress.</td>
<td>students matches that in our community.</td>
<td></td>
</tr>
<tr>
<td>Percentage of reporting Entering Freshmen - International</td>
<td>CDS/IPEDS</td>
<td>5%</td>
<td>3%</td>
<td>In progress. 3% takes us back to pre-2010 numbers.</td>
<td>Our percentage of entering first year students who are international matches or betters that of our peer institutions.</td>
<td></td>
</tr>
<tr>
<td>Percentage of Reporting Faculty and Staff Who Are International and/or who are people of color * Data calculation changed in 2010</td>
<td>IPEDS</td>
<td>12% Faculty 15% Staff</td>
<td>11% Faculty 10% Staff</td>
<td>In progress. 11% in 15-16 matches 2013-14 and is down from 12% in 2014-15 for faculty. Goal setting is currently in progress for both faculty and staff.</td>
<td>Our percentage of minority faculty and staff matches the percentage in our community.</td>
<td></td>
</tr>
<tr>
<td>Percentage of faculty and staff who participate in international experiences</td>
<td>Assistant Provost of Global Education</td>
<td>22</td>
<td>Summer 16</td>
<td></td>
<td>Sara working on with Julie- will update through Dec 2015.</td>
<td></td>
</tr>
<tr>
<td>Number of faculty and staff participating in civic engagement</td>
<td>Director of Dumke Center for Civic Engagement</td>
<td>89</td>
<td>Summer 16</td>
<td></td>
<td>Lisa</td>
<td></td>
</tr>
</tbody>
</table>
Core Theme Two: Innovating to Support Student Success

By 2019, Westminster’s culture of innovation and continuous improvement will place us at the forefront of high-quality, relationship-based, student-centered learning design.

Outcomes:

- **Westminster explores and disseminates the latest research on innovative learning practices, programs, and student support services and provides professional development in these areas.**
  - Implement coaching and mentoring as fundamental experiences for everyone in the Westminster community.

  Evidence Suggested in Plan:
  - Offers innovative programs primarily designed and implemented by full-time faculty members.
  - Supports development of promising ideas through streamlined processes and appropriate allocation of resources.
  - Encourages faculty and staff to publish research and/or present on innovative educational practices.
  - Leads the industry by hosting and providing innovative learning symposia in teaching and learning.
  - Establishes a Center for Innovative Learning.
  - Receives external funding in recognition of innovative approaches.
  - Implements attributes and practices of innovative organizations (e.g., W. L. Gore & Associates, 3M) that are applicable, cost effective, and promise to generate outcomes.
  - Showcases purposefully designed, implemented, and evaluated programs with clear enrollment, cost, quality, career, and revenue expectations.
  - Modifies the student support model to create greater faculty/staff collaboration in serving student needs as measured by student perceptions of the quality of key relationships and the impact of these collaborations.

- **Westminster students demonstrate mastery of the college-wide learning goals and program-specific goals.**
  - Create a culture of respect and fairness through collaboration and transparency.

  Evidence Suggested in Plan:
  - Integrates the eportfolio into liberal education and program-specific learning goals.
  - Becomes recognized as a model for demonstrating the outcomes of student learning.
  - Ensures the level of graduates’ success—as measured by employment and beginning salaries, further study, service, or other post-graduation opportunities—is commensurate with that of peer and aspirational institutions.
  - Adopts innovative practices that maximize the impact of all faculty in student learning.
  - Identifies and achieves retention competitive with aspirational peers and goals for four- and six-year graduation rates.
  - Becomes recognized for best-of-class academic programs, learning opportunities, and accreditations that enhance student outcomes.
• **Westminster provides programs, opportunities, and pathways for entry that meet the needs of a broader range of learners.**
  
  o Complete and adopt a multi-year diversity plan.

  Evidence Suggested in Plan:
  
  • Serves a more diverse student body.
  • Hosts dedicated alternative pathways featuring cohort- and market-driven programs with fiscal viability.
  • Creates opportunities for students to demonstrate college-level knowledge, skills, and competencies gained outside the classroom.
  • Awards credit through prior-learning assessment models.
  • Provides opportunities for students to engage in innovative contract majors to better tailor their education to their unique needs and goals.
  • Cultivates meaningful participation by students in gap-year and bridge-sequence programs.

• **Westminster degrees integrate liberal education, professional programs, co-curricular activities, and community engagement.**

  o Extend the Westminster network to include alumni and our external community as collaborators in student engagement.

  Evidence Suggested in Plan:
  
  • Provides each student with a significant high-impact learning experience (e.g., research, internship, leadership positions, service learning, international or diversity experience) according to her/his major or program.
  • Strengthens and leverages community partnerships (e.g., Promise South Salt Lake) to offer students new learning opportunities and to improve our society as measured by service learning hours, eportfolio reflections, and other metrics.
  • Utilizes student employment positions to promote learning outside the classroom through integration of the college-wide learning goals into employment.
  • Provides academic paths in each four-year major that allow for and encourage study abroad and other international learning opportunities.
  • Adopts an innovative liberal education model to give students more choice and create more excitement about and understanding of the learning experience.
  • Supports faculty members participating in vital contemporary discussions in their disciplines.
  • Matches every member of the campus community with a sponsor, advocate, or mentor.
  • Supports professional development that benefits employees and the college’s strategic plan.
  • Provides timely, thorough annual feedback to every employee.
  • Tracks and celebrates number of faculty involved in formal student mentoring relationships.
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<tr>
<td>Number of Academic Online Experiences</td>
<td>Online-only, CBE</td>
<td>392</td>
<td>In progress</td>
<td>Online options in each WCore area and as electives for BBA students.</td>
<td>What does this tell us? Not all learners function well in an online enviroment</td>
<td></td>
</tr>
<tr>
<td>Percentage of Graduating Seniors who Agree and Strongly Agree that Their Westminster Education Challenged them Intellectually</td>
<td>NSSE</td>
<td>N/A</td>
<td>Spring 16</td>
<td>2013: 93%, We did not do NSSE in 2014, 2015 results are not in yet; In progress</td>
<td>95%</td>
<td></td>
</tr>
<tr>
<td>Percentage of seniors who meet or exceed institutional expectations regarding College-wide Learning Goals</td>
<td>Eportfolio</td>
<td>See Part II below</td>
<td>Summer 16</td>
<td>In progress. Lisa, expand on goal.</td>
<td>95%</td>
<td></td>
</tr>
<tr>
<td>Seniors willingness to recommend Westminster to others</td>
<td>Graduating Student Survey</td>
<td>97.15% This is a combination of ‘somewhat likely’ and ‘very likely’</td>
<td>Met</td>
<td></td>
<td>Survey Re-design in progress</td>
<td></td>
</tr>
<tr>
<td>Number of students participating in international experiences</td>
<td>Lisa</td>
<td>Assistant Provost of Global Education</td>
<td>232</td>
<td>Summer 16</td>
<td>Maintain at a minimum 150 students either on study abroad or international May Term Study Experiences/Met. 30% of Westminster graduates study abroad before graduation.</td>
<td></td>
</tr>
<tr>
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<tr>
<td>Number of students participating in civic engagement</td>
<td>Director of Dumke Center for Civic Engagement</td>
<td>1150</td>
<td>Summer 16</td>
<td></td>
<td></td>
<td>Director of Dumke Center for Civic Engagement</td>
</tr>
</tbody>
</table>
Core Theme Three: Assuring Affordability and Sustainability

By 2019, Westminster will build a sustainable, thriving institution that provides affordable, high-value student education.

Outcomes:

- Westminster has implemented a transparent process of continuous improvement in all functional areas.
  - Implement transparent processes for assessing spending priorities across campus.
  
  Evidence Suggested in Plan:
  - Uses transparent assessment criteria for all initiatives and functions of the campus community.
  - Communicates progress consistently on the strategic plan college-wide.
  - Implements cost-sensitive assessment models and processes.

- Westminster has processes in place to ensure student access is not limited by socioeconomic status, and students graduate with as little debt as possible.
  - Commit to address the cost of undergraduate education and to graduate students with as little debt as possible.
  
  Evidence Suggested in Plan:
  - Offers alternative pathways to learning goals and degree programs that are more affordable and less time- and place-dependent, with the goal of serving a more diverse student body and achieving revenue goals.
  - Develops cost-effective and revenue-positive programming to meet these needs (e.g., degree-completion programs, career-changing adult programming).
  - Uses prior-learning assessment, and assures that transfer students can readily satisfy liberal education learning goals and achieve timely graduation.
  - Implements early and continuous financial-planning coaching for prospective and current students, families, and graduates.
  - Provides abundant private scholarship funding.
  - Utilizes effective student employment methods to enhance and supplement student learning.
  - Reduces the amount of guaranteed and private student debt shown in the Integrated Postsecondary Education Data System.
  - Ranks high in affordability on national lists.

- Westminster has diversified and expanded revenue sources that support the college mission and operations.
  - Identify new revenue opportunities to support strategic priorities.
  - Implement a comprehensive capital campaign.
  
  Evidence Suggested in Plan:
  - Completes or makes significant progress on a capital campaign to fund initiatives supported by the strategic plan, and increases the rate of annual giving.
  - Increases the size of its endowment.
  - Acquires a positive bond rating.
• Expands grants through support for sponsored research (potential for collaborative partnerships) that broadens the opportunities for students to participate in research.

• **Westminster has cultivated and communicated clear perception of value to students, parents, and stakeholders.**
  o Pursue accreditations and affiliations that reflect the quality of a Westminster education.

  Evidence Suggested in Plan:
  • Ranks consistently and positively in the *U.S. News and World Report* and the Princeton Review.
  • Increases student success measurements such as job placement, graduate-school acceptance rates, and starting salaries.
  • Reflects the academic rigor and selectivity of a Westminster education through acceptance rates.

• **Westminster has identified an optimal enrollment plan grounded in consistent goals and measures.**
  o Implement an ambitious enrollment management plan.
  o Implement a marketing and branding campaign that builds on our strategic initiatives and supports academic excellence and enrollment objectives.

  Evidence Suggested in Plan:
  • Raises the qualifications of incoming freshmen.
  • Meets clear and consistent enrollment goals.
  • Decreases the discount rate.
  • Reflects the future Salt Lake population through demographic profiles of incoming students.
  • Grows international enrollments.
<table>
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</thead>
<tbody>
<tr>
<td>Percentage of undergraduates receiving any financial aid</td>
<td>Princeton Review</td>
<td>91%</td>
<td>93%</td>
<td>Met</td>
<td>93%</td>
<td></td>
</tr>
<tr>
<td>Total Institutional Aid Awarded</td>
<td></td>
<td>$25,279,124</td>
<td>$27,302,058</td>
<td>In progress. Our goal is to increase as much as possible to meet the need, but this is a balance with funds available for tuition discount.</td>
<td>Enough to meet the full need of all students.</td>
<td></td>
</tr>
<tr>
<td>Percent of Pell Eligible Undergraduates</td>
<td></td>
<td>30%</td>
<td>29%</td>
<td>Met</td>
<td>29%</td>
<td>Datatel - FMGT</td>
</tr>
<tr>
<td>Percentage of need that was met for full-time undergraduates</td>
<td>CDS</td>
<td>76%</td>
<td>76%</td>
<td>In progress. Our goal is to increase as much as possible, but this is a balance with funds available for tuition discount.</td>
<td>100%</td>
<td>CDS H2 i. -middle</td>
</tr>
<tr>
<td>Average financial aid package for full-time undergraduates</td>
<td>CDS</td>
<td>$23,513</td>
<td>$23,686</td>
<td>In progress. Our goal is to increase as much as possible, but this is a balance with funds</td>
<td>Enough to meet the full need of all students</td>
<td>CDS H2 j</td>
</tr>
<tr>
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</tr>
<tr>
<td>Average indebtedness to degree</td>
<td>CDS</td>
<td>$27,523</td>
<td>$29,687</td>
<td>In progress. Our goal is to decrease as much as possible, but this is a balance with funds available for tuition.</td>
<td>$0</td>
<td>CDS H5</td>
</tr>
</tbody>
</table>
Why Westminster?

Westminster delivers exceptional experiences to all members of Westminster’s core and extended communities. By 2019, Westminster will achieve and demonstrate the successful implementation and adaptation of this plan through the creation of transformational and accessible student experiences that will enable vibrant, just, and successful lives for our graduates.

Outcomes

- Provides an opportunity for every student to have a high-impact experience thatprojects her/him into the community.
- Increases number of alumni involved in curricular, co-curricular, and mentoring events and programs.
- Increases alumni participation rate in annual fund.
- Administers and tracks results of an alumni satisfaction survey.
- Utilizes alumni connections to provide internships and job placements.
- Tracks aggregate volunteer hours and impact on local communities.
- Involves students, faculty, staff, and alumni in the “Westminster Network” to extend the campus and gain alumni, business, and community involvement in the success of Westminster students.

Key Metrics

These key metrics, intersect all goals and strategies, and are essential to evaluating our progress in achieving our goals:

- Employee/campus culture measurements
- Retention rate
- Graduation rate
- Alumni engagement and giving
- Student, staff, faculty and alumni satisfaction
- Measurements of graduate success
- Revenue
- Diversity and socioeconomic status access
- Distribution of expenditures
<table>
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<tbody>
<tr>
<td>Percentage of first time, first year students retained to second year</td>
<td>Annual Retention Report</td>
<td>72%</td>
<td>82%</td>
<td>Met the goal of 80%</td>
<td>88%</td>
<td></td>
</tr>
<tr>
<td>Percentage of first time, first year students retained to third year</td>
<td>Annual Retention Report</td>
<td>63%</td>
<td>60%</td>
<td>In progress toward the goal of 70%</td>
<td>75%</td>
<td></td>
</tr>
<tr>
<td>Percentage of first time, first year students retained to fourth year</td>
<td>Annual Retention Report</td>
<td>59%</td>
<td>63%</td>
<td>In progress toward the goal of 65%</td>
<td>68%</td>
<td></td>
</tr>
<tr>
<td>Percentage of first time, first year students completing by year four/five/six</td>
<td>Annual Retention Report</td>
<td>49%/60%/61%</td>
<td>50%/60%/62%</td>
<td>In progress toward the goal of 60%/63%/65%</td>
<td>64%/65%/67%</td>
<td></td>
</tr>
<tr>
<td>Employee/campus culture measurements</td>
<td></td>
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<tr>
<td>Alumni engagement and giving</td>
<td>Dashboard</td>
<td>14%</td>
<td>13%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student, staff, faculty and alumni satisfaction</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Revenue</td>
<td>Dashboard</td>
<td></td>
<td>$153,386</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Measurements of graduate success</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Diversity and socioeconomic status</td>
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