

SOUTHWESTERN UNIVERSITY
The Strategic Plan for 2010
Progress Report
For the period, January 2005 – December 2005
Compiled by the Office of Strategic Planning and Assessment

Southwestern University endeavors to provide a liberal arts and sciences experience that encourages an ethos of high intellectual standards while continuing to value the spiritual and moral dimensions of our community's life.

The pursuit of such an important goal must begin with the individual undergraduate experience. Because the student is central to everything we do at Southwestern, it is our belief that the learning and living environment we envision building through the *Strategic Plan for 2010* will ignite in our students a passion for lifelong learning, a compassion for others, and a desire to accept civic responsibility. For this vision to succeed, our students, in turn, will inspire other people, organizations, and communities through their actions and decisions.

Indeed, to be a “Graduate of Southwestern University” should represent an unparalleled liberal arts experience and should be understood by employers, graduate school deans, and leaders nationally by 2010.

Four strategic goals will serve as the guiding principles for Southwestern's 2010 Plan and will substantiate our work with our students throughout the next decade and beyond.

By 2010, Southwestern University will have:

- **Achieved the goal of fostering a liberal arts institution of the highest rank and quality.**
- **Developed a self-critical, tough-minded community of scholars that maintains rigorous academic standards.**
- **Actualized our core values at both a personal and institutional level.**
- **Developed an increasingly diverse community of scholars that fosters perspectives which enrich the well-being of humanity.**

PROGRESS:

This third annual Progress Report on *The Strategic Plan for 2010* presents all the initiatives approved by the Board of Trustees in April 2001 and the respective accomplishments to date. As Southwestern enters the second half of the implementation cycle, recommendations have also been included to carry the plan through the remainder of the decade. In addition, two new initiatives have been proposed by the newly-hired Vice President of Student Life.

In support of *the Strategic Plan*, it is important to note, as of December 31, 2005, the *Thinking Ahead* campaign's nucleus fund totals \$51,938,918.

STRATEGIC GOALS ONE AND TWO

- **Achieved the goal of fostering a liberal arts institution of the highest rank and quality.**
- **Developed a self-critical, tough-minded community of scholars that maintains rigorous academic standards.**

The above two strategic goals will be achieved by the successful accomplishment of the following initiatives:

1. **Named Fellows Portfolio Program:** Establish a nationally recognized program whereby, in addition to their Southwestern diploma, all students would earn distinction in areas such as languages, international/cultural experience, collaborative learning, service, leadership, internships, the arts, athletics, and entrepreneurship that would mark their undergraduate, liberal arts and sciences experience as without peer nationally. Completion of optional distinction areas would guarantee each graduate a stipend to be used in whatever way he or she sees fit.

PROGRESS:

Now in its third full year, this initiative is being implemented as the “Paideia Program.” Initially funded by an \$8.5 million dollar gift from the Robert and Ruby Priddy Charitable Trust of Wichita Falls, Texas, the program was launched in the Fall of 2003 and continues to develop as one of the more distinctive Southwestern University programs. At its core is connecting the student’s experience out of the classroom with the rigorous curriculum inside the classroom. Through electronic journals, participants document and reflect on deliberate experiences in leadership, collaborative learning, inter-cultural learning, and service learning. Seventeen senior faculty have been appointed as Paideia Professors and interact with Paideia Scholars in small seminar groups throughout the Paideia Program. The recruitment process is also underway for the fourth generation of Paideia Scholars, who will enter the program in the Fall of 2006.

RECOMMENDATION:

Rewrite initiative to reflect “Paideia Program.”

2. **Center for Partnerships in Learning & Teaching:** Establish a center for the coordination of portfolio development, academic and career advising, and services that would provide a foundation for the lifelong learning aspirations of students and alumni.

PROGRESS:

This building will be known as the Charles & Elizabeth Prothro Center for Lifelong Learning in recognition of a \$3.5 million gift from the Perkins-Prothro Foundation of Wichita Falls, Texas. Architectural renderings have been developed, and the Priddy Charitable Trust pledge includes a challenge grant to assist with the fund raising campaign to bring the project to fruition. A total of

\$7.15 million (including the \$2 million from the Priddy Charitable Trust) has been committed to date toward the \$10.5 million project goal.

RECOMMENDATION:

Change title of initiative to Center for Lifelong Learning

3. **Named Scholars Program:** Establish an academic/leadership tuition-free scholarship program that would select at least one student from each state each year to build a student body that is national in scope.

PROGRESS:

In September, 2005 the Brown Foundation of Houston awarded Southwestern University a grant of \$2 million to increase the number of Brown Scholars on campus. The grant will increase the number of Brown Scholars from eight to twelve. While the grant does not specify out-of-state residency as a requirement, it does afford the University the opportunity to increase its numbers of non-Texas students. It is anticipated that additional endowed scholarship funds will result from the *Thinking Ahead* campaign. Campaign objectives include support for students in three areas:

Scholars Program	\$ 5,000,000
Paideia Scholars	\$12,000,000
Student Scholarships	\$ 6,000,000

It should be noted that inquiries and applications from non-Texas students are coming in to the Office of Admission at rates that are well ahead of previous years. Out-of-state applications are up 55% over last year. While the numbers are still small, we are excited that more students from areas outside of Texas are considering the University. Currently, the University is targeting key areas: OK, Kansas City, St. Louis, AZ, NM, CA, WA, OR, MD, DC, VA, AR, LA, and CO.

The Office of Admission is also developing a high school counselor visit program to broaden the University's visibility among secondary high school counselors.

RECOMMENDATION:

Retain initiative as written.

4. **New Faculty:** Add 25 permanent, tenure-track faculty and five visiting positions to increase student/faculty interaction and academic opportunities.

PROGRESS:

In total, Southwestern has added 14 new positions since the adoption of the *Strategic Plan* (the plan calls for the addition of 25 new tenure-track positions by the year 2010). The new positions resulted from funding from the Luce Foundation (one), the Freeman Foundation (one), and the Priddy Charitable Trust (10), which will be absorbed into the operating budget over the next four to six years. Southwestern also added one internally funded tenure-track position as an

element of the proposal to the Luce Foundation and converted a long standing visiting faculty/staff position in costume design to a tenure-track position.

RECOMMENDATION:

Retain initiative as written.

5. **Campus Governance:** Revise the faculty governance structure to reduce committee responsibilities and to increase the time available to teach, prepare for courses, advise students, and undertake research or other scholarly or professional activity.

PROGRESS:

Over the last five years, an effort has been made to reduce the number of committees on which faculty serve. An early attempt by the “committee on committees” did not lead to a substantial reduction in the number of standing committees. However, the number of faculty serving on more than two standing committees or councils has been reduced substantially. In fact, no faculty members are assigned to more than two committees (except by their specific request) and, in some cases, faculty are assigned to only one committee (this is particularly true for second year faculty and faculty serving as department and division/school chairs). In part, this is a result of the increased number of faculty members.

During the fall semester of 2003, the position of Senior Faculty Representative for the Brown College of Arts and Sciences was created on a trial basis as a means of exploring the need for greater representation of the Brown College in matters of university-wide concern. This position is continuing on a trial basis for the next two years.

RECOMMENDATION:

Retain initiative as written.

6. **Curriculum:** Annually review the curriculum to support our mission as a liberal arts institution of the highest rank and quality and reflect these initiatives.

PROGRESS:

In April of 2005, the faculty approved a recommendation by the Academic Affairs Council outlining a revision of the curriculum that will be in place beginning in the fall semester of 2006. The Academic Affairs Council is now overseeing the implementation of the curricular changes. Two additional revisions are yet to be developed and approved: a proposal for a first year writing course that may be staffed by faculty across the University and a proposed “junior seminar.” Once the curricular changes have been implemented, the AAC will conduct annual reviews for continued improvements.

RECOMMENDATION:

Retain initiative as written.

7. **Course Hours/Student Course Load/Faculty Course Load:** Initiate comprehensive study to determine optimum student course load and hours per course with respect to each department and program; provide equity in terms of each existing faculty course load and offer faculty the option of teaching a varied course load, including documentation of the resultant benefits to students, the individual faculty member, the contribution to knowledge in the field, and Southwestern.

PROGRESS:

Notably, the new faculty positions allowed for a one-course release per year for department chairs. To date, equity in course load for faculty has been improved with the addition of new tenure-track faculty positions in the departments of Chemistry and Biology. The reconfiguration of the use of the Brown Endowment (most notably, the creation of the Brown Junior and Senior Fellows Programs), will provide a number of faculty with the opportunity to teach “a varied course load, including documentation of the resultant benefits to students, the individual faculty member, the contribution to knowledge in the field, and Southwestern.” A task force charged with exploring the feasibility of moving the teaching course load equivalent to five courses per year (a 3/2 teaching load) was launched in the spring of 2006. The task force will complete its feasibility study by the end of the spring semester of 2007.

RECOMMENDATION:

Retain initiative as written.

8. **Taproots Program:** Immerse students in the local and regional cultural, artistic, political, and ecological environments in conjunction with course work.

PROGRESS:

At the time of this report, the Taproots Program has not been implemented as a formal program. However, involvement in the local and regional cultural, artistic, political, and ecological environments continue to emerge on an informal basis through individual courses and the Paideia Program.

RECOMMENDATION:

Delete initiative as a stand alone. Consider incorporating into the Paideia Program.

9. **Technology:** Establish a teaching and learning initiative to put Southwestern at the forefront of liberal arts colleges in terms of equipment, software, and pedagogy.

PROGRESS:

The technology teaching and learning initiative showed good progress over the past year. Many new systems were implemented while others were upgraded as we work toward excellence in information technology and its application to teaching and learning.

Academic Initiatives

- Voyager, a new library automation system became operational in January of 2005. Additional modules were brought online in the summer of 2005.
- After many years of planning and preparation, on-line, web-based registration was implemented during Fall 2005.
- Southwestern University is now the host of the National Institute for Technology and Liberal Education (NITLE), a project of the Andrew Mellon Foundation and liberal arts member institutions. Southwestern and Middlebury College are the two primary host institutions.
- The University acquired an Apple Xserve to provide large-scale file storage for images, music and the digital slide library currently under construction using MDID (open source).
- ITS prepared and taught well-received training classes specifically for faculty.
- Computer systems in the Music Department MIDI lab, the Writing Center and the "Mac" classroom in Olin were upgraded.
- Working with the library, ITS installed hardware and software to support Eres, an electronic reserve system, and Illiad, an improved inter-library loan system.
- A new, multipurpose server was installed to support the activities of the Math/CS department.

Administrative Initiatives

- 70 new systems were installed for faculty and staff. Twenty-eight systems were refurbished and re-deployed.
- MeetingMaker, a personal and group scheduling product, was installed for over 100 staff and faculty members.
- ITS worked with Institutional Advancement and Ruffalo-Cody to install a new server and call center software.
- Various safeguards were implemented to better protect the confidentiality of Social Security Numbers.
- A new network-based, multi-system disk backup system was implemented enabling reliable backup of all servers.
- The Information Technology Advisory Committee meets regularly to assess progress and make recommendations for IT initiatives.
- The newly formed Web Advisory Working Group meets monthly to monitor the state of the SU web site and to provide advice on policy and procedural issues.

3M Projects

- New phone and voice mail system installed in January 2005.
- Continued success with our course management system, Segue, which is an open source product. As of the Spring 2005 semester we had 95 active faculty

accounts supporting 239 different classes.

- The campus network was completely upgraded with new electronics during the Summer of 2005.
- As part of the network upgrade, wireless access was installed in all academic and administrative buildings and the Academic Mall.
- Nine classrooms were converted to SMART classrooms or were upgraded. SU now has 39 SMART classrooms.
- Working with CRConsulting, SU prepared an RFI and RFP for a campus card system. Unexpected consolidation in the industry rendered our first RFP process moot. A second RFP has been issued with vendor presentations scheduled for early February.

RECOMMENDATION:

Retain initiative as written.

10. **Library:** Build programming, a superior collection, technological resources to support the intellectual and cultural life of a preeminent college.

PROGRESS:

Enhancement of library resources through larger acquisition funds and technology upgrades are among the University's highest priorities from new funding sources. Identifying long-term funding solutions for online database and periodical subscription increases is imperative. The library was the first campus facility to be made a total wireless environment. The A. Frank Smith, Jr. Library Center's new on-line catalog system was launched in January of 2005.

Provision of adequate shelving for the library's growing collections has increasing urgency. This can be addressed, at least initially, through purchase and installation of compact shelving.

The University continues to support the "Writer's Voice" series implemented yearly by the library staff.

The library staff opened a "coffee bar" to enhance student interest in the library as an "academic destination."

RECOMMENDATION:

Retain initiative as written.

11. **University Press:** Establish a university press appropriate for our Core Purpose.

PROGRESS:

None currently planned because of the low priority status of this initiative.

RECOMMENDATION:

Delete initiative.

STRATEGIC GOALS THREE AND FOUR

- **Actualized our core values at both a personal and institutional level.**
- **Developed an increasingly diverse community of scholars that fosters perspectives which enrich the well-being of humanity.**

The above two strategic goals will be achieved by the successful accomplishment of the following initiatives:

1. **Diversity:** Initiate a comprehensive program to further diversify the faculty, staff, and student body to maximize the educational experience of students.

PROGRESS:

With a sense of renewed purpose, the Diversity Enrichment Committee (DEC) is currently developing Action Plans to achieve the goals for Strategic Diversity Initiatives which were approved by the University Council in fall 2005.

Faculty diversity is a continuing commitment of the President, the Provost, and the Faculty Search Committees. The latest statistics indicate that 21.7% of faculty members at the assistant professor rank are persons from historically under-represented groups.

Twenty percent of Student Life full-time staff hires during 2005-06 are from ethnic minority groups.

In its continued efforts to provide an affirming and welcoming environment to all, the Office of Diversity Education presented and co-sponsored a variety of cultural events and activities. During 2005, many inaugural activities were hosted including: A Native American Powwow; The Latino Heritage Symposium; and a campus and community wide Conference on Race and Ethnicity. Diversity Education continued its tradition of honoring cultural traditions and holidays with banners and decorations.

Applications from students of color are up about 5% from our record pool of two years ago, with applications from African American candidates being up 28%. The Office of Admission is planning for targeted follow up to this group of students to ensure that they complete the application process and have the best possible chance of being admitted to Southwestern.

Additionally, applications from students outside of Texas are well ahead of pools in recent years. More time is spent making contact with non-Texas students and traveling to targeted markets in other states to establish a stronger presence.

RECOMMENDATION:

Retain initiative as written.

2. **Cross-cultural Experiences:** Provide significant cross-cultural study opportunities, including study abroad. All students will have a substantial cross-cultural study experience, and at least 50% will study abroad.

PROGRESS:

The Study Abroad Office was renamed Office of Intercultural Learning to encompass the range of off-campus study opportunities, which include both domestic and international programs. Fifty percent of Southwestern students spend time abroad during their Southwestern University years. The addition of the Paideia Program brings universal emphasis to inter-cultural experiences as one of the requirements for Paideia Scholars.

RECOMMENDATION:

Retain initiative as written.

3. **Keep Everyone Engaged Program (KEEP):** Establish a program for first-year students whereby faculty and staff contact students weekly to aid retention and make certain they are assimilating on campus and accessing University resources.

PROGRESS:

In response to this initiative, because of concern about retention the President appointed the Student Success Task Force (SSTF) to study the issue and to make recommendations. After several months of deliberation, the SSTF made several recommendations, including: revamping the Orientation Program, improving Academic Advising, and creating Living/Learning communities among others to improve the retention of first-year students to their second year. In addition, in January 2003, an informal group of Student Life and Academic Affairs staff began to meet to track students of common concern. The group meets weekly, tracks individual students, and makes plans for resolution of issues impacting individual students. The indirect benefit of this proactive approach has been an increase in student success and satisfaction, thereby increasing student retention. The group primarily works on issues related to first-year students, but tracks any student whose name is brought up to the group. The issues discussed are often of a very personal and sensitive nature, and confidentiality is of the utmost importance. An analysis of individual student performance is conducted at the end of each semester. This informal group, now known as the **Student Success Team**, continues to be effective tracking student progress and intervening as appropriate.

RECOMMENDATION:

Delete "KEEP" as originally described and rewrite as "**Focus on the First-Year Experience.**" Target the upper end of the retention rate range of Southwestern's aspiration schools (92-97%) as the goal.

4. **Residential College System:** Using existing facilities, initiate a residential college system that creates “communities of learning” outside the classroom.

PROGRESS:

Southwestern University began its first true “communities of learning” with the introduction of the Mabee Living/Learning Communities at the beginning of the 2005 fall semester. Ninety-six first-year students, 48 women and 48 men, assigned to seven different First-Year Seminars (FYS), took part in the charter group. Seven RAs, with an average GPA of 3.67, worked closely with the seven FYS faculty members, some of whom established office hours in Mabee Residence Hall, and had a few classes in the hall. As a result, many students have truly connected their in-class and outside-of-class experiences, not only in FYS, but in many more of their first-semester classes. While a second evaluation of the Living/Learning experience is currently underway, the first one showed that the students involved choose the Living/Learning Communities first to live with their fellow FYS students. Their second reason was to be more involved with the faculty outside the classroom, and the third was to experience coed living. Current plans are to add four more Living/Learning Communities in Mabee fall 2006, for a total of 11, with approximately 152 students or 42%-45% of the first-year class. Mabee Hall will be entirely Living/Learning Communities. Personal and informal evaluations from the involved faculty, RAs, and students have been extremely positive.

RECOMMENDATION:

Retain initiative as written.

5. **Conference Center/Institutes:** Build an on-campus conference center that will host University events; become a center for national conversations on topics essential to our Core Purpose; and house academic institutes established by Southwestern.

PROGRESS:

The University continues to look for partnership opportunities to assist in the development of this project. Upon approval by the Board of Trustees, the redevelopment of the 9-hole golf course could become a reality sometime in 2007 depending on funding availability and construction scheduling. This project would fulfill commitments made when the soccer and playing fields were built and also would provide an amenity to prospective conference center partners.

RECOMMENDATION:

Retain initiative as written.

6. **Alliances with Historically Black Colleges & Universities (HBCUs):** Initiate formal alliances and exchange programs for faculty and students for the mutual benefit and enhancement of students and institutions.

PROGRESS:

The Engaged Diversity Project was funded by the Andrew W. Mellon Foundation in the summer of 2005. The planning committee, composed of representatives from each of the five participating institutions, has begun implementing the grant. The first of three student leadership workshops will take place at Morehouse College in March 2006. Other elements of the project will be implemented over the next two and a half years.

In addition, in response to the devastation caused by Hurricane Katrina, Southwestern University, initiated a special project with Dillard University. This project involved the use of the NITLE Center resources and was funded in large part, again, by the Andrew W. Mellon Foundation. Through this project, twelve faculty members from Dillard were able to recreate some destroyed course material and develop materials for on-line delivery. While at Southwestern, these faculty members were designated as Brown Visiting Scholars and received stipends with support from the Brown Foundation in Houston, TX.

RECOMMENDATION:

Retain initiative as written.

7. **Local Initiatives:** Develop comprehensive local community initiatives to foster better relations with the citizens of Georgetown. Establish a formal relationship with the residents of Sun City Texas retirement community for the mutual benefit of both communities.

PROGRESS:

Efforts continue to further enhance SU's relationship with the Georgetown community through leadership in local organizations, as stated in last year's progress report as well as through SU events and groups, such as the community fine arts series and the Board of Visitors.

In 2004 Southwestern hired a Coordinator of Volunteer Resources and Community-based Learning to match student volunteers with needs in Georgetown's social service, educational, environment, political, and health care sectors. The new coordinator works with faculty to develop community-based or service learning courses, where faculty and students partner with community groups to resolve real-world issues and problems. For example, an economics or business professor might require his advanced students to work on business plans for area non-profits. Chemistry classes might study water quality issues affecting local streams or lakes. The coordinator works with the class to locate interested local agencies, coordinate the students' placements, and monitor the end results

for satisfaction and good outcomes on all sides. Through this program, Paideia Scholars are taking part in numerous forms of community-based work.

Paideia Scholars and other Southwestern students also volunteer extensively in the community, and last year provided over 18,000 community service hours to 58 area internship, they often require a substantive, sustained commitment from the student. Generally, students who get involved in these opportunities do so because they are considering careers in these areas, because they have an interest in the target population, or because they are looking for a proactive way to address a social or public issue.

Examples of this substantive involvement include:

- Case Management at The Caring Place. SU students are trained as case workers who work with families and individuals at this local leading charity. They learn to identify and address clients' immediate needs and to assist them in developing plans that move them toward greater self-sufficiency.
- The Georgetown Project's Community Interaction Partnership (CIP). With The Georgetown Project as the mediating agency, work study students and student volunteers are placed at local programs designed to strengthen Developmental Assets in youth, children, and families. SU students in their program, known as CIP Interns, work as teachers, teacher's aides, mentors, tutors, and office staff. They work in a number of settings including Georgetown's After-School Action Program, Annie Purl Elementary School, the Georgetown Public Library, and at Bridges to Growth, a parenting resource center.
- Williamson County Crisis Center and City/County Victim's Assistance Volunteers. Students are trained in domestic violence and counseling and serve as advocates for victims in court, provide support for women and children living in the WCCC shelter, act as first-responders to domestic disturbances, and work on the WCCC hotline.
- Operation Achievement, Project Mentor, and Helping Hand Tutoring. These three programs require a year-long, weekly commitment to either a GISD student (Operation Achievement and Project Mentor), or to students needing tutoring (Helping Hand). Operation Achievement has been based on Southwestern's campus since the late 80s and is entirely supported by the University.
- Caritas of Austin. Students support the orientation and acculturation of refugees new to Austin.
- The Williamson County Public Health Board, the American Cancer Society Board, The Georgetown Project Board of Directors, and the Habitat for Humanity Steering Committee. Southwestern's students are appointed to a variety of local, non-profit boards and are active participants in fundraising, strategic planning, budgeting, and learn about

the inter-workings of a non-profit organization. Terms of Board service last approximately 2 years.

- Development and Maintenance of the Williamson County & Cities Health District Community Gardens. Our students have taken responsibility for planning and tending two large demonstration gardens on the WCCHD grounds. The gardens serve as a model for nutrition and fitness programs run by the health district.

The University President also appointed the Division President of Sun City to the University's Board of Visitors. The Mayor of Georgetown and several other leading local citizens serve on the Board of Visitors as well.

RECOMMENDATION:

Retain initiative as written.

8. **Rockwell Fund Initiatives:** Enable annual staff access to \$50,000 of the Rockwell Fund to improve Southwestern through innovative ideas. Enable annual faculty access to \$50,000 of the Rockwell Fund for innovative start-up projects and ideas.

PROGRESS:

Although this remains an important initiative, there is no change in the budget requirements for this fund.

RECOMMENDATION:

Retain initiative as written.

9. **Global Leadership Initiative:** Integrate students into the development and implementation of Southwestern's global service program.

PROGRESS:

The Honduras program has not been implemented in its original form for several years. – and probably will not continue, except for the sharing of technological resources (this involves a limited number of students). It would be helpful to revisit this initiative to determine how to best proceed in the next five years.

RECOMMENDATION:

This initiative will be revisited and revised in light of the civic engagement activities of the Paideia program, ongoing service activities (such as the Spring Break Destination: Service program), and the identified need and interest in an All Faith's Center/Peace and Reconciliation Institute. The All Faith's Center would provide a welcome space for all religious faiths on campus and improve support for students' spiritual growth. The Peace and Reconciliation Institute would provide support and resources for curricular and co-curricular peace and reconciliation studies.

10. **Faculty & Staff Salaries:** Move to the 95th percentile of schools of our type for faculty and to the 95th percentile of the Austin market for staff.

PROGRESS:

A faculty salary pool of 6.6 % was provided in May of 2005 to begin to address the persistent decline of faculty salaries from the 90th percentile figure attained in earlier years. The University will continue to monitor and adjust salaries to reverse the trend of decline and return faculty salaries to the 90th percentile. It may be prudent to revise this initiative to reflect current economic realities.

RECOMMENDATION:

Consider revising this initiative to reflect the need to return faculty salaries to the 90th percentile and move staff to the 90th percentile for the Austin area.

11. **Enrollment:** Maintain an annual full-time equivalent (FTE) enrollment of 1250 students.

PROGRESS:

The Office of Admission entered the 2005-06 academic year with a significantly larger prospect pool than in prior years. Inquiries for the fall 2006 admission are almost 20% higher than the fall 2004 prospect pool (the largest in University history at that time). To date, applications are coming into SU at a record pace. Applications for fall 2006 are 16% ahead of the fall 2005 cycle and 6% ahead of the previous record year (fall 2004). Applications are up for persons of color and for students outside of the state of Texas.

Inquiries for fall 2007 are solid, but the Office of Admission is planning to buy 150,000 names for the fall 2007 and fall 2008 cycle. We are planning to develop an inquiry pool of more than 20,000 from these prospects.

The Office of Admission continues to look for avenues to work with students earlier in their high school career (sophomore year) and expose students to Southwestern in ways that are generally helpful to students in their college search and puts Southwestern's name in front of our targeted audiences.

RECOMMENDATION:

Retain initiative as written.

PROPOSED NEW INITIATIVES:

Student Life Enhancement: An initiative to revitalize Student Life by providing an array of new activities and programs was presented to various campus constituencies. The goal is to offer students more options on campus during those times they are not engaged in schoolwork. The Student Congress approved the plan this spring.

PROGRESS:

Late Night Robertson program began this fall. Average attendance for fall semester was 27 students on Friday nights and 21 on Saturdays. Friday Night Live (entertainment) in The Cove started this fall. Average attendance per event this semester was 165 students. Cinematic Saturdays (movies), also new this fall, averaged 15 students per movie.

RECOMMENDATION:

This initiative is recommended by the new leadership in the Student Life area.

Student Wellness: An initiative to provide an array of new student health and well-being services and educational activities was presented to various campus constituencies. The Student Congress approved the plan this spring. Liability issues remain to be resolved before any implementation may take place.

PROGRESS:

Significant progress has been made in resolving liability issues. It is anticipated that the Student Health and Wellness Initiative will be implemented in 2006-07.

RECOMMENDATION:

This initiative is recommended by the new leadership in the Student Life area.