



Making Our Place in the World



Self-Study Report

Submitted to the
Middle States Commission on Higher Education

February 2010



Certification Statement

CHE Middle States Commission on Higher Education
MSA 3624 Market Street, Philadelphia, PA 19104-2680
Phone: 267-284-5000 Fax: 215-662-5501 www.msche.org

Certification Statement: Compliance with MSCHE Requirements of Affiliation and Federal Title IV Requirements (Effective October 1, 2009)

An institution seeking **initial accreditation** or **reaffirmation of accreditation** must affirm by completing this certification statement that it meets or continues to meet established MSCHE requirements of affiliation and federal requirements relating to Title IV program participation, including relevant requirements under the Higher Education Opportunity Act of 2008 such as those on distance education and transfer of credit.

The signed statement must be attached to the executive summary of the institution's self-study report.

If it is not possible to certify compliance with all such requirements, the institution must attach specific details in a separate memorandum.

Franklin University Switzerland
(Name of Institution)

is seeking (Check one): Initial Accreditation Reaffirmation of Accreditation

The undersigned hereby certify that the institution meets all established requirements of affiliation of the Middle States Commission on Higher Education and federal requirements relating to Title IV program participation, including relevant requirements under the Higher Education Opportunity Act of 2008 such as those on distance education and transfer of credit, and that it has complied with the MSCHE policy, "Related Entities."

Exceptions are noted in the attached memorandum (Check if applicable)

[Signature]
(Chief Executive Officer)

14.10.09
(Date)

[Signature]
(Chair, Board of Trustees or Directors)

20.10.09
(Date)



Acknowledgments

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Franklin College's 2010 MSCHE Self-Study Process

Franklin College essentially began plotting the course for our 2010 MSCHE Self-Study even as we wrote our 2005 Periodic Review. That interim report laid out processes for institutional assessment and feedback loops; with these processes in place, we were able to perform data-driven analysis and provide evidence-based claims in this comprehensive 2010 Self-Study report: “Franklin College: Making Our Place in the World.”

Franklin followed an iterative process to create the 2010 self-study research design. In January 2008, the three academic Deans at the time—Dr. Armando Zanecchia, Dean of Social and Natural Sciences; Dr. Sara Steinert Borella, Dean of Humanities; and Mr. Andrew Starcher, Associate Dean of the College—met to sketch out a provisional design and plan for calling together an initial Steering Committee. The Deans then refined this strategy in discussion with the President. The original conception, which still forms the basis for the final report, called for a study built around important themes that both evaluate the progress the institution has made in the period under study and constitute a living document that will contribute to strategic planning. We researched and expanded each theme, obtaining data and information from representation across all sectors of the Franklin community.

The 2010 self-study process came at a propitious time, just as we were beginning extensive organizational restructuring that included creation of a new position, Provost/Vice President of Academic Affairs. We formed a preliminary Steering Committee in spring 2008 designed to accommodate the inclusion of the new Provost as soon as she came on board the following summer. The preliminary Steering Committee fleshed out the research design, produced initial research questions, and began identifying data sources.

Starting in August 2008, working groups—co-chaired by an academic Dean and a senior administrator of the President's cabinet—focused on each theme, began refining the research questions, and produced responses. Representation on each working group included a member of staff, two to four faculty members, a current student, an alumna or alumnus, and a trustee. The academic Deans also sat on the Steering Committee to ensure effective lines of communication. In addition to the Deans, the Steering Committee included: the Provost, Dr. Kris Bulcroft; Dr. Sanja

Dudukovic, Professor of Quantitative Methods; Dr. Richard Bulcroft, acting as consultant for institutional research; Ms. Rene Musech, a current student of the graduating class of 2010; Mr. Richard Bell III, Secretary of the Board of Trustees; Mr. John Steinbreder, alumnus of the class of 1976; Ms. Giorgia Greppi, Administrative Assistant to the Provost; and Ms. Linda Rey-della Corte, Academic Affairs Analyst. This group finalized the 2010 Self-Study Design document in consultation with Dr. Luis Pedraja our MSCHE liaison, who visited campus in October 2008. (See Exhibit 0-1 Franklin College Switzerland 2010 Self-Study Design.)

Our use of on-line information, document sharing, and forum discussions greatly contributed to the effectiveness of the self-study process. As early as spring 2008, we uploaded a vast array of data to a specifically designed online site using Microsoft SharePoint Services software. Throughout fall 2008, members of the working groups accessed this and other data in researching their individual questions, and then posted their responses for feedback and revision. The working groups produced an approximate total of 80 researched responses. In late spring and early summer 2009, the Steering Committee melded the individual responses into six main draft chapters of the report. These draft chapters were then posted to a newly created on-line forum for comment by the members of the Working Groups, Steering Committee, and Board of Trustees. These groups participated actively in the on-line discussion, generating 334 “views” (instances of someone accessing the forum) and 58 individual postings. We also utilized the Faculty–Trustee Dialog, a traditional face-to-face discussion between members of the Board of Trustees and all faculty of the College held each May, to contribute to feedback and data production for the Self-Study. In the May 2009 edition of the Faculty–Trustee dialog, faculty members of working groups met with groups of trustees in breakout sessions to discuss preliminary findings in their areas.

With this feedback in hand, we were ready to combine and revise the draft chapters to create the first draft of the complete report. To this end, Dr. Brenda Miller, an author and professional editor from Western Washington University, came to campus in the summer of 2009 to work side-by-side with the Provost, the Dean of the College, and the Special Assistant to the Provost. We then posted the revised draft report once again to the on-line forum in August of 2009 for all-community comment.

To promote the highest possible level of participation, members of the Steering Committee presented the process at the 2009 administrative retreat, faculty workshops, a monthly meeting of all staff, and at a meeting of the Student Government Association. In addition, two students—recipients of a Life-Long Learning Scholarship for this purpose—took the lead in soliciting student feedback through an open forum and discussion in various venues. The result of these combined efforts added up to a total of 853 views and 107 individual postings to the forum—from

a community of no more than 600 students, faculty, staff, and trustees. (See Exhibit 0-2 Franklin College Switzerland Self-Study Community Forum)

Even more importantly, the majority of the postings led to edits and revisions in the final report. Through the process, important constituencies such as the Student Government Association contributed new paragraphs or sections. We accomplished these final revisions and edits again in close collaboration with Dr. Brenda Miller, who has helped us find a uniform and consistent voice. We believe this feedback, together with the original work by the members of the Working Groups, is a very impressive effort and evidence that our self-study report is the result of broad-based campus participation and inclusion of all constituencies.

Faithful to our commitment to analysis and cycles of improvement, we recognize that we could have worked harder to solicit participation in the self-study process by part-time faculty and by outside members of the Sorengo and Lugano community. As we organize community discussion in spring 2010 of the final report, including presentations of the Executive Summary, we will seek to more fully involve these constituencies. Yet, Franklin College's 2010 Self-Study Report for MSCHE—"Franklin College: Making Our Place in the World"—still remains the product of one of the largest mobilizations of community talent and participation in the institution's history. All full-time faculty, all members of the President's extended cabinet, numerous staff, a large number of individual students, and student organizations all participated in meaningful ways. In addition, representative members of the Board of Trustees, alumni, and outside participants have made this process a capillary effort.

This report represents continuity in a process of self-reflection and reporting at Franklin that has been ongoing throughout this decade. Milestones include the successful 2000 Self-Study for the Middle States Commission on Higher Education (MSCHE) and the 2004 Report to the Organ für Akkreditierung und Qualitätssicherung der Schweizerischen Hochschulen (Center of Accreditation and Quality Assurance of the Swiss Universities—OAQ), which resulted in recognition of our degrees by the Swiss University Conference (SUK/CUS). Follow-up reports, progress letters, and monitoring reports have also helped us on the way.

We look forward to the MSCHE site team visit in mid-April, 2010. Ongoing conversations with the site team chair, President Tim Sullivan, and a preliminary visit with him in late January 2010 will take us to the final stages of this long, informative, and collective process.

List of Self-Study Process Exhibits

- Exhibit 0-1: Franklin College Switzerland 2010 Self-Study Design
- Exhibit 0-2: Franklin College Switzerland Self-Study Community Forum



Executive Summary

Today, institutions of higher education must meet the imperative to prepare students for a dynamic and changing world. The Association of American Colleges and Universities (AAC&U) put it most succinctly; its multiyear study of liberal education concluded, “the world in which today’s students will make choices and compose lives is one of disruption rather than certainty, and of interdependence rather than insularity” (2007, 15). The AAC&U report called for a widespread shift in the “focus of schooling from accumulating course credits to building real-world capabilities.” This mandate meshes seamlessly with Franklin College’s central mission:

“[T]o provide a multi-cultural and international academic environment within which students acquire the essential knowledge and critical, creative and analytical abilities necessary to attain success in their chosen careers and to live culturally enriched and rewarding lives.”

After decades of serving students in this way, Franklin has established itself as an institution of higher education where young women and men can truly practice global responsibility and help chart directions in an increasingly interdependent world. The journey is not yet done for Franklin, but as this 2010 MSCHE Self-Study Report confirms, we are well on our way to becoming a premier undergraduate international college that provides our students with truly unique multicultural and international learning opportunities.

Reflecting back on Franklin College’s many accomplishments and changes over the past five years, one is struck by the *journey* that is Franklin’s story. From our origins nearly forty years ago, Franklin has traveled a path of uncertainty and risk, with hopes founded on a shared sense of our mission and dedication on the part of those who have been part of the Franklin community. This collective journey, like all travels, is as much about the discoveries and surprises along the pathway as about the destination. This self-study is a narrative about the journey, as well as helping us plan an itinerary for our future.

Progress toward Franklin's Goals

Some of the outstanding elements of progress since our last MSCHE review include:

- The increasing quality of the faculty at Franklin. Research and teaching scholarship are noted as both increasing from 2005–10. The number and quality of publications and scholarly activities warrant recognition and point to the future strength of Franklin's programs (see *Chapter Four: Faculty*).
- Improved financial management and auditing, in keeping with the recommendations of the 2005 MSCHE monitoring report (see *Chapter Six: Institutional Resources*).
- Curricular enhancements such as a revised and outcomes-based core set of requirements. The core reform efforts required faculty dialogue and collective decision-making, which culminated in nearly unanimous support for the new core requirements that began in fall 2009 (see *Chapter Two: Student Learning* and *Chapter Four: Faculty*).
- Organizational restructuring with an eye toward fostering interdisciplinarity across academic departments and programs, hiring new faculty and staff, and enhancing aspects of Franklin—such as intercultural engagement—that are, or will become, our signatures (see *Chapter Three: Franklin Students* and *Chapter Five: Governance and Organization*).
- Improvements in student retention, in part due to the First Year Experience Program that was launched in fall 2006, and which fosters the holistic development of Franklin students through curricular and co-curricular offerings (see *Chapter Three: Franklin Students*).
- Further development of a Strategic Plan derived from Franklin's essential values and mission, and that has already been utilized to more effectively allocate resources across the institution (see *Chapter One: Franklin College's Identity*).
- Strides in Student Learning Outcomes Assessment at the course and program level (see *Chapter Two: Student Learning* and *Chapter Seven: Institutional Assessment*).
- Strides in institutional assessment that include the development of Course Assessment Plans, Major Assessment Plans, and Department Assessment Plans (see *Chapter Seven: Institutional Assessment*).
- Improvements in Information Technology to benefit student learning and staff effectiveness (see *Chapter Six: Institutional Resources*).

Challenges and Next Steps

The MSCHE 2010 self-study process has also been particularly effective in helping the campus community identify those areas that will require additional efforts and new strategies in order for Franklin to move forward in meeting our institutional goals and priorities. As changes will be coming for the senior leadership positions in both the Board of Trustees and the President's office, this report will be an invaluable tool in providing a roadmap for the campus.

Some of the most strategic challenges facing Franklin today include:

- **Master level programs.** Franklin is considering the development of one or two masters programs. Should we elect to move forward with offering a master's degree or degrees, the MSCHE application and processes for substantive change will be followed. We also note the implication for our Swiss accreditation, and communication with OAQ is ongoing at this time. Our decision to move forward in this direction will remain a collective process that involves the campus community in decision-making about this important change (see *Chapter One: Franklin College's Identity*).
- **Enrollment Management.** Since 2005, the relative percentage of non-U.S. students at Franklin has declined. Given the risks of relying too heavily on any single source of students, this trend has serious implications in terms of meeting our enrollment targets in the future, as well as insuring that Franklin remains an international campus, enriched by the diversity of its student body. Enrollment management is a more critical aspect than ever, given the economic downturn that has impacted most of the world. We must make use of careful analyses about the interplay between tuition costs, admissions practices, financial aid, and student retention as Franklin considers ways to insure meeting enrollment targets in the future (see *Chapter Three: Franklin Students*).
- **Assessment.** While we have made much progress in assessing student learning across academic areas and in co-curricular venues, closing the assessment loop depends upon our ability to better utilize data to make program changes and strategic institutional decisions. Long-range plans might include attention to institutional assessment staffing and resource allocation (see *Chapter Two: Student Learning, Chapter Five: Governance and Organization, Chapter Six: Institutional Resources, and Chapter Seven: Institutional Assessment*).
- **Financial Stability.** Evidence shows our continued reliance on a tuition-based funding model will impede Franklin's ability to enhance our quality. While we have taken steps to improve upon the Office of Development, and preliminary results in fund raising are

promising, further efforts to diversify our funding sources must follow suit (see *Chapter Six: Institutional Resources*).

In conclusion, since this self-study was written, Franklin has announced two major changes in senior leadership positions. Paul Lowerre will step down as Chair of the Board of Trustees in November 2010. Long-time board member and one of Franklin’s founders, Pat Tone, will step in as interim chair. Also, after fifteen years of exemplary service to the College, President Nielsen will step down as President of Franklin. The Board is currently in discussion about the timing and search process for this important transition.

As Franklin enters this period of transition, it is imperative that we continue to focus on those strong attributes that make the Franklin experience unique. Our MSCHE Self-Study Report— “Franklin College, Making Our Place in the World”—proves that we are prepared to take on these challenges and ready to move forward. The roadmap that has been the foundation of Franklin’s operations will make feasible the transition in senior leadership, without major disruptions to our strategic goals. We are more than ready to continue our journey and look forward to what the future will bring.



Introduction

Franklin College: Making Our Place in the World

Our home is Lugano, Switzerland, a vigorous city at the confluence of the Swiss Alps and Northern Italy. A microcosm of Europe, Switzerland offers the ideal setting for education with an international focus; our location encourages students to continually mingle among cultures in a country that has four official national languages. Students and faculty come to Franklin College from every corner of the globe, further strengthening international study and international experiences. Beautifully maintained, our campus provides an environment that is both inspiring and reflective of the larger community in which our students learn, engage, and mature as strong global citizens.

Franklin College, named for the United States' first and most illustrious ambassador to Europe, was founded in 1969 as a nonprofit, independent, post-secondary institution. In the highest tradition of the liberal arts concept, Franklin College advocates that substantive international studies should be an integrated part of a college education, as a prelude to, and indeed basis for, the commitment to a major field of study. From its inception, Franklin defined higher education as the experience of thinking internationally; as our founding charter elucidates, "Franklin College is a non-profit organization dedicated to a new kind of international education, taking as its cornerstone Benjamin Franklin's vigorous support of a universal, intellectual interchange between the Old world and the New."

In the last forty years, Franklin College has centered all its activities on evolving to realize its ideals fully. The Middle States Association of Colleges and Schools first accredited Franklin in 1975 to grant the Associate of Arts degree. Franklin introduced the four-year baccalaureate (BA) degree in 1986 and had its accreditation as a BA-granting institution reaffirmed by the Middle States Commission on Higher Education in 1990 and 2000. In 2005, all programs of study leading to the Franklin Bachelor of Arts degree were awarded Swiss university accreditation by the Swiss University Conference (Schweizerische Universitätskonferenz) and the Swiss Organization for Quality Assurance (Organ für Akkreditierung und Qualitätssicherung der Schweizerischen

Hochschulen). Franklin thus became the first institution of higher learning with dual Swiss–U.S. recognition.

Franklin places extraordinary emphasis on cross-cultural perspectives, an emphasis designed to affect the direction and meaning of a student’s college experience, life, and career. We are committed to courses of study that are international in perspective and cross-cultural in content, a focus that has been the cornerstone of our educational mission since our founding. As early as 1973, Franklin College defined this philosophy as the International Imperative in education. This philosophy is designed to accommodate significant changes in our curriculum in response to shifts in social, political, and economic conditions around the world. The result is a singular learning experience gained from cross-cultural, highly responsive global perspectives.

Not only do students engage in these perspectives in the classroom, they experience them out in the global community. For two weeks each semester, our students participate in the Academic Travel Program, an integral part of the Franklin College curriculum. Holding both pre-departure and post-trip meetings, faculty lead these field-study courses based on their expertise and knowledge of a given country or area, and students come away from these experiences more fluent in cross-cultural understanding. Several of these Academic Travels now also integrate a service-learning component. Through this merger of experiential learning, service learning, traditional liberal arts curriculum, and international living, Franklin students gain a type of comprehensive knowledge available nowhere else.

This MSCHE self-study report reveals the ways in which Franklin College has created a distinctive place for itself, one made up of several aspects:

- a physical place in Lugano, in Switzerland, in Europe, and in the world;
- an intellectual and philosophical place in liberal arts education;
- an academic place within both U.S. and Swiss higher education systems; and
- an active place as global citizens, preparing our students to be effective agents of change.

Each chapter of this report concludes with a section that outlines the significant changes that have taken place at Franklin over the last five years; our strengths in regard to each topic; the challenges we face in fulfilling our objectives; and the next steps we will take to reach our goals. In this way, we have drafted a road map for Franklin College’s future, clarifying the actions that will be necessary in order for us to fully “make our place in the world.”



CHAPTER ON E

Franklin College's Identity

STANDARD 1: Mission and Goals

STANDARD 2: Planning, Resource Allocation and Institutional Renewal

“I lived side by side with people from different cultures for four years. I learned from these people more than I learned from books. I learned about our differences but mostly about the common things between us. We do not always see eye to eye on everything, but we respect each other. If the world could be a place where people live side by side, cry together during hardships, laugh together during good times, and unite when needed, then we could all live in peace, the peace that Franklin College has given to each and every person who has been part of its community.”

— Zein Malhas, Valedictorian Speech, Franklin College, 2007

1. Linking Standards 1 and 2

Since its inception, Franklin College has consistently evolved to meet the changing needs of students while remaining faithful to its liberal arts and international education mission. As articulated in the introductory Values Statement to our 2006–11 Strategic Plan, Franklin believes that “living in an international community in Lugano, Switzerland is a transformational experience: to speak several languages, to immerse oneself in other cultures, and to understand different viewpoints inform everything a person does in life. With an emphasis on academic travel as experiential learning, Franklin is committed to international education and world citizenship. We maintain that the traditional aims of the liberal arts—character formation, breadth of knowledge, critical thinking, self-development, citizenship, and leadership—can be realized through an intensely cross-cultural and transnational experience.”

This first chapter in our MCHSE Self-Study Report articulates how our values are enacted to create Franklin College's unique identity. We see strong evidence for how we conceive of ourselves—and how we present our identity to the world—in our Mission, Values, and President's Vision and Goals Statements. This identity, in turn, forms the basis for our 2006–11 Strategic Plan. Therefore, we have tied mission, goals, and strategic planning together as a

foundation for all that follows in this self-study report. We return to Standard 2 in *Chapter Six: Institutional Resources*, where we study in-depth the links among strategic planning, resource allocation, and institutional resources.

2. Franklin's Mission, Vision, and Goals

Mission Statement

The mission of Franklin College is to provide a multi-cultural and international academic environment within which students acquire the essential knowledge and critical, creative and analytical abilities necessary to attain success in their chosen careers and to live culturally enriched and rewarding lives.

Franklin's mission synthesizes and distills the core values that form the heart of a Franklin College education:

- academic excellence
- interdisciplinary, creative problem-solving and life-long learning
- the growth and development of unique individuals
- responsibility towards other human beings and the environment
- mutual understanding across linguistic, national, ethnic, cultural, and socioeconomic lines

These values also inform the President's Vision and Goals statement, a student-centered document with a strong emphasis on student learning, excellence, and leadership. We emphasize cross-cultural competencies and liberal arts knowledge—skills and attitudes that can enable students to work for positive change in the world.

Vision

Franklin believes that in order to provide an education that best prepares its graduates to successfully meet the challenges of the 21st century, it is incumbent upon the College to instill in each student knowledge, respect, and appreciation for other cultures that go beyond the superficial. At Franklin, we assume an important role in developing future leaders who will be able to bring solutions to the world, given the unique multi-cultural environment that Franklin enjoys. We aspire to produce graduates who will be well versed in an academic discipline, exhibit leadership qualities, and be able to express ideas and defend positions in an articulate manner both in written and oral formats. The College is looking to produce leaders who can contribute to the shaping of their environment through vision, tolerance, and mutual respect.

Goals

Franklin recognizes that leadership takes many forms. The College wishes to develop in its graduates those abilities that will allow an individual to exert a positive influence in exercising beneficial change, whether by example or direct action. Thus, Franklin graduates should:

- *be highly competent in a chosen discipline consonant with the expectations of a BA from a most selective institution of higher learning;*
- *be articulate;*
- *exhibit cultural competency in a variety of settings;*
- *value cultures other than their own; and*
- *exhibit social responsibility.*

These identity statements—Franklin's Mission Statement and the President's Vision and Goals—show a strong emphasis on interculturalism, along with a firm commitment to liberal arts education and its goals of social responsibility, leadership, and personal growth. All of these statements have become the foundation of Franklin's Strategic Plan, 2006–11.

For a detailed discussion of how Franklin's educational offerings serve our mission, vision, and goals—and how those correlations are assessed—see *Chapter Two: Student Learning*.

For a detailed discussion of Franklin's diverse, international student body—and how our admissions, retention, and support services operate in alignment with our mission—see *Chapter Three: Franklin Students*.

For a detailed discussion of Franklin's international faculty and their role in fulfilling our mission, see *Chapter Four: Faculty*.

For a detailed discussion of how Franklin's recent administrative reorganization stems from the refinement of Franklin's mission, see *Chapter Five: Governance and Organization*.

3. Community Involvement in Franklin's Mission and the Strategic Plan

At the annual joint Faculty–Trustee dialogue in May 2007—dedicated wholly to consideration of Franklin's mission, vision, and goals—the Board of Trustees and all faculty members re-confirmed our Mission Statement. The Board and faculty also confirmed the President's Vision and Goals statements at the same meeting. We further refined the Vision and Goals Statement at the 2008 Administrative Retreat and subsequent meetings of the President's Cabinet (senior administrators representing all sectors of the college). The President and his Cabinet produced the Values Statement in the summer of 2008 in order to articulate more deeply the liberal arts and international education foundations of Franklin's identity. We then added this Values Statement, along with the Mission, Vision, and Goals statements, to the 2006–11 Strategic Plan. *See Appendix 1–1 for the full text of Franklin's Strategic Plan, 2006–11.*

These formal expressions of our identity are subject to regular review, discussion, and dissemination at all levels of the institution. They are published in the History, Philosophy, and Mission section of the Academic Catalog (see Exhibit 1–1), and they are also presented to external constituencies through other means such as our website; annual Phonathons; discussions between current students and parents and alumni; and email and on-line chats between student Admission Ambassadors and prospective students (see also *Chapter Three: Franklin Students*).

4. Strategic Planning for Mission Success

Franklin College's mission is continually enacted through the proactive leadership of President Erik Nielsen, as well as the long-term commitment of many faculty and staff members

who share Franklin's collective vision. The current Strategic Plan emerges directly from our mission, and it is the result of multiple iterations and collaboration across all constituents of the Franklin community. It is a living document that receives annual updating and revision, always with an eye toward enhancing the learning environment of our students and insuring that Franklin's future is sound. This process requires multiple perspectives in order to assess the rapid pace of change that all institutions of higher education confront in today's volatile economic climate, in a greatly expanded international context.

Franklin's current Strategic Plan—the foundation for the future of Franklin—is the result of ongoing dialogue and collaboration among the College's various constituencies. Vigorous discussion about the mission, goals, and measurable outcomes of a Franklin College education continue to be a central part of all institutional planning processes (see Exhibits 1–3 and 1–4 for evidence in the form of Board reports and presentations at faculty and administrative retreats/meetings). The President works with his Cabinet in early August of every year to revisit the Strategic Plan and collectively solicit revisions or updates. Immediately following these administrative retreats in early August, the faculty convenes for their fall workshop, where the President presents the Strategic Plan. During this orientation period each fall, all staff are also included in the Presidential update, entitled *State of the College*, where he presents strategic goals and data-based assessments of how current goals are being met. In November, the Board of Trustees is similarly involved in the strategic planning revision and update process.

At a Board retreat on May 17, 2005 in Sirmione, Italy, the President presented a booklet of key strategic decisions. This document features data that served as the foundation for decisions about resource allocation and program development central to achieving our stated goals (see Exhibit 1–5). One primary area of focus concerned student retention rates. The President and the Board examined data from student surveys about the underlying reasons for attrition and, based on these analyses, we dedicated resources to supporting “at risk” students. We soon developed new programs, such as *Crossing Borders: A First Year Experience* (see *Chapter Two: Student Learning*), that addressed these needs with remarkable success as can be seen in the paper on Exhibit 2–3, *Crossing Borders: A First Year Experience in Cosmopolitan Education*.

At this retreat, the Board also discussed other salient issues, such as enhancing the overall quality of the College by attracting a more selective student population. The Board also acknowledged that Franklin would need to address teaching loads, provide additional funds for faculty professional development, and increase the number of full-time faculty, while maintaining a favorable student-faculty ratio. In subsequent budget cycles these issues were addressed in the budget allocation process, and Franklin increased funding for faculty development, as well as

implemented a policy that supports faculty course releases to pursue active research scholarship (see *Chapter Four: Faculty*).

4.1 Seven Strategic Priorities

With its focus on financial stability, planned growth, quality, and diversity of the student body and faculty, enhanced quality of programs, and an adequate physical plant, the 2006–11 Strategic Plan acts as a fundamental tool for analysis of the College's finances, resources, and enrollment management. Framed by the College's Mission, Values, Vision, and Goals Statements, the plan articulates seven strategic priorities:

- 1) Franklin College will maintain financial stability and a healthy operation.
- 2) Franklin will grow to a critical mass of 500 students (FTE).
- 3) The College will increase the quality and diversity of the student body and faculty.
- 4) The College will develop and maintain the campus infrastructure and continue to promote experiential cross-cultural learning through expanded residential offerings and enhanced physical spaces.
- 5) Franklin will enhance the quality of its undergraduate programs.
- 6) Franklin will give heightened importance to faculty research in strategic planning, faculty hires and policies.
- 7) Franklin College will achieve university status through the process of a name change and the introduction of graduate programs.

Each of these strategic priorities, in turn, connects directly to related aspects of Franklin's Mission, Values, and Vision and Goals statements (see Table 1–1).

Table 1–1: Strategic Priorities

Strategic Priority	Statement in this priority area reflecting the Mission, Values and Goals of the College
<p>Strategic Priority 1: Franklin will maintain financial stability and a healthy operation.</p>	<p>“The College intends to maintain its future viability as an independent, private, non-profit institution and its ability to deliver on its mission and achieve its vision.”</p>
<p>Strategic Priority 2: Franklin will grow to a critical mass of 500 students (FTE).</p>	<p>“Because the College recognizes the need for a greater critical mass of students, faculty and support personnel, we will increase the size of our student body. This increase will help provide the resources necessary for fulfilling our mission and vision and provide an adequate number and variety of students for a rich social environment and an intense cross-cultural experience. The size of the faculty, administration and staff will grow correspondingly over the period.”</p>
<p>Strategic Priority 3: The College will increase the quality and diversity of Student Body and Faculty.</p>	<p>“In order to provide an international and multi-cultural environment and to help develop cross-cultural competencies and the highest levels of discipline-specific expertise in its students, the College needs to continue to enhance the academic quality and cultural and geographic diversity of its students and faculty. The College intends to recruit and retain students and faculty of a quality comparable to the most selective liberal arts institutions. The student body and faculty will be geographically diverse.”</p>
<p>Strategic Priority 4: The College will develop and maintain the campus infrastructure and continue to promote experiential cross-cultural learning through expanded residential offerings and enhanced physical spaces.</p>	<p>“The College will develop and maintain the campus infrastructure and continue to promote experiential cross-cultural learning through expanded residential offerings and enhanced physical spaces.”</p>
<p>Strategic Priority 5: Franklin will enhance the quality of its undergraduate programs.</p>	<p>“In order to promote coherence between the mission, vision, goals and the academic curriculum, the College needs to review and revise its General Education requirements, including the Core Curriculum. As part of its effort, the College should create a first year experience to improve retention and academic success of students in their first year. Likewise, we will strengthen current majors and plan for new offerings.”</p>
<p>Strategic Priority 6: Heighten importance of research in strategic planning, faculty hires and policies.</p>	<p>“In order to raise its research profile in Switzerland and to assure the ongoing quality of teaching and undergraduate programs, Franklin has committed to supporting the continued research efforts of its faculty.”</p>
<p>Strategic Priority 7: Franklin College will achieve university status through the process of a name change and the introduction of graduate programs.</p>	<p>“In order to signal the successful realization of the goals outlined in the strategic plan, the name of the institution will change to include the term university.”</p>

Source: *Strategic Plan, 2006–11.*

See *Chapter Six: Institutional Resources* for a detailed discussion of how all resources are now allocated in line with Franklin's mission and strategic priorities. This chapter also includes a discussion of Franklin's infrastructure and Facilities Plan.

5. Conclusion

5.1 Significant Changes since 2005

Since 2005, Franklin has been moving increasingly towards a more explicit articulation of our role in providing opportunities for students to develop intercultural competencies and to engage with people, places, and ideas across national, cultural, linguistic, and other divides. Franklin embraces its unique identity, one that merges traditional liberal arts education with a transnational, cross-cultural focus. Our new, refined statements of identity—Mission, Values, Vision, and Goals—more clearly situate Franklin College as a place where students can be groomed for success as global citizens. These deep articulations of our identity emerge from community discussion and are widely disseminated to the public.

Franklin collaboratively created a new Strategic Plan for 2006–11, and this plan directly correlates with all aspects of our mission and goals. The plan serves as an instrument to guide Franklin in future resource allocations and provides benchmarks for success.

5.2 Strengths

Franklin's identity has been stable and consistently focused on our mission as an international school in a liberal arts context. As Franklin's financial situation has improved, we have been able to make investments in the College's physical plant and personnel to help us achieve our goals. In the past five years we have seen the College grow in size, but we have not lost the learner-centered focus that is Franklin's signature. At the same time, as the world around us has changed, so too have our programmatic offerings and student support services in order to meet the needs of an increasingly diverse student population. We have come to understand that our mission as an international, intercultural campus is more salient than ever. As we prepare young women and men to assume positions of leadership in this increasingly international context, Franklin teaches our students multicultural competencies that are much in keeping with our consistent and stable identity.

Franklin clearly participates fully in the values and goals of the liberal arts tradition, with a signature focus on intercultural learning, world citizenship, and global responsibility. While

Franklin will continue to offer applied majors such as International Management, our movement in the past five years has been towards a greater focus on liberal arts learning, intercultural education, and interdisciplinarity.

5.3 Challenges and Next Steps

5.3.1 Mission and Strategic Plan

Franklin will continue to disseminate and review its Mission, Values, and Vision and Goals statements and, in particular, work to build consensus around these foundational documents. We will work toward more community engagement in the processes of creating the Strategic Plan and Mission Statement to ensure that we represent the diverse points of view and expertise that form the heart of the Franklin experience. Also, though we make reference in the Strategic Plan to the College's research contribution and to professional engagement, no mention is made of these aspects in the four "identity statements," nor in the History, Philosophy, and Mission section of the Academic Catalog. This is a potential gap that we can now rectify.

5.3.2 Swiss University Accreditation

It is much to the benefit of our students to have both U.S. and Swiss accreditation. However, recent changes in the Swiss accreditation process call into question whether or not Franklin can continue to be recognized as a fully accredited university under Swiss standards, due to the fact that we do not presently offer degrees beyond the baccalaureate level. We are currently discussing the feasibility of offering one or more Masters-level programs. Should we decide to move forward, this process would require application to MSCHE for approval of substantive change, as well as a comprehensive self-study for our Swiss accrediting agency.

More importantly, this change has the potential to shift our identity from an exclusively undergraduate college. Preliminary conversations about the possibility of developing a Masters-level program have all pointed us in the direction that such a program should be built on our current strengths and core identity. These conversations will include the entire campus community and external constituents (Board of Trustees, alumni, and parents) as we work towards making this important decision.

See also the “Challenges and Next Steps” of *Chapter Two: Student Learning* for specific innovations Franklin needs to consider in our educational programs and assessment of student learning outcomes in order to fully enact the international and interdisciplinary tenets of our mission.

Chapter Three: Franklin Students articulates the next steps necessary to bring together an international student body that is prepared for and supported by a Franklin education.

Chapter Six: Institutional Resources describes how our resource allocation processes, while now more fully aligned with Franklin's mission, can still be refined and adjusted to serve more fully all aspects of Franklin's operation.

Chapter Seven: Institutional Assessment shows how our institutional assessment practices need to evolve in concert with the growth of our College and our international reputation.

5.4 Fundamental Elements of Standards 1 and 2

As *Chapter One: Franklin College's Identity* articulates, Franklin has clearly defined mission and goals consistent with the expectations of Middle States as expressed in the Fundamental elements for Standard 1: Mission and Goals. Our use of the Mission, Values, Vision, and Goals statements in strategic planning make explicit reference to scholarly and creative aspects of the student experience, and indicate expectations as compatible with those of a “most selective institute of higher learning.” Our statements concentrate on internal constituencies, but with a clear outwards orientation both in terms of learning opportunities for students and contribution to the greater world during and after time spent at Franklin. Our goals are consistent with our mission and vision, and they focus primarily on student learning and other outcomes, including institutional growth and improvement.

6. List of Chapter One Appendices

Appendix 1–1 Franklin College Strategic Plan, 2006–11

7. List of Chapter One Exhibits

Exhibit 1–1 Franklin Academic Catalog

Exhibit 1–2 *Facts at a Glance* 2005–09

Exhibit 1–3 Annual *State of the College* addresses from the President

- Exhibit 1–4 2008 Faculty/Trustee dialog agenda, PowerPoint presentations, and discussion on Mission, Vision, and Goals
- Exhibit 1–5 Board retreat agendas, PowerPoint presentations, and minutes



CHAPTER TWO

Student Learning

STANDARD 11: Educational Offerings

STANDARD 12: General Education

STANDARD 13: Related Educational Activities

STANDARD 14: Assessment of Student Learning

“Attending FC was a huge investment for me, an expense I will be paying back for many years to come, and I live with no regrets about my decision. I am where I am today because of my experiences at Franklin College. I am incredibly grateful for everything I have learned about myself and the world around me. Attending and graduating from Franklin College confirmed my belief that anything is possible when you dedicate yourself to it, and we are changing the world one group at a time.”

—2009 Alumni Survey response

1. Linking Standards 11, 12, 13, and 14

Student learning is at the heart of Franklin’s identity, mission, goals, planning, and assessment efforts. We take pride in being a student-centered institution, one that emphasizes teaching and learning in ways that highlight our location in Europe and our international perspective on liberal arts education. Therefore, we have placed this chapter next in the sequence to build directly on the articulation of our mission and identity. In grouping together standards 11, 12, 13, and 14, all of which pertain to the design and assessment of student learning, we were able to cohesively study the large-scale curricular reforms Franklin has carried out in the last five years. These curricular and co-curricular developments have been college-wide, aimed at a more integrated, holistic, learner-centered approach to teaching and learning at Franklin. We treat Standard 14: Assessment of Student Learning in this chapter to show evidence of success and gaps for improvement. In hindsight, we found this was an ambitious approach in our self-study efforts, since these are among the most salient standards with regard to student learning and fulfillment of our mission as an international, undergraduate liberal arts college. But given the

recent history at Franklin it was the right approach, as these elements are integrally linked and when the evidence is taken in conjunction with these standards, a compelling case is made that shows just how far Franklin has come in identifying, measuring, and utilizing student learning outcomes to enhance our curricular offerings and programs.

2. Curriculum Reform

Over the past five years, we have developed and reformed Franklin's curriculum and co-curriculum to align more closely with the institution's mission and values. Some of the most significant developments include:

- *Crossing Borders: A First Year Experience*;
- a reformed Core Curriculum (general education requirements);
- new and revised majors;
- a Summer Franklin Fellows Program, with the theme *Exploring World Citizenship*;
- more integration of service learning into courses;
- work around sustainable development, including a campus-wide sustainability initiative;
- establishment of the Center for Intercultural Engagement and Learning Opportunities (CIELO);
- revisions to increase the effectiveness of the Academic Bridge program (English for Academic Purposes) for non-native English speakers;
- increasing emphasis on undergraduate research and scholarly activities, with more opportunities for student participation in international conferences hosted by Franklin.

Since 2005, Franklin has also developed a systematic approach to student-centered learning and assessment that has set forth specific student learning goals in line with our mission. The student learning outcomes—articulated by committees of faculty, staff and students, as part of the process of curriculum reform—have guided the development of new initiatives and have spurred us toward the revitalization of some of Franklin's signature programs, such as Academic Travel.

2.1 Student Learning Goals and Core Competencies

Franklin teaches its students to be responsible leaders, team members, and citizens in an interconnected and evolving global community; our learning goals articulate the fundamental knowledge and abilities they will need in order to succeed in this aspiration. Our graduates must be able to generate creative solutions that cross disciplinary boundaries, and Franklin expects students to cultivate critical thinking skills, analytical abilities, and synthetic competencies, as well as discipline-specific knowledge and abilities. Franklin's unique international and

intercultural academic environment, distinctive in part due to its Academic Travel program, further enables students to develop the knowledge, skills, and attitudes needed for communication and action in a variety of cultural settings. From 2007–09, Franklin’s faculty and students embarked on a reform of general education to bring cohesion and transparency to the core requirements (see *Chapter Four: Faculty* for a thorough discussion on the role of faculty in this reform process). The goals of this work were to better understand and articulate the learning outcomes Franklin desires for its Core Curriculum, and to reduce the number of required general education credits to ensure students could graduate within four years. This intensive process generated the following learning goals for students at Franklin, articulated in our catalog’s description of the Core Curriculum:

Core requirements at Franklin provide a common academic experience for all Franklin students regardless of their major field of study. At Franklin, we emphasize critical and quantitative reasoning, strong communication skills in English, and cross-cultural competencies, including competency in modern languages. The Franklin Core Curriculum gives students the opportunity for a breadth of exposure to different fields of study in the spirit of the Liberal Arts while allowing sufficient flexibility for its students, who come from a wide range of backgrounds and interests, to complete an undergraduate education that compliments more specialized knowledge and skills acquired in majors.

Three distinctive features of the Franklin Core Curriculum are the five-semester Modern Language requirement, the Global Responsibility component, and Academic Travel. All Franklin graduates are expected to achieve proficiency in a language other than English—typically one of the major Swiss languages, French, German or Italian; or Spanish. Students reach this goal by completing five language courses or the equivalent. The Global Responsibility component provides an interdisciplinary perspective in three areas of knowledge, whereas Academic Travel offers on-site field study with the opportunity for developing both language skills and cultural competency. At Franklin, we believe that the world is your classroom and the classroom is your world.

(See Exhibit 2–1: Franklin Academic Catalog.)

The Core Curriculum reform highlighted key learning goals, such as critical and quantitative reasoning, strong communication skills, cross-cultural competencies, and competency in modern languages—goals that echo our institutional mission and vision. Articulated by faculty and

students in the process of the general core reform, these learning goals were analyzed further as the following core competencies:

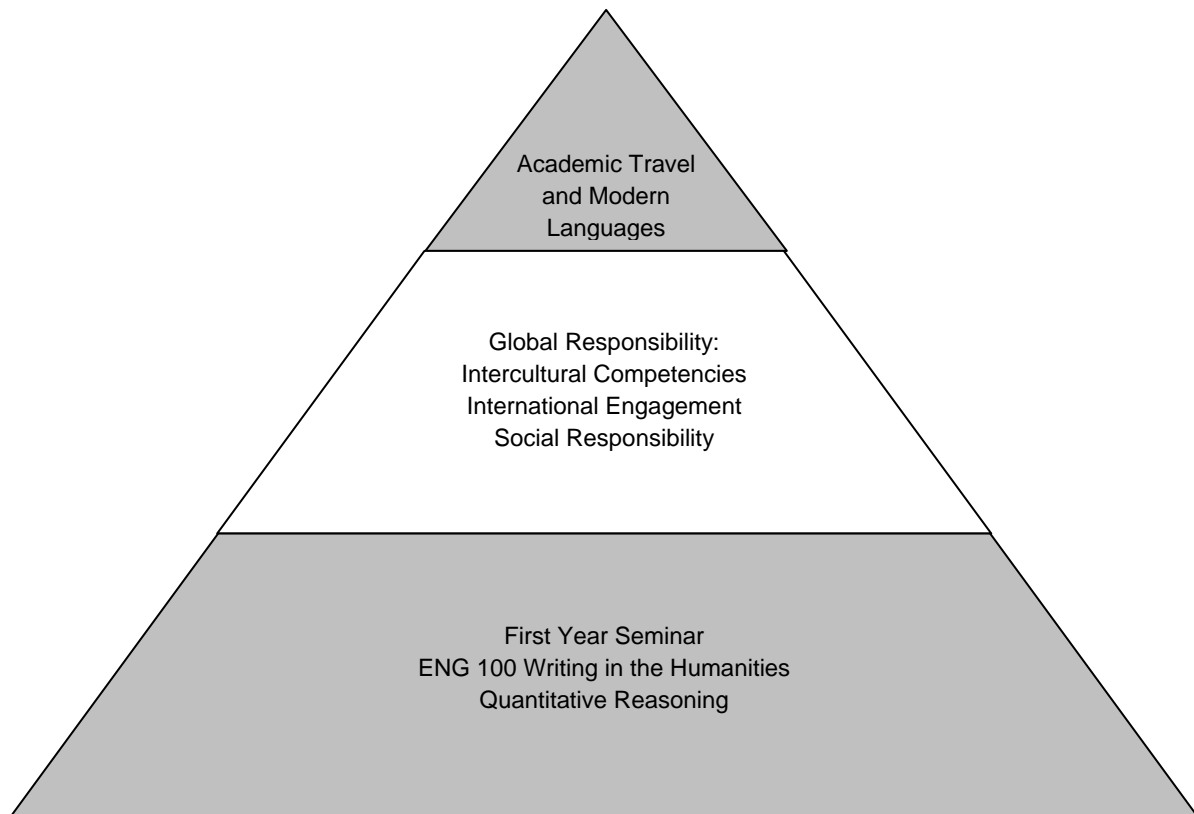
- Travel Competency
- Oral Communication Competencies
- Writing Competencies
- Language Competencies
- Information Literacy
- General IT Competency
- Mathematical Competency
- Scientific Literacy
- Creative Expression

These competencies now inform all aspects of the curriculum at Franklin College and provide a solid basis for assessment.

For an expanded, detailed description of each of these core competencies, see Appendix 2–1: Franklin College Core Competencies.

2.2 The Core Curriculum Pyramid

The reformed Core Curriculum builds on fundamental courses and addresses all the core competencies. Based on progressive, mission-specific goals, the new Core Curriculum can be represented as a pyramid, as shown in Figure 2–1.

Figure 2–1: The Core Curriculum Pyramid

Source: Core Reform Committee.

2.3 Fundamental Courses

2.3.1. *Crossing Borders: A First Year Experience*

The process for Core Curriculum reform has its roots in the recently crafted *Crossing Borders: A First Year Experience* (FYE). (See *Chapter Four: Faculty* for a discussion of the successful assessment loop that led to the development of the FYE.) The mission statement for this key program articulates the FYE’s relationship to the greater Franklin experience: “The First Year Experience at Franklin will provide a unified experience which introduces new students to—and helps create—a challenging and purposeful multi-cultural and international academic learning environment, starting participants on the way to meeting the College’s vision for its graduates.” (*First Year Experience Manual*, see Exhibit 2–2.) Organized around the theme of “crossing borders,” the program emphasizes First Year Seminars (FYS), residential life learning, and co-curricular programming. The FYE also integrates academic mentoring, academic advising, and information resources such as the Library and the Writing and Learning Center. All these components weave together to form a unified whole grounded in Franklin’s mission and values; we conceive the FYE as a solid introduction for our students to help prepare them for a Franklin education and continue the process of cultural understanding.

2.3.2 First Year Seminars

During the summer prior to their arrival, students choose from a selection of First Year Seminars: 3-credit, semester-long courses normally taught by full-time faculty members. The instructor of each seminar also serves as academic advisor for each of the 15 students in that seminar, assuring both regular contact and integrated advising within the First Year Experience.

Each seminar also employs an Academic Mentor: an upper-division student who works in close cooperation with the professor and students. Academic mentoring has evolved in the first two years of the program from a non-credit bearing experience to a credit-bearing 300-level class where individual mentors carry out an individual project with their faculty professors related to the scope of the class. *The First Year Experience Manual* (Exhibit 2.2) describes the duties of an Academic Mentor to the faculty:

An Academic Mentor is an upper-level student in your 100-level course. Your academic mentor is to complete the same reading as your 100-level students; however, they follow a separate syllabus, one that reflects the unique learning goals and graded activities of FYS 399. Ideally, AMs learn through providing academic support to your first year students. Thus, Academic Mentors attend, participate in, and prepare for each class and are graded for activities such as: leading a class discussion, presenting course material in class, holding a review or study session, facilitating a peer review process, acting as a peer reviewer, or tutoring individual students. As a group Academic Mentors participate in pre-semester training, meetings throughout the semester, and a limited number of follow-up activities in the spring.

For the FYS, we have developed the following collective learning goals shared across the disciplines in all seminar classes:

- to develop critical thinking and analytical skills;
- to practice synthesizing information from classroom discussions and reading;
- to present this information in a variety of formats, including class discussion, oral presentation, and in short essays and homework assignments;
- to introduce students to the college libraries, the Writing and Learning Center, information technology, and the Office of Student Life and Learning;
- to learn study and research skills that will carry through to other classes and other semesters;

- to demonstrate the ability to work collaboratively and use technology effectively in group work and as an individual.

The fall 2008 First Year Seminar professors adopted these goals on a trial basis, and they became part of all 2009 First Year Seminar syllabi and courses (see Exhibits: 2–14 Sample Course Syllabi, 2–4 Student Course Evaluations). First Year Seminars represent the primary exposure for students at Franklin to several of the competencies established in the Core Curriculum, with emphasis on oral communication, writing, information literacy, and general IT competency. Also, embedded assignments involving the Library and the Writing and Learning Center assure that students learn how to use academic support services.

The theme “crossing borders” provides cohesion and coherence across diverse First Year Seminars, residential life learning and co-curricular programming. So far, the seminars have addressed this theme from a variety of perspectives and in a number of different disciplines, such as a historical comparison of Gandhi and Churchill, an environmental study of global climate change and the disappearing Swiss glaciers, a course on women travel writers, another on the road movie as interpreted on various continents. There has been a course on the history of travel for leisure, a seminar on environmental sustainability approached through international relations, and a course in intercultural communications. Each seminar also contains a travel or “cultural contact” component, usually involving a weekend trip to Italy or another part of Switzerland.

2.3.3 Co-curricular Programs in First Year Experience (FYE)

Academic Mentors and professors alike participate with the first-year students in many of the co-curricular programs designed as part of the FYE. For example, in its initial year, FYE featured “the first 52 days” where each of the first 52 days of a new fall student cohort’s time on campus had a program devised for first-year student involvement. Year two of the program followed with *Tutte le strade* (“all roads”), again including programming from day one up until students leave for Academic Travel. We provide activities such as local field trips, the lecture series, and a variety of programs designed to help students learn more about living in Lugano, Switzerland, and Europe.

2.3.4 Assessment of the First Year Experience (FYE)

The various components of the FYE provide us with an excellent platform to implement assessment strategies at the course and program levels. We have dedicated our most extensive student learning outcomes assessment efforts to the FYE, which has yielded strong evidence that our first-year students are acquiring intercultural competencies and deeply engaging in international liberal arts experiences. Student evaluations from the 2007 and 2008 First Year

Seminars show high student satisfaction ratings of the classes overall, with few exceptions (see Exhibit 2–4: Sample of First Year Seminar Student Evaluations, 2007, Composite Comparison, 2008). Students consistently cite instructor interest in subject, instructor interest in student progress, instructor encouragement, and instructor availability as highly positive factors (mean rating of 4.53 or above on a 5.0 scale) in the FYE, suggesting that the linking of advising and seminar instruction have proven successful in creating a strong bond between student and professor. Completed Course Assessment Plans (CAPs) show faculty satisfaction and strong achievement in learning goals in critical thinking, writing, and Library skills. (See *Chapter Seven: Institutional Assessment* for more discussion on CAPs and other assessment tools used at Franklin.)

We also used the College Student Experiences Questionnaire (CSEQ) to assess the First Year Experience. (See Exhibit 2–5 for a complete summary of the 2008 CSEQ peer comparison results.) shows the students reported estimated gains in items important for cross-cultural learning such as “Gaining knowledge about other parts of the world,” “Become aware of other philosophies, cultures, and ways of life,” and “Developing the ability to get along with different people” that were significantly higher than those reported by students at a peer cohort group that includes highly selective colleges such as Dickinson, Macalester, Rhodes and Hampshire. (See *Chapter Seven: Institutional Assessment* for more information on Franklin’s peer cohort group.)

Table 2–1: College Student Experiences Questionnaire (CSEQ) Estimate of Gains, Fall 2007 First Year Cohort

<i>Item</i>	<i>Description</i>	<i>Group</i>	<i>Mean*</i>
GNPHILS	Becoming aware of different philosophies, cultures, and ways of life.	Franklin College Peer Group	3.42 2.84
GNOTHERS	Developing the ability to get along with different kinds of people.	Franklin College Peer Group	3.22 2.92
GNWORLD	Gaining knowledge about other parts of the world and other people (Asia, Africa, South America, etc.).	Franklin College Peer Group	2.63 2.30

* Response Options: 4 = Very much, 3 = Quite a bit, 2 = Some, 1 = Very little

Source: 2008 CSEQ Special Report “Means and Descriptives Peer Group Comparisons.”

Similarly, Table 2–2: Student Acquaintances and Table 2–3: Conversation Topics show a high degree of engagement in intercultural learning, consistent with the goals of the program and of the College.

Table 2–2: College Student Experiences Questionnaire (CSEQ) Student Acquaintances, Fall 2007 First Year Cohort

<i>Item</i>	<i>Description</i>	<i>Response option</i>	<i>Franklin</i>	<i>Peer Group</i>
STACQ2	Become acquainted with students whose family background (economic, social) was different from yours.	Very often or often Occasionally or never	89% 11%	73% 26%
STACQ4	Become acquainted with students whose race or ethnic background was different from yours.	Very often or often Occasionally or never	85% 15%	64% 36%
STACQ5	Become acquainted with students from another country.	Very often or often Occasionally or never	91% 9%	46% 54%
STACQ6	Had serious discussions with students whose philosophy or personal values were very different from yours.	Very often or often Occasionally or never	69% 31%	51% 48%
STACQ9	Had serious discussions with students whose race or ethnic background was different from yours.	Very often or often Occasionally or never	66% 34%	50% 50%
STACQ10	Had serious discussions with students from a country different from yours.	Very often or often Occasionally or never	77% 23%	34% 66%

Source: 2008 CSEQ Special Report “Means and Descriptives Peer Group Comparisons.”

Table 2–3: College Student Experiences Questionnaire (CSEQ) Conversation Topics, Fall 2007 First Year Cohort

<i>Item</i>	<i>Description</i>	<i>Response option</i>	<i>Franklin</i>	<i>Peer Group</i>
CONTPS2	Social issues such as peace, justice, human rights, equality, race relations.	Very often or often Occasionally or never	71% 29%	50% 50%
CONTPS3	Different lifestyles, customs, religions.	Very often or often Occasionally or never	81% 19%	64% 36%
CONTPS10	International relations (human rights, free trade, military activities, political differences, etc.).	Very often or often Occasionally or never	77% 23%	46% 54%

Source: 2008 CSEQ Special Report “Means and Descriptives Peer Group Comparisons.”

The CSEQ questionnaire results show that first-year Franklin students report significantly higher gains than students at our cohort schools in areas such as: gaining knowledge about other parts of the world; becoming aware of different philosophies, cultures and ways of life; and

developing the ability to get along with different kinds of people. All of these gains suggest successful attainment of the goals relating to intercultural communication and competencies. (For a thorough discussion of First Year Experience results and their meaning, see Exhibit 2–3: *Crossing Borders: A First Year Experience in Cosmopolitan Education.*)

The number of students declaring their majors early can also be an indicator of successful student retention through the First Year Experience. The First Year Seminar includes an embedded advising day in the fall semester, and in spring 2008 we introduced SpringForward, a spring advising day encouraging students to declare their majors before they complete 60 credits toward their degree. The first two versions of SpringForward showed good success in numbers of majors declared, with 36 students declaring majors on SpringForward 2009, and a total of 150 students declaring majors during the 2008–09 academic year, significant numbers for a school of less than 450 students

The First Year Experience in 2007 and subsequent follow-up in 2008 also offered an illuminating example of a successful assessment feedback loop. During that fall semester, of 15 students at risk, seven were in the English for Academic Purposes (EAP), also known as the Academic Bridge program. Students enrolled in EAP speak English as a second or third language and have been identified as needing support in English in order to help them become successful Franklin students. Students place into EAP 120 (Academic Writing) and EAP 125 (Academic Reading and Vocabulary), or into a single course, EAP 130 (Academic Research Skills). These students often struggle in their regular classes, as shown by the large number of EAP students—23% of the total students in the EAP program—who were at academic risk. Franklin decided to target students in EAP, creating a dedicated academic advisor and coordinator of the EAP program. By investing more resources in EAP, we have seen positive outcomes in retention; at the end of fall 2008, only one EAP student was at risk academically. We anticipate the expansion of EAP and other academic support programs as our student body demographics shift to include a greater number of non-North American students in the future.

2.4 Additional Core Curriculum Fundamental Courses

A required three-credit, English 100 course, “Writing in the Humanities,” remains unchanged in the reformed Core Curriculum. In its deliberations, the faculty expressed support of a specific writing requirement in the form of a prescribed class that focuses on writing. However, we have not yet assessed English 100 systematically at the section or course level. As we continue to evaluate the Core Curriculum, we will need to assess English 100 and determine how effectively a single course can help students become better writers. We have discussed the

concept of writing across the curriculum, but have yet to consider how we might act upon it with regard to the new Core Curriculum. This is thus an on-going assessment question.

The final component of the core fundamentals is a three-credit, quantitative reasoning requirement. This requirement may be met through any math course at or above the level of College Algebra. This requirement provides a stepping-off point for those who continue into majors with a strong quantitative reasoning component (for example, International Economics, International Banking and Finance, International Management) and helps assure a minimum competency for students pursuing other major options that are less quantitatively oriented. Assessment of the various math classes above the 103 level suggests that students develop a working knowledge of mathematical instruments and master quantitative strategies that will allow them to critically and analytically examine significant questions; they will be able to evaluate claims and arguments based on quantitative evidence as explicitly articulated in the Mathematical Competency learning goals.

The 2008 before and after assessments suggest strong learning gains in MAT 103 College Algebra. However, a fundamental question remains: does knowledge of the math skills learned in a course such as College Algebra (or Ideas in Mathematics or Introduction to Game Theory) respond to the expressed desired level of competency in quantitative reasoning? As with ENG 100 Writing in the Humanities, this evaluation will be part of our ongoing assessment agenda.

2.5 Global Responsibility: The Second Tier of the Core Curriculum Pyramid

The second tier of the Core Curriculum pyramid—building on the foundational courses—is Global Responsibility, with courses organized in three areas of knowledge: Intercultural Competencies, International Engagement and Social Responsibility. The Student Government Association (SGA), in its pamphlet “Understanding the New Core Curriculum: What Does it Mean for You?” introduced the new Core for students, describing the reform as “a more liberal Core Curriculum for Franklin college.” The students describe the areas of knowledge as:

- Courses within the Intercultural Competencies will allow students to develop the intercultural knowledge, skills and attitudes to engage and communicate cross-culturally.
- Courses within International Engagement will allow students to develop skills necessary to engage in leadership roles.
- Courses within Social Responsibility will allow students to develop a sense of interrelationships that govern global issues and reflect on their personal convictions.

Franklin outlines the learning objectives for each of these areas of knowledge in the 2009–10 Academic Catalog as follows:

These learning outcomes articulate what students are expected to demonstrate in terms of knowledge, skills, and attitudes upon completion of the Global Responsibility components.

- 1) The first component works to develop the intercultural knowledge, skills and attitudes that allow them to communicate effectively and appropriately in a wide-range of cultural settings:*
 - Cultivate an appreciation for a variety of world views,*
 - Develop collaboration skills throughout and beyond the curriculum,*
 - Understand the norms and expectations of local cultures, and*
 - Understand the impact of race, class, gender and sexual orientation in diverse settings.*
 - 2) The second component focuses on civic and international engagement. Students will develop the competencies to:*
 - Understand the processes and consequences of globalization,*
 - Participate intelligently in public affairs,*
 - Assume participatory and leadership roles in diverse contexts, and*
 - Understand their position in the world.*
 - 3) The third component exposes students to the complex interrelationships that govern global issues in order to develop a personal sense of social responsibility informed by multiple perspectives. Students will:*
 - Develop an awareness of social justice,*
 - Reflect on their personal convictions and develop an informed system of ethics and values,*
 - Appreciate the relationship between individual behaviors and their social effects, and*
 - Develop an understanding of sustainability in the natural and social worlds.*
-

With these learning goals in mind, departments met to decide which of the courses taught in their areas focus in particular manner on the specific learning goals. The Curriculum Committee encouraged departments to concentrate primarily on courses with no or few pre-requisites so that students might begin fulfilling these requirements early in their academic careers. An analysis of the Global Responsibility Course Distribution chart (see Exhibit 2–6) reveals that 103 of the

courses taught at Franklin during the regular academic year may be used to fulfill one of the areas of knowledge prescribed by the Global Responsibility Requirement (43 in Intercultural Competencies, 32 in International Engagement, 28 in Social Responsibility). While this distribution seems promising, we will need to evaluate if Franklin truly has enough courses to meet student demand and interest in the different areas of knowledge once the new Core Curriculum goes into effect in fall 2009.

2.6 Academic Travel and Modern Languages: The Top of the Core Curriculum Pyramid

“Through Academic Travel we provide our students with a “hands on” approach to education. For example, I traveled to Germany before the wall came down. I visited a concentration camp, Buchenwald, in what was then East Germany. No amount of reading or classroom instruction could ever have impacted me more than actually walking through this horrid camp.... To this day, I remember the experience vividly.”

– Angela Fowler, Vice-Chair of the Board of Trustees and Franklin alumna

Academic Travel has been a key component of Franklin’s curriculum since its inception. As described earlier, students travel with a professor during a two-week period every semester to destinations all over the world for field study, service learning, and cultural immersion.

Destinations and themes in fall 2008 alone included:

- Berlin: War, Memory and the Reinvention of Nation
- Cairo: An Introduction to Urban Economics
- Malawi/Zambia (Service Learning): Environmental Field Studies and Sustainable Development
- Croatia (Service Leadership): Facilitating the Progress of Individuals, Communities and Society
- Florence, Lucca and Siena: Medieval Tuscany
- Geneva, Paris, Brussels, Strasbourg: International Organizations and their Role in Today’s World
- Greece: Origins of Western Civilization
- Ireland: 20th Century Irish Literature and its Contexts
- Japan: Contemporary Japanese Culture and Communication
- Lausanne, Geneva and the Alps: Travel Writing/Writing Travel
- London: Modern European Art
- Madrid and Northern Spain: from Antiquity to the Present
- Northern Italy: from Antiquity to the Present
- Paestum, Pompei, Rome: The Ancients and the Moderns

- Sicily: Western Civilization/Modern Italy
- Southern Germany: Industry and Culture
- Turkey: The Old and the New

Traveling and studying together in an international setting is at the heart of the Franklin experience and embodies the College's mission, vision, goals and values. Each Academic Travel includes pre-departure planning and study, and post-trip synthesis of the learning that took place. The revised Core Curriculum now requires students to complete five Academic Travels for a total of five credits.

Certain Academic Travels link specifically to regular courses in the Franklin curriculum. For example, the course description for "Greece: Origins of Western Civilization," states that its travel destinations "are integrally linked to the readings in "Introduction to Literature, Part I (LIT 100)." The Academic Travel, "Lausanne, Geneva and the Alps: Travel Writing/ Writing Travel" links to the Comparative Literary and Cultural Studies (CLCS) First Year Seminar "Women Travel Writers of the Twentieth and Twenty-first Centuries (CLCS 199)." The course descriptions and student learning objectives about travel writers and travel writing complement one another.

Though Academic Travel is Franklin's signature program, we have not yet articulated specific, measurable learning outcomes for this key competency. Our catalog in 2008-09 includes an overview of the program, but it does not articulate learning outcomes. Academic travel descriptions are organized according to the destination, thus potentially detracting from an emphasis on academic content and learning objectives of each travel course. In Fall 2009 a task force was called by the Provost to develop student learning outcomes for Academic Travel and to review other potential enhancements to the program. In future catalogs, we will begin the Academic Travel section with the Travel Competency goals outlined earlier in Appendix 2-1: Franklin College Core Competencies.

For individual courses, out of 55 Academic Travel descriptions that appear in the 2008-09 Academic Catalog, 54 convey a general theme of the travel and suggest key learning outcomes. The syllabi for these courses, though, provide mixed evidence of clearly stated learning goals. For example, an analysis of these syllabi show that in fall 2008, 72 % of syllabi explicitly stated learning goals, and in spring 2009, 61% of syllabi did so. These learning goals need to be made explicit in each syllabus, and the syllabi need to be filed systematically to achieve a realistic 100%. We highlighted the importance of this type of articulation and assessment in the fall 2009 faculty workshops.

Also, questions on the Academic Travel course evaluation form do not seem to allow students and instructors to reflect upon course-specific learning goals. For example, "academic

travel aspect of the program” seems to be quite vague and does not yield meaningful data for travel course assessment. Q6 asks “instructor’s knowledge of country and culture,” but is this what we would like to assess in the evaluation rather than the travel course content based on the instructor’s area of expertise? Q10 asks “enhancement of language skills and/or cultural appreciation.” If this is a learning goal for all travels, we need to review Academic Travel syllabi to see that it is clearly communicated to students. These evaluation questions can confuse both students and instructors in terms of the travel program’s learning objectives.

We do have indirect evidence that indicates that Academic Travel enhances our curriculum offerings. Survey questions on the Senior Exit Survey provide, for example, indirect evidence on how graduating students perceived the role of Academic Travel in the Franklin’s international/multicultural academic environment (see Table 2–4).

Table 2–4: Indirect Evidence on How Graduating Students Perceive Role of Academic Travel

Has Franklin provided you with a multi-cultural and international academic environment?					
Yes, because of its...					
<i>Academic Travel</i>	<i>International Faculty</i>	<i>International Curriculum</i>	<i>International Students</i>	<i>Foreign Language Instruction</i>	<i>Location</i>
Year: 2007 , Questions: Q15, Q16 , Response: Y = 93%, N = 7% Total respondents = 46					
42 (95%)	28 (64%)	19 (43%)	37 (84%)	n/a	n/a
Year: 2008 , Questions: Q12, Q13 , Response: Y = 100%, N = 0% Total respondents = 18					
17 (94%)	16 (89%)	10 (56%)	18 (100%)	9 (50%)	15 (83%)
Year: 2009 , Questions: Q11, Q12 , Response: Y = 91%, N = 9% Total respondents = 34					
28 (90%)	22 (71%)	13 (42%)	28 (90%)	11 (35%)	27 (87%)

Source: Senior Exit Surveys, 2006–09.

Students seem to link Academic Travel with multi-cultural and international academic learning. Despite the limited sample size, we can see that graduating students perceive that the Academic Travel program has enhanced their study at Franklin.

In particular, Noel-Levitz Student Satisfaction Inventory question 82 can serve as indirect evidence for assessing the success of Academic Travel program (see Table 2–5).

Table 2–5: Indirect Evidence for Assessing Success of Academic Travel

Importance/Satisfaction		
Q82: Academic Travel is a valuable educational experience		
Year	Mean Score: Importance	Mean Score: Satisfaction
2005	6.63	6.30
2006	6.68	6.43
2007	6.63	6.62
2008	6.70	6.38

Range of Values: 1 = Not very important at all, 2 = Not very important, 3 = Somewhat unimportant, 4 = Neutral, 5 = Somewhat important, 6 = Important, 7 = Very important

Source: Noel-Levitz SSI Survey, 2005–08.

These questions do not necessarily allow us to assess whether we have actually met learning outcomes (and learning outcomes are not yet clearly defined). However, the data suggest that students generally consider Academic Travel a valuable educational experience. Comments from Academic Travel student evaluation forms consistently affirm that students have very high regard for this program. (See Exhibit 2–7: Academic Travel Course Evaluations, Spring 2009, TVL 201, TVL 234, TVL 280, TVL 291, TVL 309, TVL 321, and TVL 323.) A frequent comment, however, concerns the lack of consistency across academic travels in terms of the amount and quality of workload expectations.

Academic Travel, including its assessment, will be one of Franklin’s focal points in 2009–10. An ad-hoc working group on Academic Travel was convened in fall 2009 to ensure that Academic Travel learning objectives are clearly articulated and measurable, and that an ongoing assessment plan to review the program and learning outcomes is in place by 2010–11. With representation from faculty, students, and staff, the working group will also consider organization and timing of the travel period, as well as financial and logistical sustainability of the program.

2.7 Modern Language Requirement

Franklin’s challenging modern language requirement is a unique feature among U.S. universities. As such, it is consonant with Franklin’s emphasis on cross-cultural competency and mutual understanding across cultures. Franklin expects its students to be socio-linguistically proficient users of at least one language in addition to English. We expect all our students to be

independent users of one of the major national Swiss languages (German, French, or Italian), or Spanish, in order to be able to interact freely with their hosts and appreciate Swiss and related European cultures. In addition, we teach students an appreciation of the literary and cultural practices related to their language studies. The question of the role of Spanish in this context has been the subject of debate among faculty and students during the core reform process, which ended with the decision to continue to teach Advanced Spanish and allow it to satisfy the core requirement given the number of students from North America with prior work in that language and who will go on to careers that require Spanish proficiency. We expect Franklin graduates to demonstrate proficiency at the B2 level or higher of the Common European Framework of Reference for Language. As such, Franklin students will be able to use at least one language in addition to English flexibly and effectively for social, academic and professional purposes.

As part of our review of the curriculum, the faculty at large, and in particular the members of the Modern Languages Department, met to discuss the evolution of the language requirement. The new core modifies the previous language requirement slightly. The required sequence now stops at the 300-level, therefore representing a total of 5 semesters (15 credits) of study instead of the previous 6 semesters (18 credits). To maintain the same standards, an additional hour of laboratory work per week was added to the 100 and 101 level courses, which remain 3-credit courses. (See Exhibit 2–8 for a detailed analysis of the Modern Language Requirement change.)

2.8 Summary of the Core Reform

Students are always the best indicator of whether the programs we develop at Franklin truly serve their needs, and they explained the new Core Curriculum in an article written for the Franklin Voice, Franklin's student newspaper (see Exhibit 2–9). As the authors of the article, Emily Boynton, '09, and Dylan Lee, '10, wrote:

In an effort to return to the College mission, the new core emphasizes Franklin's identity while allowing students to mold their own education and develop their own skills set and strengths. In creating the new core model, students, faculty and administrators sought a more culturally comprehensive program that included greater breadth and flexibility. The new core, approved by the Faculty Assembly, allows for students to personalize their core experience, and through working with their Academic Advisers, develop an overall Academic Program that highlights their strengths and interests. No longer are students required to check off courses which have little to contribute to their studies or interests.

The new Core Curriculum requirements went into effect in fall 2009, and we look forward to assessing their effectiveness in addressing the stated student learning outcomes associated with the Core.

3. Franklin College Majors: An Overview

The Core Curriculum represents, of course, only a part of the College's offerings. Building on the Core Curriculum (maximum 47 credits), students choose a major by the end of their second year at Franklin or by the time they complete 60 credits (see Catalog for policies). As with *Crossing Borders: A First Year Experience* and the reformed Core Curriculum, new and revised major programs over the past five years show a steady progress towards mission alignment, with more interdisciplinary offerings and more explicit connections with liberal arts, international, and cross-cultural learning. The following list presents an overview of the changes to Franklin's majors since 2005:

- The number of majors has almost doubled from 11 to now 20.
- New majors:
 - Comparative Literary and Cultural Studies
 - Creative Writing and Literature
 - Environmental Studies
 - French Studies
 - History
 - International Economics with an emphasis in Political Economy
 - International Relations with an emphasis in Political Economy
 - Italian Studies

- Changed Majors:
 - The former International Communications major has been fundamentally restructured and is now called “Communication and Media Studies”.
 - Modern Languages: two separate majors, French Studies and Italian Studies, have replaced French and Italian Majors.
- Continuing Majors:
 - Art History
 - Visual and Communication Arts
 - History and Literature
 - Literature
 - International Banking and Finance
 - International Economics
 - International Management
 - International Management with an emphasis in Finance
 - International Management with an emphasis in Marketing
- Discontinued Majors:
 - European Studies

Students have already declared many of the new majors, a fact that demonstrates that these offerings meet student interest and needs. For example, 17 students have presently declared their Environmental Studies major, representing 7.5% of all students with a declared major. Similarly, 19 students are pursuing Comparative Literary and Cultural Studies (CLCS) as a major or part of a combined major. The design of these new and revised majors calls for a number of courses outside the core discipline, suggesting an interdisciplinary approach. Environmental Studies and CLCS are the fastest-growing majors at Franklin, evidence of increasing demand for interdisciplinary, multi-faceted approaches to real-world problems. However, only three of the nine new or revised majors allow students to complete the program with more than a third of the courses outside the core discipline, suggesting that progress can still be made towards true interdisciplinarity in majors. (See Appendix 2–2: Characteristics of New or Revised Academic Programs, 2005–09.)

A significant percentage of Franklin students attempt to construct their own interdisciplinary pathways by choosing combined majors, an additional major, or minors. According to data from the Registrar’s office, 9.4% of total Franklin students are pursuing two majors, and 14.8% of students who have declared a major are pursuing two majors. Of students who have declared a

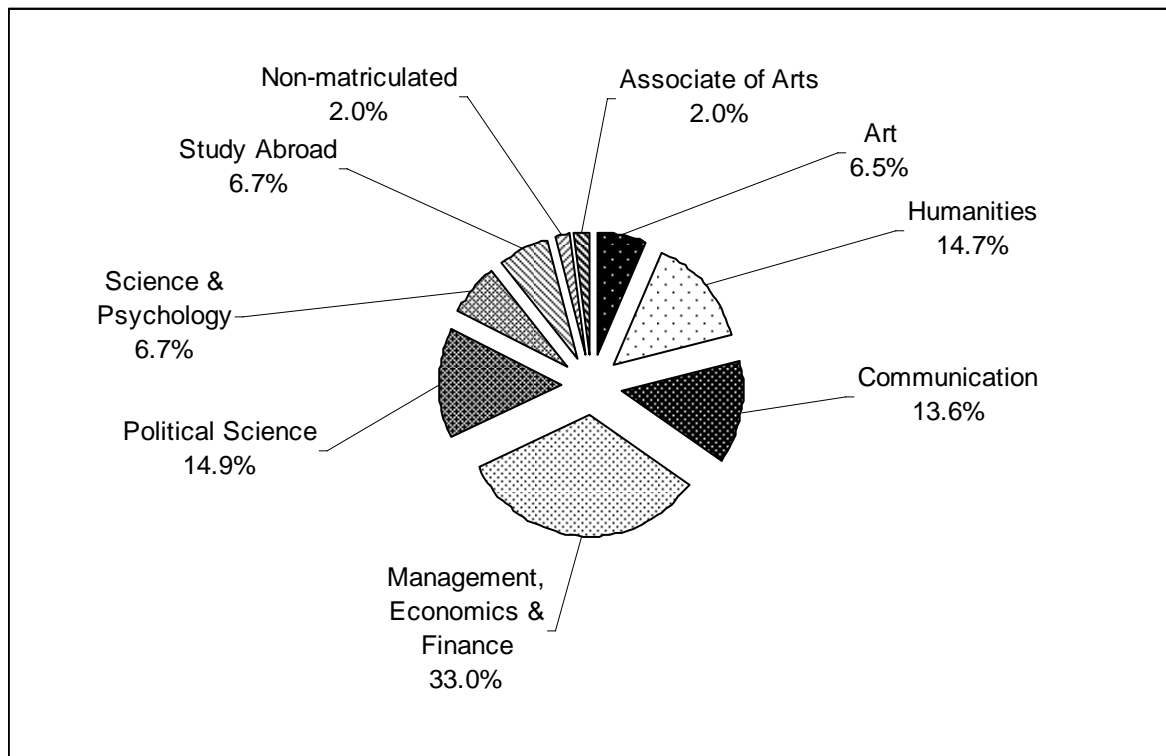
major, 14% are pursuing a combined major. Combined majors give students the core elements of two disciplines. We are considering proposals to make combined majors more purposively interdisciplinary through the use of shared introductory, waystage or capstone experiences, in which students explicitly consider the nature of interdisciplinary knowledge and tie together the two disciplines. Currently, students usually do this through a senior thesis or project.

Curriculum Committee minutes between 2006–08 reflect concern over a possible proliferation of minors and double majors given that a number of academic programs allowed students to utilize the same courses in multiple programs. Therefore, the faculty excluded a large number of minors and majors that could be pursued by the same student. In particular, as of 2008–09, a student who wishes to complete two majors cannot use a combined major as one of them.

The most popular majors overall continue to be International Management, International Relations, and Communication and Media Studies. As seen in Figure 2–2, the broadly defined curricular area of Management, Economics and Finance accounts for 33% of total declared majors. These majors all emphasize learning goals centered on critical thinking skills, the ability to assimilate and distill raw data into meaningful information relevant to decision making, skill at written and oral communication as well as persuasive argumentation. As a result, students become accustomed to a concept central to the liberal arts tradition in higher education—that there is an essential unity behind the many disciplines that make up the arts and sciences, and that competence and aptitudes developed in specific areas can be gainfully deployed to solving broader questions in all sectors of society.

The Honors Program provides a further example of interdisciplinary approaches at Franklin. Honors Roundtables and Honors Seminars in the period have intentionally been designed to draw from multiple disciplines. For example, the syllabus of the Spring 2009 seminar, *Cosmopolitanism: from Humanist Idea to Social Practice* states:

The goals for this course are for you to examine theoretical thinking and empirical work concerning the notion of living transnationally and apply it to your own experience and to that of others. Thus, you will be expected to analyze and evaluate texts from a wide range of academic disciplines and so another goal is for you to be able to recognize disciplinary and interdisciplinary perspectives and ways of making arguments in these texts.

Figure 2–2: Major Declarations by Curricular Area as of Spring 2009 Census

Source: Office of the Registrar.

Franklin's offerings also reflect changes in the world. Not only does Franklin now have a major in Environmental Studies, but three different First Year Seminars address this issue from various, disciplinary perspectives. Student focus groups run by the Provost show strong student interest in this area and the majors have responded accordingly: courses in CLCS, Economics, Politics, Science and Communication and Media Studies have all grown around this area, suggesting that majors are able to respond to student interest and a changing world arena.

For a full discussion of assessment of the majors, see *Chapter Seven: Institutional Assessment*.

4. Co-Curricular Learning

4.1 Experiential Learning

Experiential learning greatly enhances a Franklin education, as it is through hands-on, interpersonal activities that our students animate the values that set Franklin apart. Academic Travel provides a central arena for experiential learning. Personal travel, the experience of living in Lugano, and especially cross-cultural residential living also become an integral part of a Franklin education.

The Office of Student Affairs has provided a number of programs and services that contribute to student learning. Franklin renamed it the Office of Student Life and Learning in 2009 to further emphasize the department’s potential for contributing to student learning, a first step in more closely integrating students’ academic and co-curricular experiences (see also *Chapter Three: Franklin Students* and *Chapter Five: Governance and Organization*). We intentionally plan programming for all events through the Office of Student Life and Learning to include at least one of three areas: multicultural and international experiences; knowledge and abilities; and healthy relationships. With these three themes as guides, activities—organized through the Residential Life Staff, Orientation, First Year Experience, or the former Student Programming Board (now part of the Student Government Organization)—promote personal development and student engagement. In addition to the Office’s contribution to FYE mentioned above, examples include:

- Programs for students living on-campus, led by student Resident Assistants (hiking trips, Sexual Awareness Week, Foreign Film Festival, museum visits, community service projects, political debates, Origami Night and so on).
- Career and personal exploration using the Myers Briggs Type Indicator and follow up counseling sessions with the Assistant Dean of Student Development.
- The Student Development Record, which students create with the assistance of Student Life and Academic Support personnel to track their overall college experience.
- Student leadership training for Orientation Leaders, Peer Mentors and Resident Assistants.
- Sports and athletics opportunities.

The Student Government Association (SGA) also funds attendance to conferences abroad for student leaders, including student government conferences in Cairo and world hunger conferences in Rome.

4.2 Student Initiatives and Experiential Learning

At Franklin, we have cultivated a dynamic, engaged student body. Out of 36 leadership and service opportunities at Franklin in a single year (2008–09), all but five are student-initiated organizations or activities. These activities involve service and cross-cultural experiences, with direct relevance to Franklin’s mission, vision, goals and values. (See Appendix 2–3 for a chart of student activities and levels of involvement.)

The Baobab Initiative is especially noteworthy in this regard. Franklin’s relationship with the Baobab village began during an Academic Travel trip to Malawi and Zambia in 2003, where the

students witnessed the extreme material needs of the villagers. The students then began an NGO that has raised over \$16,000 during the past six years, with the funds going to support agricultural inputs and education. Students have traveled to the village repeatedly over this time, often using their own funds. As of a January 2008 visit to the site by Franklin students, the village's gardens were, according to Armando Zanicchia in the 2009 convocation, "flourishing with a variety of crops to be used not just for self-sufficiency purposes but also to make a profit. Children were attending school and provided with uniforms." Franklin students learned the importance of direct oversight of sustainable development efforts, the strength of alliances, the complex interplay of culture and economics, and the need for continuing education of women and children in addition to material support for the farming itself. The relationships forged with the Tikondwe Freedom Gardens and the University of Lilongwe are evolving now into a more permanent field study and service-learning opportunity for Franklin students as the independent Baobab Initiative spreads its assistance beyond the original village to others in the area.

Franklin students also developed an initiative called "Cross-Cultural Conversations." Their initial event in fall 2008—"Peace Talks: Israel-Palestine"—drew over 50 students to listen to and discuss with an Israeli soldier and a representative from Palestine. Franklin students have shown similar initiative, leadership and willingness to engage in cross-cultural exchange by taking a strong role in the local Lugano chapter of AIESEC, an international student leadership and service organization. Franklin students currently hold four of the five executive positions and have rejuvenated the local chapter, which includes 15 Franklin students and 10 students from the Università della Svizzera Italiana (University of Southern Switzerland).

Students have also embraced language teaching and learning as a form of service and cross-cultural contact. For example, *Inglese Doposcuola* ("English after school"), originally organized by members of the Honors Society, has provided English lessons to local elementary school children since 2007. In summer 2008, four Franklin students traveled at their own cost to the Spiti Valley in India, where they spent two months teaching English at the invitation of Lama Pema Samdup and the Sapan Foundation. Internally, a group of Arab students, under the auspices of the Arab Club, have begun non-credit lessons in Arabic for approximately fifteen Franklin students.

A key point to consider in evaluating student-initiated projects and service is the fact that the Franklin student body totals less than 450 individuals. Thus, the 50 students who have been actively involved in, for example, the Baobab project speaks to a level of commitment and a percentage of involvement that would be difficult to match at another institution. The high degree of involvement in student-initiated service to global communities is some of our most telling evidence that we are realizing our commitment to global citizenship.

However, a potential challenge for a small institution is that we could spread leadership and individual student time too thinly. Therefore, the course schedule for 2009–10 has been modified to allow more meeting times and more concentrated class sessions, in part to address a concern with such dissipation. Other proposals, still at the discussion stage, include calendar and credit load changes.

4.3 Service Learning, Experiential Learning, and CIELO

In addition to the student-led initiatives described above, Franklin integrates service learning in a number of ways, such as including a service learning component in select Academic Travel syllabi. Many students also engage in local community service projects that involve local lake clean-ups and recycling.

We are now investigating future opportunities for experiential learning, service learning and student engagement through a new center created in January 2009: the Center for Intercultural Engagement and Learning Opportunities (CIELO). In order to support the Global Responsibility component of the new Core Curriculum, Franklin decided to dedicate an office with a full-time Dean to focus on the three areas of knowledge (Intercultural Competencies, International Engagement and Social Justice). Franklin opened CIELO in January of 2009, and it is charged with enhancing the Franklin student’s global experience with experientially-based opportunities. Through formal pre-approved programs, affiliations, and courses that involve service learning, internships, study abroad and community engagement (both locally and globally), students will have the possibility to develop and practice their intercultural skills in a responsible and ethical manner. The CIELO center will also focus on pre-departure and re-entry training and reflection for all students engaged in global service learning. In addition, the Dean of CIELO will further develop Franklin’s Career Center and work directly with students seeking internship and career development opportunities (see *Chapter Three: Franklin Students*).

4.4 Sustainability and the Curriculum

In keeping with our mission, Franklin College is working to find solutions that address global environmental and social/economic issues. Franklin College is located in a country that is rated as one of the most environmentally friendly in the world, and we have increasingly stepped up efforts to enhance, on a number of fronts, the education and practice of environmental sustainability. Some of the recent additions to Franklin’s curricular and co-curricular efforts in sustainability include:

- development of the Environmental Studies major
- further enhancement of the Southern African-based Baobab initiative

- student and staff community service at a local nature reserve near the campus
- creation of several Academic Travels that feature environmental themes and service project
- reform of the Core Curriculum to better highlight environmental literacy and social responsibility
- a summer program that explores the issue of global citizenship and the environmental challenges we face in our global community

In June 2009, Professor Brack Hale and two students, Ben Marks and Kyle Hartman, prepared a white paper that educated the Franklin community about the environmental challenges we face and proposed an action plan for making Franklin a more sustainable campus (see Exhibit 2–10: *A Proposal for a More Sustainable Franklin*, May 2009). Elements of that proposal included:

- Developing a sustainability infrastructure
- Improving efforts to reduce energy use on campus
- Improving efforts to reduce resource consumption
- Increasing practices to reduce externalities caused by Franklin operations.

As a direct result of this proposal, Franklin created the Sustainability Institute, located in the North Campus Villa, which is becoming the hub for student, faculty, and staff activities relating to sustainability initiatives. Franklin also joined the Association for the Advancement of Sustainability in Higher Education (AASHE), linking the campus to external resources and other campuses actively pursuing sustainability goals.

In summer 2009, our new food service provider agreed to install a fountain drink option, a move that will dramatically reduce the number of PET containers (beverage bottles made of polyethylene terephthalate plastic) on campus. Franklin purchased SIGG bottles (Swiss-made aluminum water bottles for hikers) made of recycled materials and made them available to all students and faculty/staff to further reduce Franklin's environmental footprint.

4.5 Certificate Programs and Study Abroad

In 2009, the only certificate program offered at Franklin College Switzerland relates specifically to the Honors program. Described in detail on pages 52–53 of the 2008–09 Academic Catalog, the program serves qualified students and includes eighteen credit hours within the Honors program, culminating in an Honors Capstone experience. (See also *Chapter Seven: Institutional Assessment* for a discussion of the Honors program in terms of student retention.) Future certificates currently being considered include a Certificate in English Language Teaching.

We have recently entered into a contractual study abroad agreement with the Université de Lyon II, allowing our students to spend a semester in France in the context of their French Studies major. This contract, consistent with our international mission, allows credits to transfer from this accredited French institution per our regular transfer guidelines. This program is open not only to French Studies majors, but also includes Franklin students who want to spend a semester in France and complete the language core requirement or a minor.

4.6 Summer Program

The majority of course offerings in our summer program come from our standard, academic offerings, and most students use the summer programs as a means to accelerate time to degree. The summer faculty come from both the internal ranks of the institution and from outside; many faculty members continue to return to Franklin each summer because they enjoy life in the Franklin community, and they appreciate the international context in which they teach.

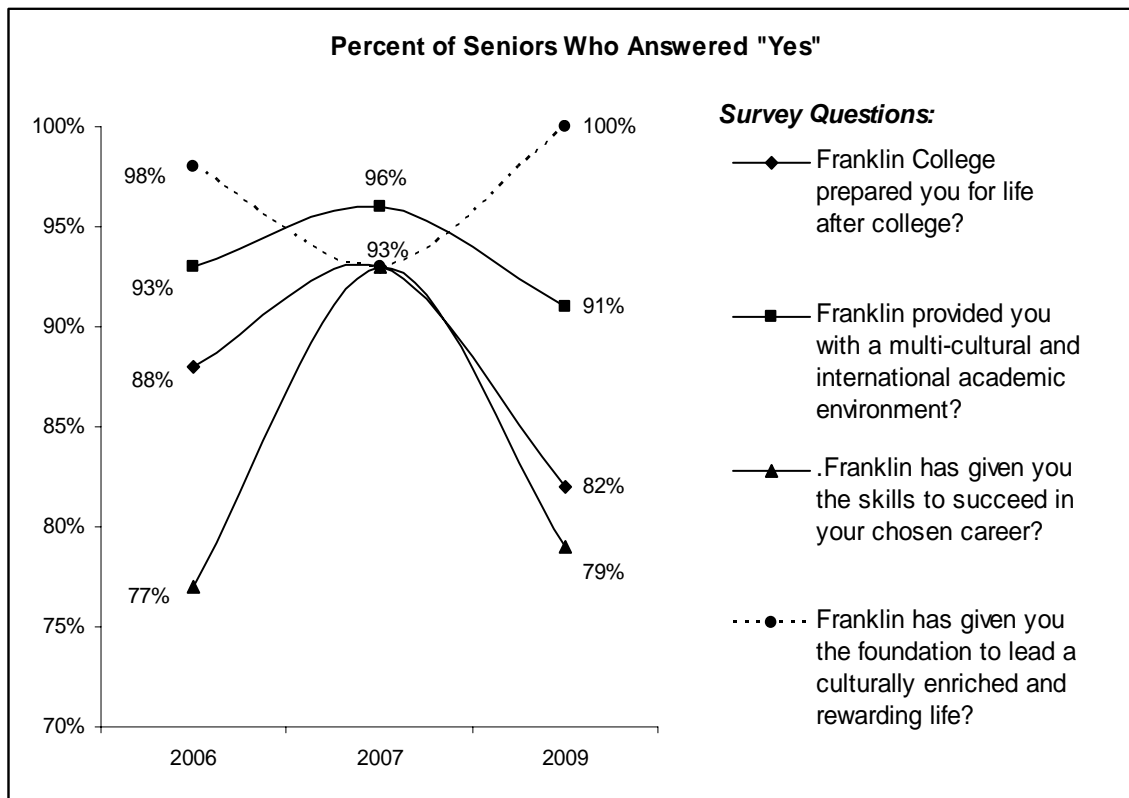
The Provost also recently introduced a new program for encouraging and attracting qualified summer teaching and research fellows. The summer of 2009 initiated the first Franklin Fellows: Exploring World Citizenship, and we welcomed visiting professors from New College of the University of Florida, Old Dominion University, Pacific Lutheran University, and Vanderbilt University. The call for Franklin Fellows brought in over 50 applications in its first year, and we chose our professors carefully to offer four new classes under the interdisciplinary theme of world citizenship as it manifests in such areas as global health, labor, sustainability, and violence against women. (See Exhibit 2–11: Franklin Summer Program Brochure.) In addition to teaching, the faculty fellows had the opportunity to participate in both formal and informal get-togethers that focused on ways to engage with Switzerland and student learning opportunities. Initial assessment of Exploring World Citizenship indicates that the pilot year was a great success, and we anticipate offering a variant of this program in Summer 2010 (see also *Chapter Four: Faculty*).

Summer 2009 also brought a change in the format of our offerings. Rather than offering two 5-week sessions, in 2009 Franklin hoped to expand our off-campus enrollments by offering more condensed blocks of courses, thus moving to two three-week intensives as well as one six-week format. Data from faculty and students show that there was general satisfaction with this new format, but minor modifications might lead to further enhancements.

5. The Franklin Graduate: Assessing our Learning Goals

How do we know students are learning what we say they are learning? Senior Exit Surveys from 2006–09 show that a large majority of graduating students believe that Franklin has provided them with a multi-cultural and international academic environment, the skills to succeed in their chosen field, and the foundation to lead a culturally enriched and rewarding life. Students in this survey are asked questions directly related to the mission statement (see Figure 2–3). In 2007, 96% of the students responding agreed that “Franklin provided [them] with a multi-cultural and international academic environment,” primarily through academic travel, exposure to international students and faculty, and an internationally-focused curriculum. This percentage had decreased to approximately 85% by the 2009 survey, which gives continuing confirmation that we are meeting our goals in this area, but which indicates a trend we need to act upon. This trend is consistent with that on similar items in the Noel-Levitz Student Satisfaction Inventory, which has led us to put the recruitment of international students as one of the institutional priorities in the coming years, as we comment on at greater length in *Chapter Three: Franklin Students* and *Chapter Six: Institutional Resources*. Favorable responses of graduating senior concerning skills related to career and preparation for life had risen to an acceptable 85% in 2007, but showed declines by 2009. This is again consistent with data from other sources that have led us to continue work in this area, most recently by instituting the Center for Intercultural Engagement and Learning Opportunities (CIELO). We examine questions surrounding student learning of career and work-related skills in *Chapter Three: Franklin Students*, *Chapter Five: Governance and Organization* and *Chapter Six: Institutional Resources*. Graduating students have consistently indicated that Franklin has given them the foundation to lead “a culturally enriched and rewarding life,” with favorable percentages above 90% in all years examined.

Figure 2–3: Responses to Mission-Related Questions from Senior Exit Surveys



Source: Senior Exit Surveys, 2006, 2007, 2009.

We are not using 2008 survey results because of a low response rate (approximately 30%), but the student comments from a new question on the 2008 survey, quoted in Table 2–6, do give further indication of how Franklin graduates conceive of their intercultural and international education in an ethical as well as practical dimension.

Table 2–6: Student Sense of World Citizenship

Q20. Has your experience at Franklin reinforced your sense of yourself as a world citizen?	
1.	Franklin MADE me a world citizen. Before I was just an American citizen. Living in and experiencing other cultures is the only way to become a world citizen, and Franklin gave me the opportunity to do just that.
2.	It was my third country that I lived in and it really made me learn how to fit in the various cultures and be a global citizen.
3.	It has created a world without boundaries.
4.	I can't/won't be blind to the greater issues effecting mankind.
5.	In many ways yes, but I must also accept that it has reinforced my own cultural identity and how strong those ties are.
6.	I have finally seen the world.
7.	I have more global knowledge, awareness, and appreciation.

Source: 2008 Franklin Senior Exit Survey results.

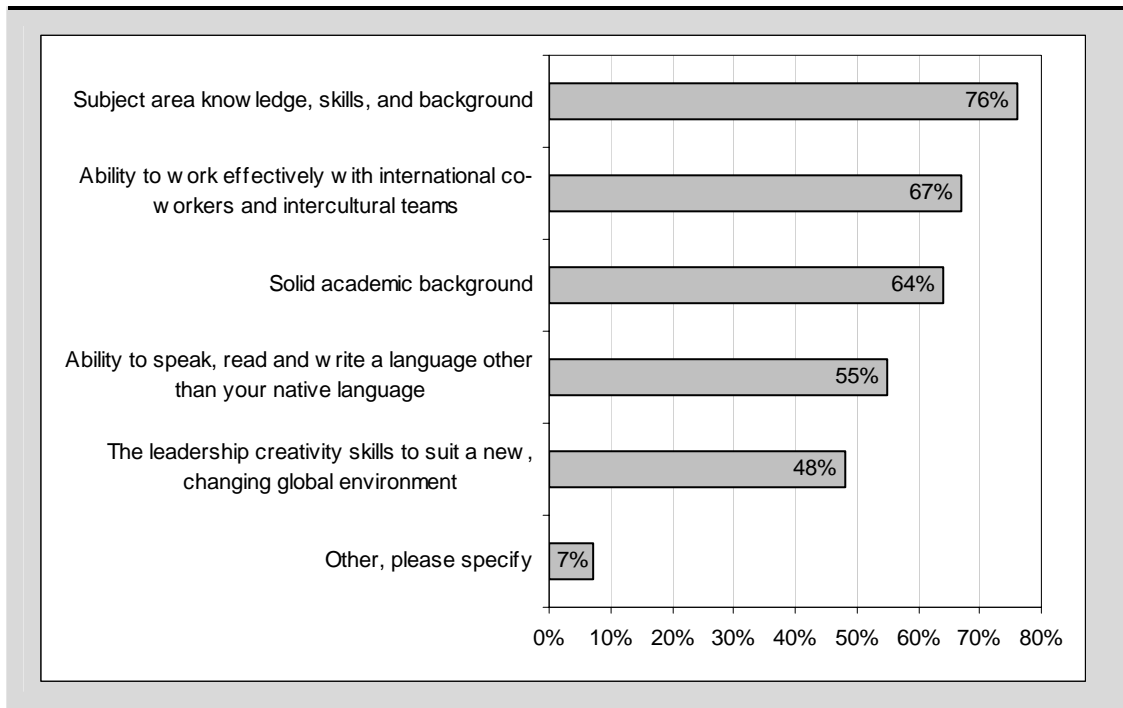
As noted above, one of the components of Franklin’s mission statement is to give students “the skills to succeed in their chosen fields.” In 2007, 93% of the seniors surveyed believed we accomplished this goal, as shown in Figure 2–3. As further indication of our identity as an institution focused on intercultural learning, it is significant that students listed among those skills (Figure 2–4):

- Ability to work effectively with international co-workers and intercultural teams (67%)
- Ability to speak and write in a language other than their native language (55%)
- The leadership and creativity to suit a new, changing global environment (48%)

Figure 2–4: Senior Exit Survey Results Regarding Skills to Succeed

Q17. Do you think Franklin has given you the skills to succeed in your chosen field?
 93% answered yes; 68% response rate

Q18. If yes, how?



Source: 2007 Franklin Senior Exit Survey results.

Alumni testimonials also speak to Franklin’s experience as one of intense cross-cultural exchange and intellectual growth, applicable to real world contexts. (See Exhibit 2–12: Senior Exit Surveys, 2006–09, and Exhibit 2–13: Alumni Survey 2009.) These indicators suggest strong evidence that Franklin is succeeding in reaching and assessing its student learning goals.

As we showed earlier in the chapter—and as will be seen in *Chapter Four: Faculty*—we performed strong assessment cycles in order to improve the First Year Experience, the Core Curriculum, and our major programs. We also retain writing samples of incoming students in order to measure students’ progress later in their careers. For more detailed analyses of Student Learning Outcomes Assessment, student and alumni perceptions, use of the Noel-Levitz Student Satisfaction Inventory, the CSEQ, and Senior Exit Surveys, see *Chapter Seven: Institutional Assessment*. See also *Chapter Six: Institutional Resources* for a discussion of how Franklin has allocated resources that have led to stronger student retention rates, and to a decrease in the number of students at academic risk.

5.1 Select Results of the 2009 Alumni Survey

In September 2009, we carried out a survey of students who had completed their studies at Franklin between Fall 2005 and Spring 2009. We asked for feedback on their experiences and careers since leaving Franklin, including their perceptions of how their Franklin education had contributed to their lives. One hundred and ninety former students completed the survey, of whom 168 had received the BA from Franklin—representing approximately 75% of total graduates in the period (see Exhibit 2–13).

While we are still completing analysis of the data at the time of writing this self-study report, some evidence stands out to suggest that Franklin is meeting its international education mission in terms of preparing students for “success in their chosen careers” and to live “culturally enriched and rewarding lives” through a “multi-cultural and international learning environment” (quoted from Franklin’s Mission statement). At the same time, the data also allow us identify areas for improvement in the educational experience and to track improvements in future years.

Some select evidence that we are fulfilling our mission, vision and goals include:

- Almost two-thirds of those reporting some permanent employment said that the organization in which they worked had an international or global focus;
- 93% of the respondents who had sought permanent employment after Franklin state that they felt prepared for the job market at some level;
- Over 60% of respondents who had been employed indicated that Academic Travel and residence in a foreign country at Franklin were “very” or “extremely” important factors in their later success in their jobs.
- When alumni rated how different aspects of their educational experience at Franklin contributed to later educational pursuit, “Academic Travel,” “Courses in Major,” and “Working with Faculty” were “very” or “extremely” important for at least 75% of respondents.

Franklin will study the following data to help improve our effectiveness:

- Only 57% felt “a lot” or “extremely” prepared for their jobs after Franklin; additional evidence in the study suggest that this perception could be attributable to low rating of internship availability while at Franklin.
- Only about 5% of respondent reported working for a service organization at some time since completing their degree, although other forms of civic engagement were more prevalent.

In terms of specific learning outcomes, over 90% of alumni felt at least “very well prepared” or better on international cultural understanding, inter-ethnic understanding, and the

understanding of other aspects of diversity. Similarly, 89% felt as though Franklin had prepared them at least “pretty well” and 70% felt at least “very well” prepared with respect to their understanding of the interrelationships between art and literature, the media and society. Over 80% felt as though Franklin had prepared them “pretty well” or better with respect to working in groups, task management, interpersonal relationships in organizations, and data management.

In regard to developing creative and effective solutions to problems, over 90% of respondents felt Franklin had prepared them “pretty well” or better and at least 74% felt at least “very well” prepared. They rated highly preparation in understanding the complexities of international relations and the working of international organizations. Over 80% felt “pretty well” prepared or better, and over 65% felt at least “very well” prepared.

While our graduates report high gains in written, oral and visual communication skills, they give lower self-rating for their preparation in language and quantitative skills. The less positive results in these areas reinforce our conclusion that we were right in seeing the need for the reform of the language requirement and the delivery of modern language instruction that came with the new Core Curriculum. The 2009 Alumni survey results now give us some data to benchmark against for monitoring improvements in learning. As Table 2–7 shows, Franklin graduates report higher levels of preparation in intercultural understanding and communication skills, while modern language proficiency and quantitative reasoning lag behind. These are two areas we have recently made curricular improvements in, so graduates post spring 2009 may not experience similar perceived deficits.

Table 2–7: Summary Indexes for Perceived Preparation in Learning Outcome Areas

	<i>Total</i>	<i>Graduation Cohort</i>			<i>Major Field</i>			
		<i>Fall 05– Spr. 06</i>	<i>Fall 06– Spr. 08</i>	<i>Fall 08– Spr. 09</i>	<i>Commun- ications</i>	<i>Int’l Relations</i>	<i>Business/ Economics</i>	<i>Art/ Literature</i>
Communication Skills	3.89	3.76	3.95	3.97	4.31	3.70	3.92	3.68
Foreign Language Skills	3.29	3.49	3.28	3.03	3.61	3.18	3.37	3.04
Quantitative Reasoning	2.61	2.55	2.66	2.60	2.55	2.29	3.25	2.17
Information Technology	3.59	3.39	3.69	3.73	3.89	3.70	3.53	3.24
Intercultural Understanding	4.44	4.42	4.52	4.36	4.67	4.32	4.58	4.29
Culture and Society	3.94	4.04	3.92	3.81	4.18	3.63	3.86	4.38
Work Related Skills	3.65	3.56	3.77	3.61	3.78	3.46	3.85	3.55
Creative Problem Solving	3.99	4.02	3.92	4.05	4.18	3.90	4.05	3.96
International Relations	3.86	3.86	3.92	3.77	3.94	3.95	3.96	3.48

Scale: 5.0 = extremely well, 1.0 = not well at all

Source: 2009 Alumni Survey.

5.2 Alumni Comments

In addition to quantitative measures, the 2009 Alumni Survey provided a wealth of comments about the Franklin experience and its effect on graduates’ later lives. Here we include only a handful of quotes in the categories most closely related to student learning. In the analysis of the alumni data itself, the categories were derived through content analysis of multiple comments and include many more instances than the examples given here.

Many alumni reported that their experiences at Franklin had prepared them well for graduate school or for employment:

“FC has been an immense help to my future. My education prepared me extremely well to succeed at the Monterey Institute of International Studies, and I felt that my background from Franklin put me at a definite advantage over other students.”

“... the skills I gained through my international education and experiences abroad have been directly applicable to the field in which I now work.”

Specific areas of preparation included creative problem solving, working in groups, writing, and language preparation:

“I also have a greater creative capacity. I think out of the box. I bring something new to projects such as telemedicine.”

“The education provided by Franklin has helped me to think in more analytical way when it comes to problem-solving, a skill that is very much required in my current field of study (general medicine).”

“My language skills alone have been a tremendous asset in my personal life and in my career ...”

Alumni commented extensively on how well Franklin had prepared them to interact in the world and communicate with people from different cultures:

“I have gained an appreciation for differences in culture and differences in how people think of problems differently. I can interact with anyone.”

“I feel like Franklin prepared me to have a better understanding of the world and different cultures...[w]hich has enabled me to have a more open view on situations and better understand people.”

In addition to developing knowledge and skills for succeeding in education, work and life in general, alumni commented on how their intercultural experiences at Franklin had altered their prospects in life and their perceptions of themselves as global citizens:

“Franklin gave me an interesting perspective on the world. Now when I learn of current events, I often know someone from those areas of the world and can relate to them better.”

“My experience has taught me how to be a global citizen and has sparked a passionate desire to help make a difference in the world both socially and environmentally, but always with an understanding and appreciation of the various cultures in the world.”

“Essentially, my experience at Franklin College opened my eyes to the true size of our world and to all the rapid changes taking place around us every day. It made me aware of stereotypes I never even knew I had, and broke them simultaneously.”

A few alumni commented on how their travels and experiences studying abroad had directly affected their ability to find a job and succeed in a global market place:

“The global perspective and travel experiences have given me an edge in many situations, making me a more appealing candidate for job positions and my MBA program.”

“It has also helped in finding a job, because it is such an unusual experience that employers usually respect and admire.”

Alumni also noted numerous positive outcomes related to personal development, including:

- A broadened perspective and expansion of their goals.
- Self-assuredness and courage to face new challenges and take on change.
- A stance as life-long learners who are open-minded, with enhanced learning skills and motivations.
- An increased curiosity and passion for experience.
- An understanding of themselves in relation to the world.
- Emotional maturity and status as independent and responsible adults.
- Increased resiliency and adaptability.
- Enhanced social skills.

Alumni respondents also provided numerous useful comments on where improvements could be made to Franklin. These comments range from concerns with the administration to future directions, marketing strategies, the former Office of Student Affairs (now Student Life and Learning), and resources and services for students—with a particular emphasis on career services and recreational facilities. Alumni also mentioned potential problems with the local Sorengo and Lugano community. Specific multiple comments on academic facilities and resources concerned the need for investments in library resources, technology, and lab and studio space. A few examples from among many comments include:

“The faculty were amazing, in experience and care for the students, the admin I feel was the opposite. Having attended Franklin almost on my own financially speaking, I feel like I had to fight to get things done at times, and other times they were even over-bearing. Understandably, the experience is a lot to handle and overwhelming in its scope, but not to the point where I felt like the students needed the babysitting the admin tried to do [go to sleep, be quiet, don’t touch that] the school is about exploring, yourself and the world, the admin wanted to make sure it was in a rather constrained environment which is counterproductive.”

“More communication and collaboration between the student body (student government) and the administration. Student input should be a frequent, routine and valued component of college administration. Meaningful communication, consultation and collaboration while it improved throughout my time at Franklin, was very weak and at times non-existent.”

“I think Franklin College needs to stop trying to be an ‘American’ school. It was much better when it still felt like an international college and I feel that spirit is dying now.”

“I believe that Franklin needs to focus on a few key aspects that we are special for as in Academic Travel and great faculty. In recent years it seems that Franklin is looking into too many different directions. Growth is positive, but the important aspect is keeping Franklin the unique opportunity that it is for students. It is also very important to keep the international balance of the student body.”

“A career center would make the most sense as an improvement at Franklin; there are so many resources available to students through academic travel and the lecture series, perhaps if Franklin could set up a mentoring program or something of the like. I feel like if I had been counseled by a professional in my field or in one I was interested in would have given me a more clear-cut path upon graduating.”

Within the area of Academics programs and student learning, our recent alumni told us in the 2009 Alumni Survey that that they would like to see:

- More full-time faculty to provide more varied views.
- Faculty who challenge students to a greater degree.
- A wider variety of courses.
- Better preparation in methodology and research for graduate school.
- More Academic Travels outside Europe and with a service orientation.
- A greater emphasis on high academic standards in recruitment and student performance.
- Education that is more hands-on, experiential and future work-related.
- More challenging and effective instruction in modern languages.

We note that these comments have not yet been sorted by year of graduation cohort, and so some of the suggestions for improvements may relate to situations that have already been improved. The comments in the area of modern languages and experiential learning (internships/service learning) confirmed the need for some of the major reforms and investments we have recently made in those areas. Overall, the data from the 2009 Alumni Survey are rich and valuable. We will utilize these data for curricular and co-curricular improvement as we go forward (see Exhibit 2–13: Alumni Survey, 2009).

6. Conclusion

6.1 Significant Changes since 2005

In order to better fulfill its mission, Franklin has made fundamental changes to its academic programs in the last five years, including a new First Year Experience program and the

implementation of a revised Core Curriculum that articulates specific student learning goals and competencies. We have also added several key majors and revised others in response to the changing needs of our student population and of the world. A new focus on interdisciplinary offerings, experiential learning, service learning, and sustainability has rounded out our course offerings. We have created a new institute, the Center for Intercultural Engagement and Learning Opportunities (CIELO), dedicated to enhancing our experiential learning opportunities, and we have formed the Sustainability Institute to coordinate Franklin's sustainability efforts and to integrate these concepts into the curriculum.

We implemented a new, comprehensive Alumni Survey in 2009 as part of our renewed focus on gathering assessment data for institutional improvement. Assessment has also been brought to the forefront with the institution of Course Assessment Plans (CAPs) and Major Assessment Plans (MAPs) as part of regular assessment criteria (see *Chapter Seven: Institutional Assessment*). We have organized the systematic collection of syllabi, and they are available to the campus. Since the implementation of CAPs in 2007, all course syllabi and course assessment plans articulate specific learning outcomes (see Exhibit 2–14).

6.2 Strengths

Our reformed Core Curriculum—produced by faculty in collaboration with the rest of the campus community—now aligns more directly with the Franklin's mission, values, vision, and goals. It assures proficiency in oral and written communication, quantitative reasoning, travel competency, and fluency in modern languages, while information literacy and technological competency also underscore the curriculum.

The new *Crossing Borders: A First Year Experience*—a fundamental component of the Core Curriculum—is a unified program that incorporates all of Franklin's values and provides an integrated and solid beginning to a Franklin student's career. It is interdisciplinary and dynamic, offering students a fresh global perspective. We regularly assess all our Core Curriculum requirements, including a robust assessment of the First Year Experience that showed it is fulfilling our learning objectives.

The Academic Travel program has evolved into a more academic experience, and it is now integrated into the Core Curriculum and the majors. Academic Travel shows students that travel is not mere sightseeing, but rather can serve as a foundation on which to build an understanding of global responsibility. It creates a different lens by which to see the world and engage in it.

For most of its curriculum, Franklin has clearly articulated statements of student learning outcomes that are integrated, consonant with both our mission and the standards of higher

education. We have seen that assessment results provide sufficient convincing evidence that students are achieving key learning outcomes. This evidence is disseminated and discussed regularly at Faculty Workshops in the fall and spring, and this systematic approach represents collaboration between faculty, staff and administration.

6.3 Challenges and Next Steps

6.3.1 Potential Gaps in the Core Curriculum

The three Areas of Knowledge in the Global Responsibility component of the Core Curriculum do not explicitly address the core competency of scientific literacy. However, six courses in Social Responsibility mirror the learning goals articulated for scientific literacy. We will need to evaluate in 2010 and subsequent years what percentage of students take at least one of the courses in question, and if these students achieved the desired learning outcomes.

The creativity competency, formerly fulfilled by a required course in the previous general education requirements, has now been incorporated into Intercultural Competencies. In this area of knowledge, seventeen classes include the learning goals articulated in the creativity competencies. With more classes available, we should see a greater number of students taking them as part of their core and thus working toward achieving competency in this area. We will evaluate this learning goal as soon as data for the new core becomes available.

A previously required computer class has also been eliminated from the core. This change comes from growing sentiments among students and faculty that a single computer course does not equate with computer literacy. Furthermore, student dissatisfaction with the current CPT 105 Introduction to Computing, particularly with the course rather than the instructor, was voiced quite clearly in student evaluations. We will also evaluate how IT literacy is achieved in other parts of the curriculum.

6.3.2 Assessment of Learning Goals

We recognize the need to continue to devote resources to assessment and to continue to implement systematic assessment on a regular basis. Core Curriculum reform presented just the beginning of a dynamic process; we now need to consider the assessment and evaluation of the different pieces of the Core, paying special attention to ENG 100 Writing in the Humanities, the quantitative reasoning requirement, Modern Language competency, and Academic Travel.

Academic Travel is of particular concern. Since Academic Travel is one of Franklin's signature programs, we need to more clearly and systematically identify the learning outcomes and how to measure them. We need to build International Competencies in a purposeful way, creating more of a "building block" structure for that aspect of Franklin's Core Curriculum,

perhaps creating a capstone experience for senior travel. An ad-hoc working group on Academic Travel was convened in fall 2009 to ensure that Academic Travel learning objectives are clearly articulated and measurable, and that an ongoing assessment plan to review the program and learning outcomes is in place by 2010–11.

As we work to create more interdisciplinarity in our offerings, we also need to ensure that our current majors continue to meet the goals we have set for student learning and enable our students to fully take their places in the world as well-prepared Franklin graduates.

6.4 Fundamental Elements of Standards 11, 12, 13, and 14

6.4.1 Standard 11: Educational Offerings

This chapter has demonstrated that Franklin College’s educational offerings develop from and respond to its mission, including appropriate areas of academic study, and that its degree programs foster a coherent student learning experience that promotes the synthesis of student learning. We have shown that program goals are stated in terms of student learning outcomes, and that we are implementing and revising strategies for regular evaluation. (Our complete assessment processes are detailed in *Chapter Seven: Institutional Assessment*.)

We have also emphasized the collaboration among professional staff, faculty and administration through a variety of learning initiatives. Within the Office of the Registrar, specific policies and procedures govern advanced standing and transfer credit. (see Academic Catalog 2009–10 page 33 and 36 and the Franklin College website at <http://www.fc.edu/content/academics/registrar>).

In the ten years since Franklin’s 2000 re-accreditation, the organization and collection of syllabi has been systematically institutionalized and are available to the campus community. All course syllabi incorporate learning outcomes.

6.4.2 Standard 12: General Education

This chapter has demonstrated that our general education program is of sufficient scope to enhance intellectual growth and helps students develop skills that they will later apply in their major fields. Furthermore, our reformed core curriculum aligns coherently with Franklin’s mission, vision and goals as it addresses proficiency in oral and written communication, quantitative reasoning, and competency in modern languages. Informational literacy and technological competency run throughout the curriculum, beginning with the First Year Experience. These general education requirements are carefully explained in the college catalog and other publications.

We give special attention to the core requirements during academic advising sessions, particularly those in the First Year Experience, which involve both academic advisor and upper-division student mentors. We include general education requirements as part of our regular assessment practices, best represented by the example of the First Year Experience.

6.4.3 Fundamental elements of Standard 13: Related Educational Activities

In 2009, the only certificate program offered at Franklin relates specifically to the Honors program, and it is described in detail on pages 60 and 61 of the 2009–10 Academic Catalog. Future certificate programs currently being considered include a certificate in English Language Teaching. We currently do not award credit for experiential learning other than for internships, which are available in most majors and are governed by an Internship Manual and overseen directly by both faculty in the majors and on-site supervisors. We currently do not have distance learning programs or branch campuses. We have recently entered into a contractual study abroad agreement with the Université Lyon II, allowing our students to spend a semester in France. This contract, consistent with our international missions, allows credits to transfer from this accredited French institution as per our regular transfer guidelines discussed above.

6.4.4 Fundamental elements of Standard 14: Assessment of Student Learning

This chapter has established that Franklin has clearly articulated statements of student learning outcomes at all levels that are integrated, consonant with both our mission and the standards of higher education. We have developed a documented, organized and sustained assessment process to evaluate and improve student learning, as we illustrate also in *Chapter Seven: Institutional Assessment*. We are learning to maximize the use of data and relate goals to our assessment. This systematic approach represents collaboration between faculty, staff and administration, and we recognize the need to continue to devote resources to assessment and to continue implementing assessment on a regular basis.

We have seen that assessment results provide sufficient, convincing evidence that students are achieving key learning outcomes. This evidence is disseminated and discussed regularly at Faculty Workshops in the fall and spring. This documented assessment of student learning, in the form of Course Assessment Plans and Major Assessment Plans, is then folded into institutional assessment as we will show in *Chapter Seven: Institutional Assessment*.

7. List of Chapter Two Appendices

- Appendix 2–1 Franklin College Core Competencies: expanded descriptions
- Appendix 2–2 Characteristics of New or Revised Academic Programs, 2005–09
- Appendix 2–3 Student Leadership and Service Activities

8. List of Chapter Two Exhibits

- Exhibit 2–1 Franklin Academic Catalog
- Exhibit 2–2 First Year Experience Manual
- Exhibit 2–3 *Crossing Borders: A First Year Experience in Cosmopolitan Education*
- Exhibit 2–4 Sample of First Year Seminar Student Evaluations, 2007, Composite Comparison, 2008
- Exhibit 2–5 Summary of 2008 College Student Experiences Questionnaire (CSEQ) peer comparison results
- Exhibit 2–6 Global Responsibility Course Distribution chart
- Exhibit 2–7 Academic Travel Course Evaluations, Spring 2009, TVL 201, TVL 234, TVL 280, TVL 291, TVL 309, TVL 321, and TVL 323
- Exhibit 2–8 History and Analysis of the Modern Language Requirement change
- Exhibit 2–9 *Franklin Voice*, Franklin’s student newspaper
- Exhibit 2–10 A Proposal for a More Sustainable Franklin, May 2009
- Exhibit 2–11 Franklin Summer Program Brochure, 2010
- Exhibit 2–12 Franklin Senior Exit Survey results, 2006–09
- Exhibit 2–13 Franklin Alumni Survey, 2009
- Exhibit 2–14 Sample Course Syllabi



CHAPTER THREE

Franklin Students

STANDARD 8: Student Admissions and Retention

STANDARD 9: Student Support Services

1. Linking Standards 8 and 9

In Franklin College's student-centered environment, we emphasize forward-thinking strategic planning to ensure we admit, retain, and support a diverse, qualified, and dynamic student body. As our values articulate, we support "the growth and development of unique individuals" who understand their "responsibility towards other human beings and the environment" (Franklin College Values Statement—see *Chapter One: Franklin College's Identity*). In this chapter, we consider together Standard 8: Student Admissions and Retention, and Standard 9: Student Support Services to trace the interplay among these key elements in our enrollment management activities.

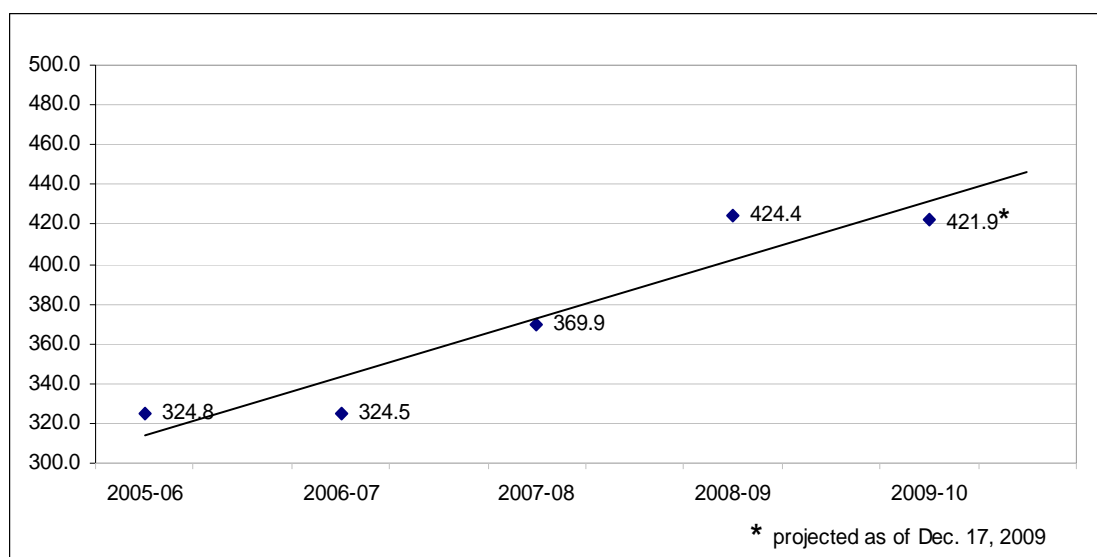
2. Admissions

Our admissions and support processes work to ensure that our students understand the distinctive international focus of Franklin's mission so that they are able to fulfill their individual educational goals in the context of global responsibility. In our promotional materials (Franklin College Website: Admissions), we highlight the kind of student Franklin hopes to attract:

Franklin's students share a common focus: to make the learning experience international and cross-cultural. At Franklin we seek students who are eager to meet the challenge of studying and living in Europe, who are serious about undertaking college-level study, and who are prepared to contribute to the intellectual life of the College. Franklin seeks a diversified student body. Therefore, the College Admissions Committee considers both academic and personal factors, including academic records evaluations by teachers and counselors, College Board scores, extra-curricular interests and talents, and academic distinctions. Admission to Franklin College is limited and competitive.

Franklin College's catalog clearly articulates all Admissions criteria and policies. This information is available both in hardcopy and on the web (see 2009–10 Academic Catalog, pgs. 32–37). The Office of Admissions assists and informs prospective students through its admissions counselors, extensive web and email-based communication tools, print materials and through current student "Admission Ambassadors," who maintain contacts with applicants and admitted students through on-line postcards, live chat sessions, and Franklin's Facebook page. They also assist during campus visits, especially during the spring Open House weekend for admitted students. The Director and two full-time admissions counselors work out of the Lugano head office of admissions, while we have three full-time regional admissions counselors stationed in the United States. The Office of Admissions also participates in retention efforts and adds to its own knowledge base by remaining in close touch with enrolled students throughout their career at Franklin and beyond; they have continual informal personal contact with students and families, and they also hold more formal meetings, such as those concerning financial aid renewals.

Franklin has continued to grow in size and quality of both students and personnel. Consistent with our strategic plan, total student FTE has grown by 28% since 2005, with steady gains in new student admissions each year, along with an increase in student retention rates (see Figure 3–1).

Figure 3–1: FTE Student Enrollments, 2005–10

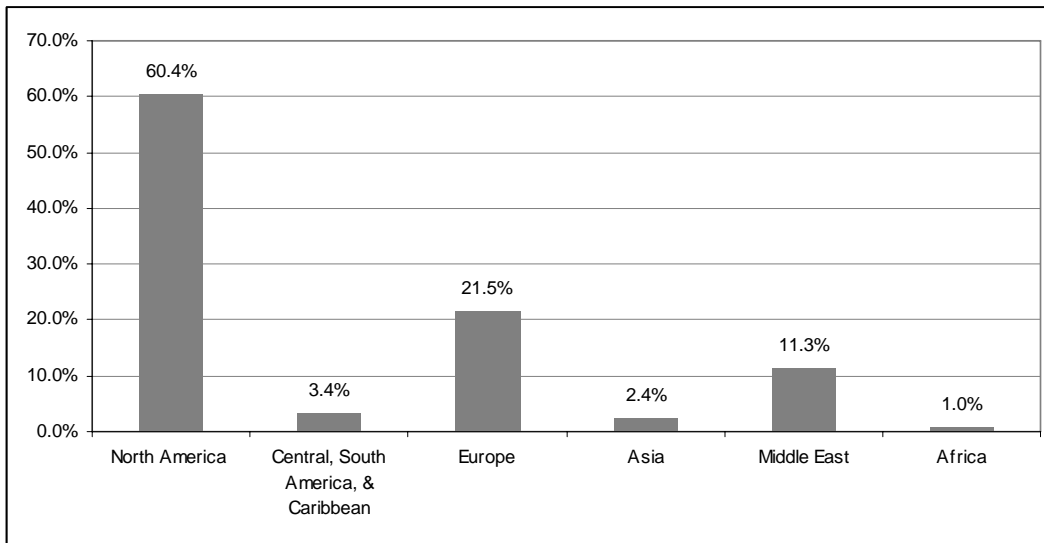
Source: *Vital Signs 2009*, p. 24, and *Office of the Registrar*.

This rise in student enrollment has not come at the detriment of selectivity or student quality. To the contrary, selectivity has increased, with new student acceptance rates decreasing from 83% in 2000–01 to 68% in 2007–08. The quality of incoming students, as demonstrated by traditional measures such as SAT or high school grade point averages, has also increased dramatically over the full 10-year period and has continued to increase over the past five years. Franklin has successfully met its long-standing strategic goal of raising simultaneously both the student academic profile and enrollments.

3. Student Diversity

Franklin emphasizes interaction among students from diverse backgrounds as an important part of the Franklin experience. In a student body of just 434 individuals in fall 2009, 65 passport countries were represented, and 64 students had dual nationalities. Figure 3–2 shows the broad geographic areas represented in fall 2009. Our U.S. students come from as many as 40 different states, with strong contingents from the West and the Eastern Seaboard. Results on instruments such as the Student College Experiences Questionnaire (CSEQ) and the 2009 Alumni Survey suggest that students do perceive that this mix leads to intercultural encounters and learning. More study is necessary to understand how and to what degree such learning takes place, and why it seems to take place for some students but not for others.

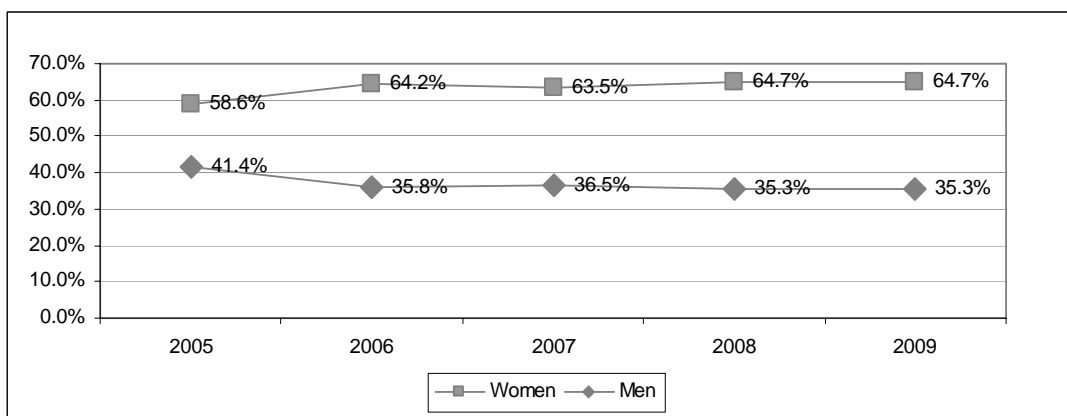
Figure 3–2: Franklin Students by Geographical Area, Fall 2009



Source: Facts at a Glance brochure, Fall 2009.

The vast majority of Franklin students are of traditional age (18–21), and women students have outnumbered males by a ratio of over 60/40 over the last four years, as shown in Figure 3–3. Approximately 50% of the students enrolling each year from the U.S. in the period 2005–09 come from families who report upper level annual incomes (above US\$120,000), as shown in Table 3–1. That percentage for non-U.S. students over the same period is even higher, in a range of 60%–80%. Less than 10% of new U.S. students—and almost none of the non-U.S. students—have come from families with annual incomes below US\$50,000 during this period. For families in both categories—and especially for those outside the United States—the trend in the period 2005–09 has been towards higher income levels and less socioeconomic diversity.

Figure 3–3: Percentages of Men and Women Students, Fall Semesters



Source: Facts at a Glance brochures, Fall 2005–2009.

Table 3–1: Family Income Levels of New Students at Franklin, 2005–09

Students Enrolled through U.S. Office				
	<i>above US\$120,000</i>	<i>US\$80,000– US\$120,000</i>	<i>US\$50,000– US\$79,000</i>	<i>below US\$50,000</i>
2005	41%	35%	18%	7%
2006	47%	26%	26%	0%
2007	48%	26%	17%	9%
2008	59%	27%	10%	4%
2009	54%	23%	16%	7%

Students Enrolled through Lugano Office				
	<i>above US\$120,000</i>	<i>US\$80,000– US\$120,000</i>	<i>US\$50,000– US\$79,000</i>	<i>below US\$50,000</i>
2005	59%	28%	9%	3%
2006	69%	17%	10%	5%
2007	72%	27%	9%	2%
2008	78%	17%	6%	0%
2009	84%	14%	1%	0%

Note: totals may not always equal 100% due to rounding.

Source: *Office of Admissions*.

See also *Chapter Six: Institutional Resources* for a discussion of how Franklin allocates resources to meet its strategic objectives concerning diversity and quality of students.

See also *Chapter Seven: Institutional Assessment* for a discussion of how Franklin assesses progress on these strategic indicators.

4. Enrollment Management

In Franklin’s 2006–11 Strategic Plan (see *Chapter One: Franklin College’s Identity*), enrollment management features prominently in three strategic priorities:

- Maintaining Financial Stability
- Reaching Critical Mass
- Increasing the quality and diversity of students and faculty

Before 2008–09, the offices most directly involved in student recruitment and retention reported either to the President (Admissions, Student Affairs, Marketing) or to the Dean of the College (Academic departments and Academic Support: Registrar’s Office, Writing Center, Academic Advising). Franklin’s administrative reorganization in 2008–09 (see *Chapter Six: Institutional Resources*) brought all of those functions together, with the exception of Marketing, under the supervision of the Provost. This change allows for closer integration of enrollment management functions. As of spring 2009, the Provost’s Advisory Council included:

- The Dean of the College
- The Associate Dean of Student Support & Information Services
- The Director of the Center for Intercultural Engagement and Learning Opportunities (CIELO)
- The Dean of Admissions
- The Special Assistant to the Provost
- The Administrative Assistant to the Provost

The Registrar and the Academic Affairs Analyst also report to the Provost. The Provost supervises directly the Office of Student Life and Learning. These individuals and offices all collaborate in various ways to meet the College’s enrollment goals.

Franklin set goals for total enrollment, new student enrollment and retention in the summer of 2006 as part of the 2006–11 Strategic Plan (see *Chapter One: Franklin College’s Identity*). Summer enrollments—a crucial source of revenue, particularly from visiting students—have also grown over the period and have benefited from some of the same marketing and recruiting techniques used for regular admission efforts (see Appendix 3–1: Historical Summer Enrollments). Franklin’s admissions strategies and initiatives have helped us meet or exceed ambitious goals for new student numbers while maintaining student quality and increasing selectivity, with the exception of spring 2007 and fall 2009 (projected), as shown in Table 3–2. (See Appendix 3–2 for the complete enrollment objectives for the period 2006–12.) New student

enrollments for fall 2009 saw a sudden decrease among deposited students in August, attributable to the global economic crisis.

Table 3–2: Retention Rate, New Student Count, and Academic Year FTE

		2005–06		2006–07		2007–08		2008–09		2009–10	
		Fall	Spr.	Fall	Spr.	Fall	Spr.	Fall	Spr.	Fall	Spr.
Retention Rate (%)	Target			86.0	92.0	85.8	94.9	87.8	94.9	87.7	95.0
	Actual	84.3	92.2	86.0	93.2	92.3	95.6	87.5	94.2	85.8	94.8*
New Student Count	Target			156	30	165	35	175	40	185	45
	Actual	134	29	156	20	170	34	178	36	144	38*
Academic Year FTE	Target	324.8		329.4		360.2		400.8		437.1	
	Actual	324.8		324.4		369.9		424.4		421.9*	

* Projected as of December 17, 2009.

Source: Office of Admissions and Office of the Registrar.

5. Roles of the Admissions Office and the Marketing Communications Office

As noted earlier, the Admissions Office supports Franklin’s mission by recruiting and enrolling academically qualified students who want to study in an international setting and become an integral part of a multicultural student body. We believe that a diverse student body accurately reflects today’s world, and we actively seek students from a variety of cultural, geographical and socio-economic backgrounds.

The College continues to maintain two admissions offices: one on campus and one in New York. The Dean of Admissions is based in Lugano and oversees the operations of both offices. Three regional admissions counselors handle U.S. student recruitment: one based in Oregon, covering the West Coast; another based in Colorado, covering the central Western States and the Mid-west; and the third based in Florida, covering the entire Eastern Seaboard in addition to the Caribbean and South America. Two Lugano based admissions counselors and the Dean of Admissions handle international recruitment.

Admissions efforts have been bolstered with the creation of a Director (now Vice-President) position in Marketing Communications and Public Relations in 2005. In 2005–06, the Marketing Communications Office utilized outside consultants; as a result, we redesigned the College website and expanded our web-based advertising, among other strategic changes.

The enrollment management portion of our Monitoring Report to the Middle States Commission on Higher Education (MSCHE) of October 1, 2006 highlights the path that the

Admissions and Marketing departments would follow for the next three years (see Exhibit 3–1). Much of our success in the past four years can be attributed to implementation of that plan during 2005–06. Salient elements include:

- an analysis of our publication needs, and the decision to design a new introductory piece for the Student Search and for fairs;
- use of a marketing lifestyle research study to analyze the characteristics of our students and their families, and a study of the geographic areas that have the most potential to produce applicants who are a good match for Franklin;
- adjustment of our Student Search parameters using results of this analysis, targeting geographical areas most likely to produce students who would be a good match;
- design and launch of a new website that strategically placed a greater emphasis on Franklin College’s mission and vision; this creates a strong brand and identifies the school more closely with its international and multi-cultural roots;
- increase in web-based advertising to include more listings and banner ads on sites featuring international programs, such as. Study Abroad.com, Go Abroad.com, College Abroad.com, etc.;
- development of a comprehensive email broadcast communication plan, with messages targeting students, parents, and high school counselors at every level of the inquiry, application and enrollment process;
- use of online chat, using student Admissions Ambassadors for a series of chat sessions that target students worldwide. The location of the College in central Europe requires chat sessions be done in rotating sequence from 8:00 PM to 7:00 AM in order to cover all time zones;
- increase of our U.S. travel coverage in the Western States by adding two part-time admissions recruiters when necessary; and
- increase in international recruitment travel, particularly during the past two years.

In Europe, our Swiss Accreditation has attracted greater interest in Franklin among Swiss and European Union (EU) nationals. As other countries, such as those in the Middle East, begin to align their criteria for university degree recognition to be consistent with the Bologna Accord, our Swiss Accreditation has become important in retaining the recognition of the College’s degree. A fundamental principle of the Accord stipulates that host country recognition is a requirement for recognition of university degrees. Increased promotion of our dual U.S./Swiss recognition is a primary feature in our international marketing and promotion plans.

In spring 2009, the Marketing department produced a new *General Information Brochure* (see Exhibit 3–2) that we are using initially as a mailing piece to fall 2010 inquiries. We have also designed a new viewbook—the first new viewbook the College has produced in 12 years—due for publication in summer 2010.

In the U.S., we hope to be able to expand our use of lifestyle marketing research results to increase the geographical areas of the Student Search parameters. This will take some additional research as we analyze our inquiries and applications over the past three years.

6. Challenges for Recruitment Efforts

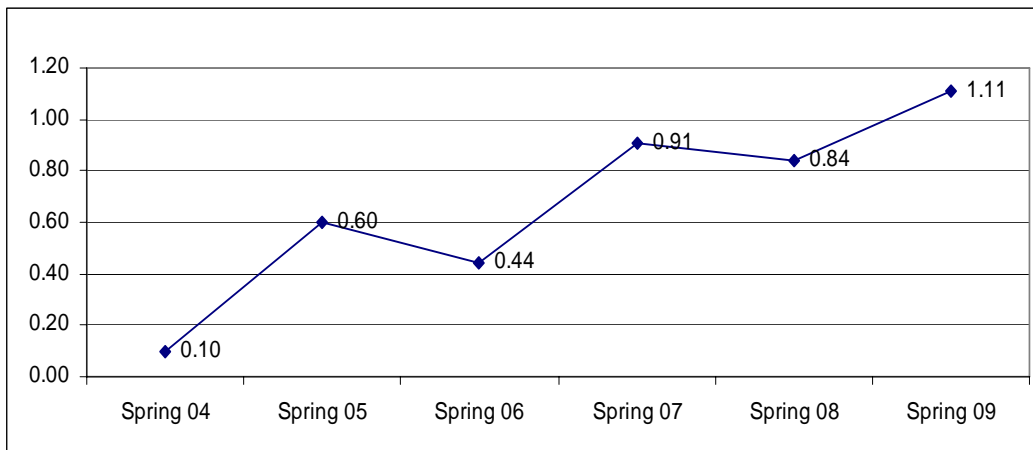
Franklin uses sophisticated electronic and marketing tools, coupled with hands-on, intensive follow up on recruitment and enrollment strategies. However, the Offices of Admission and Marketing have not yet found a way of applying to non-U.S. markets many of the techniques that are so effective in the U.S. For example, consumer lifestyle data, or other information such as that provided by the College Board, are often not available outside the U.S.

Franklin faces the question of whether the strategies that have taken us this far can continue to succeed in what may be a radically different market after the current global economic crisis. An overconcentration on the U.S. market has led to a higher relative population of U.S. students than called for in our Strategic Plan. The Office of Admissions has concentrated its resources on the U.S. market, given that it has previously been the most productive. This market also reflected the area of greatest expertise for our administrators. However, this lack of diversification may now leave Franklin vulnerable in a time of financial crisis; in fact, the drop in new student enrollments in fall 2009 came predominantly in U.S. students. This most recent development may actually help us balance the relative geographical diversity on campus, but does so at the cost of our meeting our goals for total student enrollment and demonstrates the risks of depending too heavily on a single market. While we have made some attempts at expanding previously secondary markets such as Japan, Korea, China and India—and re-establishing contact with formerly successful markets for us, such as Turkey—these efforts have not been sustained enough to bear fruit in the immediate future.

The erosion of what has traditionally been one of Franklin’s strengths—the geographic diversity of its student body—may begin to affect student retention as well. The results of the Noel-Levitz Student Satisfaction Inventory (Figure 3–4) show both that “ethnic, international and cultural diversity” is increasingly important to our students (from 6.10 in spring 2004 to 6.44 in spring 2009) and that they are increasingly less satisfied with this aspect of their Franklin

experience (the gap between importance and satisfaction was 0.10 in spring 2004 and has grown to 1.11 in spring 2009). The threat to student retention implicit in these satisfaction survey results is corroborated by explicit mention of this aspect as a motive for dissatisfaction by some of the students who have withdrawn from the College.

Figure 3–4: Ethnic, International and Cultural Diversity—Gap Between Importance and Satisfaction



Source: Noel-Levitz Student Satisfaction Inventory Surveys, 2004–09, Question 75.

Increasing the number of international students continues to be a challenge for our recruiting efforts. As shown in Table 3–3, less than one-third of each incoming class in the period 2005–09 was non-U.S. The data implies that we are heading for a U.S. student population of well over 60% of the total student body, a figure which could hinder our ability to fulfill our mission, especially in “providing an international and multi-cultural environment.”

Table 3–3: Non-U.S. versus U.S. New Student Fall Enrollment, 2005–09

<i>Fall</i>	<i>Non-U.S.</i>	<i>U.S.</i>	<i>Total</i>
2005	38 (28.4%)	98	134
2006	42 (26.9%)	114	156
2007	53 (31.2%)	117	170
2008	48 (27.0%)	130	178
2009	39 (27.1%)	105	144

Source: Office of Admissions.

Our international applicants tend to divide at both ends of the socioeconomic scale; they are full-need candidates, or they have no financial need at all. Many international students do not have financial aid or student loan programs available to them; if there are national aid programs in their home countries, in most cases, this aid is not available if they study outside of their national system.

Over the past three years, we have also seen that international students are not as inclined as U.S. students to use email in the admissions process. While international prospects are part of our email broadcast follow-up, only a very small number respond to these emails.

6.1 New Recruitment Strategies

We have seen some success in using social networking sites, such as Facebook. This past spring Facebook began to allow advertising on the site, and after testing an ad for our summer sessions, we developed our Facebook program page in fall 2009. Since nearly 70% of all Facebook users are outside the U.S., we are hoping to increase our exposure in this market and to increase our international prospects for fall 2010. We are also looking into other social networking sites for possible promotion, such as YouTube, and we are looking into raising our profile on Google by advertising and purchasing key word website index pages, establishing specific page links.

For fall 2010, recruitment travel in the U.S. will focus on areas that have been productive in producing applicants, while also expanding our recruiting in several Southern states. The recruitment schedule will be broad-based with more information sessions and interview sessions.

Internationally, we will refine our recruiting area in Europe to concentrate on regions that have proven to be the most productive: Switzerland, Germany, and the Benelux countries, but as the recession continues, international markets may see more of an impact than the U.S. We need to identify economies that are weathering the recession to help us identify areas where families are still able and willing to pay for private education. We are currently planning fall recruitment trips to Asia, including China, Japan, the Philippines, Singapore and India. We will return to Turkey, and we will continue our recruitment efforts in the Gulf and Middle East. We will also continue our travel recruitment in Latin America and the Caribbean.

6.2 Cost of Recruitment

These recruiting efforts come at a high financial cost. Franklin is still a small institution, and given our international focus, our recruitment efforts cover the entire world. An analysis we carried out in 2005 utilizing data from our comparison cohort of small U.S. private institutions showed that the cost per admitted new student at Franklin—US\$4,225 (without counting salaries)

and US\$7,992 (counting salaries) per enrolled student in 2005—is about double the cost for recruiting found at other private Colleges, and these figures do not include expenditures in the Office of Marketing Communications, many of which are directed at student recruitment, including the redesigned College website. These costs have gone up since the 2005 study: the recruiting cost per student at Franklin is now nearly CHF10,000. The Provost’s Office will be carrying out a review of the admissions budgets in 2009–10 to see how these expenditures can be better allocated.

Financial aid has played an important role—and presented a challenge—in recent recruiting strategies. While institutional financial aid has grown to a record CHF3.6 million budgeted for 2009–10, average awards still lag far behind what comparable liberal arts schools in the United States can provide, and we have not been closing the gap. To the contrary, the average aid per student of institutions in our comparative cohort was US\$18,621 in 2004–05 at that start of this planning period compared to a Franklin equivalent of US\$9,200. As shown in Table 3–4, the average aid per recipient (in Swiss francs) has actually gone down over the period. In order to improve retention rates, an increasing proportion of financial aid has gone to returning students, further reducing the availability of financial aid in the recruiting cycle.

Table 3–4: Financial Aid Awards: New, Returning, and Total (in Swiss Francs)

<i>Year</i>	<i>New Students</i>	<i>Returning Students</i>	<i>Total</i>	<i>Number of Recipients</i>	<i>Average per Recipient</i>
2001–02	827,307	476,138	1,303,444	107	12,181
2002–03	767,574	652,273	1,396,334	135	10,343
2003–04	847,337	745,587	1,616,437	141	11,464
2004–05	959,572	863,763	1,823,335	166	10,983
2005–06	1,017,014	1,154,675	2,171,689	187	11,613
2006–07	1,326,737	1,225,661	2,552,398	196	13,022
2007–08	1,258,419	1,451,624	2,710,043	237	11,435
2008–09	1,359,972	1,483,374	2,843,346	275	10,339

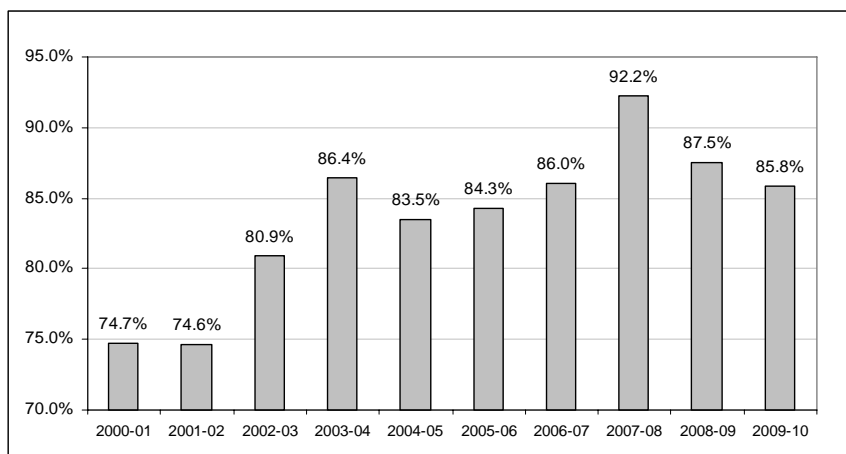
Source: Vital Signs 2009, p. 22, and Office of Finance and Administration.

7. Student Retention

The high cost of bringing in each student lends even more importance to student retention. From academic years 2001–02 until 2005–06, our successful retention efforts concentrated on identifying and addressing students’ “reasons for leaving” through analyzing student satisfaction survey results and allocating retention-related investments accordingly. This allowed us to raise spring-to-fall overall student retention from approximately 75% to approximately 85% by 2005 (see Figure 3–5).

Once we had reached an apparent threshold of spring-to-fall student retention of around 85%, we began instead to concentrate on more proactively helping students to find “reasons to stay” by creating programs such as the First Year Experience and the revised Honors Program that meet student expectations for a challenging and fulfilling international education experience (see *Chapter Two: Student Learning*). Retention has thus continued to improve beginning in 2007–08.

Figure 3–5: Spring to Fall Student Retention, 2000–09



Source: *Vital Signs 2009*, p. 29, and *Office of the Registrar*.

Franklin carries out retention efforts across campus in all offices, particularly in those reporting to the Provost. These efforts in the period 2005–09 have included:

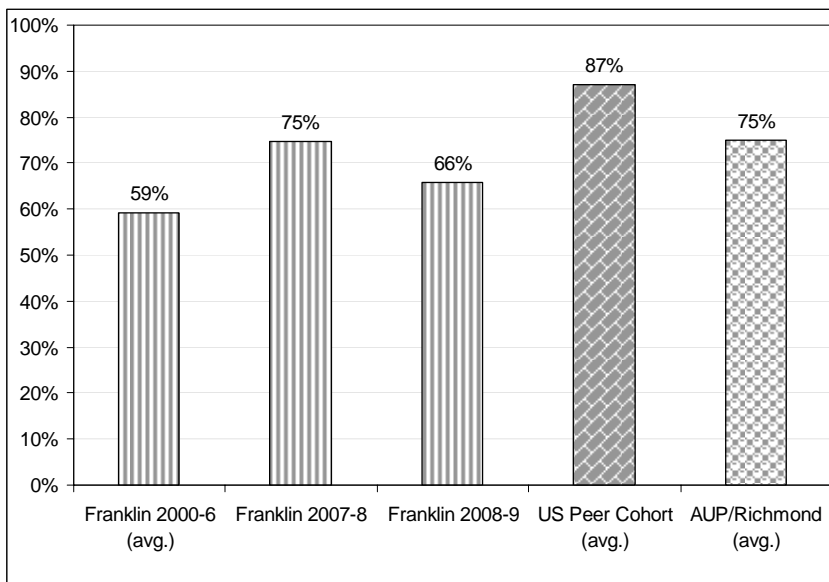
- Data analysis (student satisfaction, student withdrawal surveys, retention and graduation rates, studies of at-risk students, Early Warning/midterm and final grade results, etc.)
- Recommendations regarding retention-related investments
- Programs and direct interventions aimed at at-risk students, including academic advising, the Academic Bridge Program for non-natives speakers, the Honors Program and the services of the Writing Center
- Creation, coordination and assessment of *Crossing Borders: A First Year Experience*.
- Revision to the Honors Program and the creation of a student-run Honors Society.

In addition to her responsibilities for the faculty and the curriculum, the Dean of the College supervises academic advising, carried out by all full-time faculty members. She also works with the Registrar, the Director of the Writing and Learning Center, and with Student Life and Learning personnel to coordinate interventions for students at risk of leaving the College due to academic, personal, or other problems. Much of this activity takes place in the context of the First Year Experience. The Office of Student Affairs (renamed Student Life and Learning in 2009) has also provided key retention interventions involving counseling and health issues through its professional and Resident Assistant staff, counselor, and nurse.

7.1 First Year Experience and Retention Rates

As described more fully in *Chapter Two: Student Learning*, Franklin’s new first-year initiative—*Crossing Borders: A First-Year Experience*—has contributed strongly to freshman retention. The previous average retention of first-year students after one year was only 59% at Franklin in the period 2000–06. We set, and achieved, an objective of 75% for the first edition of *Crossing Borders* based on a comparison with average first-year retention reported by our U.S. and regional cohorts. First-year cohort retention dropped to 66% in the second year of *Crossing Borders*, still well above the historical average before the creation of the program, but a drop that we will need to analyze. See Figure 3–6 for a comparison of First Year Cohort Retention.

Figure 3–6: First Year Freshmen Cohort Retention



Sources: *Franklin —Vital Signs 2009, p. 30; Other Institutions—Princeton Review, College Board and Peterson’s.*

We also greatly improved student satisfaction in the first year (see Table 3–5), showing statistically significant gains on 21 items on the Noel-Levitz Student Satisfaction Inventory reported by first-year students. No item had a statistically significant lower satisfaction. These results improved again in 2008–09, particularly regarding satisfaction with the Library and with academic advising of first-year students.

Table 3–5: Spring 2007 vs. Spring 2008 First-Year Satisfaction Results

<i>Statistically significant improvements on Franklin’s First Year Experience-related items of the Noel-Levitz Student Satisfaction Inventory (SSI) Survey</i>		<i>Freshman: Spring 2007 vs. Spring 2008</i>	
<i>Item</i>		<i>Mean Difference</i>	
18. Library resources and services are adequate.	0.96	**	
24. The intercollegiate athletic programs contribute to a strong sense of school spirit.	0.91	*	
74. The vast majority of students at this institution does not cheat or plagiarize.	0.85	***	
75. The level of ethnic, international and cultural diversity at this college is satisfactory.	0.84	**	
44. Academic support services adequately meet the needs of students.	0.78	**	
9. A variety of intramural activities are offered.	0.77	*	
59. This institution shows concern for students as individuals.	0.71	**	
62. There is a strong commitment to racial harmony on this campus.	0.70	*	
50. Class change (drop/add) policies are reasonable.	0.68	*	
80. There are adequate social gatherings spaces on campus to meet my needs.	0.66	*	
49. There are adequate services to help me decide upon a career.	0.62	*	
43. Admissions counselors respond to prospective students' unique needs and requests.	0.61	*	
14. My academic advisor is concerned about my success as an individual.	0.58	*	
32. Tutoring services are readily available.	0.58	*	
60. I generally know what's happening on campus.	0.58	*	
10. Administrators are approachable to students.	0.57	*	
45. Students are made to feel welcome on this campus.	0.57	*	
46. I can easily get involved in campus organizations.	0.56	*	
65. Faculty are usually available after class and during office hours.	0.55	*	
55. Major requirements are clear and reasonable.	0.52	*	
2. The campus staff are caring and helpful.	0.38	*	

* Difference statistically significant at the .05 level.
 ** Difference statistically significant at the .01 level.
 *** Difference statistically significant at the .001 level.

Source: Noel-Levitz Student Satisfaction Inventory Survey 2008.

The First Year Experience also greatly contributed to students' academic success in their first year. Table 3–6 shows how the percentage of first-year students in academic difficulty after their first semester (dismissed or on academic probation or warning) dropped from 16% at the end of fall 2006 to 10% after fall 2007 and 8% after fall 2008. We see similar trends for results after spring semesters. In two years we were able to fulfill our objective of halving the percentage of first-year students in academic difficulty. The first-year results are now in line with the positive overall trend in reducing the percentage of all Franklin students in academic difficulty (Table 3–7). We can also cite mechanisms for assisting at-risk students through the Writing and Learning Center, tutors, and counseling by academic advisors, Academic Mentors, and the Associate Dean of Academic Affairs. The progressively higher degree of admissions selectivity over the period may also be a contributing factor.

Table 3–6: Trends in First-Year Students in Academic Difficulty

	<i>Fall 2006</i>	<i>Spring 2007</i>	<i>Fall 2007</i>	<i>Spring 2008</i>	<i>Fall 2008</i>	<i>Spring 2009</i>
Dismissal	2	5	3	1	2	1
Probation	17	5	12	8	9	4
Warning	0	3	0	4	0	6
Total academic difficulty	19	13	15	13	11	11
Percentage of total first year cohort	16%	14%	10%	10%	8%	8%
Objectives	n/a	n/a	8%	7%	8%	7%

Source: Office of the Registrar.

Table 3–7: Trends in Academic Difficulty in All Students

	<i>End of Spring</i>						
	<i>2003</i>	<i>2004</i>	<i>2005</i>	<i>2006</i>	<i>2007</i>	<i>2008</i>	<i>2009</i>
Dean’s List	44	46	50	55	67	57	80
Dismissal	5	7	7	3	5	4	2
Probation	9	14	6	15	11	11	16
Warning	23	13	13	12	9	14	12
Total students in academic difficulty	37	34	26	30	25	29	30
Percentage of total student headcount	13%	12%	9%	9%	8%	8%	7%

Source: Office of the Registrar.

7.2 Franklin Scholars and the Honors Program

Franklin has also directed retention efforts at students who are highly motivated academically and so seeking greater academic challenge. We have done so, in part, through revising the Honors Program and the Honors Society. The revision to the program included introducing service-learning elements, seminars with field-study components, and funding for undergraduate conference attendance, research and publication opportunities. The Program met its goal of having 10% of the student body as members of the Honors Program in 2007–08.

Part of the impetus for this revision was our concern over attrition of Franklin Scholars. Franklin Scholars are new students who receive merit financial aid awards based on academic promise and leadership potential. These merit awards represent a substantial investment on the part of the College in providing for academic quality, a strategic priority for the institution. Criteria for selecting Scholar Candidates include high school grade point average (GPA), scores from standardized test such as the Scholastic Aptitude (SAT), the American College Testing (ACT) exams or the Test of English as a Foreign Language (TOEFL), enrollment in at least two advanced level courses [Honors, Advanced Placement (AP) or International Baccalaureate (IB)], demonstrated leadership activities in school or the local community, and demonstrated interest in international affairs. As of 2007–08, Franklin Scholars are admitted directly into the Honors Program (see Table 3–8).

Table 3–8: Average Scores of Fall Incoming Franklin Scholars

<i>Fall</i>	<i>SAT</i>	<i>TOEFL</i>	<i>GPA</i>
2001	1330	637	3.78
2002	1301	650	3.88
2003	1284	N/A	3.82
2004	1304	N/A	3.70
2005	1325	627	3.81
2006	1283	670	3.79
2007	1335	N/A	3.76
2008	1343	667	3.72
2009	1350	633	3.76

Source: Vital Signs 2009, p. 20, and Office of Admissions.

Our overall objective has been to have Franklin Scholars represent 10% of the total student body, but we have not always met that objective due to attrition, early graduation and variations in the number of students accepting offers for the Franklin Scholarships. Retention of Franklin Scholars has improved dramatically since the introduction of the revised Honors Program and Honors Society, though other important factors, such as the First Year Experience, may have played a role. Table 3–9 shows both the cost to bring in the Franklin Scholars each year and attrition over the lifetime of the program.

Table 3–9: Cost of Franklin Scholar Program

Year	Number of Franklin Scholars	Total Costs (US\$)	Average Aid per Scholar (US\$)	Attrition (Percentage of scholars not graduating from Franklin)
2001	10	138,600	13,860	10%
2002	8	117,825	14,728	25%
2003	9	133,350	14,817	67%
2004	14	215,265	15,376	43%
2005	15	231,250	15,417	33%
2006	16	279,200	17,450	25%
2007	11	166,676	15,152	9%
2008	13	188,650	14,512	8%
2009	8	113,400	14,175	--

Source: President’s report to Board, May 2009 and Office of Admissions.

7.3 Assessment of Student Satisfaction and Retention

Due to shifts in administrative duties and a lack of resources in institutional research, detailed analysis of why students are leaving has largely been missing in the past two years, although we continue to collect exit data on all non-returning students and utilize these descriptive data to better understand why students do not persist in completion of their degree. We utilize the results of the Noel-Levitz Student Satisfaction Inventory (SSI) to analyze progress on retention-related aspects of the student experience. (The SSI is administrated each spring to all enrolled students. See *Chapter Seven: Institutional Assessment* for a more complete discussion of Franklin’s assessment processes.) Concentrating on items for which students report high importance and low satisfaction, the administrative offices most directly involved with the issue will use these results to make recommendations for retention-related expenditures during the budget allocation process and to track progress on such “challenge” items in subsequent years.

For example, Table 3–10 shows progress on student perceptions of security on campus over the period 2005–09, compared to results at other four-year private institutions. At the beginning of the period, student satisfaction with security at Franklin was well below that of students at comparable schools. Franklin responded by extending security coverage, increasing awareness through Resident Assistant training, instituting a “safe walk” student escort service from the

library to residences, and installing security cameras in the student parking lot. At the end of the period, student satisfaction at Franklin with campus security was actually higher than that at comparable schools, again to a statistically significant extent.

We have made similar improvements in student satisfaction regarding athletic facilities, residence halls and other items with high student importance. Student satisfaction concerning distinct issues can change independently of such investments and requires ongoing monitoring. The security issues is a good case in point, given that again in fall 2009, campus security became a large concern due to a rash of thefts in the residences and two attempted muggings near campus. The campus response to these incidents—greater coordination with local and Cantonal police, better communication on security issues with students, increase security service patrols, planned investments in security cameras—actually increase security on campus. In October, 2009, the police apprehended the culprit of the thefts—a repeat offender from the local community—and no further incidents took place in fall 2009. We will use the Noel-Levitz Student Satisfaction Inventory and other instruments to measure how perception about security may have changed at the close of spring 2010.

Table 3–10: Comparative Results on Survey Item Related to Student Perceptions of Campus Security

	<i>Franklin College Switzerland</i>			<i>Four-Year Private Institutions</i>			<i>Mean Difference</i>	
	<i>Importance</i>	<i>Satisfaction / Std. Dev.</i>	<i>Gap</i>	<i>Importance</i>	<i>Satisfaction / Std. Dev.</i>	<i>Gap</i>		
2005	6.31	4.51 / 1.79	1.80	6.38	5.44 / 1.46	0.94	-0.93	***
2006	6.49	5.01 / 1.58	1.48	6.38	5.43 / 1.47	0.95	-0.42	***
2007	6.54	5.56 / 1.41	0.98	6.38	5.46 / 1.45	0.92	0.10	
2008	6.40	5.54 / 1.35	0.86	6.38	5.50 / 1.44	0.88	0.04	
2009	6.48	5.83 / 1.22	0.65	6.39	5.53 / 1.43	0.86	0.30	**

* Difference statistically significant at the .05 level.

** Difference statistically significant at the .01 level.

*** Difference statistically significant at the .001 level.

Source: Noel-Levitz Student Satisfaction Inventory Surveys, 2005–09. Item # 7.

As of the spring 2009 survey, we have also identified three current student satisfaction concerns that could lead to retention issues:

- food services
- availability of career services and internships
- student employment opportunities

(Surveys indicated that Financial Aid and Study/Social space are also important points of concern for student satisfaction and retention; these are discussed in more detail in *Chapter Six: Institutional Resources*.)

Student dissatisfaction with food services has been a steady feature of results of the Noel-Levitz Student Satisfaction Inventory (SSI) throughout the period 2005–09. The President convened a task force in 2005–06 to make recommendations, but students continued to be dissatisfied with the quality, price, and variety of food available. Though Franklin responded to all complaints, large-scale food operations find it difficult to operate effectively at Franklin, since North American students are not accustomed to Switzerland’s high cost of living. A new local food service provider has started operation in 2009–10; plans call for a more diverse menu and costing options, as well as for improvements in the dining and social experience. Anecdotal evidence from summer and fall 2009 operations suggests that this new vendor will be successful; the new food service brought in twice the amount of money in summer 2009 with fewer students on campus than the year before. Franklin will continue to use the Noel-Levitz Student Satisfaction Inventory and task force oversight to monitor progress in this area. The new food service provider is working closely with the Franklin community to link the provision of food with additional social spaces on the campus. Preliminary efforts in this regard are very promising.

Over the last five years, the College continued to elicit low satisfaction results in both career development and internship services. Franklin established a Career Resource Center in 2005 under the Office of Alumni Affairs, and a year later three designated Career Counselors (Director of Alumni Affairs; the Assistant Dean of Students; and the Director of the Writing Center) began to run the Center. We have introduced enhanced services and workshops since 2006 to meet the needs of students, including Myers-Briggs Type Inventory testing as part of the First Year Experience. As a result, we noted positive trends in the Noel-Levitz Student Satisfaction Inventory in 2007. Career services remains a challenge, but under the new organizational structure that includes a Dean of the Center for Intercultural Engagement and Learning Opportunities (CIELO), part of her portfolio of responsibilities is to better establish ongoing career services and internship opportunities (see *Chapter Six: Institutional Resources*).

Franklin needed to eliminate the Student Employment Program due to concerns about its legality according to Swiss employment laws, and significant drops in student satisfaction resulted from this move, as shown in Table 3–11.

Table 3–11: Negative Satisfaction Trend Items—Career Counseling/Student Employment

**Spring 2009 vs. Spring 2008
Noel-Levitz Student Satisfaction Inventory (SSI) Survey**

Negative Trend Items

76. This college offers sufficient employment opportunities to meet my needs as a student.

49. There are adequate services to help me decide upon a career.

Source: Noel-Levitz Student Satisfaction Inventory—Year to Year Report—2009, Strategic Planning Overview.

7.4 The Center for Intercultural Engagement and Learning Opportunities (CIELO)

Franklin’s new organizational structure has addressed these retention issues in a holistic way through the creation of a Center for Intercultural Engagement and Learning Opportunities (CIELO). CIELO is a new initiative that enhances our students’ education through a variety of programs, course offerings, study abroad semesters, community service, and service learning opportunities. (See also *Chapter Two: Student Learning* for a discussion of CIELO as an integrated part of Franklin’s educational offerings. See *Chapter Five: Governance and Organization* for a discussion of Franklin’s administrative reorganization.) As noted throughout this report, among Franklin’s primary goals is to graduate students who are highly skilled in intercultural exchange and are adept at finding creative solutions to international problems. To do so, they need to gain hands-on experience through pre-professional programs, academic studies, cultural observation, and language immersion.

Students use CIELO to research opportunities related to their career interests in the form of internships and service-learning abroad. As noted in *Chapter Two: Student Learning*, credit-bearing internships are monitored by faculty internship advisors and on-site supervisors under the oversight of the Office of the Registrar (see *Internship Handbook Exhibit 3–5*). Students can explore the option of studying abroad for a semester to enhance their major studies, or investigate ways to integrate into and have an impact on the local or global community. With a dedicated Dean for CIELO as a resource, students have better access to a variety of possibilities available to them for becoming more engaged in their college experience and to apply their knowledge throughout the world.

The Life-Long Learning Scholarship Program, a signature program under CIELO, helps students be career-ready upon graduation from Franklin through opportunities for on-campus practical training in a number of fields (see Exhibit 3–6 for a list and short description of the scholarship positions in 2009–10). This program is intended to bolster academic proficiency in students’ respective disciplines and provide them with essential skills in a wide variety of public and private sector employment. Intended learning outcomes for student participation in the program also include developing leadership skills and a strong work ethic. Franklin expects this program, and others like it under the umbrella of CIELO, to positively affect student retention, and we will assess its effectiveness through institutional assessment measures. In 2009–10, 95 out of the 110 students applying for a Life-Long Learning Scholarship were appointed to a position.

As Table 3–12 shows, students in the former Student Employment Program (SEP) left the College at a much lower rate than the campus average, suggesting that SEP was an important retention tool. Thus, the Life-Long Learning Scholarship Program, which replaced SEP beginning in 2009–10, has the potential of producing similar benefits.

Table 3–12: Retention of Students in the Student Employment Program (SEP)

<i>Year</i>	<i>Spring to Fall Semester Attrition Rate of Compensated Students</i>	<i>Overall Spring to Fall Attrition Rate at Franklin</i>
2004–5	8.54%	15.70%
2005–6	3.41%	14.00%
2006–7	2.08%	7.30%
2007–8	7.25%	12.50%
2008–9*	3.57%	14.20%

* Includes 10 Life-Long-Learner Scholarship holders during piloting.

Source: Center for Intercultural Engagement and Learning Opportunities (CIELO).

8. Additional Student Support Services

8.1 The Office of Student Life and Learning

Franklin College understands that a residential learning experience in Europe comes with its own unique challenges: challenges that can have a significant impact on student success and retention. Therefore, we have several support systems in place to help students as they acclimate to this new community and as they progress in their academic careers. As articulated on its

website, the Office of Student Life and Learning “helps ensure that students’ initial impact with their new surroundings is a positive one, while promoting students’ ability to develop personal initiative and independence. It also acts as a liaison between students and the College administration, students and the Lugano community, and the College and our students’ families.”

The Office of Student Life and Learning provides support and services for students in a number of areas:

- New Student Orientation
- Housing
- Residential Life
- Health Services & Support
- Administrative Support
- Athletics & Fitness
- Campus Security
- Food Services
- Community Relations

(See Exhibit 3–4: 2005–08 Annual Reports of the Office of Student Affairs.)

8.2 The Office of the Registrar

Franklin’s Office of the Registrar supports both students and the academic mission of the College by providing effective and timely services related to registration, academic progress, and graduation. The office implements, monitors and enforces academic and administrative policies pertaining to academic records, as well as maintains and disseminates academic transcripts. The Registrar also develops and distributes course-related information. The Registrar protects the integrity of the college by ensuring that academic policies, regulations, and procedures are implemented fairly (through service on the Committee on Admissions and Academic Standards) and consistently, and that such policies are communicated effectively. The office carries a professional responsibility to ensure that the college complies with applicable laws and guidelines related to student rights and privacy such as the Family Educational Rights and Privacy Act (FERPA). It also maintains important college traditions in coordinating Commencement.

In all of these duties, the Registrar provides essential tools and services to help students take an active role in their academic success. The Registrar is committed to providing quality service based on Franklin’s principles and values that include understanding, respect, and equity in a multi-cultural and international environment. The Office of the Registrar is a key resource,

ensuring that data pertaining to student academic records is consistent, secure, and accessible as an aid in critical decision-making processes.

The office also provides data tools and assessment that aids the development of academic policy and procedures. The Registrar supports and helps guide the formation of academic policy and curriculum development (through service on the Curriculum Committee); analysis of services and resources (scheduling, registration, and classroom space management); strategic projects; and technology advancement.

The Office of the Registrar works in concert with Academic Advisors, the Dean of the College and other members of the student support services team to ensure students make progress towards their degree. The Registrar is thus deeply involved in intervention strategies for assisting students at academic risk.

8.3 Franklin Student Club and Activities

As seen in *Chapter Two: Student Learning*, Franklin students tend to be engaged and quite active in both campus life and the life of the community. Following is a sampling of the most active student organizations at Franklin:

- Student Government Association (formerly the Student Assembly and the Student Programming Board)
- The Baobab Initiative
- Environmental Action Alliance
- Cross-cultural Conversations
- Franklin Alliance (friends & allies)
- Texas Club
- Arab Club
- Russian Club
- India Club
- Boosters
- Franklin Voice (Newspaper)
- Skeeball Club
- Literary Society
- Investment Club
- Honors Society
- More cowbell Music Club
- Lugano Street Dance

- Men's and Women's Soccer
- Basketball Club

In 2008–09, spurred by student interest and initiative, a group of students, faculty and staff developed two new important programs for students interested in issues of sexuality and gender orientation: the SAFE program and the Franklin Alliance. The SAFE program was founded by a group of students, faculty and staff in order to: “[demonstrate] Franklin’s commitment to diversity and inclusiveness. We are a campus-wide network that strives to produce a more supportive and open climate for people of all sexual and gender orientations, identities and expression.” (from SAFE Mission statement, fall 2008). The program consists of training workshops, resources and, especially, a network of “allies” students can approach with confidence. SAFE Allies are members of the Franklin community who have received training and who identify themselves with a logo sticker so that they can be contacted confidentially.

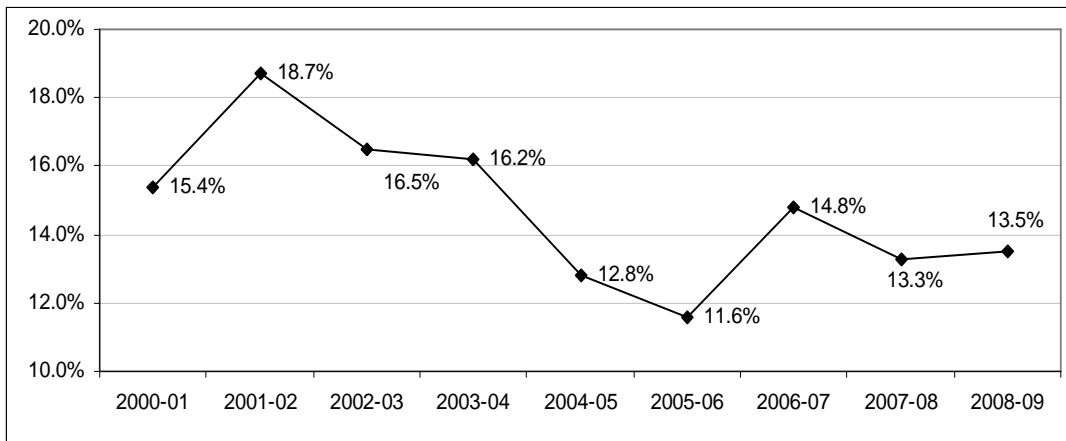
The Franklin Alliance is a student club, open to all members of the Franklin community, which conducts social and educational events aimed at raising awareness about Lesbian-Gay-Bisexual-Transgender (LGBT) issues.

For more information on Student Life and Learning departments, and student activities (see Exhibit 3–3 for the Student Life Handbook).

9. Resources for Student Support Services

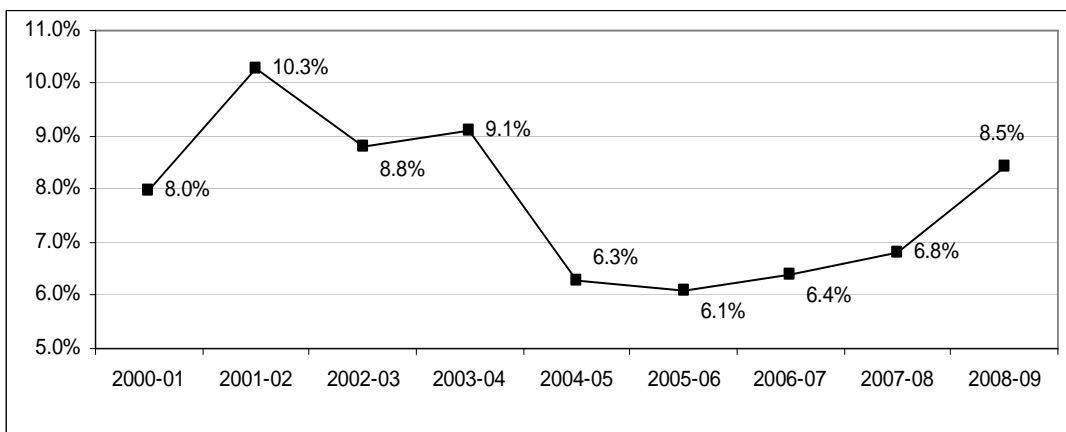
As shown in Figure 3–7 and Figure 3–8, institutional resources dedicated to “student services” (equivalent to the current Office of Student Life & Learning, plus the Center for Intercultural Education & Student Engagement, the Registrar’s Office and the Office of Admissions) and to “academic support” (roughly equivalent to the Office of Student Support & Information Services, along with the Dean’s and Provost’s Offices) have fallen behind in relationship to growing enrollments.

Figure 3–7: Student Services Expenditures as a Percentage of Education and General Expenditures (E&G) for the Period 2000–09



Source: *Vital Signs 2009*, p. 55 and Office of Finance and Administration.

Figure 3–8: Academic Support Expenditures as a Percentage of Education and General Expenditures (E&G) for the Period 2000–09



Source: *Vital Signs 2009*, p. 55, and Office of Finance and Administration.

In 2001–02, 18.7% of the operating budget was dedicated to student services, while in 2008–09, that figure was 13.5%. For academic support, the percentages fell from 10.3% in 2001–02 to 8.5% in 2008–09. The high costs of recruiting by admissions represented in the “student services” category means even fewer resources are actually dedicated to Student Life & Learning and Center for Intercultural Engagement and Learning Opportunities (CIELO). The decrease for student life expenditures is particularly problematic when greater than 80% of our students live in residence, and increasing rules and regulations regarding Swiss student visas require additional staff time. The essential services of counseling, health and nurse services, residence life programming, and several other student-centered programs have seen increased participation and usage; without additional operating funds and staff lines, Student Life and Learning has struggled to keep pace with the essential needs of our students.

Franklin's new organizational structure is the first step in correcting this problem. In fall 2009, two learning community coordinators joined Franklin College, and the new organizational structure has begun to function in line with the objective of more fully coordinating all aspects of a student's experience at Franklin. (See Appendix 3–3 for profiles of the professional staff working in Student Life and Learning, all of whom have advanced degrees in relevant disciplines.)

10. The Office of Student Support and Information Services

In addition to the revitalized systems of academic advising and Academic Mentoring described in *Chapter Two: Student Learning*, Franklin has made a significant commitment to better meet the academic needs of a growing international student body. In 2008–09, we organized the Library, Information Technology (IT), and the Writing and Learning Center under the umbrella of the Office of Student Support and Information Services, with oversight from an Associate Dean. This move provides better coordination of services that are essential for student success.

10.1 The Library as a Research Resource

The Library has expanded access to full-text electronic resources, primarily journal articles. New subscriptions have been placed to broaden the subject coverage, and existing subscriptions have been enhanced to increase coverage at the full-text level. The Library has also taken advantage of its membership in the American International Consortium of Academic Libraries (AMICAL) to get access to both JSTOR and ArtSTOR (extensive on-line archives of academic journal articles), as well as getting better prices for other resources. Another strategy to enhance access to research resources has been the establishment of close links with the local university library (USI). Our students are able to use any of the databases they subscribe to on-site. In addition, by paying a small membership fee, our students are able to borrow directly from the USI Library. Similarly, USI students can use and borrow from the Franklin College collection. Research resources have recently been further enhanced with the acquisition of the reference management software RefWorks.

All first year students receive training sessions in how to search for material, based on assignments they are given during the First Year Experience program. In the last two years library staffing has been increased by 0.8 FTE, enabling more time to be made available for direct assistance to library users. We recognize that the library needs to improve its website, and this is a priority for the current year.

The strategy of increasing student numbers brings additional pressures on the Library as a place. An initial strategy has been the opening of a new library space, the Fowler Library, on the North Campus. The recent organizational restructuring, which brought together the Library, IT Services and the Writing Center, has facilitated the physical joining together of the Fowler Library and the Writing Center. This has created a larger study area, catering to a variety of study-mode preferences. The area also contains a small computer area and it is envisaged that the Fowler Library/Writing Center will become a “one-stop-shop” for advice in finding research resources, solving minor IT problems, making better use of software, and structuring essays more effectively. However, the physical growth of the Library’s collections, combined with the need to further improve study facilities, means that a significant expansion of the Grace Library remains a strategic goal for the College.

10.2 The Writing and Learning Center

In fall 2008, Franklin renamed the Writing Center to the Writing and Learning Center to reflect its function to provide not only supplemental education in writing skills, but also support in learning study skills, oral presentation skills, and other discipline-specific skills.

Consonant with the College mission—and with the Core Competencies outlined in *Chapter Two: Student Learning*—Franklin has also identified learning goals for Writing and Learning Center tutorials. In these tutorials, students will be able to:

- identify, with their tutors, at least two learning objectives for their tutorial
- locate learning objectives that reflect the assignment and connect them to institutional-level learning objectives: in writing skills specifically this means: articulating a thesis, supporting that thesis, organizing support; using grammar, syntax and word choice effectively; identifying and using the appropriate rhetorical style for one’s audience, and expressing positions while remaining respectful.
- articulate the technique(s) or micro-skill used to reach the learning objectives of the tutorial.
- demonstrate the ability to use this technique(s) without assistance from the tutor at least once.

In spring 2008, the Writing and Learning Center moved to a classroom adjacent to the Fowler Library and the new Mac Lab. Table 3–13 describes usage of the Center and shows who benefits from this individualized learning experience. The figures suggest the Center is meeting its goal of serving a wide cross-section of students with diverse needs and abilities.

Table 3–13: Writing and Learning Center Usage

Who comes to The Writing and Learning Center?		
	2008–09	
	Cumulative through Fall	Cumulative through Spring
Count of students served:		
<i>Total</i>	151	234
Franklin Scholars	10	14
Non-Native Speakers	56	86
Students with Learning Disabilities	17	17
Count of tutorials delivered:		
<i>All Tutorials</i>	330	640
General Writing Skills, 100-level	81	120

Source: Director of the Writing and Learning Center.

For the past five years, 33% of all tutorials represent repeat visits, indicating that students find their use of the Center worthwhile in reaching their learning goals. Furthermore, comparisons show that at a majority of Franklin’s cohort schools, 10% of the student body normally use Academic Support Centers, while at Franklin over 50% of the students have utilized the Writing and Learning Center since its inception. Table 3–14 shows the gradual increase over time of the usage of the Writing and Learning Center

Table 3–14: Historical Usage of the Writing and Learning Center

Counts	2004–05		2005–06		2006–07		2007–08		2008–09	
	<i>Fall</i>	<i>Spr.</i>	<i>Fall</i>	<i>Spr.</i>	<i>Fall</i>	<i>Spr.</i>	<i>Fall</i>	<i>Spr.</i>	<i>Fall</i>	<i>Spr.</i>
Students served (cumulative from Fall to Spring)	87	109	153	230	154	232	155	230	151	234
Tutorials delivered	170	171	180	245	333	355	359	339	330	310

Source: Director of the Writing and Learning Center.

11. Conclusion

11.1 Significant Changes since 2005

The growth in Franklin’s student body has been dramatic during this period, increasing by about 30%. Student retention has improved steadily, attributable to a more accurate “fit” between enrolled students and the College, and to proactive programmatic initiatives, such as *Crossing Borders: A First Year Experience*. The academic quality of new students as measured by traditional measures has remained constant, with an increase in the number of students coming to Franklin after completing the International Baccalaureate (IB) Diploma, Advanced Placement (AP) courses, or other advanced study.

However, the relative percentage of non-U.S. students has declined. Tuition has risen steadily until 2009–10, when we froze tuition for returning students. The socio-economic diversity of our U.S. student has not increased over the period; in fact, among non-U.S. students, the trend has been towards higher family incomes.

The Franklin experience increasingly emphasizes a holistic approach to student learning and development based on student engagement. We have reorganized student support services in order to enhance the student experience and improve student success. However, resources for student support have declined in relative terms during the period.

11.2 Strengths

Franklin’s diverse, engaged, and dynamic student body is one of the College’s greatest resources. We cultivate these qualities in our students through all our programming, from academics to residential life. We have set strategic goals for quantity, quality and diversity of our student body and we have allocated resources to meet these goals. Our administrative reorganization in 2008–09 was done with an eye to provide more coordinated and holistic support to our students to ensure their success in all areas of student life.

11.3 Challenges and Next Steps

In the next round of strategic planning, Franklin will consider the future of enrollment management at Franklin. Our organizational restructuring carried out in 2008–09 should make it easier for enrollment management to be integrated across campus, creating a more holistic, agile, and market-responsive approach that takes students from the inquiry stage through to graduation and beyond. Addressing the issue of student geographic, socioeconomic, racial and ethnic diversity remains important for Franklin to continue its mission of providing a diverse educational experience with multiple perspectives.

As we grow, Franklin will need to consider how to preserve a positive “small campus” feeling for students, continuing our tradition of close personal interaction at all levels of the institution. Part of this process will entail creating more purposeful means of fostering interchange among students from different cultural, linguistic, and economic backgrounds. To this end, we clearly need to further diversify our enrollment base to meet the demands of our mission. We must begin conversations about how to find resources for financial aid from outside the operating budget through advancement activities. Our pricing strategy will be part of this conversation.

11.4 Fundamental Elements of Standard 8 and Standard 9

11.4.1 Standard 8: Student Admissions and Retention

As this chapter has shown, Franklin seeks to admit students whose interests, goals and abilities are congruent with our international mission and to retain them through to completion of their academic program. As seen also in *Chapter Two: Student Learning* and *Chapter Seven: Institutional Assessment*, assessment of student success plays a large role in the analysis of student retention.

Franklin reviews admissions standards and decisions through a standing committee with representation from faculty and administration, which includes the Dean of Admissions (see the Faculty Manual). As a member of the President’s Extended Cabinet and the Provost Advisory Committee, the Dean of Admissions is an active participant in analyses of student attrition rates and discussions concerning interventions for student retention. Information gathered from this participation—as well as the intimate, hands-on nature of the admissions process at Franklin—allows the Office of Admissions to fine-tune its admissions decisions from year-to-year and thus maintain admissions policies that support and reflect the larger institutional mission.

Through a variety of media—including face-to-face and telephone conversations, admissions publications, the Academic Catalog, the Franklin website, on-line chats with current students, a dedicated website for admitted students, on-line course selection processes for new students—the Office of Admission and the Office of the Registrar provide up-to-date information that assist prospective students in making informed decisions. This information pertains to programs, testing, transfer credit policies, financial aid, and scholarships.

11.4.2 Fundamental elements of Standard 9 Student Support Services

We have shown that Franklin’s Student Support Services—including residence life, counseling and health services, information technology, library services the Writing and Learning Center, the Center for Intercultural Engagement and Learning Opportunities and the Office of the Registrar—are integrated into the academic and co-curricular programs consistent with our

mission. These areas are staffed by qualified professionals (see Appendix 3–3 Profiles of Student Life and Learning Staff).

In particular, the last five years have seen a systematic approach, delivery and assessment of Student Support Services, beginning with the First Year Experience. In this same context, we addressed academic advising. Co-curricular activities, such as athletics, clubs, and student organizations, are supported as part of the First Year Experience and then through the greater Franklin experience.

We confirm that the Office of the Registrar regularly disseminates information to students about our policies and procedures for the release of student information through email, hard copy dissemination, on-line and in-person availability to students in individual and group contexts. We maintain student records, both safely and securely through the use of our password-protected PowerCampus database and locked cabinets in the Office of the Registrar.

12. List of Chapter Three Appendices

Appendix 3–1: Summer Enrollments 2002–09

Appendix 3–2: Complete Enrollment Objectives, 2006–12

Appendix 3–3: Profiles of Student Life and Learning Staff, Fall 2009

(See also *Chapter One: Franklin College’s Identity* for a copy of the 2006–11 Strategic Plan.)

13. List of Chapter Three Exhibits

Exhibit 3–1: Monitoring Report to MSCHE, October 1, 2006

Exhibit 3–2: Franklin College: General Information Brochure

Exhibit 3–3: Franklin College: Student Life Handbook

Exhibit 3–4: 2005–08 Annual Reports of the Office of Student Affairs

Exhibit 3–5: Internship Handbook

Exhibit 3–6: Descriptions of 2009–10 Life-Long Learning Scholarships



CHAPTER FOUR

Faculty

STANDARD 6: Integrity (Academic Freedom)

STANDARD 10: Faculty

“I enjoyed my three years at Franklin. I got into a very good university for my masters with a generous scholarship. I think this would have not been possible without the education and the support I received from my professors and other staff members at Franklin!”

“The people at Franklin College have made the most impact on my life. The professors have a passion for their field and for inspiring others to be passionate as well.”

— Comments from Franklin’s 2009 Alumni Survey

1. Linking Standards 6 and 10

Fulfillment of Franklin’s mission would be impossible without the close collaboration between our international faculty, students, and administration. For a small international college in the liberal arts tradition, excellent teaching and publishing faculty are essential to student success. Thus, we have focused this chapter on Standard 10 so that as Franklin moves forward, the results of this self-study will help us further enhance and support the research and teaching scholarship of our faculty. We address attention also to Standard 6 as regards the fundamental element of academic freedom. We will return to the rest of the fundamental elements of Standard 6 in *Chapter Five: Governance and Organization*.

2. Franklin Faculty

Franklin faculty members arrive here from all over the world, and they continually excel as teachers, active scholars, and as agents of curricular development. A number of our professors have recent books to their credit, many publish in leading scholarly journals, and almost all regularly present their research findings at annual conferences. Faculty profiles (see Appendix 4–1) reveal that our professors provide in-depth, specialized knowledge, and they possess

credentials comparable to other leading colleges and universities. Franklin also invites visiting dignitaries and scholars to share their views and perspectives with our community during the academic year and summer sessions.

2.1 Faculty and Franklin's Strategic Priorities

At its 2005 Board Retreat (see *Chapter One: Franklin College's Identity*), the Board reaffirmed the College's Mission and articulated the following strategic priorities relating to faculty workload and research:

- increase full-time faculty to 25–30 by 2012.
- hire highly qualified, professionally engaged researchers who are also strong teachers.
- address teaching and research loads.
- restructure the college administratively to provide strong senior leadership in faculty endeavors.

Franklin has purposefully worked to address all these priorities. For example, since 2005, the full-time faculty has increased from 17 to 24 full-time faculty members. In fall 2008, our faculty-student ratio of 10.6:1 shows that faculty members are sufficiently numerous to meet teaching and advising needs in Franklin's student-centered environment. Of these 24 professors, eight are women, five of whom serve at the level of associate or full professor. Today, women professors represent one third of the full-time faculty. The Dean of the College is a woman, as is the Provost.

The variety of nationalities among the faculty has become one of the strongest indicators that Franklin works to fulfill its mission to provide an international environment for a liberal arts education. Students point to this aspect of a Franklin education as one of the most distinctive and enriching parts of their experience; our full-time faculty represent 10 different countries, and many members of the faculty are also multilingual.

2.2 Part-time Faculty

Like the full-time faculty, the part-time faculty represents good gender balance (12 men, 14 women) from a variety of places (7 countries represented). The number of adjunct faculty has been proportionately high and continues to grow, from 20 in fall 2006 to 33 in fall 2008. However, the proportion of student credit hours generated by adjuncts has grown only modestly in this same time period, from 31% in 2005–06 to 36% in 2008–09 (see Table 4–1).

Table 4–1: Total Student Credit Hours Taught per Academic Year

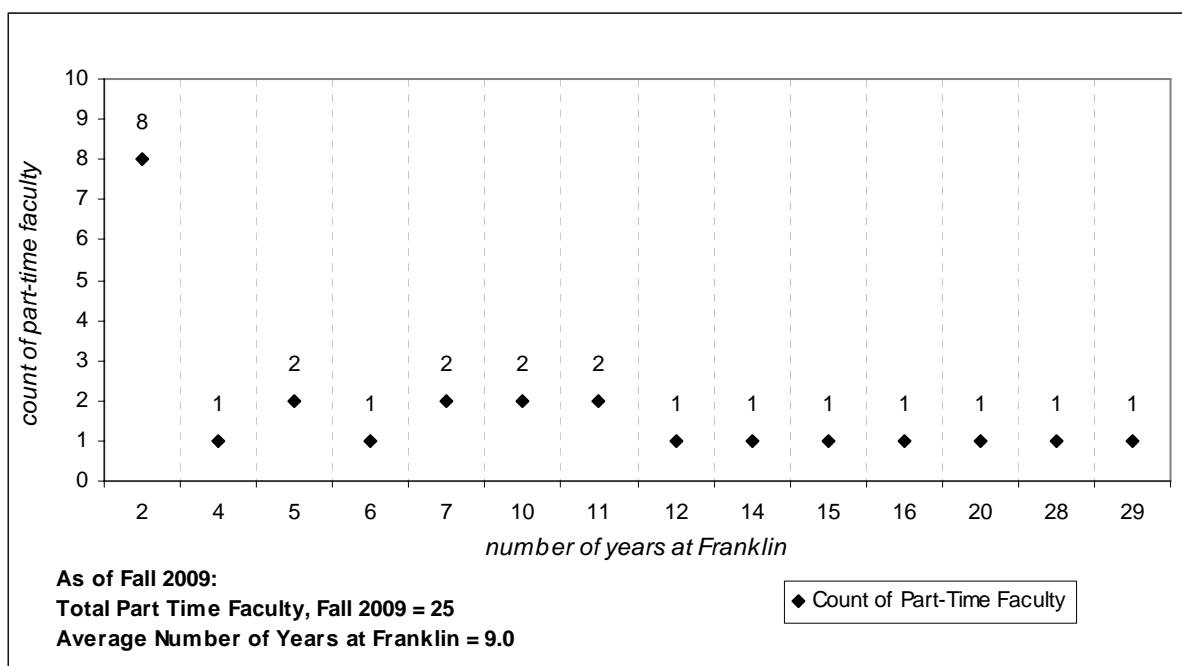
	2005–06		2006–07		2007–08		2008–09	
	Total Annual Student Credit Hours	% of Total	Total Annual Student Credit Hours	% of Total	Total Annual Student Credit Hours	% of Total	Total Annual Student Credit Hours	% of Total
Full time	6,971	69%	6,936	68%	7,808	67%	8,597	64%
Part time	3,110	31%	3,195	32%	3,762	33%	4,762	36%
Total	10,081	100%	10,131	100%	11,570	100%	13,359	100%

Student Credit Hours = number of students X number of course credits

Source: Office of the Provost.

There is a core of part-time faculty that has remained with the institution for many years, while others remain for only brief periods (see Figure 4–1). The average time spent at Franklin (based on fall 2009 data) is 9 years. When appropriately qualified, long-serving adjuncts may be invited to join the faculty as full-time instructors as we continue to grow the number of full-time faculty. The 2008 and 2009 position requests by the Dean included a request to convert two long-term adjunct faculty members into full-time instructors.

Figure 4–1: Average Length of Service of Part Time Faculty as of Fall 2009



Source: Office of the Provost.

Students evaluate courses taught by both full and part-time faculty. The Dean of the College reviews all student evaluations as part of the regular review process and in compliance with the directive from the Personnel Committee to review part-time faculty. As part of the larger developmental process, the Provost and the Dean of the College introduced a fall professional development workshop in August 2009 designed specifically for part-time faculty. The first workshop proved quite popular and gave part-time faculty a chance to discuss their roles and ask questions about Franklin policy and procedure. It gave administrators the opportunity to review FERPA and other key policies that affect the entire institution. These workshops will become an annual event.

Adjunct faculty are invited to attend faculty assembly and have a vote in that body. They are also eligible for faculty development funds in accordance with the guidelines outlined in the faculty handbook. Many adjunct faculty lead academic travel and participate regularly in the life of the campus community.

2.3 Additional Summer Faculty

The summer faculty come from both the internal ranks of the institution and from outside. New summer faculty, as with all new faculty, are nominated by the Dean and/or the Provost and have their credentials reviewed by the Personnel Committee. The standard search policies that govern the recruitment of full-time faculty do not govern the recruitment of summer faculty.

The Provost recently introduced a new program for encouraging and attracting qualified summer teaching and research fellows, and in the summer of 2009 we initiated the first edition of *Franklin Fellows: Exploring World Citizenship*. This program welcomed visiting professors from New College of the University of Florida, Old Dominion University, Pacific Lutheran University, and Vanderbilt University. The initiative echoes Franklin's mission, vision, and goals by bringing new faculty from other institutions to engage in teaching and research as part of a comprehensive, international educational experience. (See also *Chapter Two: Student Learning* for a description of Franklin's summer programs).

3. Hiring and Promotion Processes

Franklin has made great progress over the past decade in establishing formal procedures to coordinate faculty hiring decisions in line with the Mission and strategic priorities. The Faculty Manual (see Exhibit 4–3) outlines procedures for hiring new faculty and for promoting current faculty. The Provost and/or Dean determine new faculty lines each year, with the input of the departments and Faculty Assembly. Selected faculty members then oversee the search process,

including evaluation of the applications and interviewing of the candidates. The faculty search committee makes a recommendation to the Dean and Provost regarding its candidate of choice.

The Faculty Manual makes a clear statement about equal opportunity and affirmative action. Each new faculty line is advertised in public settings, principally in the *Chronicle of Higher Education*, and these announcements clearly articulate that candidates should have qualities coherent with the goals of Franklin College; most recently, for example, the advertisement for the 2009–10 new Social Science position (see below) made specific reference to our desire to integrate teaching and research: “The successful candidate will be a scholar whose research and teaching contribute to an interdisciplinary program which includes courses in the natural and social sciences and the humanities. We are interested in a teaching and research scholar who takes an interdisciplinary approach to social science, particularly in relation to addressing contemporary challenges to social and environmental well-being at the community and global level.” These clearly articulated statements demonstrate our efforts to have the hiring process correspond to the college’s overall mission, as well as its needs and future trajectory.

Full-time faculty hires have not, however, always been successful, and finding a good fit for a liberal arts college abroad has at times proven to be a challenge. For example, a search for a position in International Management was unsuccessful for three years. Also, the Department of Communication and Media Studies (formerly the department of International Communication) turned over five faculty members between 1999 and 2006. Despite this turnover, Franklin has not yet instituted a process to evaluate reasons for faculty departures, or an analysis of why certain searches fail. This type of analysis can be an opportunity to refine Franklin’s Institutional Assessment practices.

In keeping with our goal of increasing the number of full-time faculty members, a new position was opened for the academic year 2009–2010 in social sciences. This hire was made with the expectation that our new colleague would have research and teaching expertise in one of several areas in which Franklin is hoping to grow, including development studies and sustainability. We wanted this new faculty member to teach across disciplines, address the needs of several areas at once, as well as encourage cross-disciplinary research among the faculty. This decision—while fully in line with Franklin’s mission—met with considerable debate and discussion on the part of the faculty at large, and it pointed up the need for an update and clarification on the standardized process for position requests in the Faculty Manual.

3.1 Tenure and Promotion

At Franklin, we currently do not follow the U.S. tenure model; nonetheless we have instituted a multiple-year contract system. Franklin typically offers a new assistant professor a renewable, one-year contract for each of his or her first three years of service. The faculty member is then subsequently eligible for a two- to five-year contract. Normally, that same faculty member would be eligible for promotion at the end of the first three-year multiple contract period, or after the sixth year of service. Internal procedure allows faculty members to apply for contract renewal or for promotions, as needed, every year in September. A faculty-composed Personnel Committee and the Dean review such applications and then recommend action to the Provost. The Provost then recommends action to the President, who ultimately accepts or rejects the applications. This procedure helps assure that the decisions are coherent with the mission and goals of the institution.

The President makes salary decisions with recommendation from the Dean and Provost. A formal scale has been established to guide these decisions based on faculty rank. Both the Dean and the Personnel Committee review this scale periodically.

4. Faculty Evaluations

As part of the assessment of faculty, all full-time professors submit annual self-evaluations to the Dean. These performance reviews clearly outline the roles and responsibility of faculty members as teaching (60%), professional engagement and service to the College (40%). Faculty can determine on an individual basis how to divide their time between research and service, with an understanding that a minimum of 10% of one's time must be devoted to service. (See Exhibit 4–5 for a sample Faculty Review.) The Dean reviews self-evaluations, student course evaluations, publications, and College service. In cases of faculty submitting requests for promotion or multi-year contracts, the Dean forwards these requests along with her/his recommendation for peer review by the Personnel Committee.

In spring 2009, the Provost identified problems in the clarity of the criteria for promotion to rank, and instructed the Personnel Committee and the Dean to review and revise those criteria. Minutes from the April 29, 2009 Personnel Committee Meeting show that the committee followed up with this recommendation:

The Faculty may want to revisit this section to:

- 1) *account for the introduction of research-related course reductions: percentages for teaching and research should be adjusted for faculty with a course release, reflecting a reallocation of time from teaching and/or service to research.*
 - 2) *revise the language, though maintaining the spirit of the emphasis on the teaching mission of the institution.*
 - 3) *update the bulleted section under Professional Engagement in light of our strategic plan.*
-

In response to the Provost and Personnel Committee's requests, the Dean charged a professor to take on the task of revising the Faculty Manual to include these revisions when articulated in fall 2009.

5. Swiss Accreditation and Faculty Development

From 2005 to 2009, the Franklin faculty has grown increasingly more invested and engaged in research, student learning, and the scholarship of teaching. This growth likely stems from two related and significant points in institutional and strategic planning: 1) Franklin's decision to seek Swiss recognition of our degrees; and 2) Franklin's targeted development as a highly selective liberal arts college, one that participates in a tradition of researching-teaching faculty where professional engagement enriches student learning.

In fall 2005, upon recommendation by the Center of Accreditation and Quality Assurance of the Swiss Universities (OAQ), the Swiss University Conference (CUS/SUK) granted Franklin's Bachelor of Arts programs Swiss university accreditation, thereby giving Franklin dual accreditation status. (OAQ and CUS/SUK have accredited our programs of study and has not yet granted the institution itself "Swiss university status," a move we will be pursuing after a refinement of Swiss law regarding university accreditation; see also *Chapter One: Franklin College's Identity*). An immediate effect of this process proved to be an increased focus on faculty research. Our 2006-11 Strategic Plan now includes specific mention of an institutional commitment to scholarly activity (see *Chapter One: Franklin College's Identity*). Franklin completed a follow-up report in fall 2008 to OAQ that documented the substantial increase in the professional engagement of Franklin faculty (see Exhibit 4–6.)

See Exhibit 4–1: *Faculty Research at Franklin*, for a more detailed description of specific faculty achievements in research, scholarly, and creative work.

This evolving emphasis on scholarly research, while noteworthy, also has the potential to cause some bifurcation among the faculty, some of whom instead emphasize Franklin’s tradition as a primarily teaching institution. Professors hired since 2005 generally define their work along the lines of new research faculty, whereas some senior professors identify themselves primarily as teaching faculty. At Franklin, we maintain that teaching and research inform each other: doing research makes for better teaching and undergraduate research. The faculty agrees almost unanimously on this point. How this research is expressed—whether through publication, conference presentation, conference attendance, professional association memberships, or artistic expression—varies among faculty and from discipline to discipline. As noted above, we are revising the Faculty Manual to reflect this shift in orientation.

5.1 Support for Faculty Teaching, Development, and Research

Currently, full-time faculty members teach up to seven courses per year, plus one or two Academic Travel courses. Adjunct faculty normally teach two courses per term and may teach an Academic Travel. Both full-time and part-time faculty members receive an extra stipend when they teach an Academic Travel course. As we move toward encouraging more faculty and undergraduate research, Franklin’s teaching load has been a point of discussion. So, in order to foster research and ensure continuity, the College has adopted a policy of according course release for approved research agendas. With a course release, faculty members normally teach three courses per term, and the requests for course release and corresponding output has increased steadily since 2005. Franklin offered six course releases in 2006–07, eight in 2007–08, and twelve in 2008–09. Faculty members have requested fourteen releases in 2009–10. Both new and established faculty members are eligible for course release.

In 2009, the Personnel Committee made specific recommendations regarding course releases. The Faculty Assembly adopted these recommendations during its May 2009 meeting, and their rationale speaks to the importance of research and its relationship to teaching:

It was noted that research-related course reduction is aimed at freeing part of the workload of faculty to be used towards research. Research activity is highly considered at Franklin as a teaching institution: outstanding teachers know their subject extremely well and are active and accomplished scholars; they do research, they study carefully and extensively what others are doing in the field, and take a strong interest in the controversies and epistemological discussions in the discipline. University teaching means teaching out of research. Research is a continuous, on-going activity that generates an output in the form of publications of scholarly work.

While the College allows faculty to request partially paid leaves of absence for purposes of professional engagement, few professors have been able to take advantage of this policy, mainly for financial reasons.

5.2 Faculty Development Funds

In addition to the possibility of course release, faculty members are eligible for faculty development funds. In 2007–08, Franklin distributed CHF18,000 among faculty per their requests in support of conference attendance and publications. This amount represents a net increase of CHF7,000 over the amount originally budgeted in 2004–05. The following list reveals how Franklin has increased faculty development funding in the last several years (see Table 4–2).

Table 4–2: Faculty Development Fund

Year	Allocated	Spent
2004–05	CHF11,000.00	CHF28,676.65*
2005–06	CHF15,000.00	CHF13,534.29
2006–07	CHF16,000.00	CHF15,989.20
2007–08	CHF18,000.00	CHF16,938.38
2008–09	CHF25,000.00	CHF15,982.40
2009–10	CHF25,000.00	CHF25,000.00 (projected)

*This was an exceptional year due to C. Matthews' Leave of Absence to participate in the Iowa International Writers Program, funded through the Faculty Development Fund.

Source: Office of Finance and Administration.

In 2007–08, Franklin faculty presented papers at international conferences held in a wide variety of locations, such as Chicago, Philadelphia, Taormina (Sicily) and Oxford, England. (See Exhibit 4–1: *Faculty Research at Franklin*.) In an effort to encourage and promote scholarship, we also offered colloquia in 2008-09 that afforded full-time and part-time faculty the opportunity to present their work.

5.3 Scholarly Conferences at Franklin College

Franklin has also sought to bring outside scholars to campus where they support the intellectual life of the college. Of particular note are the Caribbean Unbound Conference (Spring 2005, 2007, 2009), the Mosler Economic Policy Center (MECPOC) Symposium (Spring 2008, Spring 2009), and the Intersections of Law and Culture Conference (fall 2009). Franklin understands that research is the foundation upon which an international reputation for academic excellence should be built, and these conferences also provide opportunities for our students to present their own research in a highly professional setting.

See Exhibit 4–2: *International Scholarly Conferences at Franklin College* for a full description of these conference activities.

6. Faculty Involvement in Curriculum Development

Franklin faculty members have been instrumental in several significant curricular and co-curricular developments over the past five years, including the design and implementation of *Crossing Borders: A First Year Experience*, fundamental reform of our Core Curriculum, introduction of new interdisciplinary majors programs, and the integration of service learning into the academic program. (See also *Chapter Two: Student Learning* for a thorough discussion on the evolution of Franklin’s academic offerings.)

6.1 First Year Experience

The First Year Experience (FYE) developed in response to student and faculty dissatisfaction with Franklin’s former Seminar 100 (SEM 100) course, entitled “Contemporary Issues and the Classics,” previously required of all students. The course description explains the class’s orientation: “through the stimulus of classic texts, this seminar explores important contemporary issues from many perspectives. Current problems, when viewed through the lens of classic texts, can be understood as enduring dilemmas of humankind: individual rights vs. those of

society, the search for a compatible relationship with the environment, the nature of values, war and peace, etc.” This generalized approach to the great books lost favor with students and faculty, and student evaluations from fall 2005 and spring 2006 suggested multiple problems: inconsistency among sections, dissatisfaction with the large class in the auditorium, and a focus that was not clearly communicated. The faculty teaching SEM 100 were also no longer those who had originally created it; new faculty members inherited a course that did not necessarily correspond to their areas of interest and expertise. The team-teaching structure (one class in the lecture hall and shared lectures supplemented by individual class break-out session) catered primarily to a lecture-style approach in class, and faculty expressed their frustration with these elements in their annual evaluations.

At the request of the faculty, Dean Zanicchia appointed a task force to investigate the problems with SEM 100, and this committee recommended that SEM 100 be discontinued. The task force also recommended the development of a first-year program that focused both on academics and “on such aspects of student development as study skills, library usage, cultural awareness and related concerns.”

Franklin also recognized the need to address issues of retention, specifically in relationship to freshmen. First-year retention from 2001 through 2006 hovered at a low 58%, and Franklin therefore retained fewer students than cohort schools both in the U.S. and in Europe. In response to the task force’s recommendation and faculty discussion, in August 2006, the faculty voted to create an ad-hoc committee charged with developing a more dynamic first-year program, one that responded more fully to student needs, faculty expertise, and institutional mission.

The task force spent the fall semester 2006 researching, discussing, writing and rewriting in an effort to articulate a compelling First Year Experience (FYE). In the spring of 2007, the Faculty Assembly approved the final version: *Crossing Borders: A First Year Experience*. The first two editions of *Crossing Borders*—in 2007 and 2008—have been quite successful in fulfilling Franklin’s objectives. (See also *Chapter Three: Franklin Students* for a discussion of the FYE and an increase in student retention rates.)

6.2 Core Curriculum Reform

Encouraged by the positive results of the FYE, an ad-hoc committee on Core Curriculum Reform began meeting in spring 2007 and continued its work through the 2007-2008 academic year. After much debate and discussion, the committee brought forth a proposal to the Faculty Assembly in January 2008, both at the January faculty workshops and subsequently at a meeting devoted solely to discussion of the proposal. In those workshops, a three-person committee was

elected to continue the work of the ad-hoc committee. The three-person committee subsequently spoke with every member of the full-time faculty—as well as with a group of students appointed by the former Student Assembly (now the Student Government Association)—and created a proposal that received broad support. This proposal then went to the new Provost in fall 2008: she and the Deans worked closely with the faculty to develop a final version that would meet the needs of students, faculty and administration. The new Franklin Core Curriculum—a product that showed successful collaboration between all these constituencies—gained from the recommendation of the Faculty Assembly and the endorsement from the Student Government Assembly in February 2009.

6.3 New Majors

Faculty members have also been instrumental in the development of new majors at Franklin. (See also *Chapter Two: Student Learning* for a description of new and revised majors.) Since 2005, newly hired faculty have helped to create five new major programs, including Comparative Literary and Cultural Studies (CLCS), Environmental Studies, History, and separate majors in French Studies and Italian Studies. The new majors share an emphasis in interdisciplinary studies, and integrate current professorial research into individual classes.

Student course evaluations, as well as growing numbers of students choosing the new areas of study, point to innovations and successes in teaching and pedagogy (see Exhibit 4–4 for sample student course evaluations). New majors include capstone classes for students, as do many other majors, such as International Relations, and Communication and Media Studies. Faculty are working toward a senior capstone requirement as part of the revision process of all of Franklin's major programs.

6.4 Service Learning

The faculty have also begun to integrate service learning more fully into the undergraduate curriculum, both in Academic Travel and in co-curricular programming (see also *Chapter Two: Student Learning*). For example, in fall 2008, two of the 17 Academic Travel courses focused specifically on community service projects: 15 students traveled to Croatia on a trip that highlighted service in cooperation with the local community, and another group of 11 students traveled to Malawi and Zambia as part of a sustainable development project in support of a small Malawi village. Also, in summer 2009, Franklin offered a three-week summer service opportunity for students in a course devoted to sustainable development in Africa. This interdisciplinary course explores the politics and practice of sustainable development in Malawi and Zambia through a series of on-site explorations in the host countries, problem-based exercises, service

learning, and participation in presentations by local university professors and public policy makers. Other off-campus courses designed and taught by faculty include a summer course in German and in the Culture of Cities held in Zurich in 2009 and planned again for 2010. Summer 2010 will also see credit-bearing itinerant experiences in communication and media studies in Japan and in music and cultural studies in Morocco. The Center for Intercultural Engagement and Learning Opportunities (CIELO) has been formed to further spearhead efforts in service learning in the local community of Sorengo and in other venues such as Academic Travel.

7. The Scholarship of Teaching and Learning

Franklin holds faculty workshops every year as an opportunity to share information about the scholarship of teaching and learning, as well as to involve faculty in significant developments at Franklin. The January 2009 faculty workshops contained time designated specifically for teaching techniques, with a session devoted to active learning and another devoted to the use of rubrics. Also, during the academic year, we periodically hold roundtables devoted to different aspects of teaching. April 2009, for example, featured a session by guest speaker Karen Castro, director of the Center for Instructional Innovation at Western Washington University, on best practices. These workshops on teaching and learning have become regular parts of our offerings to faculty as we promote excellence in teaching.

Faculty have also created their own initiatives for self-improvement in the form of research and teaching roundtables that foster a culture of improvement in scholarly performance and teaching engagement.

7.1 Excellence in Teaching

At Franklin College, excellence in teaching drives all of our programs. Student evaluations of faculty play an important role in annual faculty evaluations, and we see that students consistently cite their teachers as outstanding. The aggregate look of the 2007-08 academic year shows that students rate 16 out of 21 full-time faculty at four or better on a five-point scale. (See Exhibit 4-4 for sample evaluations.) Each year, outstanding contributions in teaching are recognized at the spring award ceremony. The Dean pays especially close attention to discussion of innovations in approaches to teaching in an instructor's self-evaluation; she reads student course evaluations with care, discussing the trends and details with each individual faculty member.

Workshops on teaching issues and pedagogy—from electronic resources, to active learning, to the use of rubrics—have produced fruitful and ongoing discussions on classroom practices

among faculty from various disciplines. The result of the shift toward a model founded on research and teaching has resulted in several positive changes that indicate success in teaching, including increased faculty-student and student-student collaboration in publishing and conference presentation. The Center for Quantitative Research, headed up by Prof. Sanja Dudukovic, has piloted an Undergraduate Scholars program since 2007 aimed at fostering interdisciplinary and highly collaborative projects for students with strong quantitative skills. The emphasis in the program is on faculty and students working together, and on preparing students for graduate-level research and conference presentations. Ten students have participated in the program since its inception. (See Appendix 4–2 Pilot Undergraduate Scholars Program)

8. Academic Freedom (Standard 6)

Franklin explicitly guarantees academic freedom in the Faculty Manual (2.8.1, p. 46), and there is no evidence of complaints or conflict in that area from faculty or staff. Similarly, students express essentially the same degree of satisfaction with freedom of expression on the Student Satisfaction Inventory, as do their peers at U.S. four-year private institutions.

However, as shown in Table 4–3, overall Franklin students are less satisfied than their peers at U.S. four-year private institutions concerning faculty bias and the fairness of disciplinary procedures. Also, we see that there are significant differences along gender lines concerning student perceptions of bias. Table 4–4 shows that male students at Franklin, regardless of nationality, seem much less satisfied concerning both perceived faculty bias and the perceived fairness of disciplinary procedures than women students.

Table 4–3: Comparison of Results on SSI Items Regarding Perceived Bias, Fairness and Freedom of Expression at Franklin and Other Four-year Private Institutions, Spring 2009

Spring 2009								
Item	Franklin College Switzerland			Four-Year Private Institutions			Mean Difference	
	Importance	Satisfaction / Std. Dev.	Gap	Importance	Satisfaction / Std. Dev.	Gap		
25. Faculty are fair and unbiased in their treatment of individual students.								
	6.57	4.86 / 1.58	1.71	6.36	5.18 / 1.51	1.18	-0.32	**
63. Student disciplinary procedures are fair.								
	6.35	4.64 / 1.72	1.71	6.02	5.03 / 1.55	0.99	-0.39	**
67. Freedom of expression is protected on campus.								
	6.52	5.21 / 1.64	1.31	6.15	5.16 / 1.55	0.99	0.05	

** Difference statistically significant at the .01 level.

Source: Noel-Levitz Student Satisfaction Inventory (SSI).

Table 4–4: Comparison of Results on SSI Items Regarding Perceived Bias, Fairness and Freedom of Expression at Franklin by Gender and Nationality, Spring 2009

2009 Student Satisfaction Inventory											
Female/U.S. Citizen			Male/U.S. Citizen			Female/Non-U.S. Citizen			Male/Non-U.S. Citizen		
Import	Satis.	Gap	Import	Satis.	Gap	Import	Satis.	Gap	Import	Satis.	Gap
Item 25. Faculty are fair and unbiased in their treatment of individual students.											
6.62	5.05	1.57	6.50	4.15	2.35	6.39	5.42	0.97	6.77	4.44	2.33
Item 63. Student disciplinary procedures are fair.											
6.44	4.93	1.51	6.50	3.76	2.74	6.03	5.34	0.69	6.29	4.00	2.29
Item 67. Freedom of expression is protected on campus.											
6.69	5.27	1.42	6.42	5.12	1.3	6.21	5.45	0.76	6.44	4.85	1.59

Source: Noel-Levitz Student Satisfaction Inventory (SSI).

We note that with a small faculty, the perception of bias may increase because students are exposed to fewer points of view. At the same time, the cultural diversity and inherent cultural

biases among students may also affect this perception: students from the Middle East may perceive fair treatment differently than students from the U.S., for example. In order to understand the reasons behind these perceptions and to correct this problem in the future, Franklin proposes more study on this issue, utilizing student focus groups and discussions with faculty.

9. Conclusion

9.1 Significant Changes since 2005

Franklin's faculty has grown from 17 to 24 full-time professors since 2005. We received Swiss accreditation for our programs from the Swiss University Conference (CUS/SUK) and Center of Accreditation and Quality Assurance of the Swiss Universities (OAQ) in 2005, a process that has accelerated the development of a faculty whose characteristics embody the liberal arts tradition of the researching teacher. Franklin has also hosted three important annual or bi-annual scholarly conferences, enriching the discourse on campus and providing further publishing and presentation opportunities for both faculty and students. These developments are the result of conscious strategic choices to reconcile Franklin's liberal arts identity with Swiss expectations for university scholarly activity.

Franklin faculty were instrumental in dynamically revising Franklin's existing curriculum and creating new curricular initiatives. *Crossing Borders: A First Year Experience*, the new Core Curriculum, new and revised major programs, and an increase in service-learning opportunities all resulted from intensive faculty involvement. A new summer program, *Franklin Fellows: Exploring World Citizenship*, brings in distinguished visiting faculty who directly enhance Franklin's global citizenship mission.

9.2 Strengths

Franklin faculty demonstrate excellence in teaching and research, and they link their research to their work in the classroom. There has also been a steady increase in scholarly output and general professional engagement by Franklin professors in the last five years. Increased institutional support of research and professional development has resulted in increased collaboration among faculty, outside scholars, and students. These links have helped make the Franklin community a more vibrant place for the scholarship of teaching and learning, further contributing to student learning and success.

Improvements in the Faculty Manual and the implementation of procedures have resulted in good hiring practices, ensuring that Franklin will maintain a core of dedicated faculty whose diversity and international experiences are aligned with the institution's mission, vision and goals.

9.3 Challenges and Next Steps

Despite a substantial percentage increase in institutional funding for faculty professional engagement, a shortage of facilities and time for faculty research and creative work can remain obstacles to faculty success. Franklin's faculty has also been intensely involved in curricular reform, and such involvement will likely continue, especially as we assess new programs and directions. Negotiating the right balance for Franklin's faculty among teaching, service and professional engagement will be a priority in the next decade.

While we have made progress, Franklin must continue to increase the ratio of full to part-time faculty and to further address the relative gender imbalance among full-time faculty.

Franklin has experienced some problems with successful job searches and retention of new hires. The College needs to find ways to systematically assess the reasons such processes might fail and institute new measures to ameliorate any potential problems.

Franklin can address many of the remaining challenges regarding faculty by staying on the path to reaching the critical mass of 28–30 full-time faculty by 2012 called for in the strategic plan. Also, analysis of student credit load expectations and schedule may result in better prioritizing student and faculty time, particularly through further analysis of learning outcomes for Academic Travel (see also *Chapter Two: Student Learning*).

9.4 Fundamental Elements of Standard 10: Faculty

This chapter shows that Franklin faculty are appropriately prepared and qualified for their clearly defined roles and responsibilities, as illustrated in Appendix 4–1 Faculty profiles. The Faculty Manual (Exhibit 4–3) illustrates standards, procedures and criteria regarding all aspects of faculty life included among the fundamental elements of Standard 10. Franklin's ongoing revision to the Faculty Manual is evidence for our continual assessment of faculty policies and procedures.

Our faculty demonstrate excellence in teaching and research, and relate their research to their work in the classroom. Their contributions to curriculum development have been well documented in this chapter, as well as in *Chapter Two: Student Learning*. Improvements in the faculty manual and the implementation of procedures have paid off in good hiring practices, which ensure that Franklin will maintain a core of dedicated faculty whose diversity and international character are aligned with the institution's mission, values, vision and goals in a spirit of academic freedom. Franklin has hired carefully and increased support of research and collaboration among faculty, outside scholars and students. These links have helped make the Franklin community a more vibrant place for the scholarship of teaching and learning, further contributing to student learning and success.

10. List of Chapter Four Appendices

- Appendix 4–1: Faculty profiles, fall 2009
- Appendix 4–2: Pilot Undergraduate Scholars Program, 2008–10

11. List of Chapter Four Exhibits

- Exhibit 4–1: Faculty Research at Franklin
- Exhibit 4–2: International Scholarly Conferences at Franklin College
- Exhibit 4–3: Faculty Manual
- Exhibit 4–4: Sample Student Course Evaluations
- Exhibit 4–5: Sample Faculty Review
- Exhibit 4–6: Follow-up report on faculty research, for the Center of Accreditation and Quality Assurance of the Swiss Universities (OAQ), fall 2008
- Exhibit 4–7: Sample research papers from Pilot Undergraduate Scholars Program



CHAPTER FIVE

Governance and Organization

STANDARD 4: Leadership and Governance

STANDARD 5: Administration

STANDARD 6: Integrity

1. Linking Standards 4, 5, and 6

In recent years, Franklin has instituted a number of important changes in its administrative structure to accommodate growth and better fulfill its mission. At the same time, growth in the College's size and ambitions has put pressure on the governance structure to evolve toward more rigorous, formal models we are in the process of instituting successfully. We have sought to strengthen and clarify the relationships among governance, administration and integrity; addressing together these three standards helps us to study these changes in terms of institutional integrity, coherence, and our ability to facilitate student learning and faculty scholarship.

2. Administration and Governance

Franklin College follows the model of American higher education governance as articulated by the Association of Governing Boards for Institutions (1998). This model ensures that we make decisions with participation from all constituents: our Board of Trustees, senior administrators, faculty, staff, alumni, and students. Such a collective decision-making process also insures that we hold high standards of accountability in regard to fulfillment of our Mission and strategic goals. In some instances, we also involve members of our larger community, Sorengo (Lugano), when College issues have an impact on our relationship with the city and the local neighborhood.

2.1 Administrative Restructure

As Franklin College has grown through increased enrollments, additional faculty and staff positions, and an expanded physical campus (see also *Chapter Three: Franklin Students*, *Chapter Four: Faculty*, and *Chapter Six: Institutional Resources*), our administrative structure needed to

change accordingly. In 2007–08, the College restructured its executive administration to enhance departmental coordination across disciplines and to help the College achieve its strategic objectives.

Dr. Kris Bulcroft arrived as Franklin’s first Provost/Vice-President for Academic Affairs (VPAA) in July 2008. Franklin created the Provost/VPAA position, in part, to free up the President to dedicate even more time to outreach and fund-raising efforts, but the position was also Franklin’s response to the need for an organizational structure able to support the growing student body and campus. Under Provost Bulcroft, many of the offices in Academic and Student Affairs have been re-organized with the goal of enhancing the holistic development of students. In Provost Bulcroft’s November, 2008 Organizational Restructuring Proposal she articulated the following objectives:

- 1) Ensure that students develop coherent values and ethical standards that are based on the foundations that a liberal arts education provides;
- 2) Create a campus-wide culture of engagement, intellectual inquiry, respect, dialogue, social responsibility, and inclusivity;
- 3) Interweave academic, interpersonal, and developmental experiences of Franklin students in a way that is purposeful and coordinated across all sectors of the college;
- 4) Use systematic inquiry to improve student and institutional outcomes;
- 5) Develop further bridges with local and global communities so that student engagement in these external communities results in a true exchange and partnership.

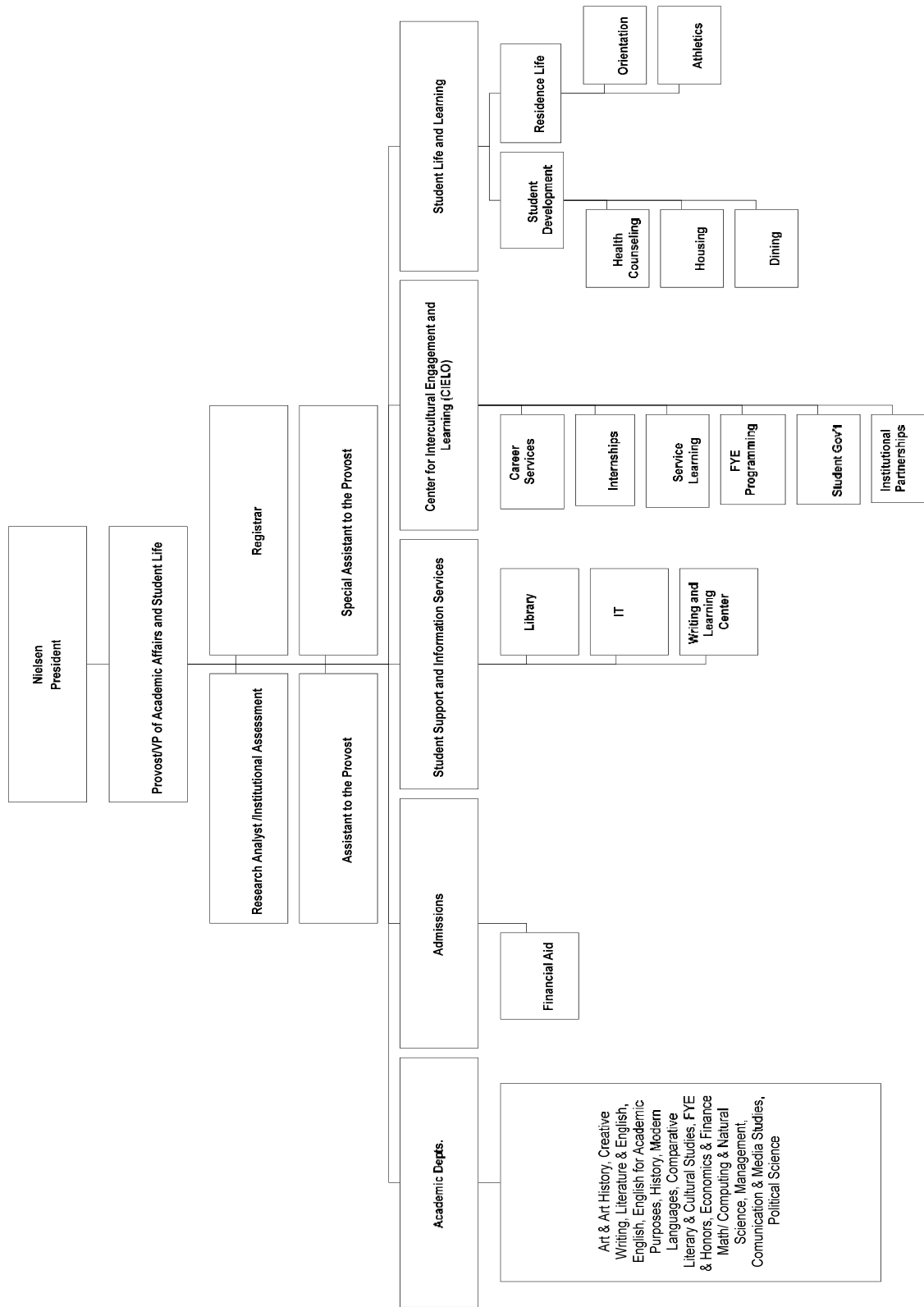
With this emphasis on a student-centered, inclusive commitment to student engagement, holistic education, a culture of assessment, and community outreach, Provost Bulcroft has laid out a blueprint for the future direction of the student experience, coherent with Franklin’s institutional mission, vision and goals. Her first steps have been to:

- return to Franklin’s one-college structure for academic departments, with a strong emphasis on interdisciplinarity (Franklin had experimented with a two-college structure for two years, from 2007–09);
- combine Libraries, Information Technology, and the Writing & Learning Center under a single Associate Dean and the umbrella of Student Support and Information Services (a move towards a “Learning Commons” approach to enhance academic support services for all students);
- create a new Center of Intercultural Education and Learning Opportunities (CIELO) to coordinate career services, internships, partnerships with other colleges/universities, service learning and community outreach;

- rename the former Office of Student Affairs as the Office of Student Life and Learning—the first step in uniting Franklin’s curricular/co-curricular offerings around common institutional learning goals

See Figure 5–1 for a chart of the re-organized administrative lines that report to the Provost.

Figure 5–1: Reorganized Structure of Offices Reporting to the Provost, as of July 2009



These organizational changes followed a “strategic charter,” crafted by the Board of Trustees in May 2005, in which they affirmed that Franklin must not only grow, but also assume a bold and more focused academic and administrative structure. The Board characterized this phase as “growth with purpose,” and concomitantly agreed to make significant lead investments in the areas of senior management, academic management for program leadership, advancement, admissions and marketing, and student financial aid. (See organizational charts in Appendix 5–1 to compare our organizational structure prior to May 2005 with the current organizational structure of Franklin College.)

2.2 The Board of Trustees

Final institutional authority at Franklin is vested in the Board of Trustees. The Board has fiduciary responsibility for the College; it is engaged in “establishing and reviewing the educational programs of the College” and “authorizing tuition and fees,” as well as other responsibilities central to the overall functioning and visioning of the College. The Board operates according to their by-laws (adopted October 31, 1981; revised in 2004 and in 2009). In Article 1, Section 2 of those by-laws, Franklin’s mission is stated and continually serves as the foundation on which we premise collective decision-making. Revisions in 2009 raised the maximum membership of trustees from 25 to 30, a number more congruent with the growing size of the institution.

The by-laws include policy and procedures relating to conflict of interest, self-evaluation, code of conduct and statements of board responsibilities; they also identify standing committees and their responsibilities. The Board is authorized to appoint or remove the President and other administrative officials of the College, and it also establishes the annual budget and major budgetary revisions. Members are also asked to promote major fund raising efforts. New Trustees receive an orientation package that contains, among other things, the Association of Governing Boards’ list of Independent Board Expectations, the Franklin College, Inc. By-Laws, the Mission and Vision Statements, and the Goals of the College. These packages are updated regularly. Each year, Board members receive a copy of Vital Signs, which is a compendium of institutional research results. The President uses extended PowerPoint presentations to update members concerning the state of the College and year-end summaries at Board meetings held in May and November (see Exhibit 1–3).

The Board does not yet have formal procedures or timelines for self-assessment, but it has utilized the services of an outside consultant, Dr. George Kaludis, in 2005 to help the Board with strategic planning and the role of the Board in campus expansion. The Board turned once again to

Dr. Kaludis in fall 2009 to facilitate a strategic planning workshop (see Exhibit 5–7 for summary conclusions of the workshop).

The Board typically meets three times a year—in New York in October and March; and in Lugano, Switzerland, in May. The Board usually dedicates the March meeting to consideration of the proposed budget for the next financial year. Prompted by former Board Chairman, Otto Kaletsch, the May meeting now also serves as an opportunity for Faculty-Trustee Dialogue. Recent Dialogues have focused on the College Mission, the process of accreditation, and faculty scholarship.

The Board has been quite active over the past 10 years, passing 179 resolutions in 32 total meetings (see Appendix 5–2). In the words of Vice-Chair Angela Fowler:

The Board of Franklin College Switzerland is constantly considering the appropriateness of various institutional plans, budgeting and resource-allocation decisions, academic restructuring, etc., which will improve the needs of the College, its Faculty, Students and Administration, and all of which will reinforce the Mission, Goals and Vision of the College. For example, since I joined the Board in 1995 we have purchased the North Campus, which provided much needed office space, additional classrooms and dormitory facilities, as well as provided a Mac laboratory, library and sports center. We have helped facilitate the purchase of land and are currently building more dormitories across the street from the Kaletsch Campus. These are just a few of the plans that have been undertaken since I joined. All of these were approved by the Board to support the institutional plans and maintain the integrity and health of the College as stated in the Mission Statement. In addition, the Board raises funds, and has been very generous with their own personal assets, to ensure these institutional plans are implemented.

An analysis by Richard Bell III, the Secretary of the Board, in fall 2008 shows the principal categories for board decisions in the 2005–08 period were:

- 1) Approval of Mission Statement
- 2) Approval of minutes of previous meetings
- 3) Transfer of money from “Franklin College, Inc.” to “Fondazione Franklin College”
- 4) Approval of forward Swiss franc/U.S. dollar contracts (“hedges”) for containing the effects of possible exchange rate volatility
- 5) Approval of Fiscal Year end audits
- 6) Election of Trustee members
- 7) Expansion of the College campus
- 8) Banking account details
- 9) Approval of multi-year contracts for faculty
- 10) Fundraising decisions

- 11) Approval of faculty manual revisions
- 12) Approval of Trustee Bylaw amendments
- 13) Declarations “In Memoriam” and of appreciation
- 14) Ban on smoking indoors on campus, and ban the sale of cigarettes on campus

The nature of the resolutions by the Board show proper attention to the type and level of issues for which it is ultimately accountable: academic quality and planning, fiscal and academic integrity, and assets and financial health of the institution.

The Board has been well served by steady and long-term leadership on the part of the chair, Paul Lowerre, who has served in this capacity since 2001. Prior to Paul Lowerre’s term as chair of the Board, Otto Kaletsch similarly honored a long-term commitment as chair, serving from 1991 through 2001. Board membership has been stable, with low rates of turnover. Current plans for the Board call for increased participation by non-U.S. members and by women in order to increase diversity and bring the make-up of the Board more closely in line with the profile of the student body. Chairman Lowerre also envisions a more “professional” Board, meaning one whose members have the time and expertise to study issues and pursue state-of-the-art practices in governance of institutions of higher education. At the time of this writing of the self-study, Chairman Lowerre has announced that he will step down in November 2010, and the role of chairman of the board will be filled on an interim basis by Pat Tone.

Appendix 5–3 shows a current list of members of both the Board of Trustees (Franklin College, Inc.) and of the Fondazione Franklin College. All members of the Fondazione are also members of the Board of Franklin College, Inc. The two entities exist to allow Franklin to benefit from non-profit status in both the United States and Switzerland. (See also *Chapter Six: Institutional Resources* for further elaboration on the nature of the two entities and how this structure affects resource allocation and audit reports.)

2.3 Senior Leadership

Erik Nielsen began his tenure as President in 1995, and he is the longest-serving President of Franklin College. Under Dr. Nielsen’s leadership, Franklin College has emerged as a high quality, learner-centered institution. As we have become more selective with regard to average SAT scores (see *Chapter Three: Franklin Students*), we have also dramatically improved retention and graduation rates (see also *Chapter Two: Student Learning*). The number of faculty holding terminal degrees and who demonstrate outstanding research and teaching scholarship is also to be credited to Dr. Nielsen’s vision for enhancing the overall standing of the College. (See *Chapter Four: Faculty* for further elaboration on the character of the Franklin faculty.) Our physical

expansion of the campus through the addition of the North Campus facilities also speaks to that vision of enhanced quality. (See *Chapter Five: Governance and Organization* for further elaboration on the campus expansion.)

The President's cabinet consists of the Provost and Vice President for Academic/Student Affairs; the Vice President for Marketing and Communications; the Vice President for Advancement; and the Vice President of Finance and Administration. The cabinet meets during the academic year on a weekly basis to consider strategic issues and to review ongoing organizational demographics and data. An expanded cabinet meets twice a month, a meeting that includes the President, Vice Presidents, Dean of the College, Dean of Admissions, Dean of Intercultural Engagement, Special Assistant to the Provost, and Associate Dean of Student Support and Information Services. (See Appendix 5–4 for a profile of the members of the extended cabinet and their qualifications.) These administrators form a dedicated team of experts in international and intercultural education, with many years of combined service to Franklin.

2.4 Student Government and Other Student Participation in Shared Governance

As would be expected with Franklin's dynamic student body, student organizations at Franklin College have experienced impressive growth over the past five years. We value students in the shared decision-making processes at Franklin, and we have markedly increased the number of ways to include the student voice in key decisions. For example, we included a student representative as part of the search processes that selected both the Provost in 2008 and a recent faculty hire in Social Sciences in 2009.

The formal structure for student representation is the Student Government Association (SGA). Beyond decision making, SGA also designs initiatives and plans programs that address the interests of students and serve in bettering the Franklin College community. Elected by the student body at large, each member of SGA assumes the duty of representing students' needs and interests in all facets of College life, from academics to student engagement. The general assembly holds open weekly meetings to manage assorted College social events, allocate student funds, and to discuss the refinement of College policies vis-à-vis students' interests. The SGA is intended to be the most effective means of initiating discourse between the collective student body and administrators, and student representatives sit on various administrative committees and task forces. SGA is responsible for providing students with an opportunity to develop and enhance their leadership abilities while promoting institutional betterment and innovation.

SGA's Programming Committee is responsible for planning and funding the majority of student-led events held on campus. These events are a foundation for social and communal

interaction. Historical examples include a driving tour of Switzerland in Smartcars, group excursions to cultural and historical attractions, an international food banquet held on campus with food prepared by students, and a series of competitions held between different student dorms and residences.

The Student Government Association values the input of all students, irrespective of whether those students hold a position on the SGA board. Attendance and participation at SGA meetings is completely open. The Programming Committee of SGA exemplifies perfectly this ideal. Through the Programming Committee, any student can propose and structure an event with the assistance of students experienced in event planning. In addition, through the Programming Committee SGA is responsible for the recognition of student clubs on campus. With recognition comes the possibility of funding for club events and investments in inventories. Any student on campus may organize and start a club. As an organization, SGA benefits both students and the greater campus community.

Examples of SGA initiatives include:

- The development and facilitation of a campus-wide recycling program;
- A change to course and housing registration priority groups;
- A consideration of student demographics related to food preferences (i.e., survey of vegetarians, vegans, food allergies and intolerances) when Food Services was selecting a new vendor;
- Requests for student representation that led to representation on the Judicial Task Force; Appeals and Grievance Board; the Judicial Board; Faculty search committees; and Ad Hoc Committees for the Library and IT services;
- SGA-sponsored coffee breaks on a bi-weekly basis throughout the academic year in which students, faculty, and the administration are invited to share ideas, ask questions, and communicate concerns directly in an informal setting;
- A student-designed Commencement Announcement and a Live Video Feed via the internet of the Commencement Ceremony.

In addition to the SGA structure, students have a presence through: their representation on various committees; the Franklin Voice (Franklins' independent student newspaper); open door policies that many of the administrative staff have with students; formal surveys conducted by the administration; student course evaluations of the faculty; and the Provost's advisory council (a group of about 12 students selected by the Provost each fall who represent demographic and class-standing diversity).

Evidence from the Noel-Levitz Student Satisfaction Inventory (SSI) confirms that it is important for Franklin students to be able to participate in campus organizations and that Franklin students are in the aggregate significantly more satisfied with this aspect of their experience than peers at other four-year private institutions that utilize the SSI, as we could expect at an institution with a headcount of less than 440 students. Table 5–1 shows the result on the SSI item, “I can easily get involved in campus organizations” for all Franklin student. When we look at more detailed breakdowns, we see that non-U.S. women report approximately the same importance scores for this item as the total average, while non-U.S. men give it somewhat less importance. While not strictly a measure of student participation in shared governance, the SSI results on this item invoke the image of a student body that is invested in the institution.

Table 5–1: Results of Student Survey Question on Participation in Campus Organizations

Responses to Q46: I can easily get involved in campus organizations.

Spring	Franklin College Switzerland			Four-Year Private Institutions			Mean Difference	
	Importance	Satisfaction / Std. Dev.	Gap	Importance	Satisfaction / Std. Dev.	Gap		
2005	5.66	5.26 / 1.41	0.40	5.67	5.11 / 1.46	0.56	0.15	
2006	6.04	5.57 / 1.36	0.47	5.71	5.13 / 1.47	0.58	0.44	**
2007	6.18	5.54 / 1.37	0.64	5.73	5.15 / 1.48	0.58	0.39	*
2008	5.86	5.87 / 1.19	-0.01	5.74	5.16 / 1.48	0.58	0.71	**
2009	6.11	5.83 / 1.16	0.28	5.75	5.17 / 1.49	0.58	0.66	**

* Difference statistically significant at the .05 level.
 ** Difference statistically significant at the .005 level.

Source: Noel-Levitz Student Satisfaction Inventory (SSI) Surveys, 2005–09.

2.5 Faculty Assembly and Leadership

All full-time and part-time faculty are members of the Faculty Assembly. The Dean of the College, the Provost, and/or the President also attend the monthly meetings of the Faculty Assembly, chaired by an elected faculty member. A student elected by the Student Government Association also attends. Policy recommendations are decided by vote of the faculty, and the Faculty Assembly then makes recommendations to the Provost. The Faculty Assembly is responsible for approval of candidates for conferral of degrees.

The following list of action items indicates that faculty are involved in many strategic aspects of decision-making, most notably curricular changes and personnel policies, as well as policies relating to student academic standards.

Faculty Assembly Action Items 2005–09

2005–06

- Comparative Literary and Cultural Studies major proposal discussed and approved
- History faculty line addition proposal discussed and approved

2006–07

- First-Year Seminar to replace Seminar 100 proposal discussed and approved
- Environmental Studies major proposal discussed and approved
- French Studies major proposal discussed and approved
- Recommendation of a modified process of assigning faculty development funds to faculty members
- Modifications of the course evaluation form
- Faculty salary scale and other faculty remunerations

2007–08

- History major proposal discussed and approved
- Italian Studies major proposal discussed and approved
- Core Reform proposals discussed and referred to ad-hoc committee
- Salary Scale revision proposal discussed and approved
- Faculty reorganization into two Schools and two Faculty Deans proposal by the President discussed and accepted
- Departments to replace Areas proposal discussed and approved
- Provisionary Revisions to Faculty By-Laws proposal discussed and approved

2008–09

- Faculty reorganization into one School and one Dean of Academic Affairs proposal by the Provost discussed and accepted
- Committee on Student Learning and Outcomes Assessment to be a standing committee discussed and approved
- Core Reform proposal submitted by ad-hoc committee discussed, revised, and approved
- Faculty Emeriti status discussed

Standing Committees of the Faculty Assembly include: the Curriculum Committee, the Personnel Committee, The Committee on Student Learning and Outcomes Assessment, and the

Admissions and Academic Standards Committee. The Faculty Manual (see Exhibit 5–2) outlines the charges, membership and responsibilities of these standing committees.

The Faculty Assembly elects a faculty member each year to serve as the liaison between the faculty and the Board of Trustees. The Faculty Representative serves no more than two consecutive one-year terms and is elected by the faculty at large. The representative, at the initiative of the Board, attends the fall meeting, thereby providing the opportunity for a first-hand exchange of information and views between the faculty and the Board. The Faculty Representative is required to meet with the President prior to the meeting of the Board to discuss faculty concerns, and after the meeting, the Representative reports to the Faculty Assembly on the discussions and decisions taken by the Board.

2.6 General College Committees

Staff participation in shared decision-making and governance is also an important hallmark of Franklin College. At the beginning of each academic year, the President makes a presentation to faculty of all data relevant to the state of the institution, including the College’s financial situation. In addition, the President provides faculty with summaries of issues discussed at each Board meeting. The President makes similar presentations to all assembling staff members.

In addition to attending a monthly staff meeting, chaired by the Vice President for Finance and Administration, staff members have representation on the following general college committee structures:

Budget and Priorities Committee: Three faculty members are elected from the faculty at large to this committee, which is comprised also of the Dean of Admissions, the Vice President of Marketing Communications and the Dean of the College in an ex-officio, non-voting capacity. The Vice-President for Finance and Administration is an ex-officio, non-voting member who acts as co-chair of the committee and is responsible for the distribution of minutes. The Provost became the other co-chair in fall 2009. The committee is to make recommendations to the President through the Vice-President for Finance and Administration regarding the annual budget, the allocation of resources, long-range planning, and current expenditures.

The committee meets infrequently, and did not meet in the 2008–09 academic year. In the last few years, final recommendations on budget priorities have been made either directly by the Vice President for Finance and Administration (based on original budget requests) or by the President's Cabinet, whose membership covers all major areas of the College, during meetings specifically focused on the budget in December and January. In 2009, conversations among the Provost, the Chair of the Faculty Assembly, and the VP for Finance and Administration sought

ways to involve the faculty and other members of the community in more meaningful ways in the overall budget priority decisions. As a result of those discussions, revised membership now includes the Dean of Admissions, a member of staff and the Vice President for Advancement in addition to those members listed above. The committee has convened four times during Fall 2009 and will continue to meet throughout the budget process of the 2009–10 academic year.

Student Judicial Board: This committee was first formed in fall 2009, based on the recommendations of the 2008–09 Judicial Task Force and in response to student survey data that suggested general dissatisfaction with the judicial processes at Franklin. The Judicial Board is comprised of an 11-person pool made up of the Chair (Special Assistant to the Provost or the Assistant Dean for Student Development), two elected staff members, four faculty members elected by the Faculty Assembly, and four student members elected by the Student Government Association. From this pool, appeals and hearings will draw a committee of five. The goal is that faculty and students together serve as a review board on student behavior pertaining to violations of the Code of Conduct in order to provide a fair and impartial review. With the new structure, the old Grievances and Appeal Board has been retired. However, we still need to add elements, such as the student-proposed Ombudsman, to better improve procedures for addressing student grievances. (See Exhibit 5–6)

Advisory Committee on Academic Computing: The College Dean appoints a variable number of faculty and students with interest and/or expertise in computing matters. This committee advises the Director of Computing Services and the Dean about strategic and long-range planning and priorities for academic computing. Other concerns of the committee include applications of information technology in education.

Advisory Committee on the Library: The College Dean appoints a variable number of faculty, administrators, and students with interest in Library issues. The Associate Dean of Academic Support and Information Services also serves on this committee. The committee advises the Associate Dean and the College Dean on matters related to optimal use of the library as an education resource.

(See Appendix 5–5 for a summary of the many different opportunities for community stakeholders to participate in shared governance.)

3. Institutional Policies and Ethics

Franklin articulates the respective roles and responsibilities of all administrators, faculty, students, and staff in our primary governing and administrative documents:

- By-Laws of the Board of Trustees
- The Faculty Manual
- The Employee Handbook
- The Student Government Constitution and By-Laws

(See *Chapter Five: Governance and Organization*, Exhibits 5–1, 5–2, 5–3, 5–4, for copies of all these documents.)

Together with the Franklin College Catalog and the Student Life Handbook, these documents provide the community with all of Franklin’s policies concerning student grievance processes, employee hiring, staff evaluation and dismissals, as well as other important statements concerning institutional ethics and integrity (Standard 6). Franklin regularly reviews and updates these documents, and the Faculty Manual is currently undergoing revisions to reflect the new organizational structure, with an eye toward equal representation across academic departments and units.

All members of the President’s extended cabinet review the Staff Manual on a regular basis, and suggested changes are discussed and approved within that administrative structure prior to being implemented. The most revised version of Employee Handbook was prepared in February 2009, then reviewed with the President’s Cabinet in the spring semester. The President gave his final approval in fall 2009 after additional work by a consultant. The Student Life Handbook and Franklin Academic Catalog (see Exhibits 3–3 and 2–1)—important documents for students with regard to curricular and co-curricular aspects of life at Franklin College—are reviewed on an annual basis as well, and we solicit feedback from department chairs, Deans, and the Provost to insure that all substantive changes are reflected in these documents.

Franklin maintains a strong commitment to policies and practices of ethical, professional behavior across all sectors of the College. For example, grievances between faculty and administration or between faculty and faculty may be reviewed according to the procedures outlined in the Faculty Manual. Due diligence is expected of the Administration to convene appropriate peer review groups to determine if there have been compromises to the ethical and professional standards set forth by policy.

Most importantly, Franklin strives to put into practice the ethics it tries to instill in its students. For example, evidence for Franklin’s engagement with issues of sustainability and

intercultural understanding include the Baobab Initiative, the Spiti Valley Project, the Center for Intercultural Engagement and Learning Opportunities, and the Center for Sustainability. (See *Chapter Two: Student Learning* for a thorough discussion of these programs.) Franklin embraces the challenge of fostering tolerance and mutual understanding among students of 60 or more nations, a process in which all members of the community must continue to learn and examine their values and practices. Currently, we have a series of focus groups working on perceptions of faculty bias among a segment of our student population.

See *Chapter Four: Faculty*, for more discussion on Academic Freedom and perceptions of bias.

4. Shared Governance for Meeting Institutional Goals

We can see evidence for the effectiveness of our shared governance system in the number and quality of proposals that have gone from committees to the Faculty Assembly, and subsequently been enacted by the administration. For example, the Exhibit 5–5 provide a sampling of the Personnel Committee recommendations made from 2005–09 that in turn were brought before the Faculty Assembly for approval and/or information. Through its actions, the administration has recognized faculty needs and communicated its actions through publication of committee minutes to the academic community.

As the College grows in enrollment, Franklin’s governance structure needs to reflect the evolution of the institution over time. This may require the expansion or consolidation of key governance areas. The annual Faculty-Trustee Dialogue can also evolve as a vehicle for free expression of needs and aspirations. While evidence shows that our shared governance models produces results, Franklin can make a more deliberate attempt to enhance the feedback loop through articulation of specific outcomes that can be measured to ensure the satisfaction of all constituencies.

4.1 Challenges to Shared Governance

While shared governance works as it should to involve all stakeholders, there have been times in which Franklin’s administrative staff members perceive their voice to be relatively ineffective in personnel-related issues. The May 7, 2008 Staff Meeting Minutes address the seeming “‘lack of transparency’ in the process and the unsatisfactory and demoralizing outcome of the policy reviews and the need to include a Cabinet-level discussion when reviewing

Staff input with the President.” This particular exchange sprang from an attempt by the Vice President (then Director) for Finance and Administration to regularly review personnel policies at monthly staff meetings, beginning with holiday policies. This initial review led to recommendations from staff to the President for changes to the policy, but the President did not accept the recommendations. Staff members then felt that their concerns had not been properly expressed or received. In the period since then, some of the recommendations have in fact become policy. Staff meeting minutes since spring 2008 do not contain similar criticisms, suggesting that communication on the whole has improved.

As Franklin has grown in size we recognize the apparent need for more explicit organizational structures and policies. Franklin has transitioned from a decentralized, informal organization—in which staff typically “wore many hats” and had access to information about a wide variety of institutional issues—to a larger and more formalized structure. As is often the case in such organizational transitions, the need to find new and effective means of communication and shared decision-making structures is clearly evidenced at Franklin today. We will enhance the monthly staff meetings in order to insure that information is timely, relevant, and provides a true forum for discussion. Currently, the monthly staff meetings do, however, facilitate highly positive communication, coordination, and feedback between administrative offices and departments regarding campus-wide events such as SpringForward, Admissions Open House, Commencement, Orientation, and Franklin’s First Year Experience.

5. Institutional Effectiveness

As President Nielsen noted in his 2007 *State of the College* presentation to faculty, the measure of our effectiveness as a College is in direct relationship to the goals we have established as part of the Mission Statement. (See Exhibit 5–8) As a means of assessing progress in key areas, the College has established a series of benchmarks, published in the Institutional Effectiveness Report (IER), described more fully in *Chapter Seven: Institutional Assessment*. These benchmarks are, when possible, determined through comparisons with peer institutions.

Franklin College has used a variety of research data to insure that the institutional mission is constant and that budgeting decisions reflect the central role of instruction. As these data indicate (see *Vital Signs 2009*, p. 53), the overall percentage of total revenues dedicated to instruction and academic support have, over the past five years, fluctuated very little. Approximately 31% of the annual budget has been dedicated to instruction. Academic support has similarly shown stability, with 6.3% of the total budget dedicated to academic support in 2004–05 and 6.8% going for

academic support in 2007–08. Those outlays have been put to good use, creating a number of new programs and expanding Academic Support services, with measureable gains in student learning, retention and success (see also *Chapter Two: Student Learning* and *Chapter Six: Institutional Resources*).

5.1 The Office of Student Life and Learning

As the student body has increased in size, the role and functions of Student Life and Learning (formerly called the Office of Student Affairs) has increasingly been called upon to meet the additional needs of the co-curricular and residential needs of our students.

In the administrative reorganization, The Office of Student Life and Learning now has two Assistant Deans (rather than a Dean of Students) who report directly to the Provost. Beginning in July 2009, these two positions are titled the Assistant Dean of Student Development (with general oversight for the health, social and physical welfare of our students), and the Assistant Dean for Residential Life (with general oversight for housing, orientation, and residential programs). The Provost instituted this change in order to increase collaboration between units, while simultaneously clarifying the duties and responsibilities of student development and residential life. In addition, two Learning Community Coordinator positions have been added to Student Life and Learning. The Learning Community Coordinators have responsibility for a wide variety of residential programs, as well as student athletics. The hard work of student Resident Assistants also plays an important role. The Learning Community Coordinators have oversight for the Resident Assistants and have systematically developed a number of new initiatives to strengthen leadership and pro-active interaction between the Resident Assistants and the students. Greater cohesion and collaboration between Academic Affairs and Student Life and Learning is the ultimate goal. To this end, a number of strategic initiatives —such as the First Year Experience and credit-bearing internships— weave together many diverse programs and have flourished. The successful results from these programs indicate that the melding between Academic Affairs and Student Life and Learning is beginning to bear fruit.

See also *Chapter Three: Franklin Students* for a fuller discussion of resources allocated to Student Life and Learning.

5.2 Resource Allocation to Meet Strategic Goals in Administration

Franklin College continues to be a largely tuition-dependent institution. While enrollments have increased, the need for more faculty and staff, as well as increased facilities demands, have incrementally grown as well. With its Mission foremost in mind, Franklin dedicates a high proportion of the total budget to key areas such as instructional costs, student life, and

instructional technology. However, a few areas are likely to require additional sources of funding in order for Franklin to continue to provide a quality international education.

Table 5–2 shows that as the student population has increased, investments in the number of faculty (both full and part-time) and staff have followed suit. The increased staff size is the result of additional positions in all major sectors of the college (i.e., Registrar’s Office, Admissions, Marketing and Communications, Finance, Physical Plant). The faculty lines have grown from 18 full-time faculty in fall 2004 to 26 full-time in fall 2009, thus closing in on the goal of 28–30 full-time faculty by the year 2010–11.

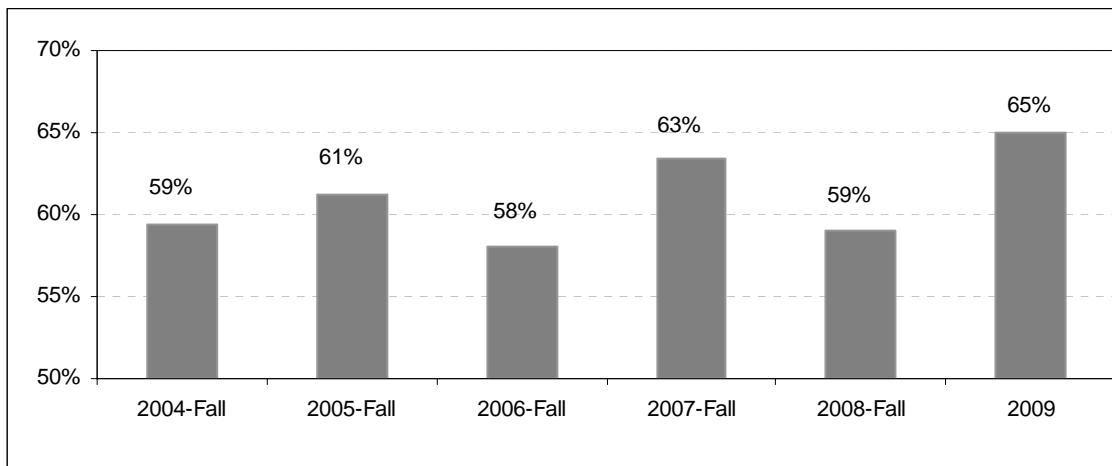
Table 5–2: Student, Faculty and Staff Growth since 2004

Students						
Year (at Fall semester)			Total		FTE	% change in FTE from prior Fall
2004			305		299.0	
2005			336		329.5	10.2
2006			355		343.5	4.2
2007			378		373.7	8.8
2008			433		430.3	15.1
2009			434		432.2	0.4
% change in FTE Students since 2004-Fall						44.5%
Faculty						
Year (at Fall semester)	Full Time	Part Time	Total	% Full Time	FTE	% change in FTE from prior Fall
2004	18	29	47	38%	30.3	
2005	20	25	45	44%	32.7	7.9
2006	19	28	47	40%	32.7	0
2007	23	28	51	45%	36.3	11.0
2008	24	33	57	42%	40.7	12.1
2009	26	25	51	51%	40.0	-0.02
% change in FTE Faculty since 2004-Fall						32.0%
Staff						
Year (at Fall semester)	Full Time	Part Time	Total		FTE	% change in FTE from prior Fall
2004	35	7	42		39.0	
2005	36	10	46		41.7	7.0
2006	37	12	49		43.8	5.1
2007	41	14	55		49.0	11.7
2008	45	14	59		53.0	8.2
2009	44	15	59		54.0	1.8
% change in FTE Staff since 2004-Fall						38.5%

Source: *Facts at a Glance Brochures and Office of Finance and Administration.*

While the number of part-time faculty has increased as well, the proportion of FTE faculty that are full time has risen over the period, representing progress towards a major strategic goal (see Figure 5–2).

Figure 5–2: Percentage of FTE Faculty that are Full-time



Source: *Vital Signs 2009*, p. 76, and *Facts at a Glance Brochure, Fall 2009*.

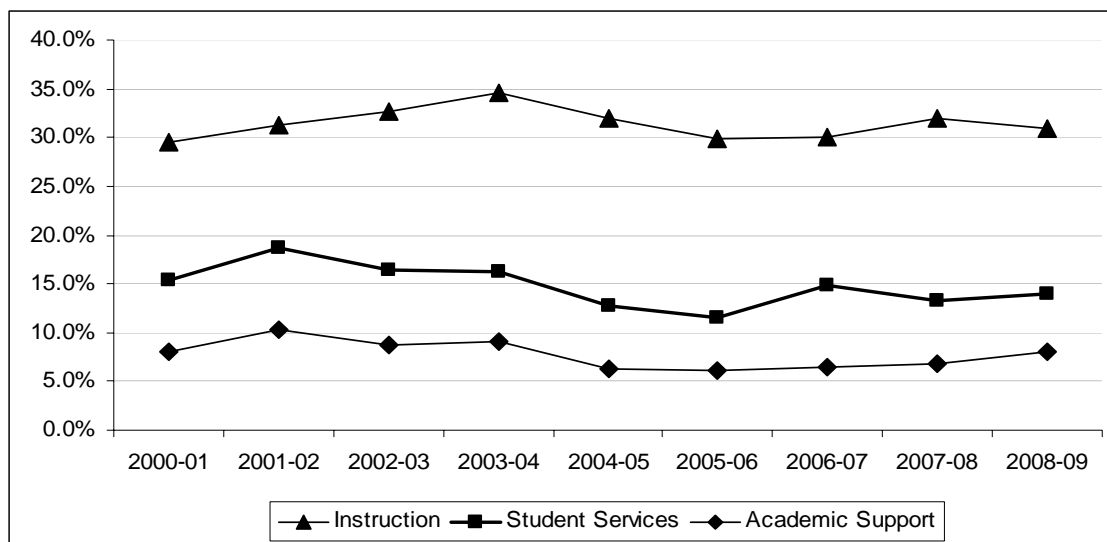
When looking at the total proportion of the budget spent on key sectors of the College, we see remarkably stable proportions dedicated across sectors. For example, in 2004–05 approximately 32% of the total expenditures were dedicated to Instructional Support (this included faculty salaries as well as program expenses). In 2008–09 approximately 31% of the total expenditures were spent on Instructional support. More interestingly, the total amount spent per FTE student increased from US\$12,232 per student to US\$12,331 per student over the five-year period. Table 5–3 and Figure 5–3 show the administrative areas and levels of support per student FTE over the five- year study period. Unlike the steady trend of support for academic instructional needs, however, the student support services sector has fallen behind.

Table 5-3: Support per Student FTE (in US Dollars)

Year	Instruction			Academic Support			Student Services		
	Expense	Per FTE Student	% of E&G	Expense	Per FTE Student	% of E&G	Expense	Per FTE Student	% of E&G
2000-01	2,239,495	8,703	29.5%	608,201	2,363	8.0%	1,171,550	4,553	15.4%
2001-02	2,376,487	9,218	31.3%	779,389	3,023	10.3%	1,419,080	5,504	18.7%
2002-03	3,002,911	10,323	32.7%	811,920	2,791	8.8%	1,513,951	5,204	16.5%
2003-04	3,376,504	11,376	34.6%	885,739	2,984	9.1%	1,578,357	5,317	16.2%
2004-05	3,637,742	12,232	32.0%	710,832	2,390	6.3%	1,458,501	4,904	12.8%
2005-06	3,700,900	11,394	29.9%	749,106	2,306	6.1%	1,433,421	4,413	11.6%
2006-07	3,975,612	12,252	30.1%	851,197	2,623	6.4%	1,954,713	6,024	14.8%
2007-08	4,987,301	13,483	31.9%	1,066,609	2,884	6.8%	2,079,450	5,622	13.3%
2008-09	5,233,334	12,331	31.0%	1,434,770	3,381	8.0%	2,295,916	5,410	14.0%

Source: Vital Signs 2009, p. 52, 54, 55.

Figure 5-3: Total Education and General Expenditures



Source: Vital Signs 2009, p. 52, 54, 55.

5.3 Human Resource Management

Human Resource Management is currently headed up by the Vice President for Administration and Finance, whose offices are also responsible for: financial planning and

reporting, including six distinct audits a year; accounts and foreign exchange management; physical plant management; oversight of the New Residence building project; work permit and visa applications; all financial transactions; management of cleaning, campus maintenance and reception staff; and contracts with dining services and other vendors.

Franklin has long felt the need to separate the Human Resources and Administration functions from those of Finance and Audit. This need was recognized in Franklin’s 2005–06 decision to hire a professional to head up Human Resource management. However, Franklin needed to change this position to that of an administrative assistant in order to handle heavy clerical workload issues more pressing at the time. Since other student-centered administrative positions took priority in the strategic plan, the Vice President for Finance and Administration, and the personnel under his supervision, have taken on a heavy share of the institutional workload in the interests of the strategic aims of the College. Franklin needs to strongly consider adding a Human Resource Manager position in the next strategic plan. In the meantime, Franklin has proposed temporary assistance for this unit in the form of part-time consultancy.

Franklin introduced a Staff Development Fund in 2003–04 to give the opportunity to non-faculty employees to improve their skills by participating in courses, conferences and other learning experiences that might enhance their knowledge and their proficiency in performing their day-to-day activities (language courses, accounting courses, computer courses and so on). Table 5–4 shows the budgeted and spent since the introduction of the program.

Table 5–4: Staff Development Fund Budget and Actuals

<i>Fiscal Year</i>	<i>Budgeted</i>	<i>Spent</i>
2003–04	4,000	359
2004–05	2,000	1,191
2005–06	2,000	2,510
2006–07	2,000	2,240
2007–08	2,500	2,506
2008–09	2,500	1,561
2009–10	2,000	

Source: Office of Finance and Administration.

5.4 Disaster Response Planning

The College has devised, tested and/or utilized various plans for disaster response, especially since September 11, 2001. In the fall of 2007, the Dean of Students and the Director of Public Relations drew up a draft proposal for a comprehensive Crisis Management Plan for the College, completed in January 2008. The plan treated different types of incidents and situations affecting the community. These incidents were later incorporated into a matrix that we used to identify the various response teams needed for each crisis.

In addition, we held meetings during the Spring 2008 semester with the Office of Information Technology to set up an emergency message system to cell phones of all students, faculty and staff. Franklin carried out two test runs on April 16th and May 7th, 2008. Results of the test in April showed that problems had to be addressed regarding message time and the firewall. The May 7th test showed considerable improvements with no messages failing. At the time of writing this report, the Vice President for Finance and Administration and the Associate Dean of Residential Life were continuing work on the comprehensive plan (see Exhibit 5–9.)

5.5 Management and Security of Academic Travel

Academic Travel is not only one of the most distinctive curricular features of Franklin College, but it is also an area of maximum collaboration across organizational units. Franklin has been sending virtually the entire student body and faculty on the road every semester since the institution's inception. This requires a concerted logistical effort on the part of the whole campus and careful attention to the safety of travelling students and faculty. It is tribute to our expertise in this area that we have not had a single fatality, disabling injury or legal claim against the College related to academic travel in these past 40 years. However, we are well aware of the risks associated with travelling in a complex world, and we have developed a series of procedures and instruments to best manage these risks.

As spelled out in the Academic Travel Handbook for Faculty (see Exhibit 5–10), academic travels are led by experienced faculty who are familiar with the areas in which they are leading students. Faculty leaders are required to have “a working knowledge of the local language to facilitate communication...particularly in the case of an emergency.” Faculty must bring along co-leaders if they are not able to meet these criteria themselves. Each Academic Travel proposal is vetted by the Curriculum Committee, which pays special attention to the security of the areas proposed. In past years, the Committee has turned down applications for Academic Travels to Nepal, Jordon and Israel, and Haiti due to student safety concerns. Professors utilize the College's travel agency, Globus Travel, who provide a further degree of expertise through their local

representatives or partners at the various sites. Using a Swiss travel agency also protects the College in the case of liability arising from travel and hotel arrangements. Globus maintains an emergency 24-hour, 7-days a week hotline in case of emergencies. In addition, all senior administrative personnel remaining on campus during the academic travel period are on call and are provided with a packet of information, which includes the itineraries and hotel contacts of every trip, complete class lists and contact information for the travel leader. (Exhibit 5-11 shows the packet prepared for fall 2009.) Travel leaders check in frequently with senior administrators and other College staff while on the road. Parents of dependent students (see our Privacy Statement on page 52 of the 2009–10 Academic Catalog) receive itineraries and hotel contact information for their students. Travel leaders are provided with lists of embassy and consulates in the countries in which they are travelling. They also are given written notification of any relevant medical information concerning the students who are travelling with them. Travel leaders also receive waiver of liability forms, which they can ask students to sign (see Exhibit 5–12).

Students bring their Swiss medical insurance cards with them on travel. Swiss medical insurance is required by law of all students and provides for emergency care and evacuation if needed. In addition to the individual medical insurance carried by the students and travel leaders, the College carries an additional policy for each individual participant which covers repatriation of the whole group in the case of large-scale events. (See Exhibit 5–13 for documentation concerning these insurance policies). Travel leaders are provided with an emergency medical kit, which this year included Tamiflu. Travel leaders address issues of safety and comportment in their syllabi, in pre-departure class meetings and during the trip itself.

6. Conclusion

6.1 Significant Changes since 2005

The years 2005–09 have seen both continuity of leadership and an important strengthening of the organizational structure to accommodate growth. The Board of Trustees has increased its maximum membership from 25 to 30 and will use this margin to further diversify. The Board has also created new committees and committed to a process of evaluation that is intended to raise the quality of the Board’s contribution even higher. The College administration experimented with a two-college structure for one year and benefitted from that experience to establish a more holistic model under an innovative new Provost. The offices under the Provost have been rationalized and retailored to better fit the College’s mission and commitment to student learning and faculty scholarship. One of these changes has included the creation of the Center for Intercultural

Engagement and Learning Opportunities and the Center for Sustainability, further evidence of our commitment to our core values.

6.2 Strengths

Franklin has taken up the challenge of successfully negotiating and adapting to the changing expectations and cultural norms of a complex international, hybrid mix of students and personnel. Under the leadership of a strong President—and now a creative and insightful Provost—Franklin is run by highly qualified, experienced and dedicated professionals, whose characteristics are well suited to serve the mission of an international liberal arts college. The reorganization of the administrative structure has broadened the avenues for collaboration and innovation.

6.3 Challenges and Next Steps

The academic year 2008–09 was a year of transition in which many offices reorganized and moved to different locations on campus; therefore, 2009–10 will need to be a year of consolidation and further assessment of the efficacy of these changes. The Board of Trustees is also in a stage of evolution and will doubtlessly face the challenge of substantial renewal of its membership in the next years. The College will also likely conduct a presidential search process during that time.

Given that one of our richest resources is our student body, Franklin needs to find ways to promote and foster student leadership by securing funding that supports travel to conferences and other student leadership development opportunities. We need to ensure that all student support services are adequately staffed and funded to serve our students, and as the College evolves in its assessment efforts, we also need a dedicated staff person for Institutional Research and Assessment. We need to assess the new student code of conduct, and complete the work surrounding procedures for addressing student grievances.

As Franklin has grown, we need to find ways to ensure that lines of communication remain open and decision-making processes remain as transparent as possible. Staff members, especially, need a more effective voice in our decision-making processes and arenas. Placing more emphasis on Human Resource Management may be one way to address this issue.

Staff development will also be a priority in the coming years. Currently, Franklin allocates staff development funds each year, which are generally used for short courses and conference attendance. While many members of the administration and staff are professionally competent in at least one of the major Swiss languages in addition to English, improving language competency in Italian, French or German can be surprisingly difficult for employees despite our location, given work demands on an English-speaking campus. We need to find creative means for making

language instruction a priority; our recent purchase of a campus use license for Rosetta Stone, a web-based language instruction tool, could figure positively in such an initiative.

In recent years, the College has accepted requests for unpaid leaves-of-absence from staff members and administrators to pursue additional credentials during summer months or short absences, essentially by dropping to part-time status. Pursuing additional credentials should be encouraged by the College, who will then retain employees who grow with the institution in a mutually beneficial relationship. However, not all employees who would like to pursue further credentials have been able to take an unpaid leave-of-absence due to the financial hardship it represents or because their job is such that it would be difficult for the College to provide substitution or coverage.

6.4 Fundamental Elements of Standards 4, 5, and 6

6.4.1 Standard 4: Leadership and Governance

In this chapter, we have shown how our shared governance structure assigns authority and responsibility, with appropriate opportunity for input by students. Franklin meets the expectations of the Middle States Commission of Higher Education in regards to the open nature of discussion around mission, vision, goals, program planning and resource allocations, as we show throughout this self-study report. The framework for discussion and decisions is articulated in the Trustee By-Laws, the Faculty Manual, the Employee Handbook and the Student Government Association Constitution and By-Laws. Our Board of Trustees is independent and actively fulfills its major responsibilities, including oversight and support of the President and his decisions. The Board has actively raised funds for the College, and the members of the Board have been generous in their direct financial support. The Board orients new members and is studying formal self-assessment procedures. In the meantime, the Board has utilized an outside consultant to help with considerations of the changing nature of the Board and strategic planning.

6.4.2 Fundamental elements of Standard 5: Administration

This chapter has also shown how the College's administrative structure and services support the work of the College. Our high level administrators are among the strengths of the institution. While the administration and staff of an organization of this size is by necessity "lean" as discussed in *Chapter Six: Institutional Resources*, the quality of our staff and administrators has helped assisted the College in making the progress it has over the past five years. Lines of organization and authority are well documented. All members of the organization have access to the information they need for decision-making, thanks also to frequent updates from top management.

6.4.3 Fundamental elements of Standard 6: Integrity

Franklin is ethical in its dealings with employees, students, the public and our accreditors. Our policy documents show fair, ethical and impartial practices in human resource management. As shown in *Chapter Four: Faculty*, Franklin guarantees the academic freedom of its faculty and strives to create a climate of intellectual freedom and freedom of expression for all members of the community. Franklin adheres to its policies for admissions, continuing enrollment, academic integrity, and awarding of degrees, as testified especially by the work of all-college and faculty committees, the Office of Admissions, the Office of the Registrar, and the Faculty Assembly. Recent changes to the student code of conduct and judicial procedures demonstrate our ability to assess and improve processes and policies involving students.

We strive to provide students with the courses and information they need to ensure timely completion of their academic programs, and we take special care in the reporting and availability of information to the public and our accrediting bodies. In terms of campus climate, our ethos is one of mutual respect across all constituencies.

7. List of Chapter Five Appendices

- Appendix 5–1: Comparative Organizational Charts, 2005 to 2009
- Appendix 5–2: Board Resolutions, 1998–08
- Appendix 5–3: Membership list of both the Board of Trustees (Franklin College, Inc.) and of the Fondazione Franklin College, fall 2009
- Appendix 5–4: Profile of the members of the extended President’s Cabinet, fall 2009
- Appendix 5–5: Shared governance opportunities for community stakeholders

8. List of Chapter Five Exhibits

- Exhibit 5–1: By-Laws of Franklin College, Inc.
- Exhibit 5–2: The 2004 Faculty Manual
- Exhibit 5–3: The 2010 Employee Handbook
- Exhibit 5–4: The Student Government Constitution and By-Laws
- Exhibit 5–5: Personnel Committee Recommendations
- Exhibit 5–6: Judicial Board Guidelines and Scripts for Hearings
- Exhibit 5–7: Summary Conclusions of Fall 2009 Strategic Planning Workshop (Board of Trustees and Dr. George Kaludis)
- Exhibit 5–8: Fall 2007 State of the College Presentation to Faculty

- Exhibit 5-9: Draft Crisis Management Plan and Emergency Messaging Test Results
- Exhibit 5-10: Franklin College Switzerland Academic Travel Handbook
- Exhibit 5-11: Fall 2009 Academic Travel Information
- Exhibit 5-12: Academic Travel Handbook Appendices
- Exhibit 5-13: English versions of SWICA student health insurance and Mobiliare group travel insurance policies.



CHAPTER SIX

Institutional Resources

STANDARD 2: Strategic Planning, Resource Allocation, and Institutional Renewal

STANDARD 3: Institutional Resources

1. Linking Standards 2 and 3

There is perhaps no better indication of the soundness of the financial management and planning processes at Franklin than to observe how we have weathered the current world economic crisis, on track to finishing the 2009–10 financial year in the black for the twelfth consecutive year. Despite an unexpected decrease in new fall 2009 enrollment, Franklin has demonstrated enough flexibility to allow the College to adopt special measures for the 2009–10 academic year—including additional investments in financial aid and freezes in tuition and room and board costs—while at the same time increasing full-time faculty and staff and completing a new residence building project.

Part of our success lies in the fact that, between 2005 and 2009, Franklin moved to link resource allocations decisions to its strategic planning and assessment processes more effectively. Considering Standards 2 and 3 together in this chapter has allowed us to study and assess the effectiveness of those connections and to adjust our strategies to better serve Franklin’s mission.

2. Strategic Priorities and Resource Allocation

As we described in *Chapter One: Franklin College’s Identity*, Franklin’s current 2006–11 Strategic Plan draws its inspiration directly from our Values, Mission, and Vision and Goals statements. We created seven Strategic Priorities, each one linked to a particular aspect of Franklin’s mission and developed in terms of specific objectives and criteria for success:

- 1) Franklin College will maintain financial stability and a healthy operation.
- 2) Franklin will grow to a critical mass of 500 students (FTE).
- 3) The College will increase the quality and diversity of the student body and faculty.

- 4) The College will develop and maintain the campus infrastructure and continue to promote experiential cross-cultural learning through expanded residential offerings and enhanced physical spaces.
- 5) Franklin will enhance the quality of its undergraduate programs.
- 6) Franklin will give heightened importance to faculty research in strategic planning, faculty hires and policies.
- 7) Franklin College will achieve university status through the process of a name change and the introduction of graduate programs.

In this section, we will document how we allocate resources in line with these priorities, and we also document progress utilizing the criteria we have articulated for success. (See also *Chapter Seven: Institutional Assessment* for a discussion of how Franklin’s Institutional Effectiveness Report (IER) utilizes the strategic priorities and criteria for success in order to assess achievement of institutional goals.)

2.1 Strategic Priority 1: Maintain Financial Stability

The President and Board of Trustees have set financial stability as the primary goal of the institution “to maintain its future viability as an independent, private, non-profit institution and its ability to deliver on its mission and achieve its vision.” The Strategic Plan defines financial stability as deficit-free yearly operations and acceptable reserves and mortgage indebtedness. The plan also calls for increases in the College’s advancement activities in order to ease dependence on tuition.

Franklin has maintained financial stability and operational health since 2005 (and for nearly ten years before that), with consistent operating surpluses and an asset to debt ratio of 1.437 in 2007–08 and 1.406 in 2008–09. Table 6–1 shows our progress towards the principal objectives for financial stability we have set for the College. In addition to objectives for operating surplus and debt reduction, they include goals for annual fund, total giving, and endowment.

Table 6–1: Strategic Indicators of Financial Stability, 2006–09

		2006–07	2007–08	2008–09	2009–10	2010–11	2011–12
Annual Operating Surplus (CHR)	<i>Target</i>	100,000	50,000	50,000	50,000	50,000	50,000
	<i>Actual</i>	103,168	133,535	151,155			
Annual Mortgage Reduction (CHF)	<i>Target</i>	300,000	400,000	400,000	500,000	500,000	550,000
	<i>Actual</i>	300,000	300,000	300,000			
Annual Fund (US\$)	<i>Target</i>	350,000	300,000	325,000	350,000	370,000	400,000
	<i>Actual</i>	278,792	325,813	249,588			
Total Giving (US\$)	<i>Target</i>						
	<i>Actual</i>	1,073,977	1,669,403	2,075,587			
Endowment (US\$)	<i>Target</i>		2,000,000	4,000,000	6,000,000	8,000,000	10,000,000
	<i>Actual</i>	467,971	499,626	2,467,475			

Source: Franklin College Institutional Effectiveness Report (IER), Office of Advancement, Office of Finance and Administration.

As shown in Table 6–1, we have finished the first two years in the period with larger operating surpluses than desirable for our non-profit status given difficulty in providing timely projections of spending near the end of each financial year. In future years, closer monitoring of budgets by department heads during the year and by the Office of Finance and Administration near the end of the financial year should bring us closer to meeting our objective of accumulating yearly surpluses no greater than CHF50,000. (See Appendix 6–1: Summary Financial Reports, 2004–09). A confounding factor is the effect of summer revenue, given that final summer course registrations happen very close to the end of the fiscal year. We are now accounting July summer revenue in the financial year in which it occurs, rather than treating all revenue from a given summer in the year ending that June. This shift should lessen unpredictability.

2.1.1 Mortgage Indebtedness

Our rate of mortgage reduction is determined through negotiations with our lender. The College has successfully raised funds and negotiated favorable bridge-loan conditions (a mortgage will be negotiated upon completion of phases 1 and 2) for the residential building project while intending to repay capital at an increasing rate over the period, as shown in Table 6–1.

2.1.2 Resource Development and the Office of Advancement

Table 6–1 shows that we did not meet our objectives for the annual fund, total giving, and endowment in the period 2006–09. This continuing challenge of resource development was one factor that led to the hiring of a Provost/Vice-President for Academic Affairs in 2008 to free up the President to concentrate on fundraising activities. This was followed up by a re-organization of the Office of Advancement, completed by fall 2009 with the hiring of a new Vice-President for Advancement.

The Office of Advancement is charged with furthering the interests of Franklin College in two major ways: first, by designing and implementing a comprehensive, professional fundraising program that seeks to provide current operational resources as well as capital for growth of programs and physical plant; and second, by developing initiatives which serve and engage alumni, parents, and friends, thus strengthening their relationships with the College. At the start of fiscal year 2009–10 the office was fully staffed with the newly hired Vice-President, directors for the annual fund and alumni relations, a major gifts officer, and an administrative coordinator. A discernible esprit de corps is quickly developing among the staff, which will be crucial to the long term success of the team.

2.1.3 Development

The Office of Advancement seeks voluntary financial support from alumni, parents, friends, corporations, and foundations. It organizes its work through a broad-based annual fund program whereby unrestricted yearly gifts are solicited from alumni and parents for the purpose of helping to defray the College’s operational costs; and a major gifts program, which generally uses a diverse set of tools, techniques, and giving vehicle to seek larger, purpose-restricted gifts from a targeted subset of constituents.

Given our short history and small size of the student body in the College’s early years, it should not be surprising that resource development has been a slow-growing activity at Franklin. As Table 6–2 shows, total giving to the College over the last ten years, as represented by total yearly receipts, has never exceeded US\$2M annually. Average annual total gift income during this decade was about US\$1.2M. More important, this figure reveals that 71% of all voluntary support derived from members of the governing board and 29% from all other sources, including non-board alumni, parents, friends, and institutional donors. As our development program matures and more alumni and parents become significant donors -- that is, we grow the overall pie -- we expect that this ratio of board to non-board giving effectively will be reversed.

Table 6–2: Total Giving Fiscal Year 1999–00 to 2008–09, in US Dollars

Fiscal Year	Total Giving	Board Members		Non-Board					
		Amount	% of Total Giving	Alumni	Parents	Corporations	Foundations	Others	Total
1999–00	1,128,467	864,060	76.6%	88,609	27,107	1,650	16,000	131,041	264,407
2000–01	407,092	206,834	50.8%	39,576	31,053	13,130	50	116,449	200,258
2001–02	1,495,754	1,095,655	73.3%	65,312	179,908	9,882	30,800	114,197	400,099
2002–03	763,780	546,470	71.5%	51,707	132,955	13,103	1,000	18,545	217,310
2003–04	754,262	414,326	54.9%	251,753	38,349	0	15,600	34,234	339,936
2004–05	1,288,081	1,067,354	82.9%	75,231	101,194	10,000	5,000	29,302	220,727
2005–06	1,013,886	764,661	75.4%	71,379	28,378	10,000	44,450	95,018	249,225
2006–07	1,752,667	1,323,978	75.5%	60,783	82,812	0	57,550	227,544	428,689
2007–08	1,883,510	1,244,731	66.1%	43,612	111,006	0	47,183	436,978	638,779
2008–09	1,424,850	943,316	66.2%	55,462	138,439	5,000	21,689	260,944	481,534
Total	11,912,349	8,471,385	71.1%	803,424	871,201	62,765	239,322	1,464,252	3,440,964

Source: Office of Advancement.

Mature programs among colleges in our peer cohort and other institutions are generally distinguished by well subscribed and growing annual funds. They also exhibit trends toward rising numbers and sizes of restricted gifts that are solicited from relatively large pools of prospective donors with appropriate financial capacity and demonstrated inclination to give. Franklin has only recently begun to see gratifying signs of development of the first—growing annual fund performance—and is embarking on the second as a major objective as this study is being written.

Unrestricted giving to the College’s annual fund has recently begun to show promising results due to our having hired an experienced annual giving professional and having adopted new, best practice solicitation techniques that are the mainstay of high performing programs at U.S.-based liberal arts colleges. In the last two years we recorded a 34% rate of growth in donors (from 431 to 579) and a 13% increase in giving (from \$230,842 to \$260,181). Alumni and parent donors to the annual fund have increased in number by 35% and 20% respectively. Participation rate among alumni has doubled in just one year from 9% to 18%. We are especially encouraged

by the growth of donors of \$1,000 or more. These have increased by 33% in the past year. At the same time average gift size in this category has risen at nearly the same rate. We are making every effort to sustain these trends; it is well known that most eventual major gift donors first reveal themselves as members of the higher end annual giving pool and that a sizeable base of consistent annual fund donors is one key to successful fundraising campaigns.

In the next four years advancement will engage in the very important foundational work that will allow the planning and implementation of a multi-year comprehensive fundraising campaign whose conclusion will likely coincide with the College's 50-year anniversary in 2019. We will focus our efforts on tasks that will diversify gift income streams, improve the knowledge base of the institution with respect to our constituents, and develop strategies that will generate long term growth of gift income that supports the College's current mission and provides funding for its future vision. Among the important projects underway this year are electronic wealth screening of our alumni, parents, and friends by a commercial provider of such services; the creation of a parents and family program to engage the family members of our students and alumni and deepen their bonds with the College; deployment of an alumni survey to capture key bio-demographic and attitudinal data; initiation of a planned giving program; expanded outreach to potential corporate and foundation donors; and the development of a comprehensive prospect management process to make best use of the fruits of these labors.

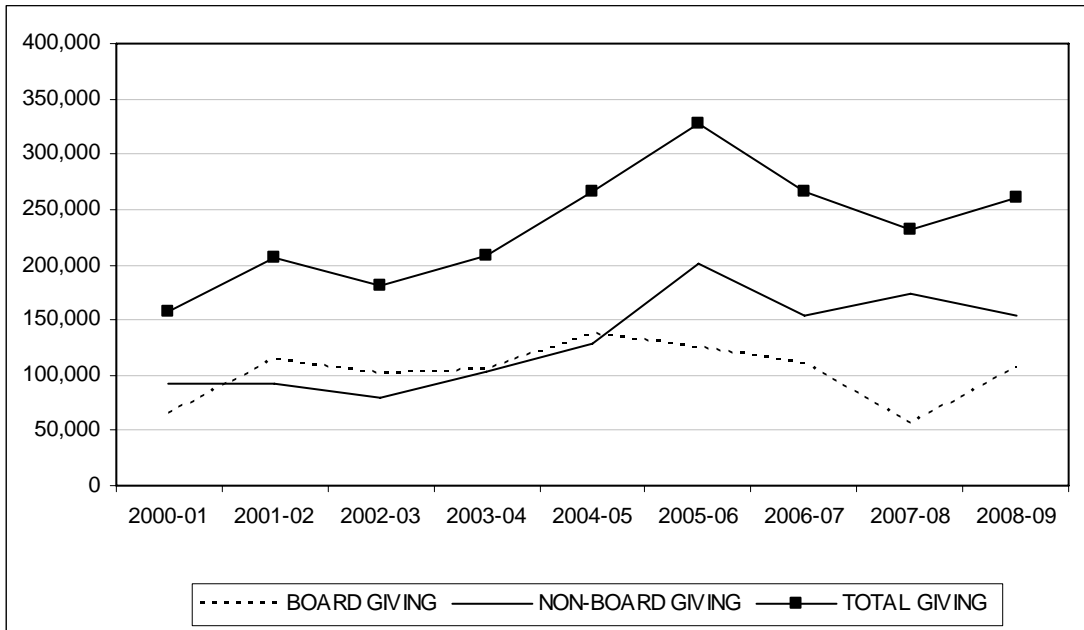
An important thread tying together elements of our plan is our goal of creating a culture of philanthropy among all of our constituents—from alumni and parents to students, faculty, and staff. We will encourage everyone who has a connection to the College to think actively about making a personal philanthropic investment in the College's mission. The return to the individual of such an investment will be the satisfaction of knowing that by acting to reinforce the values that they share with the College they are playing an important role in ensuring Franklin's success in creating the leaders of tomorrow's world.

Largely through gifts from trustees, the College was able to raise the CHF2,586,000 necessary for its share of the phase one and two of the "New Residence" building project. In general, the largest portion of trustee giving has in fact gone towards capital funds. Our endowment has benefited greatly from a recent pledge of \$2,000,000 from a trustee—US\$1,000,000 of which was received in 2008–09 and the remainder slated for spring 2010—towards support of the Academic Travel program, donated in honor of international educator Mary Fleming.

Figure 6–1 shows the growth in non-Board contributions to the annual fund over the long term. Donations from the Board have thus been able to go for other purposes, especially capital

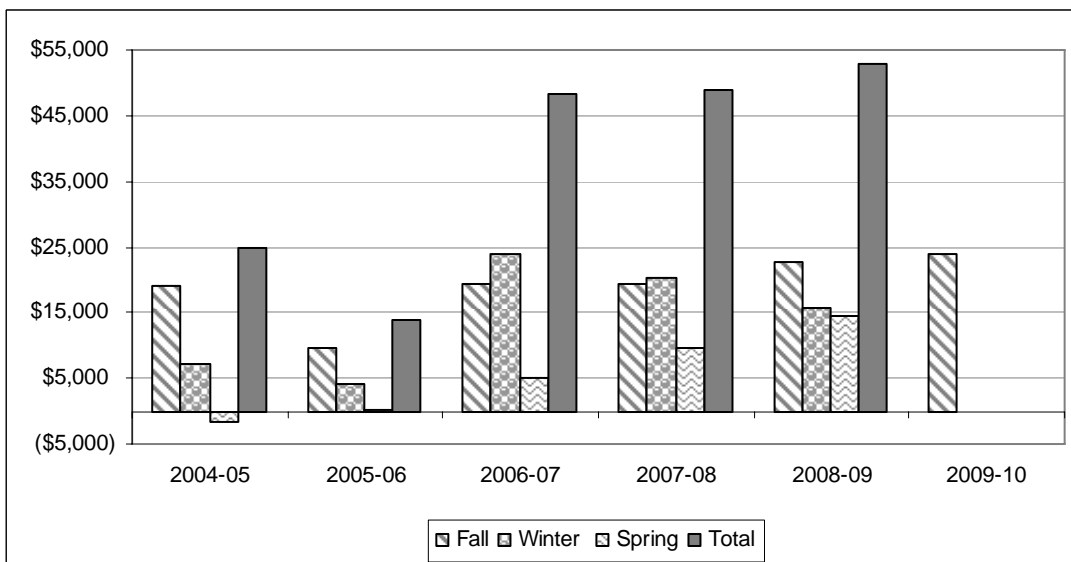
building projects. Also, the Phone-a-thon, which puts current students directly in contact with alumni and friends of the College raised in the range of US\$45,000-US\$55,000 per year (see Figure 6–2), and this program allowed the Advancement Office to instill in future alumni an ethos of giving back to the institution by involving current students in the process.

Figure 6–1: Sources of Gifts to the Annual Fund, 2000–09



Source: Vital Signs 2009, p. 69 and Office of Advancement.

Figure 6–2: Phone-a-thon Results, 2004 to 2009



Source: Office of Advancement.

2.1.4 Alumni Relations

Alumni relations, the second main function of the Office of Advancement, entails providing alumni with opportunities to connect with the college and each other and has the goal of creating and sustaining stakeholders by nurturing life-long relationships. It carries out its responsibilities by staging events, fostering communications, and creating opportunities for engagement. By creating “stakeholders” the alumni relations office performs as a direct partner with the rest of advancement in developing a cadre of engaged donors whose values are aligned with those of the College.

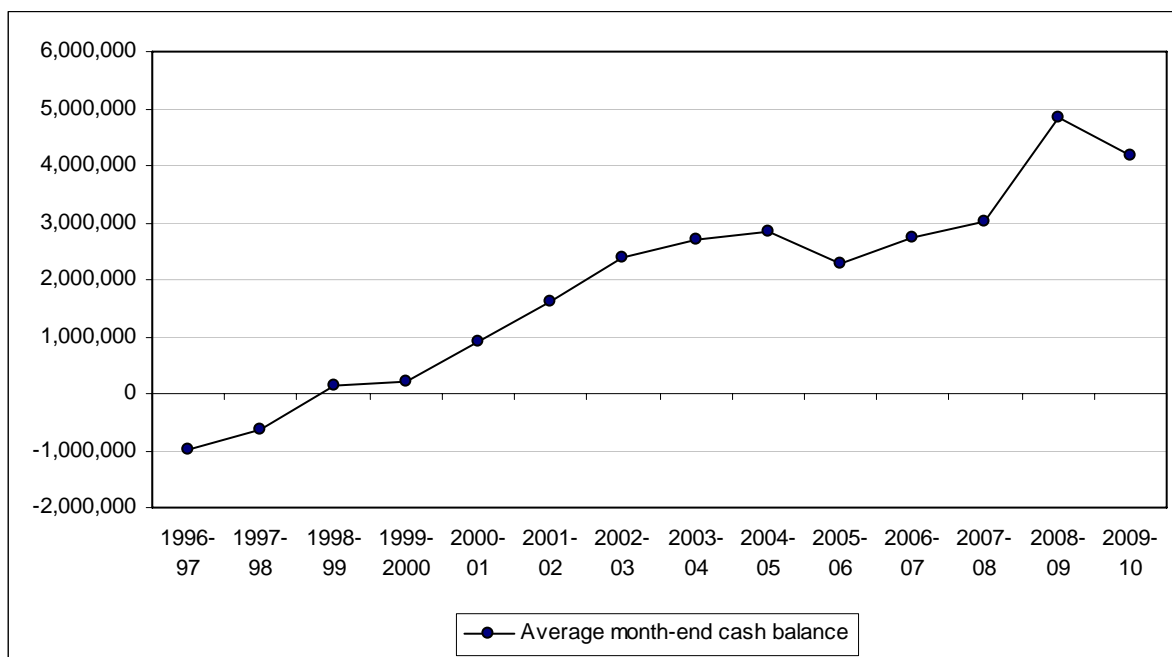
For the period 2004–07, the alumni relations function at Franklin had inconsistent staffing and weak programming. Events tended to attract twenty or fewer alumni on average and rarely rose above the level of cocktail receptions. With the hiring in 2008 of an energetic and resourceful recent alumnus into the new position of director, the alumni relations office has dramatically reversed course. Attendance at the dozen events, which now routinely include a significant intellectual or entertainment component and held each year around the world, continue to break records. For example, events in Washington, D.C. and New York City held in 2009 drew 132 and 97 attendees respectively, nearly double the number from the previous year. Newly instituted post-event email surveys show strong levels of participant satisfaction and numerous alumni have volunteered their time to help plan and implement events in their areas.

2.1.5 Cash Flow

Franklin’s cash flow has improved significantly over the past 10 years, leading to a consistent strengthening of the average monthly balance, as shown in Figure 6–3 and Appendix 6–2. Cash flow increased because of many factors, including: increase in enrollment; better management of receivables; improving relations with vendors; and the continuous monitoring of the U.S. dollar in relation to the Swiss franc in order to take advantage of forward exchange contracts. The purchases of forward exchange contracts when the exchange rate is advantageous to the College allow for an increased cash flow.

Improved controls, strategic calculations of due dates, and faster preparation of invoices have also contributed to better management of accounts receivables. An upgrade to Great Plains, our integrated accounting system, has greatly improved the preparation of billing on a timely basis, and we have implemented a system for students and families to view accounts on-line. Coupled with the improving financial surplus, the changes made in managing receivables has allowed for a healthier cash flow.

Figure 6–3: Average Monthly Cash Balances (Combined US Dollar and Swiss Franc Accounts, Expressed in Swiss Francs)

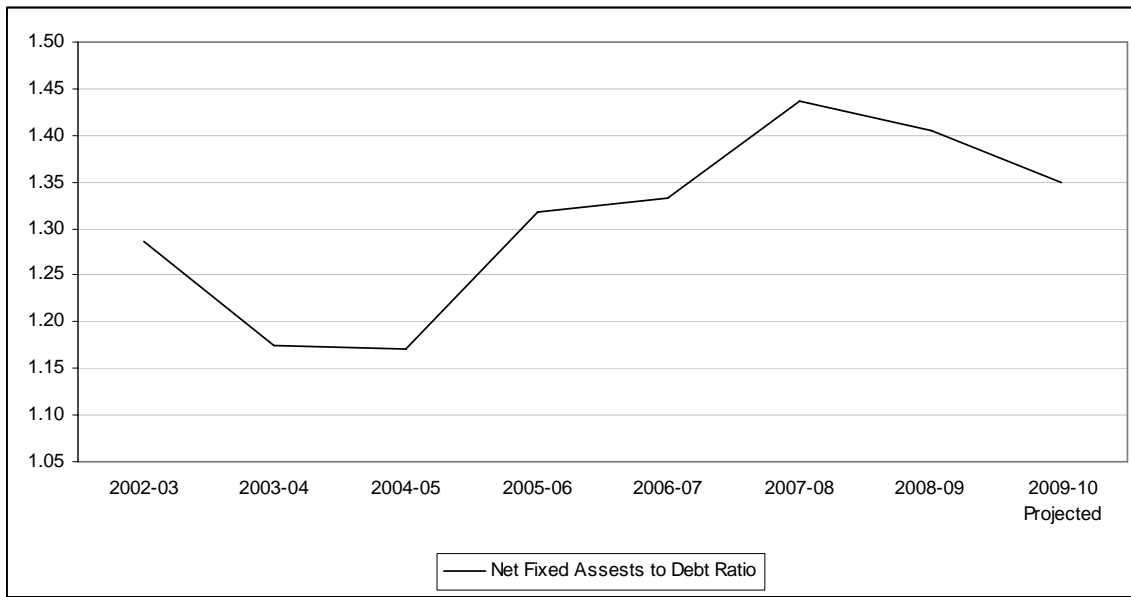


Source: Office of Finance and Administration.

2.1.6 Net Fixed Assets and Debt

As Franklin has experienced strong growth in enrollment, we have subsequently expanded the campus in the past 10 years. During the fiscal year 2003–04, the acquisition of the new North campus had a significant impact on the balance sheet of the College. As shown in Figure 6–4 and Table 6–3, this move greatly affected the line items of net fixed assets and debt. Nonetheless, the College has been diligent in containing and reducing debt on a consistent basis: the net fixed assets to debt ratios have shown a positive trend since the acquisition of the second campus until the most recent financing of the New Residence project. This ratio of net fixed assets to debt is a good indicator of Franklin’s financial stability.

Figure 6–4: Trends in Ratios of Net Fixed Assets to Debt, 2002–10 (Projected)



Source: Office of Finance and Administration.

Table 6–3: Net Fixed Assets, Total Debt and Relative Ratios, 2002–10 (Projected)

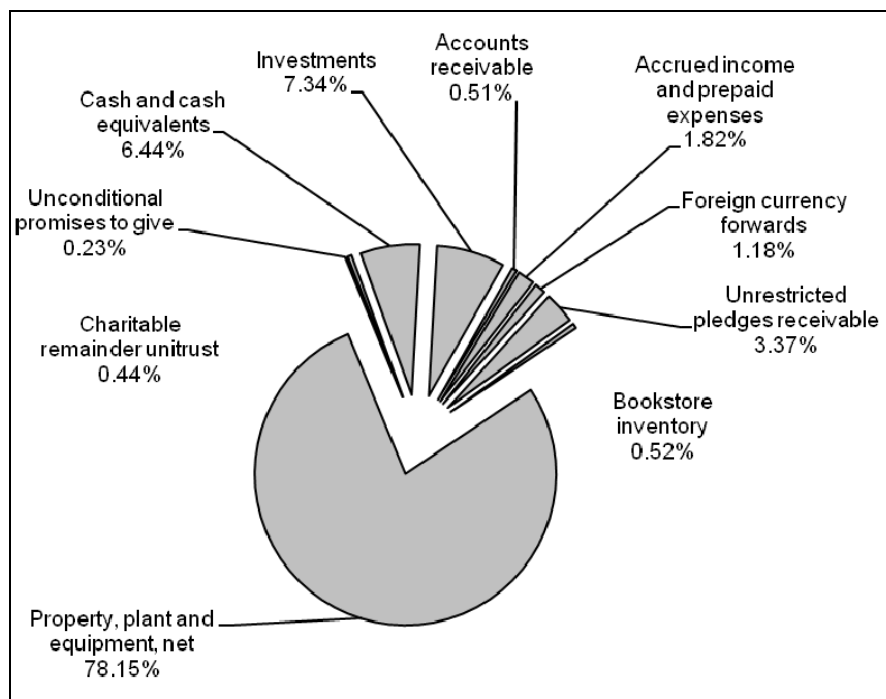
Year	Net Fixed Assets (CHF)	Debt (CHF)	Ratios
2002–03	10,118,193	7,862,000	1.287
2003–04	20,911,703	17,812,000	1.174
2004–05	20,612,569	17,612,000	1.1704
2005–06	22,422,896	17,012,000	1.3181
2006–07	22,281,040	16,712,000	1.3332
2007–08	23,585,190	16,412,000	1.437
2008–09	27,400,447	19,493,442	1.406
2009–10 (Projected)	29,300,000	21,700,000	1.35

Source: Office of Finance and Administration.

The Lugano real estate market has not undergone the severe property devaluations seen elsewhere in Europe and North America during the recent recession, and so Franklin’s property assets have remained substantially stable, while we make increasingly larger annual payments on principal: from CHF300,000 a year currently to a planned CHF550,000 by 2012.

Figure 6–5 shows the breakdown of the nature of Franklin’s fixed assets in 2008–09, with the largest portion represented by long-term assets and investments. This is representative of the distribution of Franklin’s assets over the period

Figure 6–5: Breakdown of Total Assets for Fiscal Year 2008–09 (Unaudited)



Source: Office of Finance and Administration.

2.1.7 Budget Process

Franklin follows a “zero-base budgeting” model in which departments propose all items for the next budget year, giving rationale and justifications. These budget proposals, along with course enrollment projections and other predictors of revenue in the coming year, are gathered by the Office of Finance and Administration, which begins to generate iterations of the budget to the President. Department heads and members of the President’s extended cabinet are consulted in the process. The budget is presented to the Board of Trustees for approval at its spring meeting, though we expect that the budget will need to be refined further as enrollment projections and other factors become clearer.

General resource allocation priorities rooted in the strategic plan assist the VP for Finance and Administration, President, and Board in keeping an overall steering vision of the institution during this capillary, consultative process. As many as 20 iterations of the budget can be created before the final budget is approved. While this system indicates careful monitoring and extensive

feedback during the budget-building process, the Provost, President and Vice President for Finance and Administration are currently discussing ways to make the process more effective.

We provide balance sheet summaries for the past five years in Appendix 6–3. Appendix 6–4 shows the annual 2009–10 projected budget, while budget forecasts for the following two years are given in Appendix 6–5. Our analysis of balance sheet trends—including cash flow, receivables, fixed assets, net surplus comparison, gifts, and grants—confirms that Franklin is on sound financial footing, while progressively improving available resources.

2.2 Strategic Priority 2: Reaching Critical Mass

Our need to grow in both size and quality has been the hallmark of Franklin’s strategic planning since 1995. The emphasis on critical mass in the 2006–11 Strategic Plan continues this long-range vision. We called for a larger student body based on the need to provide additional resources and a rich social and cross-cultural environment, with a corollary need to increase faculty, administration and staff, and relative physical capacity.

As shown in *Chapter Three: Franklin Students*, up until fall 2009 Franklin has enjoyed the continuous enrollment growth called for in our strategic plan through a combination of incrementally increasing new student enrollments and improving retention. Because of a last-minute decrease in new student enrollments in fall 2009 attributable to world economic conditions, we are currently about 15.0 FTE students behind our target for annual FTE goals based on December 17, 2009 projections by the Office of the Registrar (See Table 6–4) Student retention has also fallen off after years of steady improvement. (See also Appendix 6–5 for a conservative enrollment projection for budgeting purposes through to 2011–12.)

Therefore, Franklin is emphasizing enrollment management as a priority concern. Student recruitment was the major issue on the agenda of the 2009 administrative retreat, and currently the members of the Provost’s Advisory Council are carrying out strategic planning around student recruitment and retention.

Table 6–4: Strategic Indicators of Critical Mass (2009–10 Projections as of December 17, 2009)

		2006–07	2007–08	2008–09	2009–10	2010–11	2011–12
Annual FTE	<i>Target</i>	330	360	400	437	471	500
	<i>Actual</i>	324.5	357.4	424.4	421.9 (projected)		
Fall New Students	<i>Target</i>	160	165	175	185	195	200
	<i>Actual</i>	156	170	178	144		
Spring New Students	<i>Target</i>	30	35	40	45	50	50
	<i>Actual</i>	20	34	36	38 (projected)		
Spring/Fall Attrition	<i>Target</i>	14.0%	12.0%	12.0%	12.0%	12.0%	12.0%
	<i>Actual</i>	14.0%	7.8%(4)	12.5%	14.2%		
Fall/Spring Attrition	<i>Target</i>	8.0%	5.0%	5.0%	5.0%	5.0%	5.0%
	<i>Actual</i>	6.8%	4.4%	5.8%	5.0% (projected)		
Fall Cohort 1st Year Retention	<i>Target</i>	59%	75.0%	77.0%	79.0%	82.0%	85.0%
	<i>Actual</i>	68.4%	74.6%	65.7%			
Fall Cohort 1st Semester Retention	<i>Target</i>	86.4%	95%	95%	95	95	95
	<i>Actual</i>	84.6%	94.0%	89.3%			

Source: Targets—Institutional Effectiveness Report (IER); Actual and Projections—Office of the Registrar.

As part of “critical mass,” the 2006–11 Strategic Plan also calls for further development of the organizational structure of the College “to accommodate growth, with 20 additional administrative and staff positions introduced over the period.” We identified 20 additional non-faculty personnel needed during the previous 2002–03 strategic planning process; we have since added approximately 12 administrators and staff, but have not yet met the need for an additional 10 full-time equivalent positions.

Since Franklin would most likely be unable to add this many new positions before 2011, our staff can still feel “stretched” and “one person deep,” as anecdotally reported in many offices across campus. The next round of strategic planning needs to address workload issues for all staff, as well as priorities for remaining hires.

2.3 Strategic Priority 3: Increase the Quality and Diversity of Student Body and Faculty

See also *Chapter Three: Franklin Students*.

In *Chapter Three: Franklin Students*, we analyzed the student body at Franklin College and the strategies we are using to increase the quality and diversity of our student population. As seen

in that chapter, we have allocated resources for recruitment and retention in line with the strategic plan, and we have seen excellent results up until fall 2009. We recognize, however, that we are not meeting our goals for academic quality, and especially for student diversity, in terms of geographic distribution and gender balance, as summarized in Table 6–5. We concluded that we need to analyze our use of resources for recruitment and to develop ways of recruiting a higher percentage of students from outside the United States. One way of accomplishing these goals in future enrollment management plans could be to allocate resources to increase the relative percentage of study abroad students through articulation agreements with non-U.S. universities: a strong opportunity to address our geographic diversity goals.

Table 6–5: Select Indicators for Strategic Priority 3, Quality and Diversity of Student Body and Faculty

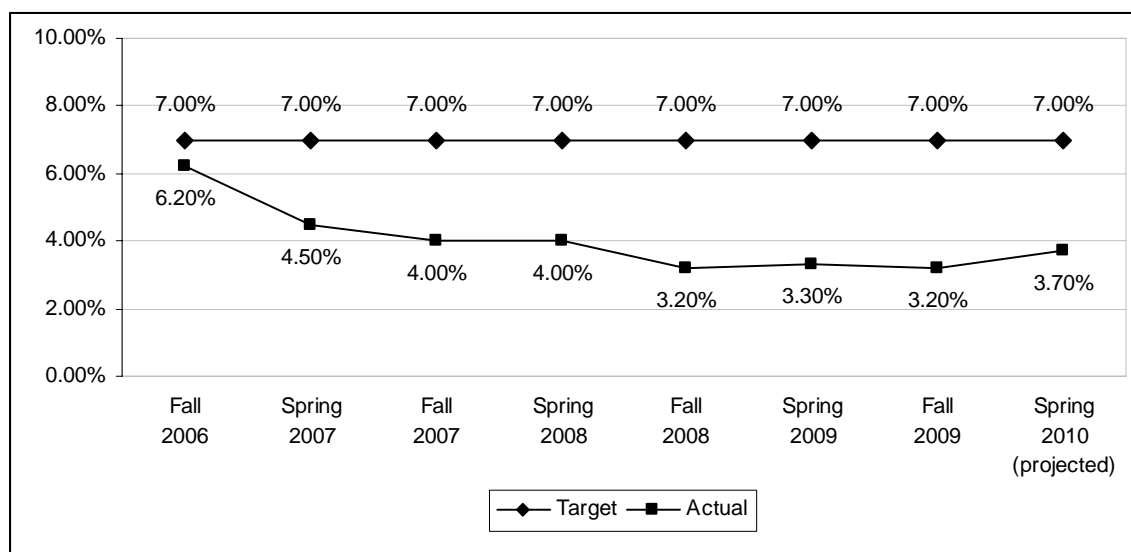
		2006–07	2007–08	2008–09	2009–10	2010–11	2011–12
Acceptance Rate	<i>Target</i>	75.0%	74.0%	73.0%	72.0%	71.0%	70.0%
	<i>Actual</i>	72.8%	67.8%	71.7%	71%		
Avg. SAT New Students	<i>Target</i>	1180	1180	1200	1225	1250	1275
	<i>Actual</i>	1160	1177	1188	1180		
Avg. High School GPA New Students	<i>Target</i>	3.10	3.20	3.25	3.25	3.30	3.30
	<i>Actual</i>	3.25	3.20	3.21	3.26		
US/non-US Students	<i>Target</i>	60/40	60/40	58/42	57/43	56/44	55/45
	<i>Actual</i>	62/38	64/36	65/35	67/33		
Male/Female Students	<i>Target</i>	35/65	36/64	37/63	38/62	39/61	40/60
	<i>Actual</i>	36/64	37/63	36/64	35/65		
Number of Countries Represented	<i>Target</i>	55	56	58	60	62	65
	<i>Actual</i>	46	57	63	65		
% of Study Abroad Students	<i>Target</i>	7.0%	7.0%	7.0%	7.0%	7.0%	7.0%
	<i>Actual</i>	5.4%	4.0%	3.3%	3.2		
Franklin Scholar Retention %	<i>Target</i>	90.0%	90.0%	90.0%	90.0%	90.0%	90.0%
	<i>Actual</i>	50.0%	81.8%	69.3%	100% (projected)		

Source: Targets—Institutional Effectiveness Report (IER); Actuals—Office of Admissions, Office of the Registrar.

Our objective in the 2006–11 Strategic Plan was to keep the study abroad population in a range between 6-8% of the total student headcount, as we wanted to maintain a population of degree-seeking students who would be fully and positively engaged in the academic and social

life of the College. However, over the past four years the relative percentage of study abroad students at Franklin has dropped increasingly below this goal, as shown in Figure 6–6. Two factors have been at play: 1) an increasing desire by U.S. institutions to develop their own study abroad programs, and 2) the cost-benefit decision by Franklin to commit its limited admissions resources to recruiting degree-seeking students who will stay for three to four years, rather than study abroad students, who typically remain for one or two semesters.

Figure 6–6: Percentage of Study Abroad Enrollments



Source: Office of the Registrar.

At various points over the past five years, the President’s Cabinet has discussed the possibility of increasing student diversity in different ways by recruiting a greater number of students from lower income families and by increasing the number of students of color. Up to now, our conclusion has been that we do not have the resources to offer the amounts of financial aid that such goals would entail. We should revisit this question now that the College has a new Advancement team.

2.4 Strategic Priority 4: Expanding Campus Infrastructure

2.4.1 Facilities Planning

As early as 1999, Franklin attempted to purchase the Leonardo Di Vinci property (now known as North Campus – Franklin) but it was not until 2004 that we successfully acquired these additional campus facilities that made possible the expansion of our campus. In the interim, Franklin engaged an architect to develop the Main (Kaletsch) Campus facilities. This plan called for the creation of additional faculty/staff offices, more classrooms, library expansion, and recreational facilities. However, the estimated costs for expansion of the Main Campus escalated

from the base projection of CHF11 million to CHF22 million. Under advisement of the Board, plans to raise the necessary capital funds were put on hold. The purchase of the North Campus facilities for a total cost of 11 million, while not providing all the facilities desired in the master plan, made expansion possible and enhanced the overall facilities of the College.

With the addition of North Campus, our long-range vision to increase Franklin's student body became possible. Additional office space, recreational space, and residence halls were also part of the long-range plan as a result of the North Campus acquisition. Currently, the second phase of a new residence complex is nearing completion, adding to our Franklin-owned residential property.

The North Campus nearly doubled the number of classrooms and administrative offices at Franklin and, following the addition of a new third-floor on the North Campus academic building, has provided 16 private faculty offices and a conference room. The North Campus also contains a 55-bed residence, a 120-person capacity dining hall, a gymnasium, an athletic field and two independent apartments. Through further capital investments and private donations, the North Campus Academic Building has been outfitted with a 24-computer electronic classroom (2005), the Writing & Learning Center (2005), the Faber-Lowerre Graphics Design laboratory with 16 Macintosh computers and a plotter (2007), the Fowler Library with study space for approximately 40 students, including eight workstations (2007), and a science laboratory scheduled to come on line early in 2010.

While the Da Vinci purchase satisfied some of the demand for office space and provided room for growth in terms of necessary classrooms, we still need additional residences, social and study space for students (including expanded dining facilities and library space), and more office space. The master building plan portion of 2006–11 Strategic Plan therefore contains three main priorities: building additional residences, expanding both physical and electronic information resources, and expanded facilities for dining and social space.

Given its direct link to financial health, Franklin gave first priority to building three additional residences in three phases, the third of which calls also for additional faculty office space. In addition to providing student housing necessary for growth, owning additional campus residences allows the College to increase revenues without expending resources on rental agreements with local landlords, thus building equity in the process. The new residence has proved popular with students; even though it is the most expensive housing on campus, it is fully occupied and has been praised by residents.

Construction delays for both Phase 1 and Phase 2 due to problems with water on the site and inclement weather caused both buildings to open mid-year rather than at the start of the fall

semesters as originally planned. This resulted in a considerable loss of potential revenue in 2008–09 and 2009–10 and also caused some disruption to on-campus housing policies, as it was necessary to allow more students to live off-campus or in temporary rental properties in the fall semesters. Table 6–6 shows the relevant financial aspects of the New Residence project.

Table 6–6: Key Financial Aspects of “New Residence” Building Project

Residential Building Project—“New Residence”			
Financial Aspect	Phase 1	Phase 2	Phase 3
Ready for Occupancy	January, 2009	January, 2010	To be determined
Number of Beds	33 + 2 (Jan. 2010)	40	53
Yearly Revenue	CHF350,000	CHF400,000	CHF550,000
Yearly Financing Costs	to be determined	to be determined	to be determined
Total Mortgage Indebtedness	CHF3,100,000	CHF2,900,000	to be determined
Amortization	CHF190,000	CHF175,000	to be determined
Net Increase in Capital Assets	CHF4,900,000	CHF4,100,000	to be determined

Source: Office of Finance and Administration.

Phase 3 of the project has been put on hold until we raise further funds and the effects of the world economic crisis on Franklin become clear.

Table 6–7 shows projected student housing needs and plans. We provide two versions: one using the more conservative business plan enrollment projection, and another utilizing enrollment objectives. Together, the two versions show that there will be a shortage of beds in the fall 2011 semester in the range of 20–33, forcing us again to adopt temporary measures as we did in fall 2009 and fall 2010. However, there will be a surplus of beds in the spring semesters, suggesting that enrollment efforts should also be directed towards better balancing fall and spring student headcounts.

Table 6-7: Projected Student Housing Needs, 2009-12

	<i>Fall 2009</i>	<i>Spring 2010</i>	<i>Fall 2010</i>	<i>Spring 2011</i>	<i>Fall 2011</i>	<i>Spring 2012</i>
Using original business plan enrollment projections:						
Projected semester headcount (original business plan)	450	430	475	441	511	474
Number of students on-campus (80%)	360	344	380	353	409	379
Number of beds needed at 96% occupancy	375	358	396	367	426	395
Number of beds available	366	406	406	406	406	406
Surplus or shortage of beds	-9	48	10	39	-20	11
Using enrollment objectives:						
Projected semester headcount (if enrollment objectives are met)	459	433	495	467	527	498
Number of students on-campus (80%)	367	346	396	374	422	398
Number of beds needed at 96% occupancy	383	360	413	389	439	415
Number of beds available	366	406	406	406	406	406
Surplus or shortage of beds	-17	46	-7	17	-33	-9

Source: Office of Finance and Administration.

2.4.2 Facilities Maintenance

The Department Assessment Plan for Physical Plant (Exhibit 6-1) explains the overall rationale for facilities maintenance. Physical Plant strives to provide support and services taking into consideration the following aspects:

- Mediation between the needs of the institution, as well as allocation of resources, and the implications resulting from budget restraints.
- Maintain consistency in the planning and execution of maintenance, as well as consistency in maintaining a certain view of aesthetics throughout the campus.
- Rational utilization of the structure to avoid over-utilization of certain areas while others remain under-utilized.

- Provide an efficient service to faculty, staff and students by obtaining and upgrading tools and equipment in order to meet the needs of the institution and to allow those areas to have an optimal use of the facilities.
- Effectiveness in performing maintenance services so as to avoid repeated repairs for the same problems, including seeking solutions that are long-term. Physical plant looks to ensure a safe environment for the faculty, staff and students, as well as security of the institution's assets.

Given the relatively good state of our buildings-most of which were built in the last 30 years, as well as the limited numbers of facilities, each annual budget cycle allows for the definition of deferred maintenance priorities to be address in the following year, but also enables Franklin to intervene either directly or through landlords in a timely fashion in case of extraordinary maintenance issues.

2.4.3 Information Resources

Table 6–8 and Table 6–9 detail major investments in IT and information resources over the period 2006 to present. These capital investments capture only in part the cost to the College given the many hours of effort by staff to bring key new innovative services to the community. Important innovations over the period include: the introduction of My Franklin/IQ.WEB/Self-Service (a web interface to the SCT PowerCampus Student Data Management System); the creation of a new Franklin website; the introduction of the learning management system, Moodle; and investments in library database subscriptions, including JSTOR and ArtStor. Moodle and JSTOR have come to Franklin through consortium agreements thanks to our membership in AMICAL (the American International Consortium of Academic Libraries). In terms of access, we have made continual investments to expand wireless Internet availability, bandwidth, and network security.

Table 6–8: Major Investments in IT and Information Resources 2005–06 to Present

	<i>2005–06</i>	<i>2006–07</i>	<i>2007–08</i>	<i>2008–09</i>	<i>2009–10 projected</i>
IQWeb (License and Implementation Costs)	64,000				
Net Community (License and Implementation Costs)		58,000			
Website		264,000	55,000	41,000	40,000
Electronic Subscriptions (Including Moodle and JSTOR)	83,000	79,000	117,000	132,000	148,000
Fowler Library		92,000			
Faber-Lowerre Graphic Design Center		70,000			
New Equipment IT	133,000	25,000	60,000	31,000	120,000
Internet Connectivity/Network Security	63,000	59,000	63,000	97,000	125,000
Total in CHF:	343,000	647,000	295,000	301,000	433,000

Source: Office of Finance and Administration.

Table 6–9: Budget Support Level for Investments in IT

Franklin Budget Support Level in IT *		
<i>Fiscal Year</i>	<i>Budgeted</i>	<i>Actual</i>
2006–07	\$ 901.25	\$ 1,002.81
2000–08	\$ 985.48	\$ 973.90
2008–09	\$ 774.91	\$ 810.61

* The Budget Support Level is a measure of the total IT dollars budgeted per member of the campus population. Headcount is used rather than full-time-equivalent, because the technology support needs of a person do not appear to be proportional to the individual’s full-time work responsibilities, but rather a function of his or her being a part of the technology environment. This benchmark varies considerably by classification of the institution, reflecting differing institutional missions, cultures, resources, staffing levels, and strategies.¹

Budget Support Level Formula¹

$$\text{Budget Support Level} = \text{Total Institutional Budget for IT} / \text{Total Headcount Employees} + \text{Students}$$

Budget Support Level Benchmark¹

Carnegie Classification	25th Percentile	50th Percentile	75th Percentile
Baccalaureate Liberal Arts (BLA)	\$1,029	\$1,235	\$1,571

¹David Smallen and Karen Leach, “Information Technology Benchmarks—A Practical Guide for College and University Presidents”. The Council of Independent Colleges, June 2004

Source: *Vital Signs 2009*, p. 72, and *Office of Finance and Administration*.

Franklin College has been monitoring expenditures for instructional technology over the last five years. As detailed in the 2009 Vital Signs document (Exhibit 6-3, p. 71–74) the data indicate that we are falling behind peer institutions with regard to overall IT support. Using Baccalaureate and Liberal Arts colleges as identified in the Smallen and Leach—Information Technology Benchmarks study of 2004 as comparison, we find that in 2008–09 only 2.54% of our expenditures were dedicated to IT support, putting us well below the 25th percentile among comparison schools. Over time, Franklin’s total expenditures spent on IT have actually declined, alerting us to the fact that we need to emphasize long-range planning and attention to Franklin’s technology infrastructure. While Franklin fares better with regard to the number of computers available to students and staff, data from the Smallen and Leach Benchmark study finds that Franklin falls well below the national average for the number of people that each full-time IT staff equivalent supports. In 2008–09 Franklin’s IT staff supported, on the average, 203.7 people served while the national average for schools in the 25th percentile was only 75 people served. Clearly, staffing and support for IT services is an issue that Franklin needs to address in the immediate future.

Student satisfaction results confirm this analysis. Despite investments and the diligent work of IT and library personnel, student satisfaction with Library resources, Library services, and computer access remain well below that of other four-year private universities who use the Noel-Levitz Student Satisfaction Inventory (see Table 6–10). While these indicators are only proxies for more extensive investigation of IT and library services, they do point to the need for more careful strategic planning around IT and information resources. (See also *Chapter Two: Student Learning* for a discussion of Library Resources.)

Table 6–10: Student Satisfaction with Library and IT Resources, Spring 2009

Item	Franklin College Switzerland			National Four-Year Private			Mean Difference
	Importance	Satisfaction / Std. Dev.	Gap	Importance	Satisfaction / Std. Dev.	Gap	
18. Library resources and services are adequate.							
	6.45	4.09 / 1.69	2.36	6.10	5.32 / 1.39	0.78	-1.23 ***
26. Computer labs are adequate and accessible.							
	6.29	5.02 / 1.58	1.27	6.26	5.31 / 1.56	0.95	-0.29 *

* Difference statistically significant at the .05 level.
 ** Difference statistically significant at the .01 level.
 *** Difference statistically significant at the .001 level.

Source: Noel-Levitz Student Satisfaction Inventory (SSI) Survey 2009.

Our first step in revising the strategic plan for IT was to invite Susan Perry, Senior Advisor of the Andrew W. Mellon Foundation, to campus in fall 2008 to interview students, faculty and staff. (see a copy of her report in Exhibit 6–2). Her recommendations included:

- Better integration of appropriate technology into the curriculum, such as large data sets and geographic information;
- Stronger emphasis on information literacy among students;
- Formation of oversight and advisory committees for Academic Student Support & Information Services, web development and maintenance and Administrative Computing;
- Creation of a 5–7 year plan for the campus network;
- Creation of a server report, detailing their location and functions, for the purpose of ensuring rational and cost effective utilization;

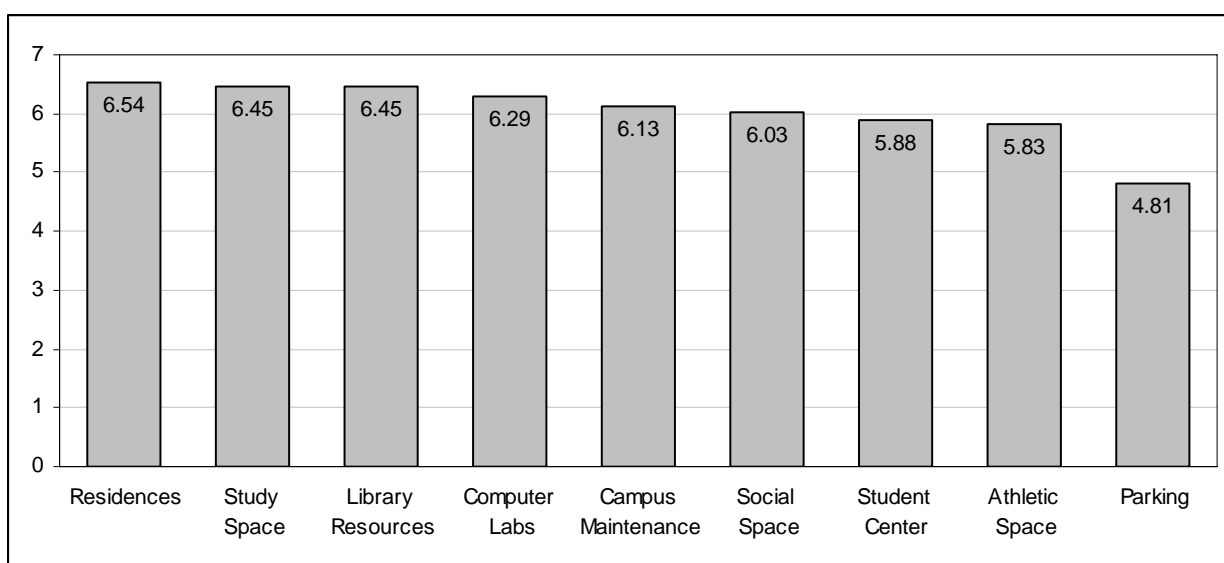
- An application inventory, workflow study and rationalization of current administrative systems and their relationship to the website in order to reduce the current “hodgepodge” of non-integrated administrative systems;
- Reconfiguration of the Writing Center, the Fowler Library and the Graphics Lab to better support electronic software and multi-media assignments; and
- The hiring of one additional staff member to help faculty and student with instructional technology and research information needs.

Franklin has followed up on her report by establishing a bi-monthly meeting of IT support staff, Library, academic affairs, and institutional assessment staff to discuss short-term and long-term issues relating to her recommendations. The Writing & Learning Center and the Fowler Library underwent physical alterations in the summer of 2009 to better integrate the use of those spaces.

2.4.4 Study Space and Social Interaction

According to our research data, Franklin students need more space for studying and social interaction. Figure 6–7 shows the relative importance students attributed to infrastructure items in spring 2008. Figure 6–8, Figure 6–9 and Figure 6–10 from the same study show how the gaps between importance and satisfaction for study space and the library have remained much larger than those for social space, suggesting that, in terms of strategic planning priorities, students would put study space and library resources/services ahead of other infrastructure improvements (residences, computer labs, social and athletic spaces).

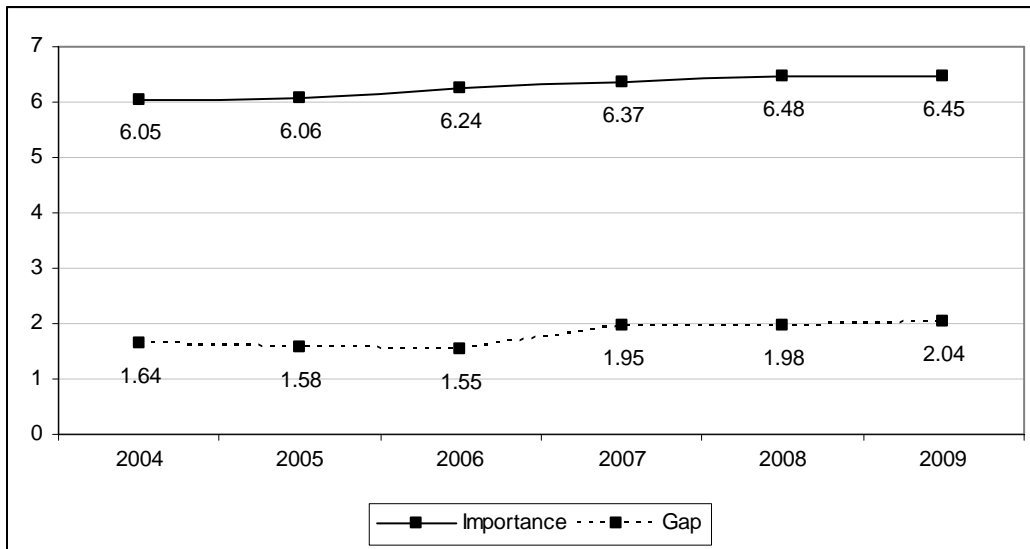
Figure 6–7: Relative Importance of Infrastructure Items to Current Students, Spring 2009



Source: Noel-Levitz Student Satisfaction Inventory (SSI) Survey 2009.

Figure 6–8: Trends—Study Space, 2004–09

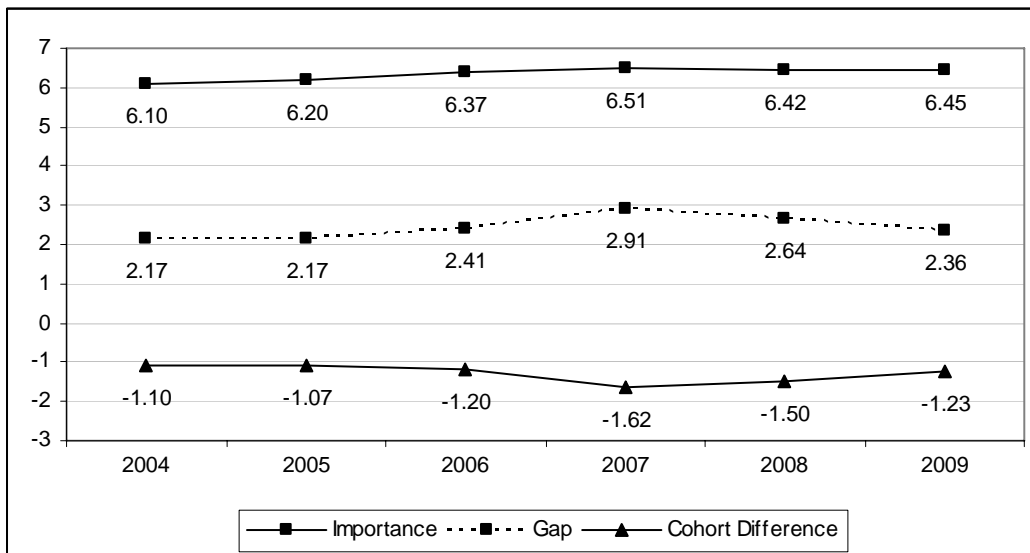
- Student Perceptions of the Importance of Study Space
- Gap between Importance and Student Satisfaction



Source: Noel-Levitz Student Satisfaction Inventory (SSI) Surveys, 2004–09.

Figure 6–9: Trends—Library Resources and Services, 2004–09

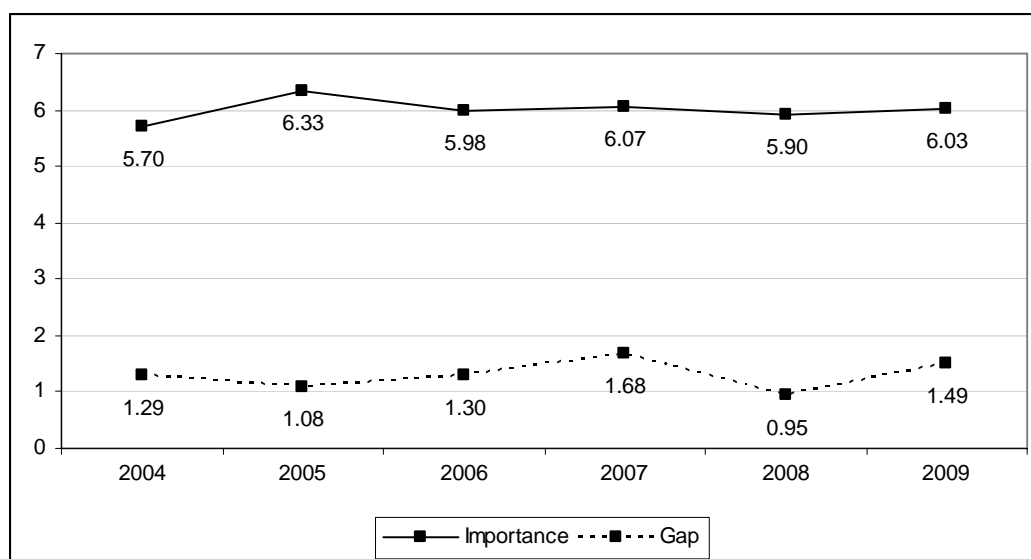
- Student Perceptions of the Importance of Library Resources and Services
- Gap between Importance and Student Satisfaction
- Difference in Satisfaction Compared to Other 4-Year Private Institutions



Source: Noel-Levitz Student Satisfaction Inventory results, 2004–09.

Figure 6–10: Trends—Social Space, 2004–09

- Student Perceptions of the Importance of Social Space
- Relative Gap between Importance and Student Satisfaction



Source: Noel-Levitz Student Satisfaction Inventory results, 2004–09.

These data contrast with Franklin’s current building plan, which calls for dining hall expansion before expansion of the library. Given that neither project is likely to begin before the end of the current strategic planning period, the next round of strategic planning will take into consideration the relative priorities of these projects in light of student retention, and Franklin could possibly change the order of priority for some infrastructure items slated for investments. Some additional study space was created in the academic year 2009–10 through the remodeling of the Writing & Learning Center, which essentially merges it with the Fowler Library.

2.5 Strategic Priority 5: Enhancing Undergraduate Programs

See also *Chapter Two: Student Learning* and *Chapter Four: Faculty*.

Curricular development and reform has consistently remained a strategic priority for Franklin. We accomplished three main goals—creation of a new, viable First Year Experience, Core Curriculum (General Education) Reform, and the establishment of new major programs with an interdisciplinary focus—within the last five years (see *Chapter Two: Student Learning* and *Chapter Four: Faculty*). *Crossing Borders: A First Year Experience*, in particular, has had a direct beneficial “bottom line” effect by greatly improving first-year cohort retention with only modest direct operating costs, as summarized in Table 6–11.

Table 6–11: Principal Goals in Strategic Priority 5—Investments and Results

Goal / Objective	Main Period of Gestation	Investment	Selected results
First Year Experience	2004–07	<ul style="list-style-type: none"> CHF 72,000 year operating budget—CHF 40,000 net increase over previous “Great Books” model (SEM 100) EAP Coordinator position created (approximately CHF 30,000 differential in remuneration over previous adjunct lecturer position) 	1st edition of Crossing Borders in 2007–8 met: <ul style="list-style-type: none"> Retention goals (75% spring to fall retention for first-year cohort vs. 58% 5-year average) Other key objectives, including those for student success and student learning
Core / General Education Reform	2005–08	<ul style="list-style-type: none"> Few direct operating costs Considerable investment in time and energy of faculty, staff and administration 	<ul style="list-style-type: none"> New Core requirements ready for incoming class of 2009–2010 Reduction of Core requirements from 56 credits to 47
Interdisciplinary Majors	2005 to present	<ul style="list-style-type: none"> 2 new faculty positions in Comparative Literature/Modern Languages (2005) 1 new faculty position in Italian (2007); 1 new faculty position in Social Science / Sustainable Development (2009) 	New majors in: <ul style="list-style-type: none"> Comparative Literary and Cultural Studies (2005) Environmental Studies (2006) Italian Studies (2008) French Studies (2008) History (2008)

Source: Office of the Dean, Office of Finance and Administration, and Vital Signs 2009, p. 30.

2.6 Strategic Priority 6: Emphasize Faculty Scholarship and Research

See also *Chapter Four: Faculty*.

In *Chapter Four: Faculty*, we describe the rationale, goals, and progress we have made in becoming an institution where faculty research and professional engagement more fully inform undergraduate intellectual life and learning. We have hired faculty with upcoming books and ongoing research agendas, and we have implemented initiatives such as course releases and faculty development funding. Franklin has hosted several important international conferences, and we have developed the Mosler Economic Policy Center (MECPOC), an institute funded through the generous private support of economist and financier Warren Mosler. This center hosts yearly conferences that lead to edited proceedings publications. (See also Exhibit 4–1 for *Chapter Four: Faculty* that detail faculty research, publications, and conferences.)

Our next round of strategic planning will need to address the relative strategic importance of faculty scholarship as it relates to the larger Franklin mission and to aspects such as Swiss

accreditation, the development of research institutes, and graduate program offerings. This assessment in turn will lead to consideration of how the College intends to further support faculty scholarship.

2.7 Strategic Priority 7: Completing University Name Change and Establishing Graduate Programs

See also *Chapter One: Franklin College's Identity* and *Chapter Five: Governance and Organization*.

As described in Chapter One, the Board of Trustees resolved to change the name of Franklin to include the term “university” in 2006. The principle motivation for this change was the perception that European audiences continued to equate “College” with secondary school, thus hurting our prestige and recruiting potential. By June, 2008, Franklin had completed the name change process to Franklin University Switzerland in the United States with the State of Delaware, the U.S. Department of Education and Middle States respectively. At the same meeting, the Board approved an organizational restructuring that called for the creation of two “Faculties” and two “Institutes.”

In the meantime, Franklin completed a follow-up report to Center of Accreditation and Quality Assurance of the Swiss Universities (OAQ), submitted in October 2008. In conversations with representatives from OAQ during the lead-up to the consignment of the report, we were advised to await the outcome of the report, and then to take advantage of new legislation that created categories of institutions of higher education for which we could apply. In 2005, OAQ and the Swiss University Conference (CUS/SUK) recognized Franklin’s B.A. programs, but did not accord us ‘university status.’ The new legislation now allows us to apply for such recognition. In response to the October 2008 report, CUS/SUK has continued our Swiss accreditation on a probationary status until 2012, at which time Franklin has been invited to apply for institutional accreditation in addition to the accreditation of its academic programs.

Franklin must now decide whether to maintain the name of *Franklin University Switzerland*—as it is currently known by in the United States—while continuing to use the name Franklin College Switzerland for recruiting and marketing purposes. Alternatively, we could request that the name change in the United States be rescinded or otherwise made not to appear as such on the MSCHE website and other official sites. We must also decide if we wish to continue to pursue Swiss institutional accreditation and, if so, at what level: as a BA-granting institution or as an MA-granting institution.

We have begun internal discussion over the nature of the graduate program or programs that Franklin might introduce. Faculty have brought forward several proposals, and a generous trustee donation has provided seed money for us to hire a coordinator who will verify the possibility for a graduate institute and MA program in the area of finance. If we develop a graduate program or programs in the near future, this change must be done in time to meet both MSCHE requirements and Swiss requirements for institutional accreditation after 2011.

3. Auditing and Risk Assessment

Franklin undergoes six distinct audits every year. The auditing firm, KPMG (either their Lugano or Zurich offices), handles those in Switzerland:

- Statutory Swiss Audit
- Audit (under U.S. and U.S. auditing standards) of the Swiss entity in U.S. GAAP format (for the Department of Higher Education)
- Combined statements Swiss and U.S. entity
- Swiss Audit on Risk Assessment and Risk Control

The other two audits are handled by two different firms in the United States:

- Franklin University Switzerland, Inc.: Funaro & Co, (New York, New York);
- Audit on Compliance of Federal Family Education Loan Program: Wheeler, Wolfenden, & Dwares (Wilmington, Delaware).

The Swiss audit on risk assessment and risk control was a new requirement beginning with 2008–09. In accordance with the new requirements under the Swiss Code of Obligations (Art. 663b, Par. 12, OR) Franklin is now subject to regulations that require us to complete a risk assessment on an annual basis that must be included in the notes to our annual audits.

To address this important additional audit requirement, Franklin College engaged an experienced external auditor, Mr. Mauro Palazzesi (previously with KPMG, our Swiss auditors, but now independent from KPMG), to work closely with the Vice-President for Finance and Administration in preparation for the 2008-09 audit. Figure 6.11 presents the findings of that study graphically. We identified twelve important risks in the 2008–09 risk assessment exercise. The risks with both the highest level of probability and potential impact (represented therefore in the quadrants to the upper-right of Figure 6–11) were “Economy and Financial Markets” and “Fluctuation of Exchange Rates.” A second important group consisted of “Competition,” “Pricing” and “Equity.” (For a discussion of all identified risks, see Appendix 6–6 Franklin College Switzerland Overall Operational Risk Assessment 2008–09 and Exhibit 6–4.)

3.1 Economy and Financial Markets

The conjuncture and situation of financial markets in 2008–09 represented an important aspect for an institution like Franklin that hosts students coming from countries outside Switzerland, particularly from the U.S. However, the weakness of the U.S. Dollar and the situation of the global economy in 2008–09 made it more difficult to study abroad, especially as many students resorted to loans, which were increasingly hard to obtain. Franklin responded to this threat by freezing tuition increases and increasing institutional financial aid.

3.2 Fluctuation of Exchange Rates

Franklin receives approximately 60% of its revenues in U.S. dollars (due to the fact that U.S. students pay in dollars while other students pay in Swiss francs), while most of its expenditures are in Swiss francs. Thus, we have a vital need to protect our revenues from the risk of exchange rate fluctuations, but it is not always possible to secure the best exchange rate possible. We make forward contracts and utilize hedging to limit exposure to such fluctuation.

3.3 Competition

Franklin's competitors include other American International institutions (London, Paris, Rome) as well as U.S. universities. Our competitiveness greatly depends on the relative strength or weakness of the U.S. dollar. Its impact on students' living expenses in Switzerland was partially absorbed through increased financial aid in 2008–09. Our European-based competition faces the same problem even though the cost of living is lower in the European Union than in Switzerland.

3.4 Pricing

While the cost of attending Franklin has become more competitive over the last ten years, the cost of attendance is not low. The goal is to optimize the balance between pricing and services provided. This is especially difficult given how expensive Switzerland is. Tuition, college fees, room and meal plan costs were frozen for students returning to Franklin in fall 2009.

3.5 Equity

Equity is needed both to finance investments and to demonstrate that the College is financially viable. In 2008–09 equity was limited, though we have benefitted greatly from a US\$2 million gift from a member of the Board of Trustees (half received in 2009 and the other half to arrive in 2010). We are gradually decreasing exposure to the Swiss bank and consequent dependency on them. Future growth of indebtedness in future years might represent a problem.

Figure 6–11: Overview of Assessed Risks for the College, 2008–09

16-Apr-09		Risk Assessment				
		Overview of Assessed Risks				
PROBABILITY	Almost certain					
	Likely				2, 11	
	Possible		4, 6	3, 5, 10	1, 8, 12	
	Unlikely		7	9		
	Almost impossible					
		Negligible	Minor	Moderate	High	Catastrophic
IMPACT						

IMPORTANT RISKS		
1	Competition	External risks
2	Economy / Financial Markets	
3	Business Model	Internal risks - strategic
4	Recruiting channels/strategies	
5	Ability and Flexibility	Internal risks - operational (process)
6	Efficiency	
7	Alliances	
8	Pricing	
9	Recruitment of personnel	Internal risks - operational (personnel)
10	Technology	Internal risks - operational (technology)
11	Fluctuation of exchange rates	Internal risks - operational (financial)
12	Equity	

Source: Office of Finance and Administration.

3.6 Assessment of Internal Control Mechanisms

In addition to the macro-level risks discussed above, Vice-President of Finance and Administration, Tomaso Rizzi, and Mr. Palazzesi also assessed the efficacy and risk associated with internal control mechanisms. They selected ten areas to assess in detail for 2008–09:

- 1) Invoicing of Students and Collections
- 2) Purchases and Account Payables
- 3) Fixed Assets
- 4) Salaries
- 5) Treasury and Financing
- 6) Entity Level Controls
- 7) Taxes
- 8) Accounting System
- 9) Year End Closing
- 10) IT—General Controls

They evaluated these areas in detail, documenting all significant functions and any perceived weaknesses in internal check and controls. On an annual basis, Franklin will then verify the improvements in these areas—none of which were material—and update the risk assessment model. In subsequent years, we will add other areas if we consider them significant (see Exhibit 6-4).

As required by Swiss law, the Board of Trustees of the Fondazione reviewed all the above risk assessment documentation and concluded in their response to the auditors, which was included in the 2008–09 KPMG report on Swiss Audit on Risk Assessment and Risk Control:

The Members of the Board of Trustees consider the External Risks presented in the assessment as concerns which need constant surveillance. Competition and the economic climate, as well as the fluctuation of the U.S. dollar are areas which are monitored on a daily basis and certain controls such as the purchasing of forward contracts, and evaluating new marketing tactics used by the competition, help to reduce such risks.

We approve the assessment of the Internal Risks presented and feel that Management has taken proper steps in ensuring the adequacy of the internal controls which have been put into place. These controls have proven to be functional over Franklin's long experience and are monitored on a consistent basis. Improvements are assessed and implemented when needed.

4. MSCHE Monitoring Reports and Progress on Recommendations

After Franklin's periodic review in 2005, MSCHE requested a monitoring report letter, due by October 1, 2006, on

- further steps taken to strengthen the institution's finances including the submission of audited financial statements and any accompanying management letter(s)
- steps taken to improve enrollment management and student retention.

Franklin provided the 2006 Monitoring Report to MSCHE as requested. MSCHE acknowledged receipt of the report and asked for additional financial information to be included with the 2007 report on institutional assessment. Franklin also completed the 2007 monitoring report, but was not able to provide a complete set of audited financial statements for financial years 2005 and 2006. Franklin completed another monitoring report in March, 2008 with a conference call substituting for a staff visit. At its June 26, 2008 session, MSCHE accepted this final monitoring report.

Some of the difficulties in reporting financial information stem from the fact that Franklin College consists of two separate entities, incorporated in two countries with different tax implications that are presented on a consolidated basis. The U.S. entity, Franklin College Inc. (now Franklin University, Inc.), was incorporated in accordance with U.S. tax-exempt laws and maintains separate and distinct financial records in the U.S. This entity receives donations on behalf of the College and subsequently disburses them in accordance with the donors' intentions. The Swiss entity, Franklin College Fondazione, was incorporated under corporate laws established in Switzerland and is governed by local Swiss tax laws. Records for Franklin College Fondazione, the operating entity, are maintained in Switzerland. Franklin's Board of Trustees controls both entities.

Franklin's financial statements audited in the U.S. are consolidated with the Swiss entity in Switzerland. These consolidated accounts then undergo audit procedures by an international audit firm located in Zurich. This lengthy process of issuing audited consolidated financial statements—along with problems with our U.S. auditor and our bookkeeping services—have contributed to past delays in the issuance of the College's audited statements. However, as noted in the March 1, 2008 Monitoring Report to MSCHE, steps have been taken to significantly improve this situation and to avoid future delays and misunderstandings.

These problems have been resolved by the following:

- The College contracted with Ms. Rachael LaGamba—a U.S. CPA and former employee of KPMG and Price/Waterhouse—to assist the College as a consultant. Ms. LaGamba is

the former CFO of Franklin College, and so she is familiar with Franklin's operations. She has been indispensable in untangling many of issues that have been pending;

- Franklin ended its contract with the College's bookkeeping service subsequent to the College's final procurement of all the necessary information to conclude the June 30, 2007 audit; and
- Franklin has hired a new accounting firm in the U.S. with non-profit expertise—Palmetto, Mollo, Molinaro, & Sciacca, LLP—to continue maintaining the financial accounts as well as handling administrative duties.

This new arrangement has resulted in timely audits for the 2007–08 and 2008–09 financial years. (See Exhibit 6–5 Audited Financial Statements and Management Letters.)

5. Conclusion

5.1 Significant Changes since 2005

With the 2006–11 Strategic Plan and related documents, Franklin has made great strides towards better linking planning with budgeting and resource allocation. The Institutional Effectiveness Report (IER) has in turn provided strategic indicators against which to map progress towards institutional goals (see *Chapter Seven: Institutional Assessment*). Franklin has made important investments along the lines of the strategic priorities, allowing the College to grow substantially in terms of student population, employee numbers, and the physical plant without sacrificing student quality nor overleveraging the institution. The College has put together the most state-of-the-art development team in its history, a step that augurs well for the future viability of the institution.

5.2 Strengths

Franklin ends this five-year period in better financial shape, with continued healthy operations, a large increase in assets, and an improved total asset to debt ratio. Franklin now has an endowment large enough to begin having a beneficial effect on the College's operating budget as we enter the next round of strategic planning. Financially, in 2009–10 we will have successfully weathered a global economic crisis that has damaged many institutions with far larger endowments.

We anticipate that Franklin will continue the financial strategy of running a balanced budget through close management of resources and gradually reducing debt. The Summary Financial Reports 2004–09 (see Appendix 6–1) show how we have successfully carried out this strategy in past years as well.

5.3 Challenges and Next Steps

Despite our irrefutable successes in terms of growth and financial health, Franklin remains a small, heavily tuition-dependent institution. Once again we have intensified strategic planning around enrollment management. Our remaining challenges are those already recognized in the 2006–11 Strategic Plan and well before: how best to diversify revenue streams? How can we build an endowment and benefit from sustained giving from sources other than members of the Board of Trustees? How best should we meet our enrollment goals? These questions remain to be answered in our next round of strategic planning, which will continue to address the question of prioritizing where Franklin invests its resources.

Even before such a process can unfold, the College will need to make important decisions that could have long-term effects. Most urgent of these seems to be what graduate program or programs the College should pursue, as well as how best to proceed with new enrollment strategies that allow us to meet our goals for critical mass, diversity and quality. We also need clarity on priorities and available resources for further physical plant expansion, particularly the timing of Phase 3 of the “New Residence” building project and possible interim plans for student housing needs. For the short term, we will continue to be dependent on local landlords for our residences.

While facilities management planning takes place at various levels of the institution with good results, a comprehensive master facilities management plan will provide for more advanced planning. Similarly, a strategic technology plan will include major expenditures foreseen for this extremely dynamic area of institutional life, and we will also include a plan for assessing the effectiveness of this use of resources, much in the way we assess the costs for student marketing and recruitment.

Much of the data in our analyses for this chapter is derived from Franklin’s Institutional Effectiveness Report (IER). The next version of the IER should make explicit use of indicators for institutional-level student learning outcomes once these have been developed (see *Chapter Seven: Institutional Assessment*). Resource allocation priorities can then more explicitly refer to how a goal such as “enhance the quality of its undergraduate programs” will be funded.

The President and Board of Trustees will be meeting in a strategic planning session in fall 2010. In addition to providing answers to the questions above for the next five years, such a strategic planning process will also produce additional key strategic documents: an academic plan, a facilities management plan, a strategic technology plan, and an enrollment management plan. These documents will provide specific and valuable guidance for Franklin’s future resource allocation process.

5.4 Fundamental Elements of Standard 2 and Standard 3

5.4.1 Standard 2: Strategic Planning, Resource Allocation, and Institutional Renewal

Our 2006–11 Strategic Plan is linked to statements of mission, values, vision and goals, and has spelled out the prioritization of goals based on resources. The Strategic Plan, the rank ordering of resource allocation priorities, and the Institutional Effectiveness Report (IER) allow for planning, budgeting, institutional resource allocation and feedback loops at the institutional level. In showing these processes in this chapter, we have also recorded institutional improvement efforts and results.

Within this framework, we have been able to retain sufficient flexibility and financial strength to adjust successfully to an extremely challenging global economic period. In a consultative process with departments and other members of the College, the responsibility for planning, budgeting and resource allocation rests with the Vice President for Finance and Administration and the President. The Board of Trustees in turn holds the President responsible and accountable for institutional improvement.

5.4.2 Fundamental elements of Standard 3: Institutional Resources

Financial planning at Franklin is linked to institutional goals and priorities, guaranteeing demonstrably healthy financial operations and a growing funding base that will allow us to carry out our mission in the years to come. We assess the resources necessary for our operations and future growth, and we determine allocations of these resources in line with Franklin's mission. Our financial planning includes considerations such as facilities infrastructure, staffing, IT, and other equipment acquisitions. We utilize institutional controls and independent auditors in both Switzerland and the United States.

6. List of Chapter Six Appendices

- Appendix 6–1: Summary Financial Reports, 2004–09
- Appendix 6–2: Combined Cash Flow Report from July 1996 to June 2010
- Appendix 6–3: Balance Sheet Summaries, 2004–09
- Appendix 6–4: Annual 2009-2010 Projected budget
- Appendix 6–5: Budget Forecasts for 2010–11 and 2011–12
- Appendix 6–6: Enrollment Projections 2009-2012 for Budgeting Purposes
- Appendix 6–7: Franklin College Switzerland Overall Operational Risk Assessment 2008–09

(See also *Chapter One: Franklin College's Identity* for Franklin's Strategic Plan, 2006–11, and *Chapter Seven: Institutional Assessment* for Franklin's Institutional Effectiveness Report.)

7. List of Chapter Six Exhibits

- Exhibit 6-1: Department Assessment Plan for Physical Plant
- Exhibit 6-2: Report on Franklin's Information Resources, Susan Perry, Senior Advisor of the Andrew W. Mellon Foundation, 2008
- Exhibit 6-3: Vital Signs May 2009, Franklin College
- Exhibit 6-4: Comprehensive Auditor's Report to the Board of Trustees, September 21, 2009 (in English) and related risk assessment documentation (in Italian)
- Exhibit 6-5: 2005–06, 2006–07, 2007–08 and 2008–09 Combined Audited Financial Statements and Management Letters



CHAPTER SEVEN

Institutional Assessment

STANDARD 7: Institutional Assessment

1. Introduction

As we have shown from many different angles, Franklin College offers an international, liberal arts education that is innovative, timely, and prepares our students to be leaders in global change. In order to fully realize our goals, Franklin encourages a culture of evidence-based assessment, and in the past five years we have developed specific instruments for evaluating and improving effectiveness at all levels of our institution. Through the diligent work of administrators, faculty, staff, and students, we now use an integrated system of tools and processes for institutional effectiveness assessment, the strategic allocation of resources, and the evaluation of student learning outcomes.

We have utilized the results of institutional assessment throughout the self-study process. In *Chapter Two: Student Learning* and *Chapter Four: Faculty*, we showed the interplay of curriculum, student learning, and assessment—addressing fundamental elements of Standard 14: Assessment of Student Learning. In *Chapter Three: Franklin Students*, we used assessment results to show how Franklin has responded to admissions and student support issues, addressing fundamental elements of Standards 8 and 9. In *Chapter Six: Institutional Resources*, we demonstrated the ties among strategic planning and resource allocation, addressing the fundamental elements of Standard 2: Strategic Planning, Resource Allocation, and Institutional Renewal. In this, our final, chapter, we explicitly address Standard 7: Institutional Assessment, to examine the progress we have made in embedding assessment at all levels of the institution, as well as the assessment of student learning outcomes in our larger frameworks for assessing institutional effectiveness.

See also *Chapter Two: Student Learning* and *Chapter Four: Faculty* for examples of how we have accomplished strong assessments of student learning outcomes in the last five years and “closed the loop,” particularly regarding first-year students, the First Year Experience, and Franklin’s Core Curriculum reform.

2. Overview of Assessment Processes

Franklin develops assessment instruments for program improvement and resource allocation at all levels, while individual academic departments or administrative units take responsibility for their own assessment cycles. Administrative offices also carry out institutional-level assessment at the request of the President.

2.1 Principle Instruments for Institutional Assessment

2.1.1 Course Assessment Plans (CAPs)

Instructors for every course taught at Franklin create a Course Assessment Plan (CAP). CAPs state course descriptions, goals, expected student learning outcomes, the means and criteria for evaluating student learning, timetable for assessment, and who is responsible for this assessment. Each full-time faculty member is expected to assess one of his or her courses using a CAP each year, with recommendations for improvements on how the course will be changed (if such change is found necessary). The Committee on the Assessment of Student Learning Outcomes reviews all CAPs and evaluations, and it reports findings to the faculty at large.

Instructors analyze the CAP results not only for improvements to individual courses, but also to make recommendations for curricular change. They may also cite these results to recommend allocation of resources in order to help Franklin meet its strategic goals.

See Exhibits 7–1 and 7–2 for copies of Course Assessment Plans (CAPs) and completed courses assessments.

2.1.2 Major Assessment Plans (MAPs)

Academic departments and program steering committees create Major Assessment Programs (MAPs). Every academic program (major, First Year Experience, Honors Program, etc.) writes a MAP that states program description, goals, objectives, means and criteria for evaluating student learning outcomes, timetable for assessment, and assignment of responsibility for this assessment. Individual course assessments become integrated into the MAPs. We ask departments to make clear connections to the College mission, vision and goals—and to articulate student learning

goals—when creating MAPs, and we expect departments to design and revise periodically a MAP for every major. We then evaluate the majors every year using assessment results from the MAPs. The Faculty Committee on Assessment of Student Learning Outcomes reviews all MAPs and evaluations, and it reports findings to the faculty at large.

See Appendix 7–1 for selected results of MAP assessment cycles, 2007–09. The first two examples concerning *Crossing Borders* show how we use feedback loops to determine resource allocation needs and policy changes.

See Exhibit 7–3 for copies of Major Assessment Plans (MAPs), and Exhibit 7–4 for examples of completed major and program assessments.

2.1.3 Department Assessment Plans (DAPs)

Every administrative department at Franklin is expected to create a Department Assessment Plan (DAP), which includes the unit’s mission (stated in relation to the College mission and vision), goals and objectives, description of activities/initiatives/programs to reach those goals and objectives, means of evaluation, and use of findings. Franklin expects the administrative unit to complete an assessment process each year, with recommendations for changes, as well as an articulation of goals and objectives for the following year.

See Exhibit 7–5 for copies of Department Assessment Plans (DAPs). Exhibit 7–6 gives completed department assessments.

Academic departments and administrative units use recommendations that arise from the CAP, MAP, and DAP evaluation cycles for program improvement and resource requests during the budget creation process. The information from these sources also becomes distilled and analyzed as part of the Institutional Effectiveness Report (IER).

2.2 Institutional Effectiveness Report (IER)

Franklin’s Institutional Effectiveness Report (IER) draws upon information produced by administrative offices, such as the Office of Finance & Administration, the Registrar’s Office, and the Office of Admissions. The Academic Affairs analyst in the Provost’s Office, and the President’s Office itself, also generate information for the IER. (See Appendix 7–2 for a copy of the most recent IER.)

The President uses the IER as a cumulative document to track progress against key institutional-level strategic goals, and he presents information in the IER to the Board of Trustees and other constituencies as part of key decision-making processes. (See Appendix 7–3 for schematic examples of how institution-level assessments have led to decisions.) This report is

closely integrated with the Strategic Plan as we make decisions on the allocation of resources (see *Chapter Six: Institutional Resources*).

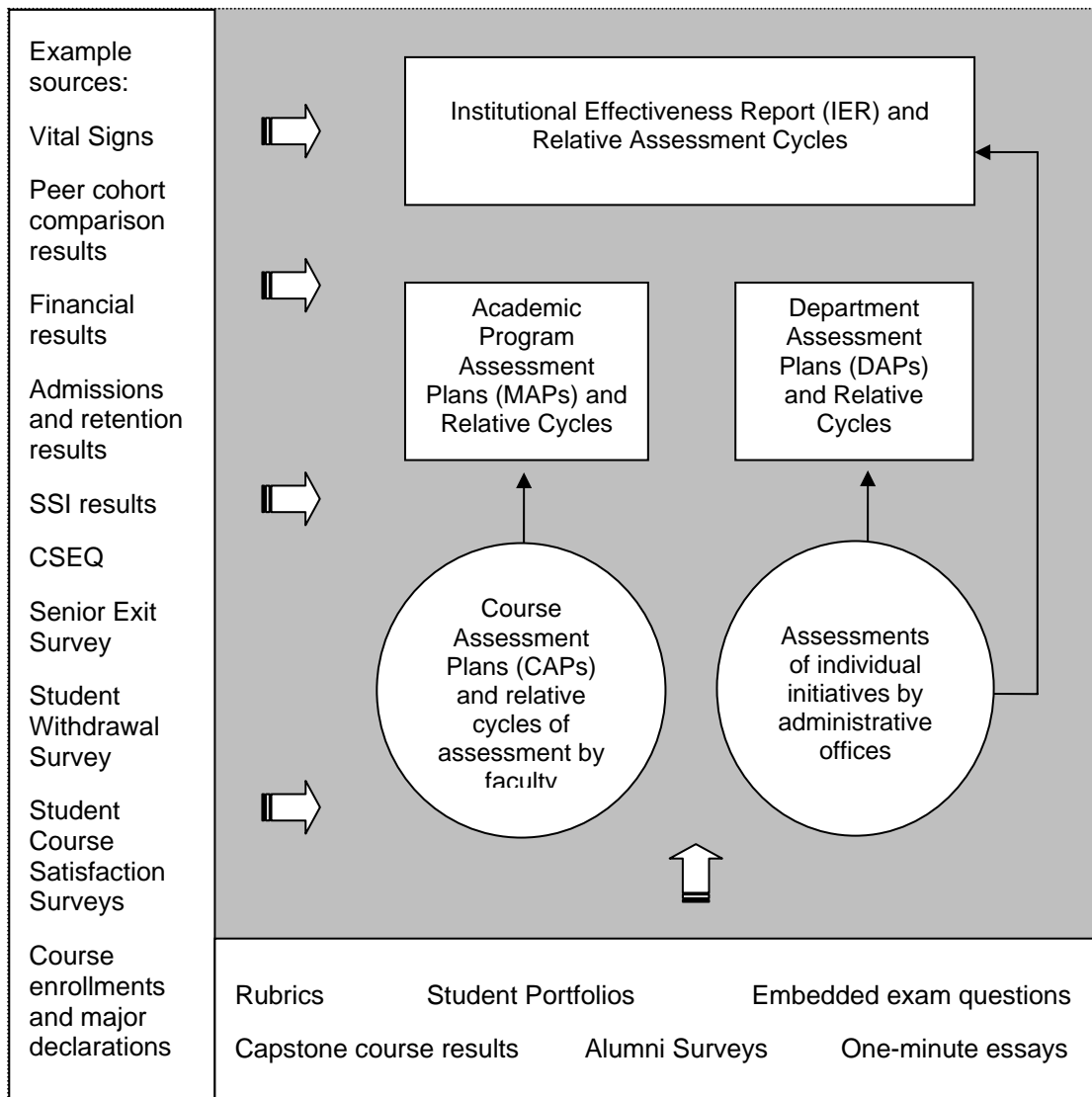
The President's Office updates the IER yearly to report on progress towards the institution's vision and strategic goals. Ideally, the IER incorporates information from CAPs learning outcomes, MAPs, and DAPs, as well as other institutional-level indicators, including financial reports.

2.3 Summary of Institutional Assessment Processes

As Figure 7-1 illustrates, Franklin's assessment processes are made up of a series of subsystems—with corresponding cycles of objectives, criteria for measuring success, results, and improvement. These processes all utilize data and information from a variety of sources, including standardized instruments, such as Noel-Levitz Student Satisfaction Inventory (SSI) and the College Student Experiences Questionnaire (CSEQ), and “home-grown” tools, such as the Senior Survey and Student Course Evaluations.

Many of these data instruments have been developed or adopted within the past five years. For example, as we show in *Chapter Two: Student Learning*, Franklin now uses the Alumni Survey as an important source of assessment data. We carried out the survey in a new format in 2009, after over seven years in which we did not have systematic feedback from our graduates and former students. This new instrument will become an integral part of our institutional assessment processes in the coming years. (See Appendix 7-4 for a summary of the principal recurring assessment and feedback instruments at Franklin.)

Figure 7–1: Assessment Processes and Sources of Information, May 2009



Source: Office of the Provost.

For academic programs, course assessments lead to direct improvement by the instructors when they next teach the course; the carrying out of Major Assessment Plans (MAPs) lead to changes in programs of studies in order to foster better coherence and alignment with student learning outcomes. For complex programs—such as the Honors Program or *Crossing Borders: A First Year Experience*—the MAPs combine assessment data from both academic and administrative sources. (See Exhibit 7–4 for the 2007–08 MAP for *Crossing Borders* and a summary of the 2007–08 assessment results for the Honors Program, with resulting goals and objectives for 2008–09.)

3. Assessment of Administrative Units

We have sustained assessment processes in place across administrative departments to evaluate and improve our total range of programs and services. Appendix 7–5 lists some recent initiative-specific assessments and relative recommendations for improvements that have emerged from these processes.

Whereas faculty members devise their CAPs and MAPs to stem primarily from Franklin’s Mission, Vision and Goals statements—and from articulation of student learning outcomes—administrative DAPs follow more closely Franklin’s strategic plan. For example, as shown in Appendix 7–6, the Academic Support team derived their 2007–08 team goals from the 2003–08 Strategic Planning priorities (later superseded by the 2006–11 Strategic Plan). Administrative units also carry out a number of assessments of specific initiatives. Their Department Assessment Plans (DAPs) incorporate these individual assessments that evaluate the overall effectiveness of the unit in any given year.

We often link objectives and criteria in administrative DAPs to the Student Satisfaction Inventory (SSI). For example, our 2007–08 assessment of the Library uses SSI results to show the library’s contribution to the FYE initiative and improved access. (See Appendix 7–7 for an extract from this assessment. See Exhibit 7–6 for the complete assessment results.)

4. Incorporating Benchmarks and Comparisons with Peer Institutions

Franklin makes extensive use of benchmarking and comparisons with peer institutions in its assessment processes, and we assemble different peer cohorts for different purposes. (The absence of a ready-made regional or national cohort speaks to Franklin’s unique place in international liberal arts education.) Our cohort groups reflect our identity as an ambitious institution with ties particularly in Western and Eastern Europe, the Middle East and Northern Africa, as well as in North America. We have an increasingly enhanced academic profile, and we place emphasis on academic excellence and innovation in teaching and learning.

We assembled our original cohort for goal-setting purposes in 1996. It consisted of a U.S. geographic cross-section of small, liberal arts schools with high Tier 2 or low Tier 1 rankings from U.S. World & News Report, along with significant “sister schools”: American University of Paris (AUP), John Cabot University (Rome), and Richmond University (London). These sister schools represent our closest competitors, though our “cross-app” schools—the other institutions to which our applicants report having applied—tend to be large U.S. universities with a strong international focus, such as Boston University, Georgetown University, and American University.

We carry out comparisons with this cohort in areas such as costs, selectivity, endowments, financial aid, and first-year student SAT (Scholarly Aptitude Test) scores, which serve to set further objectives (see Appendix 7–8).

As a means of benchmarking engagement and learning results from the introduction of *Crossing Borders*, we assembled an additional cohort from the available list of those schools that utilized the CSEQ with their first-year students (see Table 7–1).

Table 7–1: CSEQ Peer Cohort Comparison Institutions, 2007–08

School Name	Carnegie Classification	Barron’s Selectivity
DePauw University	Baccalaureate-Liberal Arts	5 – Highly competitive
Dickinson College	Baccalaureate-Liberal Arts	5 – Highly competitive
Hampshire College	Baccalaureate-Liberal Arts	5 – Highly competitive
Macalester College	Baccalaureate-Liberal Arts	5 – Highly competitive
Rhodes College	Baccalaureate-Liberal Arts	5 – Highly competitive
Trinity College-CT	Baccalaureate-Liberal Arts	5 – Highly competitive
Alma College	Baccalaureate-Liberal Arts	4 – Very competitive
Concordia College-MN	Baccalaureate-Liberal Arts	4 – Very competitive
Elmira College	Baccalaureate-Liberal Arts	4 – Very competitive
Millsaps College	Baccalaureate-Liberal Arts	4 – Very competitive
St. Lawrence University	Baccalaureate-Liberal Arts	4 – Very competitive

Source: College Student Experiences Questionnaire.

Given that the results from the CSEQ in 2007–08 put us on a par or above the composite scores of this cohort (see *Chapter Two: Student Learning*), we created a CSEQ second cohort for 2008–09 that included extremely selective institutions such as Williams College and Swarthmore College. Upon completion of this MSCHE self-study, Franklin may consider modifying the list of cohort schools given the ever changing nature of Franklin and other liberal arts institutions in the United States.

5. Fostering a Culture of Assessment and Evidence

Franklin has a tradition of quality assessment practices dating back to the 1980s and 1990s, when our then-Director of Institutional Research crafted mixed methods (qualitative/quantitative) student surveys with the assistance of other Franklin faculty. Faculty and administration greatly utilized the results of these surveys in decision-making processes, together with standard statistical information from the Registrar's Office, the Office of Finance, and other sources. A more strategic use of assessment began in 1996 with the arrival of our current President, who identified the cohort of peer institutions we used to measure our progress on institutional goals.

In the last five years we have worked to foster a culture of assessment and evidence that is both more capillary and more strategic. In spring 2004, we began using the Noel-Levitz Student Satisfaction Inventory (SSI), which includes institutionally defined questions and allows comparisons with the aggregate results of other four-year private institutions. Since then, various constituencies (administrative and faculty departments, the President's Cabinet, the Board of Trustees) have used the SSI results available each spring to track progress against institutional goals, a process that has become more formalized with the development of Department Assessment Plans (DAPS). We present the SSI results to the Franklin community and discuss them publicly every spring in a "town hall meeting" forum.

We have also seen acceleration in the development of the assessment processes that utilize these instruments. In January 2006, the entire faculty convened for workshops devoted specifically to outcomes assessment. The faculty came out of those workshops with a commitment to Course Assessment Plans (CAPs) and created a task force to continue work on Student Learning Outcomes Assessment. Preliminary work by the task force—and faculty workshops in fall 2006 and January 2007—led to nearly all full-time faculty members creating at least one CAP. Most programs have also completed or begun work on Major Assessment Plans (MAPs). Table 7-2 shows the extent of usage of Major Assessment Plans two years after we introduced them at Franklin. The faculty transformed the ad-hoc task force into a standing Committee on the Assessment of Student Learning Outcomes, demonstrating an institutional commitment to seriously assessing student learning outcomes in a sustained fashion.

This committee has since autonomously created a system of review and presentation of CAP and MAP results at faculty workshops, inviting comment and reflection on assessment results. Testimonials from faculty and departments showed that Franklin could immediately apply information and benefit from the use of CAPs and MAPs. For example, the initial process in 2006-07 alone resulted in Franklin restructuring two majors (now known as French Studies and

as Creative Writing and Literature respectively) as a direct outcome of faculty following the MAP process. Similarly, a third major—European Studies—will be discontinued after 2008–09, a recommendation that arose from the MAP cycle. In 2008–09, the Communication faculty reviewed the Major in Communication and Media Studies using their MAP, which resulted in the elimination of courses and the creation of new courses to better meet the objectives for the major. (See Appendix 7–1 Selected results of MAP assessment cycles, 2007–09 and sample major and course assessment material in the Exhibits. See also *Chapter Two: Student Learning* and *Chapter Four: Faculty* for a more thorough discussion of curricular change that results from assessment processes.)

Table 7–2: Academic Programs with Major Assessment Plans (MAPs) and Completed Assessments as of End of December 2009

<i>Academic Major or Program</i>	<i>Created MAP as of December 2009?</i>	<i>Number of assessment cycles completed as of December 2009</i>
Academic Bridge Program	no	0
First Year Experience	yes	2
Honors Program	yes	1
Major in Art History	yes	1
Major in Communication and Media Studies	yes	0
Major in Comparative Literary and Cultural Studies	yes (2)	1
Major in Creative Writing and Literature	yes	1
Major in Environmental Studies	yes	0
Major in European Studies	yes	1
Major in French Studies	yes	0*
Major in History	yes	0*
Major in International Banking and Finance	yes	1
Major in International Economics	yes	1
Major in International Economics, Political Economy emphasis	no	0
Major in International Management	yes	1
Major in International Management, Finance emphasis	yes	1
Major in International Management, Marketing emphasis	yes	0
Major in International Relations	yes	0
Major in International Relations, Political Economy emphasis	no	0*
Major in Italian Studies	no	0*
Major in Literature	yes	1

* Indicates that the major is too new to have had any graduates as of December 2009.

Source: Office of the Dean of the College.

The development of MAPs coincided with extensive debate over institutional-level expectations for student learning as part of Franklin’s Core Curriculum reform, and now almost all MAPs contain explicit reference to liberal arts and intercultural learning objectives.

5.1 Administrative Progress on Institutional Assessment

Key administrative departments have also made progress in creating Department Assessment Plans (DAPs) and completing the relative assessment cycles, as well as in carrying out initiative-specific evaluations. An off-campus retreat in August 2007 and bi-weekly follow-up meetings through the year resulted in the creation and refinement of an Academic Support team DAP, as well as individual DAPs for each department in the team. The members of the Academic Support team also carried out a number of initiative-specific assessments, particularly around their contributions to the First Year Experience. As of the end of spring 2009, seven out of the offices under the supervision of the Provost had a DAP in place (see Table 7–3).

Table 7–3: Assessment by Institutional Offices as of December 2009

<i>Department / Office</i>	<i>Were DAPs created as of December 2009?</i>	<i>Number of annual assessment cycles completed</i>	<i>Was initiative-specific or other assessment activity carried out as of December 2009?</i>
Academic Support [combined]	yes	2	yes
Writing & Learning Center	yes	2	yes
Computing and AV	yes	2	yes
Registrar's Office	yes	1	yes
Institutional Research	no	0	yes
Library	yes	2	yes
Student Affairs / Student Life & Learning [renamed 2008-9]	yes	0	yes
Admissions	yes	0	yes
Finance & Administration	yes	0	yes
Office of Development	no	0	yes
Alumni Relations	no	0	yes
Physical Plant	yes	0	yes
Marketing	no	0	yes
Public Relations	no	0	yes
Center for Intercultural Engagement and Learning Opportunities [new 2009-10]	no	0	yes

Source: *Franklin Facts at a Glance*.

All offices produced assessment results in various contexts, usually in the context of preparation of the Presidential Report to the Board of Trustees in advance of each board meeting. The resolutions made at the three yearly Board of Trustee meetings involve key steering decisions, including whether to accept proposed operating budgets and to make capital and other investments, so the information produced by the offices of Finance and Administration, Development, the Registrar, and Admissions feature largely in these decisions.

5.2 Challenges to Sustained Assessment Activities

In 2008–09, the Associate Dean of Academic Affairs, who formerly provided leadership for the development of institutional assessment, was reassigned (see *Chapter Six: Institutional Resources*), and assessment of faculty programs through CAPs and MAPs have continued under the supervision of the faculty Committee on the Assessment of Student Learning Outcomes. The Committee has been able to provide descriptive accounts to the Faculty Assembly on progress in Franklin’s use of CAPs and MAPS, but has not yet had the time or expertise to help departments and individual professors improve the quality of their assessment efforts. The Committee has also not yet been able to systematize collection and storage of assessments, nor produce an updated assessment manual.

Similarly, after accelerated progress in using assessment in academic units in 2006–07 and 2007–08, we note fewer departments have carried out assessments since then. At the institutional level, the Institutional Effectiveness Report (IER) has continued to show the progress the College is making against its strategic goals. However, the President does not publicize the complete IER itself, and so the IER serves primarily as an internal document for the President and his Cabinet to utilize in decision-making processes.

5.3 Resources Dedicated to Institutional Assessment

In 2005, Franklin created a combined Executive Assistant to the President/ Institutional Research Officer position responsible for the gathering of information and data related to student success, demographics, budget planning and enrollment management as well as for the development of databases suitable for longitudinal studies and statistical analysis. In preparation for the administrative re-organization, institutional research duties passed to the Academic Affairs Analyst, who reported first to the Associate Dean of Academic Affairs and now to the Provost. Dedicating staff time to institutional research has put the collection and analysis of institutional data and material on a new basis, allowing for the publication of the *Vital Signs Fact Book* for the first time in May 2006 and then in each subsequent year. (See Exhibit 6–3 for copies of *Vital Signs*.) She also carries out the main student surveys, including the Student Satisfaction Inventory (SSI), the Senior Exit Survey, and the Student Withdrawal Survey (both in place since 2006—the Student Withdrawal Survey is available also through the Office of the Registrar). In addition to her duties in educational software implementation and related student, faculty and staff training, the Academic Affairs Analyst also coordinates Student Course Evaluations and carries out other ad-hoc research (see Exhibits 2–12, 7–7, 7–8, 7–9).

A full-time Institutional Research Officer position has been requested by Academic Affairs every year since 2005, but insufficient funds have been available. The position was also a lower priority than others for 2009–10. The Provost may decide to renew the request for the academic year 2010–11, given the importance of good assessment to insure alignment and accomplishment of institutional mission.

5.4 Sharing Assessment Results with the Community

We share institutional information and assessment results with the larger community regularly, and these documents are also available in hard copy and electronically. On-line web access, restricted to members of Franklin community, includes results of the Noel-Levitz Student Satisfaction Inventory from 2005 to present, and they are accessible to anyone logging in to a Franklin computer at the URL: <http://news.fc.edu/ssi/index.html>

5.4.1 Committee on Student Learning Outcomes and Assessment

In the periodic meetings of the Franklin Assessment Committee, matters of dissemination are given the utmost priority because the members of this committee understand the importance of the tools of assessment. They provide for the creation of assessment techniques and develop the methods and procedures for how the assessment materials are made available. Their minutes are posted on the SharePoint site and on the network M:/ drive and are discussed at Faculty Assembly meetings. The Committee also presents its evaluation of MAPs and CAPs for all faculty at workshops.

5.4.2 SharePoint Sites

SharePoint serves as a vital tool for the dissemination of information needed for conducting the MCHSE self-study report. It has served as a common space where working groups and steering committees have been able to post information, create discussions, and gain access to pertinent data. The SharePoint site has made information more easily accessible for all involved, and improved the level of communication and the extent to which information is available for assessment.

Committees across the College are also considering the SharePoint sites for replacing the current Novell file sharing network for use. Currently minutes, proposals, data, etc., are found on both sites.

5.4.3 Presentations to the Community

The President and other members of the administration regularly present institutional research findings to the community. In addition to presentation to more restricted audiences

(Board of Trustees, President's Cabinet, etc.), the President routinely shares extensive information on progress towards the College's goals in forums such as the Faculty Assembly, Student Government Association, and an all-staff yearly presentation.

The Associate Dean of Academic Affairs would routinely present the results of the Noel-Levitz Student Satisfaction Inventory and other assessment data to wide campus constituencies. The Student Assembly and other groups also publicly present data they have collected and analyzed. We share institutional research and assessment data to encourage all members of the community to participate in processes of institutional evaluation and renewal. In addition to drawing on a greater circle of ideas and resources for making progress toward our strategic goals, this process also helps us evaluate the effectiveness of the instruments themselves by exposing them to public scrutiny. We also gain validation or a deeper interpretation of the results by sharing them with an informed audience.

6. Evaluating Franklin's Assessment Processes

As a member of the Working Group on Institutional Assessment, Dr. Sanja Dudukovic, Professor of Quantitative Methods in the Department of International Management, carried out an independent evaluation of the effectiveness of our assessment processes. Her study looked at the relationships among institutional effectiveness, student learning outcomes assessment and resource allocation decisions.

In sum, her findings show:

- Franklin's assessment model correctly shifts emphasis from teaching to student learning.
- Significant progress has been made in collecting and storing Major Assessment Plans.
- Assessment processes have been extended to include all academic departments and administrative units, as requested by the reviewers of the 2005 Periodic Review.
- The current format of the Institutional Effectiveness Report incorporates faculty characteristics as well as aggregate spending on academic and institutional support, but is not informative when it comes to spending for program improvement.
- Documents required for long-term decision making are not archived adequately, so that a great part of the long-term decision making process remains undocumented.
- The Committee for Assessment of Student Learning Outcomes has been less effective than the previous system under the supervision of the Academic Dean of Academic Affairs in assuring compliance with assessment requirements by faculty.

- Progress has been made in procedures for transforming survey data into assessment information, but these data processing procedures are not in use campus-wide.

Dr. Dudukovic concludes her study by recommending that the College create a dynamic assessment database to insure that all improvements are well documented and accessible to external reviewers. These recommendations will be taken into consideration as the College determines where next to go with institutional assessment. 2009–10 will see a continuation of current practices. The Provost will then make recommendations and, possibly, position requests for the academic year 2010–11 (see Exhibit 7–10).

7. Conclusion

7.1 Significant Changes in the Last Five Years

Following Franklin’s successful re-accreditation in 2005, MCHSE requested a progress letter “documenting steps taken in the development and implementation of a clear plan for assessment of institutional effectiveness including the assessment of student learning.” This progress letter was later incorporated into a monitoring report that included other items, submitted on October 1, 2007. (See Exhibits for a copy of this report.) MSCHE acknowledged receipt and requested that further progress on Standard 7 (Institutional Assessment) and Standard 14 (Assessment of Student Learning) be specifically addressed again in the 2010 Self Study.

As this 2010 self-study report shows, since 2005 Franklin has developed several major tools for assessment, including Course Assessment Plans, Major Assessment Plans, and Department Assessment Plans. We have also utilized more fully the Institutional Effectiveness Report (IER) for strategic decisions regarding allocation of resources (see *Chapter Six: Institutional Resources*). These tools have been put into practice and have led to significant curricular and administrative changes.

See *Chapter Two: Student Learning* for a thorough discussion of Franklin’s progress on Student Learning Outcomes Assessment and fulfillment of Standard 14: Assessment of Student Learning.

7.2 Strengths

Franklin faculty now routinely use course and program assessments to guide curricular renewal and improvements in teaching and learning. This process represents a sea change from as recently as 2005, thanks also to the hiring of faculty members who bought with them expectations

and traditions for evidence-based inquiry into pedagogy and student learning (see also *Chapter Two: Student Learning* and *Chapter Four: Faculty*). We have also established a solid foundation for assessment at the administrative department level, with instances of excellent use of feedback cycles in many offices (see also *Chapter Three: Franklin Students* and *Chapter Five: Governance and Organization*). We have put in place clear criteria for assessing institutional effectiveness, with explicit links to the Strategic Plan and resource allocation priorities (see also *Chapter Six: Institutional Resources*). The 2009 Alumni Survey has re-introduced a key source of data for evaluating institutional effectiveness, with direct reference to fundamental aspects of our mission, vision and goals.

7.3 Challenges and Next Steps

7.3.1 The Institutional Effectiveness Report

The production and use of the Institutional Effectiveness Report (IER) by the President's Office has not been consistent or always timely. While the objectives and data reported in the IER do figure in how decisions are made at Board of Trustee meetings, evidence is often lacking as to how decision-making at the institutional-level is linked to assessment cycles. We also need to reach consensus on an instrument for developing institutional-level student learning outcomes so that these can be incorporated into the IER.

7.3.2 Department Assessment Plans

Department Assessment Plans and relative cycles of assessment have been effective in many administrative departments, but continue to be absent in important areas, including Marketing Communications, and Admissions—the offices principally responsible for the student recruiting, our lifeblood. Some departments with assessment plans—Student Affairs (now Student Life & Learning) primarily among them—have identified learning outcomes but have not yet been able to fully implement assessment efforts. In part, this is due to a shortage of human resources to dedicate to assessment, coupled with a rapid expansion in the number of students served. Other offices, such as the Office of Development and the Center for Intercultural Engagement and Learning Opportunities, are so new or have had such important staff turnover that they been able to produce assessment plans in time for this report.

7.3.3 Student Learning Outcomes

The faculty has taken to heart their responsibility for continual improvement of academic offerings linked to learning goals and evidence of student learning, especially through the work of the Committee for the Assessment of Student Learning Outcomes. However, the Committee's

first reports on student learning outcomes have tended to be descriptive and we need to provide more feedback on how CAPs, MAPs and their relative assessment cycles can be improved. We also need to articulate measurable institutional-level student learning outcome objectives and assessment processes.

7.3.4 Next Steps

Now that we have accomplished a major organizational re-structuring, we need to consider how available resources can best be prioritized to aid the assessment processes that are most useful for key strategic decision-making. While these decisions will figure largely in the next round of strategic planning, we need to make important interim decisions to guarantee that positive momentum in this area continues.

Next steps for Franklin's assessment processes include:

- Improvement to the Institutional Effectiveness Report (IER), particularly regarding the incorporation of student learning outcomes objectives and results. The IER is intended to become a more integral part of the President's collaborative decision-making with the Board of Trustees, and so it will have a more direct, explicit, and measurable role in decision-making processes. The IER will evolve into a yearly report.
- Expansion of the use of Department Assessment Plans (DAPs) by every administrative department.
- Final acceptance and publication of student learning goals (see *Chapter Two: Student Learning*).
- Consensus on the development of an institutional-level indicator of student learning outcomes (e.g., electronic portfolio, capstone, etc.).
- Consistent integration of general education (Core Curriculum) and other institutional-wide objectives for student learning outcomes—such as critical thinking, writing, and intercultural competency—in Course Assessment Plans across the curriculum. We have made progress in this regard in the 2009–10 first year experience seminars.
- Further development of the alumni survey and the creation of employer response data for use in institutional effectiveness assessment and the evaluation of student learning outcomes. The 2009 Alumni Survey has provided valuable information for beginning this process, but now requires us to formulate objectives to be linked with survey results. (See Exhibit 7–7 for a copy of the Alumni Survey.)
- Design and implement outcomes assessment plan for the new Core Curriculum (see *Chapter Two: Student Learning*).

- Ensure that the proposed task force charged with reform of Academic Travel includes provisions for learning outcome assessment in its recommendations (see *Chapter Two: Student Learning*).
- Better document and archive assessment results, linking them more explicitly to policy and resources allocation decisions (see *Chapter Five: Governance and Organization*).
- Build on current expertise in institutional assessment by creating an Office of Institutional Research and Assessment. This office will play an integral role in decision-making and strategic planning.

7.4 Fundamental Elements of Standard 7: Institutional Assessment

Franklin’s assessment processes are based on objectives that can be directly traced back to institutional-level Mission, Values, and Vision and Goals Statements, and these processes yield results that speak directly to our success in meeting institutional-level expectations. These processes are useful, cost-effective, reasonably accurate, and truthful.

Franklin follows a four-step planning-assessment cycle, using both standard and customized instruments for institutional assessment. All such instruments—Course Assessment Plans, Major Assessment Plans, Department Assessment Plans and the Institutional Effectiveness Report—set goals and objectives and indicate criteria for determining whether these objectives have been met. We then use the data collected by these instruments to assess achievement of key goals and to recommend improvements.

Faculty and staff are involved first-hand in these assessment processes. While more resources are needed to support institutional research and assessment, our current level of investment and participation has been sufficient to collect data for our decision-making processes. The results of our assessment processes are widely shared and discussed with campus constituencies.

8. List of Chapter Seven Appendices

- Appendix 7–1: Selected Results of MAP Assessment Cycles, 2007–09
- Appendix 7–2: Institutional Effectiveness Report, 2009
- Appendix 7–3: Examples of institution-level assessments that have led to decisions
- Appendix 7–4: Principal recurring assessment and feedback instruments
- Appendix 7–5: Initiative-specific assessments and recommendations
- Appendix 7–6: Extract from Academic Support team DAP, 2007–08
- Appendix 7–7: Extract from Library Assessment, 2007–08
- Appendix 7–8: Cohort comparison data from 2004–05

9. List of Chapter Seven Exhibits

- Exhibit 7-1: Course Assessment Plans (CAPs)
- Exhibit 7-2: Completed Course Assessments
- Exhibit 7-3: Major Assessment Plans (MAPs)
- Exhibit 7-4: Completed Major Assessments
- Exhibit 7-5: Department Assessment Plans (DAPs)
- Exhibit 7-6: Completed Department Assessments
- Exhibit 7-7: Franklin Alumni Survey
- Exhibit 7-8: Noel-Levitz Student Satisfaction Inventory Results
- Exhibit 7-9: CSEQ Questionnaire Results
- Exhibit 7-10: Report on Assessment Practices at Franklin