MISSION STATEMENT

Williamson College equips and empowers graduates to be on mission in the world for Christ through a rigorous academic environment.

TRANSFER INFORMATION

Transfer Credit Procedure

WC accepts transfer credit from institutions accredited by an agency approved by the United States Department of Education. Credits from other institutions are subject to the College's Transfer Credit Escrow Procedure. Transfer decisions are applied consistently. Decisions are not made solely on the source of accreditation of a sending program or institution. If WC offers an equivalent course to one taken at another institution, the transfer credit may be substituted for the WC course requirement. Lower division transfer credits will not satisfy upper division course requirements. Students may be required to submit documentation as to course content and duration of course prior to transfer credit being approved.

- ✓ **Undergraduate Students**
  - o Williamson College requires undergraduate students to complete all courses required by their selected program. WC may allow for substitution up to 9 credit hours in the major at the time of admission. Any student receiving a bachelor's degree from Williamson College must earn a minimum of 30 semester credit hours at this institution.
  - o Transfer credit is only granted for courses in which a grade of "C" or better was earned. Courses not repeated at the same institution will be calculated in the overall GPA for admission. Transfer credit is not granted for developmental courses or for continuing education units.
  - o International transcripts must be in English or be accompanied by an acceptable English translation. If you need translation services, contact World Education Services (WES) at http://www.wes.org.
  - o Williamson College offers credit for Advanced Placement (AP) exams. The incoming student must have an AP score qualification of 3 or above.
- ✓ **Graduate Students**
  - o Williamson College requires graduate students to complete all courses required by their selected program. WC may allow for substitution up to 9 semester credit hours in the program at the time of admission. Transfer credit must have been completed within the last five 5 years.

Transfer Credit Escrow Procedure

Credits earned from unaccredited colleges, universities, and institutions are conditionally accepted. Students are required to maintain a minimum GPA of 3.0 during the first 12 credit hours taken at Williamson College. These conditional credits are then formally accepted by the College Registrar. Formal acceptance under the escrow policy is not guaranteed but is determined by an institutional review of the transcript/grade reports and institutional materials such as academic catalogs, syllabi, and other pertinent materials that document the course content and duration.

Transferability of Williamson College Credits

The acceptance of courses taken at Williamson College is subject to the discretion of the receiving institution. It is the sole responsibility of the applicant to ensure transferability of WC credits to other institutions.

ASSESSMENT

<u>Withdrawal Rates</u>

	2022-23	2021-22	2020-21
Bachelor Program Student Withdrawal Rate:			
School of Business	10%	13%	21%
School of Ministry	22%	17%	14%
Master Program Student Withdrawal Rate:			
School of Business	0%	30%*	17%
School of Ministry	22%	9%	0%

Benchmark of 25% or less withdrawal rate
*One graduate business program dissolved after chairperson lost to COVID.

<u>Graduation/Completion Rates</u>

Students completing program in 150% of time based on entering cohort year (2017, 2016, 2015):

	2022-23	2021-22	2020-21
Undergraduate and Graduate	54%	57%	49%

Benchmark of 40% or higher for all new students in the entering cohort year

		2022-23	2021-22	2020-21
First-time, Full-time Degree Seeking		75%	33%	33%
Race/Ethnicity:	Asian, Black, Hispanic, Other	67%	0%	0%
	White	100%	50%	50%
Gender:	Female	50%	n/a	50%
	Male	100%	33%	0%
Pell Recipients:		100%	0%	100%

Benchmark of 30% or higher for full-time, first-time students in the entering cohort year
*Average age current student at WC is 29 years; approximately 15% of total entering cohort is first-year, first-time degree seeking

Williamson College does not have an Office of Job or Professional Education Placement. Further, Williamson College does not track employment of all students because the school does not offer professional placement programs. However, prior to graduating students submit an end of program survey which captures employer information at time of commencement.

<u>Employment Rate of Graduates</u>	2022-23	2021-22	2020-21
	79%	65%	71%

Typical positions Williamson College Business graduates may fill include management in finance, accounting, marketing, administration, sales, or nonprofit jobs.

Typical positions Williamson College Ministry graduates may fill include leadership in pastoral, church planting, worship, Christian education, nonprofit, missions, senior adult ministry, youth leadership, or discipleship jobs.

Other Assessment Measures	2022-23	2021-22	2020-21
Retention rate	80%	83%	87%
Student Services Satisfaction Survey (based on 4.0)	3.29	3.50	3.31

Benchmark of 3.0 average satisfaction score or higher

Transfer-Out rate	20%	17%	13%
Student-to-Teacher Ratio	4:1	7.1	5:1
Average Grade Point (GPA) of all Enrollees	3.62	3.69	3.44

Benchmark of B, equivalent of 3.00 average grade point or higher

Enrollment	2022-23	2021-22	2020-21
Undergraduate	50	48	45
Graduate	12	18	22

Student enrollment based on academic midyear data from report

Contextual Data

	2022-23	2021-22	2020-21
Entering Cohort	28	30	24

Demographic Information of all Enrollees:

Average Age	28.5	29	29.5
Ratio of Male Students	48%	52%	45%
Ratio of Female Students	52%	48%	55%
Self-Identified Members of a Racial or Ethnic Group	21	12	20

Student demographic information based on data from principal student list

INSTITUTIONAL EFFECTIVENESS

Program Objectives (also available in College Catalog)

General Education

1. The student can demonstrate the ability to think critically.

2. The student can exhibit effective communication skills.

3. The student can exercise basic math competencies.

4. The student can perform basic computing competencies.

5. The student can articulate a biblical worldview.

Master of Arts in Organizational Leadership graduating students will:

1. Demonstrate an ability to think and lead biblically, analytically, and managerially in addressing organizational situations.

2. Be able to explain various types and aspects of organizational culture and how they function as a whole.

3. Be able to create and advance vision and planning to include articulating a clear mission statement, organizational values, goals and objectives, and the ability to build consensus to inaugurate and implement the plan.

4. Be able to explain how and why conflict occurs in an organization, and how the leader should view the opportunities as well as threats in such situations.

5. Be able to articulate and synthesize unique aspects of leadership at the national and international levels.

The Bible Component will help graduating students have:

6. The ability to articulate the biblical and ethical foundations for the various aspects of leadership.

7. The ability to explain and justify the necessity of a leader's spiritual life.

Bachelor of Science in Business Administration graduating students will:

1. Demonstrate an ability to think biblically, analytically, and managerially in addressing business and organizational problems within their community and world.

2. Be able to identity and graph organizational culture and explain the implications for the accomplishment of organizational mission.

3. Be able to explain and develop a shared and compelling organizational vision including the subcomponents of 1) Mission, 2) Values, and 3) Goals, and 4) Strategies.

4. Be able to express, both orally and written, a means of world transformation accomplished through Christ-like servant leadership and management principles.

5. Be able to express knowledge of entrepreneurial principles and the ability to launch new organizational ventures.

The Bible Component will help graduating students have:

1. The ability to articulate the basic tenets of the Christian faith.

2. A working knowledge of biblical truths that can be utilized in both personal and professional situations.

School of Ministry

Master of Arts in Theological Studies graduating students will:

1. Articulate the fundamental aspects of Christian Theology.

2. Use the historic growth of the church to identify future trends in order to keep the faith accurate for the future and meaningful for the culture, utilizing scripture as the constant.

3. Demonstrate an ability to think, research, synthesize, integrate, and apply key theological principles and concepts to ethics and leadership in contemporary culture.

4. Articulate the major differences and major commonalities between the historical Christian theological system and other major theological systems, e.g. Hinduism.

5. Develop a robust and coherent theological apologetic for personal faith.

Master of Arts in Christian Ministries graduating students will:

1. Learn how to shepherd those in your congregation considering biblical truth and essential leadership competencies.

2. Demonstrate essential knowledge of the various aspects of church leadership that are crucial for your choice of program track, e.g., essentials of church planting for church planting track.

3. Experience personal discipleship and learn how to personally disciple others.

4. Come to further clarity about your calling in leadership in God's kingdom.

5. Develop the personal practices and key competencies to lead yourself and to lead others in Christian ministry.

Bachelor of Science in Ministry Leadership graduating students will have:

1. Biblical Knowledge: The ability to articulate the basic tenets of the Christian faith.

2. Biblical Understanding: A working knowledge of biblical truths that can be used in both personal and professional situations.

3. Transformation: An ability to apply truth to spiritual formation and ministry.

4. Worldview: An understanding of how a biblical worldview shapes one's life and ministry.

5. Communication: An ability to communicate biblical truth and concepts of leadership.

6. Leadership: Knowledge of biblical principles of leadership and management.

Institutional Goals

The Institutional Goals represent intended accomplishments of the College. They closely relate to program goals and course learning outcomes. Learning outcomes represent what students should learn in that course. The institutional effectiveness process measures whether the institution is achieving that which it has set out to do. As a result of the efforts of the College, graduating students should have:

1. Completed coursework in which they were exposed to biblical truth and cultural literacy.

2. Identified their God-calling and the factors involved in planning their vocation around that calling.

3. Developed a Christian worldview in which values, goals, strategies, initiative and relationships are confidently developed.

4. Developed the ability to use a library and to find, evaluate, and synthesize information from a variety of sources.

5. Developed a professional relationship with faculty members who have provided advice, motivation, and direction to their academic experience.

6. Learned how to effectively interact with other adults in a rigorous learning environment.

7. Acquired the knowledge, new perspectives, and skills to become lifelong learners.

The following institutional Goals are what the College will do in support of the above goals. The College should:

8. Demonstrate its desire for quality in meeting its mission by conducting an effective institutional research and planning program for the purpose of constant improvement and to support research-based claims of effectiveness to internal and external communities and agencies.

9. Maintain honest and quality relationships with all segments of the college's community, including but not limited to students, employees, alumni stakeholders, and vendors.

10. Create an adequate, healthy and safe environment for students and employees.

11. Maintain programs that promote the enrollment and retention of persons who demonstrate their ability to receive instruction and have the heart of God.