

**PAINE COLLEGE  
INSTITUTIONAL EFFECTIVENESS  
PARADIGM**



**ASSESSMENT REPORTS  
FOR  
OUTCOMES AND  
INSTITUTIONAL  
ASSESSMENTS  
2018-2019**

# ASSESSMENT REPORT, 2018-2019

## INTRODUCTION

In general, assessment includes the identification and administration of appropriate instruments and procedures that provide measurement data and information that indicate the extent to which the desired results for outcomes are obtained. All units employ multiple assessment strategies based on the goals and desired results contained in the Strategic Plan or Annual Unit Plans. Every aspect of the College is regularly assessed. On a global scale, these include the administration, academics and student learning, student services, finances, and facilities and equipment. More specifically, individuals, procedures, activities, units including committees, programs, elements of the physical plant, and associated fiscal actions, whether the primary users are students, faculty, or staff members are all assessed. Members of the Committee on Strategic Planning and Evaluation (CSPE) and unit leaders monitor the activities by collecting and reviewing both objective and subjective data. Results from the assessments guide the CSPE, and the units define and implement necessary changes based on the results. In the summer, all annual plan results and evaluations are entered into the College's cloud-based software, Strategic Planning Online (SPOL).

Paine College assesses its effectiveness through on-going analysis of results from outcomes and objectives designed to measure all main College functions. Many are linked to the Strategic Plan and are reviewed and approved annually by the Board of Trustees when the President reports Strategic Plan results to the Board. Some College units have additional outcomes whose results fulfill sponsored program requirements, program accreditation, or are linked to the effectiveness of new initiatives. These unit level outcomes do not require Board approval; they are tracked by the unit and are changed, as needed, based on unit assessment results and priorities.

Student learning outcomes are in place for every degree, emphasis, and minor. These outcomes are determined by the faculty as appropriate to the educational mission of Paine College. Assessment of these outcomes is completed via embedded course level measurements, graduate exit examinations, national assessments, and final research papers or projects. Data are collected continuously as the courses are taught and students fulfill their graduation requirements. The results are reviewed by the department and are used for annual and long-term planning.

Paine College's standardized syllabus includes course level student-learning outcomes. While changes can be made as deemed appropriate by the faculty, these outcomes are part of the five-year summative program (academic department) review.

Assessment-related activities are on-going and constant. As the assessment is made at each level, information from the assessment follows the appropriate path upward or downward. If more than one unit is involved, or affected, the flow branches to the other related or affected units. The General Assessment Calendar (see Appendix D in the Institutional Effectiveness

Paradigm) is based on an academic year since the primary consideration of institutional effectiveness is the quality of education that the College provides. Grant activities are assessed on a schedule determined by the funding agency.

While completing assessments for the Strategic Plan and Annual Unit Plans, unit leaders also collect data that provides insight into day-to-day, ongoing operations. The list of outcomes and objectives with their assessment results and analysis follows this introduction.

During the annual fall reporting season in 2017, it was learned that the writer of the assessment section of the IEP which included outcomes organized by senior administrative units did not include outcomes from all mid-level administrative units within the senior unit outcomes in 2016-2017. Therefore, as the outcome results are being reviewed for some units, other units are preparing their initial outcomes. Another weakness of which we became aware is the lack of a campus-wide analysis and summary of the individual unit results. Each unit has been allowed to review its results and to make recommendations for changes that were designed to improve the specific unit without regard for the effect that the changes would have on other college units. As the fall 2018 reports are reviewed, we will modify this approach and update the IEP to reflect this change.

Assessment results for the period August 1, 2018 to July 31, 2019 for 277 outcomes appear in the tables below unless otherwise indicated. Most results were provided by the reporting unit. Some unit and institutional results are tracked in the Office of Institutional Research and the Quality Enhancement Plan. All narrative descriptions, use of results for improvement, and revised criteria for success were provided by the reporting office. The 2018-2019 Assessment Report was downloaded from SPOL. For 22 outcomes (see Table 1), this writer did not see Actual Results and Use of Results in SPOL. She is continuing to work with the unit leaders to complete the outcomes.

**Table 1. List of Units with Missing Actual Results and Use of Results**

Senior Unit Code	Planning Unit Title	Total
AA	Department: Humanities	2
	Department: Mathematics, Sciences, and Technology	1
	Department: Social Sciences	1
	Major: Psychology (B.A.)	2
	Major: Sociology (B.A.)	3
<b>AA Total</b>		<b>9</b>
AF	Accounting	3
	Human Resources	3
	Information Technology	1
<b>AF Total</b>		<b>7</b>
SA	Student Affairs	4
	Student Engagement	2
<b>SA Total</b>		<b>6</b>
<b>Grand Total</b>		<b>22</b>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 10000 - President

Unit Manager: Jones, Cheryl Evans

Objective: DRAFT - Strategic Plan, 2019 - 2024 - Development of the Strategic Plan, 2019 - 2024			
Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>◆ The Strategic Plan for 2019 - 2024 will have been approved by the Board of Trustees.</li> </ul>	<ul style="list-style-type: none"> <li>◆ The Strategic Plan for 2019 - 2024 will have been developed by the Committee on Strategic Planning and Evaluation who will receive input from the appropriate constituencies (faculty, staff, students, and the community); it will be approved by the Board of Trustees.</li> </ul>	<ul style="list-style-type: none"> <li>◆ On October 19, 2019, the Board of Trustees voted (1) to carry over the 2014 - 2019 Strategic Plan into 2019-2020. The new date on the active Strategic Plan is 2014 - 2020. The Board also approved the following additional related recommendations:                             <ul style="list-style-type: none"> <li>(2) That the Board of Trustees voting date on the Strategic Plan, the Assessment Plan, and updates to the Institutional Effectiveness Paradigm (IEP) occur during the April Board meeting with all documents to become effective on July 1, annually.</li> <li>(3) That the new Strategic Plan be dated to cover the period July 1, 2020 – June 30, 2025, and that the operating years be updated annually through 2024-2025.</li> <li>(4) That the new Strategic Plan objectives and action items be reviewed annually for the five-year period of the Strategic</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>◆ Actions of the Board of Trustees on October 19, 2019 are being used to frame the activities of the Committee on Strategic Planning and Evaluation for the 2019-2020 year. Resulting intended results will be included as the 2019-2020 outcomes.</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Plan and updated as needed.

(5) That the Foundation Statements be approved.  
Faith Statement (title change; formerly Biblical Foundations Statement)  
Christian Philosophy of Education (no changes)  
Ethical and Spiritual Values (no changes)  
Mission Statement (no changes)  
Vision (no changes)  
Institutional Objectives (no changes)

(6) That the 2014 – 2020 Strategic Plan (with updated strategic/action plans) be approved.

(7) That the Assessment Plans (updated for 2019-2020) be approved

(8) That the 2019-2020 Institutional Effectiveness Paradigm (contains the documents listed above) be approved.

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 10000 - President

Unit Manager: Jones, Cheryl Evans

Objective: DRAFT - Student Satisfaction with the President's Office - Student Satisfaction with the President's Office			
Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>◆ 70% of students will score Very Satisfied or Satisfied on "President's Office".</li> </ul>	<ul style="list-style-type: none"> <li>◆ Survey of Graduating Seniors</li> </ul>	<ul style="list-style-type: none"> <li>◆ The President's Office was added to the Survey of Graduating Seniors in 2018-2019. The President's Office under Dr. Jerry Hardee was the first to be evaluated. Eighty-seven (87) percent of the candidates for graduation rated the President's Office as "very satisfied" and "satisfied." This rating exceeds the desired level of 70 percent.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Results this first year exceeded the expected level. College personnel will monitor the results in the future for changes.</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 11000 - Athletics

Unit Manager: Kohn, Selina

<b>Objective: DRAFT - Athletes' Graduation</b> - Athletes' graduation rates			
Intended Results	Assessment Measures	Actual Results	Use of Results

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

◆ 80% of first-time freshmen student-athletes will graduate within five (5) years of their first enrollment; 80% of new transfer students will graduate within two (2) years of the time of their first enrollment at Paine College.

◆ Graduation rate of student-athletes by category: first-time freshmen and new transfer by entrance year.

◆ A review of Fall 2014 first-time freshmen (FTF) and transfer (TRF) students revealed that 5 of 29 first-time freshmen graduated within the five years of this study for a rate of 17.2%. Transfer students graduated at a higher rate, 8 out of 19 or 42.1 percent. With the desired level being 80%, the goal was not met. Institutional enrollments have decreased annually in recent years as the College worked to alleviate the concerns that caused its accreditation issues. This has had a negative effect on the continued enrollment of athletes. During this time the sport of foot-ball was suspended after Fall 2014 semester which had an impact on retention of student-athletes.

Fall 2014 First-time Freshmen and Fall 2014 Transfers

Category	Headcount	Graduated by 2019 %	First-time
Freshmen	29		
	5		17.2
Transfers	19		8
			42.1
Total	48		20
			27.1

◆ With increasing institutional enrollments, there will be a positive impact on the graduation statistics for athletics. The Department of Athletics will continue its current activities that are designed to encourage students to complete their baccalaureate degrees at Paine while seeking others to improve the graduation rates.

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 11000 - Athletics

Unit Manager: Kohn, Selina

Objective: DRAFT - Athletes' Retention by Category - Athletes' retention by category (first-time freshmen, transfers, and returnees)																		
Intended Results	Assessment Measures	Actual Results	Use of Results															
<p>◆ 80% of student-athletes will be retained in each category: first-time freshmen, new transfers, and returning from one fall term to the next fall term, unless they graduate.</p>	<p>◆ Student-athletes retained by category: first-time freshmen, new transfer and returning by entrance year.</p>	<p>◆ Seventy, 70, athletes were tracked from 2017-2018 to 2018-2019. A total of 71 out of 91 of them returned for a retention rate of 78%. Returnees had the highest retention rate, 86%; first-time freshmen were second with a rate of 78%, and transfers were third (50%). Though the desired level of 80% was not met, returners exceeded the rate.</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td>Category</td> <td>HC</td> <td>Ret %</td> </tr> <tr> <td>FTF</td> <td>36</td> <td>28 78</td> </tr> <tr> <td>TRF</td> <td>12</td> <td>6 50</td> </tr> <tr> <td>Returners</td> <td>43</td> <td>37 86</td> </tr> <tr> <td>Total</td> <td>91</td> <td>71 78</td> </tr> </table>	Category	HC	Ret %	FTF	36	28 78	TRF	12	6 50	Returners	43	37 86	Total	91	71 78	<p>◆ Paine College seeks to improve retention rates for all students via programs established within the Divisions of Academic Affairs and Student Affairs. Student-athletes also receive special tutoring sessions as part of their academic maintenance activities, and faculty members complete progress reports on them. All of these activities will continue. Further study will be completed to determine if there are reasons other than academic that prevents athletes from being retained.</p>
Category	HC	Ret %																
FTF	36	28 78																
TRF	12	6 50																
Returners	43	37 86																
Total	91	71 78																

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 11000 - Athletics

Unit Manager: Kohn, Selina

Objective: DRAFT - Athletes' Retention: Compliance - Athletes' Retention: compliance			
Intended Results	Assessment Measures	Actual Results	Use of Results
<p>◆ 100% of student-athletes will be in compliance with all NCAA rules at the end of each semester.</p>	<p>◆ Student-athletes in compliance</p>	<p>◆ Ninety-eight and eight hundredths percent (98.08%) of the student-athletes were in compliance for 2018-2019. Individual semester data appears below.</p> <p>Fall Semester 106 Student-athletes 105 Student-athletes remained compliant at the end of the fall semester. 99.05% found in compliance</p> <p>Spring Semester 106 Student athletes 103 Student-athletes remained compliant at the end of the spring semester. 97.17% found in compliance Seventy, 70, athletes were tracked from 2017-2018 to 2018-2019. A total of 71 out of 91 of them returned for a retention rate of 78%. Returnees had the highest retention rate, 86%; first-time freshmen were second with a rate of 78%, and transfers were third (50%). Though the desired level of 80%</p>	<p>◆ Paine College seeks to improve retention rates for all students via programs established within the Divisions of Academic Affairs and Student Affairs. Student-athletes also receive special tutoring sessions as part of their academic maintenance activities, and faculty members complete progress reports on them. All of these activities will continue. Further study will be completed to determine if there are reasons other than academic that prevents athletes from being retained.</p>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

was not met, returners  
exceeded the rate.

Category	HC	Ret %
FTF	36	28 78
TRF	12	6 50
Returners	43	37 86
Total	91	71 78

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

**Planning Unit: 11000 - Athletics**

**Unit Manager: Kohn, Selina**

**Objective: DRAFT - Athletics: NCAA Five-year Evaluation** - Five-year summative assessment reports for selected administrative services, departments, programs, and administrative support services are completed during each academic year and submitted to the Committee on Strategic Planning and Evaluation in the spring semester. These summative evaluations or Five-year Evaluation Reports assess trends in evaluation results. The NCAA requires the Department of Athletics to complete a five--year report. Details from this report are provided in the Actual Results.

Intended Results	Assessment Measures	Actual Results	Use of Results
<p>◆ The five-year evaluation for the NCAA will be completed and submitted by June 1, 2020.</p>	<p>◆ NCAA Outcomes</p>	<p>◆ Constitution 6.3 in the NCAA Division II Manual (Self-Study and Evaluation) was added in June 1985 by the fifth NCAA special Convention. Constitution 6.3 requires each institution, as a condition and obligation of NCAA membership, to conduct a comprehensive self-study of the institution's intercollegiate athletics program at least once every five years. The self-study is divided into two separate and distinct Sections: Section One covers compliance-related matters (institutional oversight, budgetary control, ethical conduct, recruiting, eligibility, financial aid, rules compliance, and health and safety) and Section Two covers strategic initiative-related matters (philosophy statement, institutional control and responsibility, athletics operations, student-athlete well-</p>	<p>◆ Results of the NCAA self-study were reported to all Paine College Athletics Department members via email (see attached copy) or during a meeting (see attached minutes) held on _____. All were made aware of the deficiencies that were found and corrected during the self-study year. All agreed to monitor NCAA requirements more closely to ensure that no deficiencies are found in 2023-2024 (see attached copy of agreement that was signed by each athletic member and which appears in each member's file).</p>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

being, life in the balance/overall educational experience, and cultural diversity and gender equity).

The Institutional Self-Study Guide (ISSG) is a tool to help NCAA Division II institutions meet the requirements of Constitution 6.3. The ISSG provides a guide for institutional self-study designed to: (1) sensitize institutional administrators and staff to potential problems in intercollegiate athletics programs, (2) identify potential problems and (3) guide an institution toward actions to help prevent or minimize the severity of those problems. The ISSG is not meant as a substitute for the Division II Manual or other NCAA/conference publications containing the rules governing intercollegiate athletics. Rather, the intent of the ISSG is to focus the attention of top institutional administrators on observable indicators that have been found by experience to relate to significant ethical and procedural violations.

Paine College submitted its self-study guide on

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

		<p>June 1, 2019 and the next one is due in 2023-2024 (see attached final page to the self-study, President Hardee's signature page, and Athletic Director Kohn's signature page). During the self-study, the College was found in compliance with requirements. There were a few requirements that required remediation before submitting the self-study due to updates in the NCAA and SIAC requirements.</p>	
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# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 11000 - Athletics

Unit Manager: Kohn, Selina

Objective: DRAFT - Satisfaction with Athletics - Satisfaction with Athletics																	
Intended Results	Assessment Measures	Actual Results	Use of Results														
<p>◆ 70% of students will score Very Satisfied or Satisfied on "Intercollegiate Athletics".</p>	<p>◆ Survey of Graduating Seniors</p>	<p>◆ 80 % of surveyed graduating seniors were very satisfied or satisfied with intercollegiate athletics in 2018-2019. Intercollegiate athletics met the criteria set.</p> <p>Satisfaction with Intercollegiate Athletics Year Very Satisfied or Satisfied</p> <table style="margin-left: 20px;"> <tr><td>2014</td><td>72.3%</td></tr> <tr><td>2015</td><td>66.3%</td></tr> <tr><td>2016</td><td>79.8%</td></tr> <tr><td>2017</td><td>80.7%</td></tr> <tr><td>2018</td><td>74.33%</td></tr> <tr><td>2019</td><td>80%</td></tr> <tr><td>Mean</td><td>75.6%</td></tr> </table>	2014	72.3%	2015	66.3%	2016	79.8%	2017	80.7%	2018	74.33%	2019	80%	Mean	75.6%	<p>◆ Data will be used to further enhance athletics.</p>
2014	72.3%																
2015	66.3%																
2016	79.8%																
2017	80.7%																
2018	74.33%																
2019	80%																
Mean	75.6%																

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

**Planning Unit: 16000 - Religious Life**

**Unit Manager: Felder, Luther B.**

**Objective: DRAFT - Assembly Attendance** - The purpose of the assembly/convocation is to disseminate information of mutual concern to the Paine College family and to present educational, cultural, campus information, and other programs to students. This special emphasis is rooted in the tradition and belief that the total experiences gained in assembly play a crucial role in preparing a new generation of leaders with a delicate balance between the spiritual and the intellectual. Each student is expected to attend all assembly/convocation programs as these programs are an integral part of the College experience. (They represent the affective component of the curriculum.) A student may miss a maximum of two assemblies per semester without penalty. A student who misses more than the two allowed programs will have one-half semester credit hour added to the graduation requirements for each absence beyond the limit. Staff members in the Office of Student Affairs monitor and document compliance with the assembly/convocation policies. For the duration of the students' collegiate experience at Paine College, the Assembly Programs, more than any other activity on campus, serve as an educational setting in which students, faculty, and staff may share and learn together.

Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>◆ 75% average attendance (Strategic Plan)</li> </ul>	<ul style="list-style-type: none"> <li>◆ Headcount and percentage of students present</li> </ul>	<ul style="list-style-type: none"> <li>◆ During the fall semester 18-19, although we had some powerful speakers in assembly, the attendance was kept by Student Affairs staff by having students to sign in with a staff person. That data is not available due to changes in the department. In the spring, the data was on Blackboard, however the database was purged last summer, erasing the data/</li> </ul>	<ul style="list-style-type: none"> <li>◆ We will coordinate with Student Affairs to keep better records and to update this information more frequently.</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 16000 - Religious Life

Unit Manager: Felder, Luther B.

Objective: DRAFT - Satisfaction with Religious Programs/Services - Satisfaction with Religious Programs/Services			
Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>◆ At least 70% of the respondents will rate their satisfaction with the Religious Programs/Services as satisfied or very satisfied.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Student Satisfaction on the Survey of Graduating Seniors</li> </ul>	<ul style="list-style-type: none"> <li>◆ In 2018-2019, 90% of the prospective graduates rated Religious Life as very satisfied or satisfied. This rating compares to 92% in 2017-2018. The goal of 70% was still met.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Though the goal was met, staff will continue to monitor Religious Life activities and students' response to them so that the results maintain, and improve these results in 2019-2020.</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 16000 - Religious Life

Unit Manager: Felder, Luther B.

Objective: DRAFT - Student Engagement through Religious Life Activities - Student engagement through Religious Life activities			
Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>◆ An average of 35% of resident students at the college</li> </ul>	<ul style="list-style-type: none"> <li>◆ Headcount of attendance at Religious Life activities</li> </ul>	<ul style="list-style-type: none"> <li>◆ We continue with a 45% of resident students participated in the weekly activities that Wesley sponsored. This data is derived from the fact that 2018-2019 survey of prospective graduates rated Religious Life at 90% satisfaction</li> </ul>	<ul style="list-style-type: none"> <li>◆ We will engage student affairs to determine how we can improve even on this successful result</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

**Planning Unit: 16000 - Religious Life**

**Unit Manager: Felder, Luther B.**

**Objective: DRAFT - Wesley Fellowship Meeting Attendance** - The Wesley Fellowship is a student organization that focuses on the spiritual development of students, faculty, staff, and the community. It is composed of several subgroups such as the Praise Dance Team.

Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>◆ An average of 50% of the Wesley Fellowship attend meetings each semester</li> </ul>	<ul style="list-style-type: none"> <li>◆ Headcount of attendance at Wesley meetings</li> </ul>	<ul style="list-style-type: none"> <li>◆ 50% of Wesley Fellowship members attended meetings. Many of our students get involved in the leadership of student government and other organizations.</li> </ul>	<ul style="list-style-type: none"> <li>◆ We will work with the other organizations our students participate in, to increase their availability to meet with Wesley.</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 17000 - Title III Programs

Unit Manager: Wheeler, Chester

Objective: DRAFT - 1. Title III Administration: Compliance - Title III Administration: Compliance			
Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>◆ 1. To ensure Title III activities are 100% in compliance with applicable law by using grants management principles and methodologies to support effective planning and implementation</li> </ul>	<ul style="list-style-type: none"> <li>◆ 1.1 Update and disseminate Title III Policies and Procedures Manual for the new grant cycle</li> <li>1.2 Provide annual project orientation to all Activity Directors and Key Personnel</li> </ul>	<ul style="list-style-type: none"> <li>◆ 1.1 A new Title III Operational and Procedure Manual was developed and provided to the Activity Directors.</li> <li>1.2 A meeting was held with the Activity Directors to review new Title III Budget and answer questions concerning Objectives.</li> </ul>	<ul style="list-style-type: none"> <li>◆ 1.1 The new manual was provided in a notebook and emailed for dissemination to all staff of the Activity Directors.</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 17000 - Title III Programs

Unit Manager: Wheeler, Chester

Objective: DRAFT - 2. Title III Administration: Objective Progress - Title III Administration: Objective Progress			
Intended Results	Assessment Measures	Actual Results	Use of Results
<p>◆ To ensure Title III Activities are 100% in compliance by making substantial progress towards objective implementation by providing evaluation, monitoring, and technical assistance</p>	<p>◆ 2.1 Provide Activity Directors with quarterly monitoring, technical assistance workshop and training on Audit Readiness and Writing S.M.A.R.T. Objectives                      2.2 Conduct annual summative evaluation of Title III grant                      2.3 Implement monthly Progress and Time and Effort session for all Activity Directors and Key Personnel                      2.4 Maintain documentation of grant progress</p>	<p>◆ 2.1 A seasoned Title III consultant conducted a one-day on-site Audit Readiness Review and training session for Activity Directors. No structured training on how to write S.M.A.R.T. Objectives, only consultation during the development process.</p> <p>2.2 The Activity Directors provide Quarterly Report on their progress in meeting the expected outcomes of their Activity.</p> <p>2.3 Monthly Time and Effort are provided to the Title III Office for review.</p>	<p>◆ 2.1. A written report of suggestions for improvement was provided to the Title III Director and the VP of Administrative and Fiscal Affairs.</p> <p>2.2 Quarterly Reports are reviewed, and feedback provided to the Activity Directors.</p> <p>2.3 No report</p> <p>2.4 No report</p>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 17000 - Title III Programs

Unit Manager: Wheeler, Chester

Objective: DRAFT - 3. Title III Administration: Funding Accountability and Integrity - Title III Administration: Funding Accountability and Integrity			
Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>◆ Collaborate with the Office of Administrative and Fiscal Affairs to provide budgetary oversight to support effective funding accountability and fiscal integrity of all Title III funds</li> </ul>	<ul style="list-style-type: none"> <li>◆ 3.1 Conduct fiscal planning and monthly and quarterly budget status meetings with the Grants Account Manager and Activity Directors</li> <li>3.2 Approve all requests for Title III expenditures in compliance with EDGAR and institutional regulations and policies</li> <li>3.3 Maintain current inventory of all Title III assets</li> </ul>	<ul style="list-style-type: none"> <li>◆ 3.1 The office of Title III provides monthly comparisons of budget to actual expenses for the Activity Directors.</li> <li>3.2 All requisitions submitted for the expenditure of Title III funds are reviewed by Title III before they are considered a Purchase Order.</li> <li>3.3 All assets purchased with Title III funds are tagged by Title III staff and an inventory is maintained.</li> </ul>	<ul style="list-style-type: none"> <li>◆ 3.1 At year-end the GL Budget Analyses for all Activities are provided to the School's external audit firm.</li> <li>3.2 No report</li> <li>3.3 No report</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 17000 - Title III Programs

Unit Manager: Wheeler, Chester

Objective: DRAFT - 4. Title III Administration: Liaison to the U. S. Department of Education - Liaison to the U. S. Department of Education			
Intended Results	Assessment Measures	Actual Results	Use of Results
<p>◆ 4 To serve as official authority and liaison to the U.S. Department of Education with prerequisite professional skills and knowledge base</p>	<p>◆ 4.1 To keep the President and the College informed of the status of Title III regulations and grant progress (weekly/monthly)</p> <p>4.2 Attend pertinent official Title III Conferences and other meetings to remain abreast with current on grant related requirements and broader issues in higher education</p>	<p>◆ 4.1 Any changes made to Title III regulations are provided to the President and Administrative Council as appropriate.</p> <p>4.2 The Director and Assistant Director of Title III</p>	

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 20000 - Academic Affairs

Unit Manager: Martin, Curtis

Objective: DRAFT - Faculty Evaluation: Individual Results including grants - Faculty evaluation, including grants																																						
Intended Results	Assessment Measures	Actual Results	Use of Results																																			
<p>◆ At least 70% of the faculty will score an average of 3.0 or above at the end of the year.</p>	<p>◆ Faculty Evaluation Scoring Form (Policy Manual (Vol. 4) – Appendix 4.5.3C</p>	<p>◆ To be updated after additional results for 2018 -2019 are received.</p> <p>Faculty evaluation data was summarized for the fall and spring semesters in 2014-15, 2015-16, 2016-17 and 2017-2018. In each year, at least 70 percent of the faculty averaged at least 3.00 overall each semester on the evaluation which satisfies the criteria for success. Even better, 100 percent of the faculty scored an average of 3 or above in three of the terms during this study, Fall 2014, Spring 2017, and Fall 2017. (Note: Due to technical glitches, data were not available for two (2) terms.)</p> <p>Percent of Faculty Who Scored an Average of 3 or Above Each Term, 2014-15 through 2017-18</p> <table style="margin-left: 20px;"> <tr> <td>AY</td> <td>HC</td> <td>Fall</td> <td>%</td> <td>HC</td> </tr> <tr> <td>Spring</td> <td>%</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2014-15</td> <td>97</td> <td>100.0%</td> <td></td> <td></td> </tr> <tr> <td>2015-16</td> <td>76</td> <td>98.7%</td> <td>72</td> <td></td> </tr> <tr> <td></td> <td></td> <td>98.6%</td> <td></td> <td></td> </tr> <tr> <td>2016-17</td> <td>41</td> <td>97.6%</td> <td>54</td> <td></td> </tr> <tr> <td></td> <td></td> <td>100%</td> <td></td> <td></td> </tr> </table>	AY	HC	Fall	%	HC	Spring	%				2014-15	97	100.0%			2015-16	76	98.7%	72				98.6%			2016-17	41	97.6%	54				100%			<p>◆ These results have exceeded expectations for the years for which complete data are available. This section will be updated when all results have been received and analyzed..</p>
AY	HC	Fall	%	HC																																		
Spring	%																																					
2014-15	97	100.0%																																				
2015-16	76	98.7%	72																																			
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		100%																																				

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

		2017-18 54 100.0%	
		2018-19 Not all data available	

(Data Source: Offices of Information Services and Academic Affairs. Summarized by Office of Institutional Research and the Quality Enhancement Plan)

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 20000 - Academic Affairs

Unit Manager: Martin, Curtis

Objective: DRAFT - Faculty Evaluation: Student Course Results, 2018-2019 - Course Evaluations, 2018-2019																																						
Intended Results	Assessment Measures	Actual Results	Use of Results																																			
<p>◆ 70% of the faculty will score 3 or above each semester</p>	<p>◆ Policy Manual (Vol. 4) –Appendix 4.5.3G: Student Evaluation</p>	<p>◆ To be updated after complete data for 2018-2019 has been received.</p> <p>Faculty evaluation data was summarized for the fall and spring semesters in 2014-15, 2015-16, 2016-17 and 2017-2018. In each year, at least 70 percent of the faculty averaged at least 3.00 overall each semester on the evaluation which satisfies the criteria for success. Even better, 100 percent of the faculty scored an average of 3 or above in three of the terms during this study, Fall 2014, Spring 2017, and Fall 2017. (Note: Due to technical glitches, data were not available for two (2) terms.)</p> <p>Percent of Faculty Who Scored an Average of 3 or Above Each Term, 2014-15 through 2017-18</p> <table style="margin-left: 20px;"> <tr> <td>AY</td> <td>HC</td> <td>Fall</td> <td>%</td> <td>HC</td> </tr> <tr> <td>Spring</td> <td>%</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2014-15</td> <td>97</td> <td>100.0%</td> <td></td> <td></td> </tr> <tr> <td>2015-16</td> <td>76</td> <td>98.7%</td> <td>72</td> <td></td> </tr> <tr> <td></td> <td></td> <td>98.6%</td> <td></td> <td></td> </tr> <tr> <td>2016-17</td> <td>41</td> <td>97.6%</td> <td>54</td> <td></td> </tr> <tr> <td></td> <td></td> <td>100%</td> <td></td> <td></td> </tr> </table>	AY	HC	Fall	%	HC	Spring	%				2014-15	97	100.0%			2015-16	76	98.7%	72				98.6%			2016-17	41	97.6%	54				100%			<p>◆ To be updated after complete 2018-2019 data have been received</p> <p>In 2018-19, the results will be reviewed in detail from other perspectives and consideration will be given to revising the criteria for success. Faculty members need to strive for the highest results when they are being evaluated by students. For instance, a review of the table below documents that 94.4 percent of the faculty scored an average between 3.00 and 4.49 in Fall 2017. Thus, based on overall survey results, Paine College's faculty members are successful in the classroom per the student results. Therefore, it may be time to update the survey or review results for specific questions as part of the process for evaluating the success of faculty members.</p> <p>Range of Scores Total Percent Cumulative Percent</p>
AY	HC	Fall	%	HC																																		
Spring	%																																					
2014-15	97	100.0%																																				
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# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

		<p>2017-18 54 100.0%                  2018-19 Not completely available                  (Data Source: Offices of Information Services and Academic Affairs. Summarized by Office of Institutional Research and the Quality Enhancement Plan)</p>	<table> <tr> <td>3.00 – 3.49</td> <td>3</td> </tr> <tr> <td>5.6%</td> <td>5.6%</td> </tr> <tr> <td>3.50 – 3.99</td> <td>20</td> </tr> <tr> <td>37.0%</td> <td>42.6%</td> </tr> <tr> <td>4.00 – 4.49</td> <td>28</td> </tr> <tr> <td>51.9%</td> <td>94.4%</td> </tr> <tr> <td>5.00</td> <td>3</td> </tr> <tr> <td>5.6%</td> <td>100.0%</td> </tr> <tr> <td>Grand Total</td> <td>54</td> </tr> <tr> <td></td> <td>100.0%</td> </tr> </table> <p>(Data Source: Offices of Information Services and Academic Affairs. Summarized by Office of Institutional Research and the Quality Enhancement Plan)</p>	3.00 – 3.49	3	5.6%	5.6%	3.50 – 3.99	20	37.0%	42.6%	4.00 – 4.49	28	51.9%	94.4%	5.00	3	5.6%	100.0%	Grand Total	54		100.0%
3.00 – 3.49	3																						
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Grand Total	54																						
	100.0%																						

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 20000 - Academic Affairs

Unit Manager: Martin, Curtis

Objective: DRAFT - Student Achievement: Major Field Exam Results - Major Field Exam Pass Rate Results - 2016-2017			
Intended Results	Assessment Measures	Actual Results	Use of Results
<p>◆ The pass rate on major field examinations will meet or exceed 70% for students who pass the test on the first attempt for all major programs.</p>	<p>◆ Pass rate on the first attempt when taking the major field examinations in each major and the overall average</p>	<p>◆ Narrative to be updated after additional 2018-2019 data becomes available</p> <p>Local examinations are used for all students except elementary education majors who must pass the state and CAEP mandated Georgia Assessments for the Certification of Educators (GACE) and business majors whose take the ETS Major Field Test. The first-time pass rates allow faculty to assess both student content knowledge and how well the faculty members are doing in keeping students engaged in learning throughout their tenure at Paine. Further, the results are one indicator of program quality. (Caveat: The 2016-2017 data for the Business major has been corrected for this report. The writer inadvertently used the junior examination results in the calculations instead of those for the ETS examination which is taken by seniors.)</p>	

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

In 2017-2018, eight (8), one less than in 2016-2017, of the 11 majors had students who completed senior exit examinations (see Table II). For these eight majors, 73 (compares to 90 in 2016-2017) students sat for a major field examination, 59 (compares to 70 in 2016-2017) students passed on the first attempt and the first-time pass rate was 81 percent (compares to 78 percent in 2016-2017). The pass rate on the first attempt improved from 2016-2017, and in both years, the expected rate of 70 percent was exceeded. Since the assessments must be passed prior to graduation, eventually all students (100%) who graduated, passed the department's assessment. Summary data appears in Tables I and II.

Table I. Summary Data,  
2016-17 and 2017-18  
Category 2016-17 2017-18

# Examinees	90	73
# Passed on the first attempt	70	59
% who passed on the 1st attempt	78%	81%

- ◆ Department faculty already host preparation workshops before the examinations are administered. These are especially important for the content that was covered during the first two or three years of study. Before the next administration of the examination, all departments will delve deeper into the results and will cross-reference the assignments of the major content courses with the outcome objectives of the exams. As needed, additional study support will be provided in the form of tutoring or electronic reviews at the Tutorial and Enrichment Center. Some students may be encouraged to sit in on selected courses depending upon the identified weaknesses.

This outcome will continue at the same criteria level for 2018-19 whose results will be added after additional data is received.

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Table II. Percent of Majors Who Passed on the First Attempt, 2016-17 – 2017-18	
Major % Passed on 1st attempt 2016-17 %	Passed on 1st attempt 2017-18
Biology 50%	40%
Business Administration 78%	100%
Chemistry N/A	N/A
Early Childhood Education 80%	N/A
English 60%	75%
History 38%	60%
Mass Communications 100%	100%
Mathematics 0%	50%
Philosophy and Religion 100%	N/A
Psychology N/A	33%
Sociology 82%	64%
Mean 78%	81%
(Data Source: Department Program Reports)	

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 20000 - Academic Affairs

Unit Manager: Martin, Curtis

Objective: Student Satisfaction: overall quality of instruction - Student Satisfaction with the overall quality of instruction			
Intended Results	Assessment Measures	Actual Results	Use of Results
<p>◆ At least 70% of the respondents will rate their satisfaction with the overall quality of instruction as satisfied or very satisfied.</p>	<p>◆ Student Satisfaction on the Survey of Graduating Seniors</p>	<p>◆ Another component of the academic program is instruction. The highest rating for the past five years is the same as the previous five, 91.0 percent, the 2017 respondent rating for the sum of satisfied or very satisfied. The 2018 rating is a close second at 90.8 percent. In each year, the expected rating of 70 percent was exceeded. Further, the five-year average of 87.6 percent exceeds the expected annual rating. Faculty would like for the rate to be closer to 100 percent even though the planned rating was exceeded each year. A table summaries appear below.</p> <p>Overall Quality of Instruction Year Percent Who Responded Very Satisfied or Satisfied 2015 83.7% 2016 84.3% 2017 91.0% 2018 90.8% 2019 87.5% Mean 87.6%</p>	<p>◆ These results will be the basis for discussions about how instruction can be improved during meetings at all academic levels. Further, the rates for 2019 by academic program revealed a need to improve instruction in four majors whose ratings were not at the 100 percent level in 2019. Those majors are Psychology (83.3 percent), Sociology (90.0 percent), and History (had the lowest rating of 66.7 percent). This data is being reported to the six department chairs and the Provost and Vice President of Academic Affairs. Changes, if any will be reflected in departmental reports.</p>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

		(Data Source: Office of Institutional Research and the Quality Enhancement Plan, Survey of Graduating Seniors)	
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# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 20000 - Academic Affairs

Unit Manager: Martin, Curtis

Objective: Student Satisfaction: Paine College Education - Student Satisfaction with the overall quality of their Paine College Education, 2018-2019													
Intended Results	Assessment Measures	Actual Results	Use of Results										
<p>◆ At least 70% of the respondents will rate their satisfaction with the overall quality of their Paine College education as satisfied or very satisfied.</p>	<p>◆ Ratings of satisfied or very satisfied with the overall quality of their Paine College education on the 2018-2019 Survey of Graduating Seniors (SGS)</p>	<p>◆ One measure of satisfaction with academics is the percent of graduating seniors who report being satisfied or very satisfied with the overall quality of their Paine College education on the annual Survey of Graduating Seniors. The desired goal is to have a total of at least 70 percent reporting satisfied or very satisfied.</p> <p>Results for the past five years have been steadily increasing with one decrease in the results to 85.4 percent in 2016. The highest rating of 92 percent was achieved in 2018, and the five-year average is 88 percent. A table and graph of the five-year results follows.</p> <p>Overall Quality of your Paine College Education Year Percent Who Responded Very Satisfied or Satisfied</p> <table style="margin-left: 20px;"> <tr><td>2015</td><td>88.5%</td></tr> <tr><td>2016</td><td>85.4%</td></tr> <tr><td>2017</td><td>90.9%</td></tr> <tr><td>2018</td><td>92.1%</td></tr> <tr><td>2019</td><td>87.5%</td></tr> </table>	2015	88.5%	2016	85.4%	2017	90.9%	2018	92.1%	2019	87.5%	<p>◆ These results will be the basis for discussions about how instruction can be improved during meetings at all academic levels. Further, the rates for 2019 by academic program revealed a need to improve instruction in four majors whose ratings were not at the 100 percent level in 2019. Those majors are Psychology (83.3 percent), Sociology (90.0 percent), and History (had the lowest rating of 66.7 percent). This data is being reported to the six department chairs and the Provost and Vice President of Academic Affairs.</p>
2015	88.5%												
2016	85.4%												
2017	90.9%												
2018	92.1%												
2019	87.5%												

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Mean 87.7%

(Data Source: Office of  
Institutional Research and  
the Quality Enhancement  
Plan, Survey of  
Graduating Seniors)

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 20100 - Dual Enrollment Program

Unit Manager: Wimberly, Frances

Objective: DRAFT - Dual Enrollment - Enrollment - Enrollment for the Dual Enrollment Program			
Intended Results	Assessment Measures	Actual Results	Use of Results
<p>◆ There are two intended results for this outcome. (1) Paine College will determine the annual unduplicated headcount of Dual Enrollment Program students for each year since its inception. (2) Using the annual unduplicated headcounts, the College will determine the best value to use as the intended result for this outcome.</p>	<p>◆ The unduplicated headcount of Dual Enrollment Program students will be used to determine the intended results for this outcome.</p>	<p>◆ Documenting enrollment for the Dual Enrollment Program (DEP, previously Move-On-When-Ready) was separated from the overall enrollment in 2016 -2017. Thus, enrollment for the last three years was 83 students in Fall 2016, 69 in Fall 2017, and 15 in Fall 2018. There are several reasons for the decreases as outlined below.</p> <p>In 2016, Paine College embarked upon the preparation of several documents that lead to its receiving membership with the Transnational Association of Christian Colleges and Schools in Fall 2018 as a Candidate institution. During the preparation of the self-study for candidacy, it became clear that Paine College could not send instructors to the local high schools without having the sites classified as branch campuses. Thus, the Dual Enrollment students had to take classes on the Paine College campus, and the</p>	

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

		<p>high schools provided bus transportation. This worked until some schools decided that they could not afford to bus the students to Paine. Further, some individuals in the Richmond County School System became aware of the accreditation challenges that Paine was experiencing with its regional accrediting body. These three concerns lead to a severe decrease in the number of students enrolled in the DEP that the College has not been able to overcome.</p>	
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# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

**Planning Unit: 20200 - Center for Advanced Professional Studies (CAPS)**

**Unit Manager: Middleton, Marci**

**Objective: DRAFT - Increase Enrollment** - Increase enrollment for the Center for Advanced Professional Studies (CAPS) Program so that it can become a sustainable program.

Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>◆ Show an increase in enrollment by at least 10% of the students from the previous years' enrollment.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Conducting statistical analysis of enrollment patterns</li> </ul>	<ul style="list-style-type: none"> <li>◆ Enrollment in the CAPS program increased from 16 to over 36 in the 2018-2019 academic year.</li> </ul>	<ul style="list-style-type: none"> <li>◆ The Program Director will continue to assess marketing strategies that will attract more adult students to the College. The flyers and/or marketing materials used in the past year will be posted as a means of referral to resources as needed.</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

**Planning Unit: 20200 - Center for Advanced Professional Studies (CAPS)**

**Unit Manager: Middleton, Marci**

**Objective: DRAFT - Retention** - Examine program offerings and work with Department Chairs to ensure that enough courses are offered to retain a sustainable sub-population of adult or non-traditional students for the CAPS program.

Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>◆ The College will offer approximately 30% of the required classes from the program disciplines, within the CAPS Program, that are needed to keep students on their academic track and timeline for their graduation plan.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Create a needs assessment matrix/chart to determine which classes need to be offered every 8 weeks to accommodate the students in the program</li> </ul>	<ul style="list-style-type: none"> <li>◆ The Program Director continues to meet with Department Chairs throughout each semester to determine which courses can be offered to accommodate the CAPS population. Based on the faculty available to teach during CAPS hours (5:30-10:30), CAPS has had courses that are essential to the well being of the program. However, the assessment of courses that are needed during CAPS hours are continuous based on the College's core course requirements and to meet the elective offerings for students.</li> </ul>	<ul style="list-style-type: none"> <li>◆ The Program Director has created a working chart to potentially assess and populate courses that are being offered for CAPS, including core courses and elective courses. Once the potential courses are approved by Academic Affairs, the courses can be put on the schedule more timely, and students can sign up so that the courses can be populated to ensure that the classes meet the required criteria to remain on schedule for the respective time frame. Adjustments are made as necessary.</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 20300 - Registration and Records

Unit Manager: Wiggins, Symphoni

Objective: DRAFT - Faculty Training - Implement faculty training on submission of "No Show" rosters and Grade reporting.			
Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>◆ One faculty training session on submission of "No Show" rosters and grade reporting will be held each semester. At least 70% of the faculty will report strongly agree or agree when queried regarding their satisfaction level with the workshop.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Faculty workshop survey</li> </ul>	<ul style="list-style-type: none"> <li>◆ The Faculty Satisfaction Survey created by Academic Affairs shows that 70% of our faculty know the procedure for accurate submission of No Show Rosters and 90% of our faculty know the procedure for accurate submission of Grades.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Higher frequency of accurate reporting</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 20300 - Registration and Records

Unit Manager: Wiggins, Symphoni

**Objective: DRAFT - Housing of electronic records** - House all electronic records in one software system (Jenzabar) instead of two software systems (AS400 and Jenzabar)

Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>◆ House all electronic records in one software system (Jenzabar) instead of two software systems (AS400 and Jenzabar)</li> </ul>	<ul style="list-style-type: none"> <li>◆ Jenzabar will contain all records that are currently stored on the AS400</li> </ul>	<ul style="list-style-type: none"> <li>◆ 40 students have been transferred from AS400 to Jenzabar for the 2018-2019 school year.</li> </ul>	<ul style="list-style-type: none"> <li>◆ To further evaluate the time frame needed to complete the transfer from AS400 to Jenzabar.</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 20300 - Registration and Records

Unit Manager: Wiggins, Symphoni

Objective: DRAFT - Implementation of electronic forms - Implementation of electronic forms being available on the Paine College website and PaineNet			
Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>◆ Electronic versions of all forms used in Registration and Records will be available on the Paine College website and PaineNet</li> </ul>	<ul style="list-style-type: none"> <li>◆ Transfers of records will be tracked as they are moved from the AS400 to Jenzabar; a special committee will compare the records on the AS400 to determine if all that are currently stored on the AS400 are on Jenzabar</li> </ul>	<ul style="list-style-type: none"> <li>◆ 4 of 13 forms have been converted from paper form to electronic form.</li> </ul>	<ul style="list-style-type: none"> <li>◆ To accurately plan the number of forms left to complete the conversion of paper forms to electronic forms</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 20400 - Tutorial and Enrichment Center

Unit Manager: Davis, Celestial

Objective: Student Performance in English - Improving student performance in English.			
Intended Results	Assessment Measures	Actual Results	Use of Results
<p>◆ Improving student performance in English. 100% of the ENG 101 students with D or F midterm grades were contacted by the TEC. At least 75% of the students who receive tutoring in English will receive a grade of C or better at the end of each semester.</p>	<p>◆ English grade rosters will be used to determine which students enrolled in English 101 receive a grade of D or F at midterm; sign-in rosters will document student attendance at the TEC; percentages for students who receive English tutoring will be calculated based on those who received a grade of D or F at midterm</p>	<p>◆ Fall 2018-2019</p> <p>***There are no records or information currently available to indicate 100% of students in ENG 101 (Composition 1) were contacted by the TEC staff during the time period of 10/16/2018. Therefore; no information is included about this in the</p> <p>“Actual Results” section of this document. ***</p> <p>There were no students registered for tutoring services for ENG 101 (Composition 1) for the Fall 2018-2019 semester. However;</p> <p>an audit of all grades for students taking ENG 101 (Composition 1) was done and determined 77.2% of the 215 students who took ENG 101 (Composition 1) received a grade of C or higher.</p> <p>215 students took ENG 101 (Composition 1) and 185 passed while 33</p>	<p>◆ The results will be used to collaborate with the English 101 instructors to pretest students early in the semester for competency in grammar, writing, etc to determine skill levels. Students will be offered a selection of academic workshops to support learning content in English 101 (Composition) to target students with the potential to receive a grade of “D” or “F” in the class for the 2019-2020 school year.</p>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

failed with a grade of F or NF.

- 84.6% Passing rate
- 15% Failing rate

ENG 101 (Composition 1)  
Fall 2018-2019 Grade  
breakdown:

- A-29 13.5%
- B-72 33.5%
- C-64 30.2%
- D-18 8%
- F-13 13%
- NF-20 9%

Spring 2018-2019

There was “1” one student registered for tutorial services for the Spring 2018-2019 semester. This student received a letter grade of “B”. Thus, the goal of 75% would be achieved with 100% of students registered passing with a grade of “C” or higher. Further auditing of all grades for students taking ENG 101 (Composition 1) for the Spring 2018-2019 semester and the following was found:

67 students took ENG 101 (Composition 1) and 52 passed while 15 failed with a grade of F or NF.

- 77.6% or 77% Passing rate
- 22.3% or 22% Failing rate

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

ENG 101 (Composition 1)

Spring 2018-2019 Grade

breakdown:

- A-5 7.5%
- B-26 38.9%
- C-16 23.8%
- D-3 4%
- F-5 8%
- NF-10 15%

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 20400 - Tutorial and Enrichment Center

Unit Manager: Davis, Celestial

Objective: Student Performance in Math - Improving student performance in Mathematics.			
Intended Results	Assessment Measures	Actual Results	Use of Results
<p>◆ Improving student performance in Math. 100% of the MAT 122 students with D or F midterm grades were contacted by the TEC. At least 75% of the students who receive tutoring in math will receive a grade of C or better at the end of each semester</p>	<p>◆ Math grade rosters will be used to determine which students enrolled in MAT 122 receive a grade of D or F at midterm; sign-in rosters will document student attendance at the TEC; percentages for students who receive math tutoring will be calculated based on those who received a grade of D or F at midterm</p>	<p>◆ Fall 2018-2019            ***There are no records or information currently available to indicate 100% of students in Math 122 (Algebra 1) were contacted by the TEC staff during the time period of 10/16/2018. Therefore; no information is included about this in the "Actual Results" section of this document.            ***            20 students registered for and received tutorial services for Math 122 (Algebra I). The initial goal was for at least "75%" (15) of these students to receive a grade of a "C" or higher in Math 122 (Algebra 1). 20% (4) students received a grade of "C" or higher of the 20 students receiving tutoring for Math 122 (Algebra 1).            After performing a grade audit for the Fall 2018-2019 semester, the following were determined:            • One of the 20 students taking Math 122 received</p>	

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

a grade of "B".

- Three of the 20 students taking Math 122 received a grade of "C".
- Three of the 20 students taking Math 122 received a grade of "D".
- Thirteen of the 20 students taking Math 122 received a grade of "F".

Overall failure rate for this population of students;  
65%

- B-1 5%
- C-3 15%
- D-3 15%
- F-13 65%

Spring 2018-2019

22 students registered for and received tutorial services for Math 122 (Algebra 1). The initial goal was for at least "75%" (15) of these students to receive a grade of a "C" or higher in Math 122 (Algebra 1). 23% (5) students received a grade of "C" or higher of the 20 students receiving tutoring for Math 122 (Algebra 1).

After performing a grade audit for the Spring 2018-2019 semester, the following were determined:

- Two of the 22 students taking Math 122 received a grade of "B".
- Three of the 22 students taking Math 122 received

- ◆ Results will be used to support "2" new initiatives with 4 strategies to promote student persistence in Math 122 (Algebra 1) for Fall 2019-2020 and Spring 2019-2020. The initiatives will include any student repeating Math 122 (Algebra 1) to attend tutorial services starting the "2nd" week of classes and attend a required "Group Math Study Lab" once a week. Strategies will include:
  1. Weekly group study sessions
  2. Review incoming students' math background and grade point averages
  3. Initiate tutorial services earlier in the semester as opposed to after midterms
  4. Provide student feedback weeklyFor 2019-2020, TEC staff will provide aggressive case management and outreach services to identify, monitor, track, and evaluate students receiving tutoring for Math 122 (Algebra 1) for improved success.

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

- a grade of "C".
- One of the 22 students taking Math 122 received a grade of "D".
- Eleven of the 22 students taking Math 122 received a grade of "F".
- Five of the 22 students taking Math 122 received a grade of "NF".

Overall failure rate for this population of students:

72.7% or 73%

- B-2 9%
- C-3 14%
- D-1 5%
- F-11 50%
- NF-5 23%

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 21000 - Institutional Research and the Quality Enhancement Plan (QEP)

Unit Manager: Simpkins, Alice M.

Objective: Board of Trustees' Report - Fall - Board of Trustees' Report - Fall			
Intended Results	Assessment Measures	Actual Results	Use of Results
◆ The Fall 2018 Board of Trustees' Report will be submitted to the Office of Academic Affairs	◆ Fall 2018 Board of Trustees' Report; IAER Activity file with the date that the report was submitted.	◆ The IR/QEP Board of Trustees' Report was submitted to the Office of Academic Affairs on 9/21/2018.	◆ Results contained in the report were used with the Title III IAER planning and other annual office planning.

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 21000 - Institutional Research and the Quality Enhancement Plan (QEP)

Unit Manager: Simpkins, Alice M.

Objective: Board of Trustees' Report - Spring - Board of Trustees' Report - Spring			
Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>◆ Spring 2019 Board of Trustees' Report will be submitted to the Office of Academic Affairs</li> </ul>	<ul style="list-style-type: none"> <li>◆ Spring 2019 Board of Trustees' Report; date submitted will be in the IAER Activity File</li> </ul>	<ul style="list-style-type: none"> <li>◆ The IR/QEP Board of Trustees' Report was submitted to the Office of Academic Affairs on 2/25/2019.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Results contained in the report were used with the Title III IAER planning and other annual office planning.</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 21000 - Institutional Research and the Quality Enhancement Plan (QEP)

Unit Manager: Simpkins, Alice M.

Objective: Hire two (2) new employees - A data analyst and a director of assessment and evaluation will be employed by January 1, 2019.			
Intended Results	Assessment Measures	Actual Results	Use of Results
<p>◆ A data analyst and director of assessment and evaluation will be employed by January 1, 2019.</p>	<p>◆ The IAER Activity File will contain steps completed during the hiring process; two new employees will have completed all paperwork and started to work at Paine College.</p>	<p>◆ Applications and resumes were reviewed. A request for references was made for one applicant for the position of director of assessment and evaluation. One was received. After making additional efforts to receive them with no success, we started considering other possibilities for hiring a person for the position.</p> <p>Throughout the year, we only sought candidates who had Jenzabar and Infomaker experience and found none who were seeking the position of data analyst.</p>	<p>◆ We continue to seek persons to fill the positions. We are now considering persons for the position of data analyst who have experience using programming languages and hope that the knowledge will carry over to Infomaker. This outcome is being carried over to 2019-2020.</p>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

**Planning Unit: 21000 - Institutional Research and the Quality Enhancement Plan (QEP)**

**Unit Manager: Simpkins, Alice M.**

**Objective: Time and Effort Reports to the Title III Office** - Each month by the 5th, Time and Effort Reports for all IAER employees will be submitted to the Title III Office.

Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>◆ Monthly Time and Effort Reports will be in the Title III Office by the 5th of the month from November 5th through October 5th.</li> </ul>	<ul style="list-style-type: none"> <li>◆ The IAER Activity file will contain the date that each Time and Effort report was submitted; electronic and/or hardcopies will be maintained in the IAER office</li> </ul>	<ul style="list-style-type: none"> <li>◆ Monthly Time and Effort Reports were submitted to the Title III Office.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Time and Effort Reports document the types of work completed by IRQEP staff members. Since the activities are summarized by objective, we have a monthly progress report that allows for adjusting the staff assignments to ensure that activities are completed for all objectives by the end of the Title III year, September 30th.</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 21000 - Institutional Research and the Quality Enhancement Plan (QEP)

Unit Manager: Simpkins, Alice M.

Objective: Title III Quarterly Reports - Complete four (4) quarterly reports and submit them to the Title III Office as requested.			
Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>◆ Four (4) Title III quarterly reports with annual analysis in the 4th quarter report will have been submitted</li> </ul>	<ul style="list-style-type: none"> <li>◆ Title III Quarter #1 Report</li> <li>◆ Title III Quarter #2 Report</li> <li>◆ Title III Quarter #3 Report</li> <li>◆ Title III Quarter #4 Report</li> </ul>	<ul style="list-style-type: none"> <li>◆ Since the Title III year ends September 30, the final quarterly report which also serves as an annual report was submitted in December 2019. Major milestones included providing data for responses in the Transnational Association of Christian Colleges and Schools (TRACS) 2019-2020 self-study report, working with unit leaders to complete 2019-2020 updates to the Institutional Effectiveness Paradigm (IEP) that contained the updated Strategic Plan and the updated Assessment Plan for approval by the Board of Trustees on October 19, 2019, working with unit leaders to almost complete the 2018-2019 IEP Assessment Report, and completing annual updates to the student enrollment, graduate, and faculty files for 2018-2019.</li> </ul> <p>The fourth quarter report is attached.</p>	<ul style="list-style-type: none"> <li>◆ Quarterly reports are another source of documentation for the level of completion of Title III activities. Results from these reports, especially the final quarter report, assist the IAER and the Title III staff as they plan for the next year.</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 21000 - Institutional Research and the Quality Enhancement Plan (QEP)

Unit Manager: Simpkins, Alice M.

<b>Objective: Weekly Reports to Academic Affairs</b> - Submit weekly reports to the Office of Academic Affairs by Thursday at noon			
<b>Intended Results</b>	<b>Assessment Measures</b>	<b>Actual Results</b>	<b>Use of Results</b>
<ul style="list-style-type: none"> <li>◆ By noon on Thursday of each week that the College is in session, a summary of activities for the preceding week will be submitted to the Office of Academic Affairs.</li> </ul>	<ul style="list-style-type: none"> <li>◆ The IAER activity file will contain the date that the weekly report was submitted to the Office of Academic Affairs.</li> </ul>	<ul style="list-style-type: none"> <li>◆ One (1) required weekly report was submitted during the 12-month period. To ensure that the Provost and Vice President of Academic Affairs remained aware of the activities being completed by IRQEP staff member, she was copied on all emails that were sent from the office.</li> </ul>	<ul style="list-style-type: none"> <li>◆ These results were not used by staff in the IRQEP office. Per instructions in the request for weekly reports, they were to be used to create the updates that were presented during the weekly Administrative Council meetings.</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 21100 - Institutional Research

Unit Manager: Simpkins, Alice M.

**Objective: Academic Program Review Files** - Five-year institutional enrollment, retention and attrition, and completion reports are prepared for the six academic units that offer major programs.

Intended Results	Assessment Measures	Actual Results	Use of Results
<p>◆ Files documenting (1) maintenance of an enrollment that does not decline by 20% or more (per definition of TRACS Financial Stability), 70% or more of the enrolled students will enroll the next fall term (per TRACS benchmark for 8.10 for overall compliance), and 50% or more of the first-time freshmen who enrolled in the department four, six or eight years earlier graduated.</p>	<p>◆ Review official institutional enrollment, retention, and completion files from the Office of Institutional Research and the Quality Enhancement Plan; discuss overall results in terms of the intended results. Program results appear in academic program reviewss.</p>	<p>◆ Staff in the Office of Institutional Research and the Quality Enhancement Plan are tasked with tracking data for calculating enrollment, retention, and completion completion rates. Overall data is reported in this outcome. More details can be found within Student Affairs and Enrollment Management (SAEM) and academic program reports.</p> <p>Enrollment Official enrollment is monitored based on data reported to IPEDS in the Spring semester each term. In Fall 2017, 426 students enrolled. This compares to 469 in Fall 2018. Since enrollment increased by 43 students, the requirement that enrollment not drop by 20% or more was met.</p> <p>Retention Paine College calculates retention statistics based on a cohort of students that enters the institution during a specific Fall</p>	<p>◆ Results from enrollment, retention, and completion rates are used to improve activities and programs that affect the three areas. These are contained in and managed by personnel in other units. In addition to the Student Support Services and Pre-professional Sciences programs that have been at Paine College for over 10 years, the institution has recently established a program called Project Breakthrough, and the Tutorial Center has increased its efforts to assist students with writing and mathematical skills. More details can be found in other unit reports.</p>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Semester and returns to the institution during the next Fall Semester. In Fall 2018, 66 percent of the 90 first-time freshmen students who enrolled in Fall 2017 were retained. This value compares to 48 percent of the 101 first-time freshmen who entered in Fall 2016.

Completion  
Completion rates are calculated based on first-time freshmen cohorts that have had at least six years to graduate. Of the 173 Fall 2012 first-time freshmen, 27 percent (n=47) completed their studies within the research period of 2016 to 2018. The value compares to 17 percent (n=32) of those who entered in Fall 2011 and graduated during the period 2015 to 2017.

Summary  
Academic departments and SAEM have increased their efforts to improve the enrollment, retention, and completion results as documented in their reports. These efforts will affect the overall rates.

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 21100 - Institutional Research

Unit Manager: Simpkins, Alice M.

Objective: Research Activities: Fact Book - To create the annual Fact Book			
Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>◆ The Fact Book will be published on the website by the end of January</li> </ul>	<ul style="list-style-type: none"> <li>◆ Annual Fact Book</li> </ul>	<ul style="list-style-type: none"> <li>◆ Steps toward completion of a fact book for 2018-2019 were completed. Data for students, faculty, and graduates was organized. Augusta/Richmond County data was reviewed and updated. Their completion did not result in a fact book for the year.</li> </ul>	<ul style="list-style-type: none"> <li>◆ This is intended to be an annual outcome and will be carried over to 2019-2020. Consideration is being given to biennial instead of annual fact books.</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 21100 - Institutional Research

Unit Manager: Simpkins, Alice M.

Objective: Research Activities: Required Surveys - Research Activities: Required Surveys			
Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>◆ All (#TBD) required surveys will be completed and submitted by the deadline</li> </ul>	<ul style="list-style-type: none"> <li>◆ Required surveys will be defined, completed, and submitted.</li> </ul>	<ul style="list-style-type: none"> <li>◆ During the 2018-2029 fiscal year, staff in the Office of Institutional Research and the Quality Enhancement Plan COMPLETED seven (7) required surveys, all for the National Center for Education Statistics:                       IPEDS1819: 12-month Enrollment                      IPEDS1819: Admissions Survey                      IPEDS1819: Completions                      IPEDS1819: Graduation Rates Survey                      IPEDS1819: Graduation Rates200 Survey                      IPEDS1819: Institutional Characteristics                      IPEDS1819: Outcome Measures Survey</li> </ul>	<ul style="list-style-type: none"> <li>◆ Results for the completion of surveys was atypical. Usually more surveys are completed. Most others provide enrollment and other data to agencies that prepare resources for students who wish to compare one college to another. Primary reasons for not completing other surveys were the need to complete documentation and responses for the Transnational Association of Cristian Colleges and Schools in preparation for submission of the Self-Study and the lack of time to evaluate applications for employment to fill the two vacant positions. The Director of IR/QEP will seek to locate suitable persons to fill the positions as soon as possible.</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 21100 - Institutional Research

Unit Manager: Simpkins, Alice M.

Objective: Student Achievement: Enrollment by Term - Enrollment: Enrollment by Term			
Intended Results	Assessment Measures	Actual Results	Use of Results
<p>◆ Paine College will maintain an enrollment that does not decline by 20% or more</p>	<p>◆ Enrollment by term</p>	<p>◆ This outcome was moved from Student Affairs to Institutional Research and the Quality Enhancement Plan since the office provides enrollment data to others. Paine College seeks to maintain an enrollment that does not decline by 20 percent or more, and the Office of Institutional Research and the Quality Enhancement Plan tracks enrollment from one fall term to the next because of the need for official enrollment reports based on the fall data. Outcome data is updated annually with six years of data being included in the assessment report for this outcome. The extra year allows for one to be the basis for the initial calculation of the percent change. The basis year for this 2018-2019 report is enrollment for Fall 2013, and the analytical years are Fall 2014 through Fall 2018.</p> <p>In the years of this study, the enrollment decreased by a low of -34.2 percent</p>	<p>◆ Members of Administrative Council have used results from this and other studies of enrollment along with reports of financial resources to create the annual budgets. Members of academic departments receive enrollment results by department that is used in a departmental outcome similar to this overall enrollment outcome.</p>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

from Fall 2014 to Fall 2015. From 2017 to 2018, enrollment increased by 10.1 percent, the largest value of change. These decreases in enrollment were precipitated by the accreditation issues that the College had with its regional accreditor. These led students to be concerned about whether Paine would remain open and whether the courses that they were taking would transfer to another institution if closure became the reality. The College's administration is thankful that there was only one period, Fall 2014 to Fall 2015, when the decline was more than 20 percent.

Year	Enrollment %
Change	
2013 924	Basis
2014 844	-8.7%
2015 555	
	-34.2%
2016 502	-9.5%
2017 426	-15.1%
2018 469	10.1%

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 21100 - Institutional Research

Unit Manager: Simpkins, Alice M.

Objective: Student Achievement: Graduation Rates, 6-year - Student degree completion: 6-year Graduation rate of First-time Freshmen (FTF)			
Intended Results	Assessment Measures	Actual Results	Use of Results
<p>◆ 50% or above of the full-time, first-time freshmen will graduate after six years of enrollment</p>	<p>◆ 6-year Graduation rate of First-time Freshmen (FTF) from the Office of Institutional Research and the Quality Enhancement Plan</p>	<p>◆ Paine College tracks completion, also called graduation, rates for full-time, first-time freshmen based on the fall term in which the students first enrolled. These students are members of a fall cohort. Results are available for six-year, eight-year, and overall graduation rates. Six-year rates are discussed in this outcome.</p> <p>Six-year Completion Rate – Full-time, First-Time Freshmen</p> <p>The six-year graduation rate is calculated by summing the number of students who graduated four, five, or six years later and dividing the number into the number who first enrolled when the fall cohort was first established.</p> <p>College personnel are dissatisfied with the six-year graduation rates that were attained for the 2009 through 2013 cohorts and acknowledge that the fluctuations in enrollment</p>	<p>◆ These results are shared with members of the Administrative Council whose work with their staff members to develop strategies to to improve the six-year completion rates.</p>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

and graduates as well as the less than satisfactory graduation rates are partially caused by the accreditation issues that the College has experienced during the period.

The improvement made with the 2012 cohort whose graduation rate is 27 percent, highest in the past five years was attained as the College enrolled 173 full-time, first-time freshmen and graduated 47. Results document that the College is moving in the right direction when compared to the previous year when the graduation rate was 15.8 percent (enrolled 183 full-time, first-time freshmen, graduated 29). The lowest rate resulted from enrolling 252 full-time, first-time freshmen in Fall 2013 and graduating only 32 for a completion rate of 12.7 percent. With rates fluctuating between 12.7 percent and 27.7 percent, it is gratifying to have a five-year average rate just under 20 percent (19.7 percent). More work needs to be done to encourage students to return to Paine annually, and, thus, improve the graduation rates.

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Six-year Completion Rate – Full-time, First-Time Freshmen by Cohort Year Fall Cohort Year, Graduation Years Enrolled Graduates Graduation Rate	
2009, 2013 – 2015	274 60 21.9%
2010, 2014 – 2016	215 44 20.5%
2011, 2015 – 2017	183 29 15.8%
2012, 2016 – 2018	173 47 27.7%
2013, 2017 – 2019	252 32 12.7%
Average	219 42.6 19.7%

(Data Source: Office of  
Institutional Research and  
the Quality Enhancement  
Plan, Survey of  
Graduating Seniors)

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 21100 - Institutional Research

Unit Manager: Simpkins, Alice M.

Objective: Student Achievement: Graduation Rates, 8-year - Student degree completion: 8-year Graduation rate of First-time Freshmen (FTF)			
Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>◆ 60% or above of the full-time, first-time freshmen will graduate after eight years of enrollment</li> </ul>	<ul style="list-style-type: none"> <li>◆ 8-year Graduation rate of First-time Freshmen (FTF) from the Office of Institutional Research and the Quality Enhancement Plan</li> </ul>	<ul style="list-style-type: none"> <li>◆ This 8-year graduation rate outcome was separated from the 6-year outcome because the intended results are different from the anticipated 6-year results. Paine College tracks completion, also called graduation, rates for full-time, first-time freshmen based on the fall term in which the students first enrolled. These students are members of a fall cohort. Results are available for six-year, eight-year, and overall graduation rates. Only eight-year rates are discussed in this report. Actual results include those for the 2007 through 2011 cohorts.</li> </ul> <p>The eight-year graduation rate is calculated by summing the number of students who graduated four, five, six, seven, or eight years after entering in the fall term associated with their cohort year and calculating the percent based on the entering cohort value.</p>	<ul style="list-style-type: none"> <li>◆ Paine College's Administrative Council members and those who report to them are reviewing this data and creating plans to make improvements.</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

A goal of 60 percent has been set for this outcome. College personnel are dissatisfied with the eight-year graduation rates that were attained for the cohorts from 2007 to 2011 and acknowledge that the fluctuations in enrollment and graduates as well as the less than satisfactory graduation rates are partially caused by the accreditation issues that the College has experienced during the period. These cohort years are different from those for the six-year rates due to the need to allow for eight years to graduate.

The trend is toward steady eight-year graduation rates with an average of 22.2 percent. In three of the five years of this study, eight-year rates were at least 20 percent (24.4 per-cent for the 2007 cohort, 24.5 per-cent for the 2009 cohort, and 23.7 percent for the 2010 cohort). Other rates were less than 20 percent (19.4 percent for the 2008 cohort and 17.5 percent, lowest for the period, for the 2011 cohort). It is clear from these results that improvement plans are needed.

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Eight-year Completion Rate – Full-time, First- Time Freshmen by Cohort Year		
Fall Cohort Year, Graduation Years Enrolled Graduates Graduation Rate		
2007, 2011 – 2015	258	
63		24.4%
2008, 2012 – 2016	242	
47		19.4%
2009, 2013 – 2017	274	
67		24.5%
2010, 2014 – 2018	215	
51		23.7%
2011, 2015 – 2019	183	
32		17.5%
Average	234	52
		22.2%

(Data Source: Office of  
Institutional Research and  
the Quality Enhancement  
Plan, Survey of  
Graduating Seniors

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 21100 - Institutional Research

Unit Manager: Simpkins, Alice M.

Objective: Student Achievement: Retention, Year-to-Year - Student Degree Completion: Year-to-Year Retention			
Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>◆ 70% or above</li> </ul>	<ul style="list-style-type: none"> <li>◆ Year-to-Year Retention (Fall to Fall: Full-time, First-time Freshmen)</li> </ul>	<ul style="list-style-type: none"> <li>◆ Paine College tracks the retention of cohorts of students that are needed for official retention reports that are based on full-time, first-time freshmen via data maintained in the Office of Institutional Research and the Quality Enhancement Plan. Retention rates are trending upward toward the goal of 70 percent. After a reduction of 55 percent to 31 percent from the Fall 2013 cohort to the Fall 2014 cohort, annual results have increased from 31 percent to 66 percent (Fall 2017 cohort), a rate that is only four (4) percentage points from the goal. We are working to have a rate closer to the desired 70% level when retention results for the Fall 2018 cohort are reviewed in Fall 2019. The following table provides a five-year summary of fulltime, first-time freshmen (FT, FTF) retention statistics.</li> </ul> <p style="margin-left: 20px;">Fulltime, First-Time Freshmen Retention by</p>	<ul style="list-style-type: none"> <li>◆ Retention results are used by members of Administrative Council as annual discussions are held regarding resources needed such as number of faculty and student services personnel.</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Retention Dates*		
Date*	# Enrolled	# Retained
F13:F14	252	
	138	55%
F14:F15	204	64
		31%
F15:F16	125	44
		35%
F16:F17	101	48
		48%
F17:F18	90	59
		66%
Average	154	71
		47%

\*F13:F14 - Entrance Term  
= Fall 2013: Retention  
Term = Fall 2014

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 21100 - Institutional Research

Unit Manager: Simpkins, Alice M.

Objective: Updated Combined Faculty Data File - Updated Combined Faculty Data File			
Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>The updated Combined Faculty Data File will contain data for each semester or term, fall, spring and summer for the 2018-2019 year.</li> </ul>	<ul style="list-style-type: none"> <li>Updated Combined Student Data File</li> </ul>	<ul style="list-style-type: none"> <li>The combined faculty data file is one of three combined files that are used to complete external surveys and respond to requests for information from internal and external sources. Sufficient fields for the fall and spring terms in 2018-2019 were added.</li> </ul>	<ul style="list-style-type: none"> <li>The combined faculty data file was used to provide individual data values, tables or graphs for accreditation self-study reports or other constituent reports primarily to campus personnel. Tables and graphs were also prepared for inclusion in the annual Fact Book.</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 21100 - Institutional Research

Unit Manager: Simpkins, Alice M.

Objective: Updated Combined Graduate Data File - Updated Combined Graduate Data File			
Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>The updated Combined Graduate Data File will contain data for the 2018 graduating class.</li> </ul>	<ul style="list-style-type: none"> <li>Updated Combined Graduate Data File</li> </ul>	<ul style="list-style-type: none"> <li>The combined graduate data file is one of three combined files that are used to complete external surveys and respond to requests for information from internal and external sources. Sufficient fields for the spring term in 2018-2019 were added.</li> </ul>	<ul style="list-style-type: none"> <li>Graduate data is submitted to external agencies on their surveys. It is also presented to campus personnel who are working on accreditation and program evaluation reports. Twenty-three (23) percent of the 2018-2019 requests for information were for graduate data.</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 21100 - Institutional Research

Unit Manager: Simpkins, Alice M.

Objective: Updated Combined Student Data File - Updated Combined Student Data File			
Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>◆ The updated Combined Student Data File will contain data for each semester or term, fall, spring and summer for the 2018-2019 year.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Updated Combined Student Data File</li> </ul>	<ul style="list-style-type: none"> <li>◆ The combined student data file is one of three combined files that are used to complete external surveys and respond to requests for information from internal and external sources. Sufficient fields for the fall, spring, and summer terms in 2018-2019 were added.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Student enrollment data was used respond to complete surveys from external agencies and 45 percent of the requests for information. The data is also included in accreditation and program review reports.</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

**Planning Unit: 21200 - Assessment and Evaluation**

**Unit Manager: Simpkins, Alice M.**

**Objective: Community Service Activities: Staff** - Service is one of Paine's Ethical and Spiritual Values (All persons are treated in a courteous manner that is honest, responsive, and efficient. Developing altruism empowers the collegiate community to act in a way that benefits society.) and is referenced in the global description for Goal 1 in the Strategic Plan (Effect hands-on opportunities through diverse teaching strategies and technologies, including internships, practica, research, and public service experiences that expose them [students] to the myriad of emerging thought and practice.) with the strategic goal of "increase the number of grants and contracts for research, training, and public service." It is also in the Institutional Objectives (To maintain strong ties and interaction with the Augusta community regarding mutually beneficial educational and cultural goals.) The purpose of this outcome is to ensure that staff members are providing service to the College and the community in general. Similar outcomes have been developed for faculty and students.

Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>◆ 70% of the full-time staff members will participate in at least one community service activity in 2018-2019</li> </ul>	<ul style="list-style-type: none"> <li>◆ Using a list of the full-time staff members who were employed at least six months between September 1, 2018 and July 15, 2019 coupled with the SurveyMonkey results from a staff survey on community service participation, the number of participants will be counted as a percentage calculated.</li> </ul>	<ul style="list-style-type: none"> <li>◆ We had anticipated that the Director of Assessment and Evaluation would have been employed by Fall 2018. One of the duties of this person would have been to create a instrument to collect the community participation activities from faculty and staff. Since the position was not filled, no action was taken on this outcome.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Since the position of Director of Assessment and Evaluation was not filled, no action was taken on the outcome, and no use of results is available. The outcome will be carried over to 2019-2020.</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 21200 - Assessment and Evaluation

Unit Manager: Simpkins, Alice M.

**Objective: Institutional Assessment-Faculty Survey of Student Engagement (FSSE)** - Administer the FSSE instrument, complete at least one summary written report based on the results, and disseminate the report within three (3) months of the receipt of the results from the agency (Indiana University-Center for Postsecondary Research).

Intended Results	Assessment Measures	Actual Results	Use of Results
<p>◆ 35% of the full-time faculty will complete the FSSE by May 30, 2019; written reports based on FSSE will be completed and disseminated within three (3) months of the receipt of the results from the agency.</p>	<p>◆ % of full-time faculty who complete FSSE; written FSSE report</p>	<p>◆ In this synopsis, the reader was able to explore FSSE results for “research with faculty” from “High-impact Practices,” whether faculty “discussed students’ academic performance” from “Student-Faculty Interaction, and three aspects of “Supportive Environment.” Short titles for the four aspects are different backgrounds, activities or events, and important issues. FSSE results were compared to NSSE results for time on studying and academic work, memorization, and four higher-order learning skills.</p> <p>We learned that faculty report that having students to participate in research with faculty is important; however, actual participation rates are much lower than the levels of importance. Annually, 88 (2018) to 95 (2016) percent “discussed students’ academic</p>	<p>◆ This synopsis and the full reports from which the data was obtained will be sent to members of the Committee on Strategic Planning and Evaluation for review and use in both planning and evaluation. Both NSSE and FSSE results are sent to other individuals when requested.</p>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

performance” with them. Faculty results for the three (3) faculty values selected for discussion in Supportive Environment varied during the four-year period. The review suggests a need to establish goals and implementation strategies for these nine faculty values if consistent improvements are desired or are to be made.

Comparisons for two questions from the FSSE to NSSE results are included in this synopsis. Results from time spent on studying and academic work document that Paine College emphasizes having students to spend significant amounts of time studying and on academic work. We can infer from the results on emphasis on memorization and higher-order learning that faculty placed slightly more emphasis on the higher-order skill set in upper level courses when results are compared to lower-level courses. Further, students are perceiving the differences. If this is the goal for faculty, then faculty are meeting the goal.

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

		<p>The full synopsis with tables and graphs is attached to this outcome in the Document Management section. Also attached are files that contain the background data on which the full synopsis is based.</p>	
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# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 21200 - Assessment and Evaluation

Unit Manager: Simpkins, Alice M.

**Objective: Institutional Assessment-National Survey of Student Engagement (NSSE)** - Administer the NSSE instrument, complete at least one summary written report based on the results, and disseminate the report within three (3) months of the receipt of the results from the agency (Indiana University-Center for Postsecondary Research).

Intended Results	Assessment Measures	Actual Results	Use of Results
<p>◆ 25% of the freshmen and seniors who were enrolled both fall and spring semesters will complete the NSSE survey by May 30, 2019; written reports based on the instruments will be completed and disseminated within three (3) months of the receipt of the results from the agency</p>	<p>◆ % of the freshmen and seniors who were enrolled both fall and spring semesters who complete the NSSE survey by May 30, 2019; written reports based on the instruments</p>	<p>◆ National Survey of Student Engagement (NSSE)</p> <p>Brief Description and Summary of Results</p> <p>The National Survey of Student Engagement (NSSE) “annually collects information at hundreds of four-year colleges and universities about student participation in activities and programs that promote their learning and personal development. The results provide an estimate of how undergraduates spend their time and what they gain from attending their college or university. Institutions use their data to identify aspects of the undergraduate experience that can be improved through changes in policy and practice.” (Annual NSSE Snapshot, p. 4) The survey is administered to first-year and senior students. Most questions us “Very often,” “Often,”</p>	<p>◆ Some College units use the NSSE results as part of their evaluations and planning.</p>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

“Sometimes,” and “Never” as response options. Though NSSE has been in operation since 2000, Paine College has administered it since 2011 and uses the data primarily to document effectiveness of the Quality Enhancement Plan objectives. This summary provides a snapshot of Paine’s results from 2015 through 2019 based on the snapshots that are provided for NSSE. Full reports for each year are available in the Office of Institutional Research and the Quality Enhancement Plan.

Participation rates for NSSE are included in Table NSSE 1 and Exhibit NSSE1. Decreased participation rates can be attributed to decreased student enrollment and decreased efforts to encourage student participation due to the resignation of the director of assessment and evaluation. The four-year average rate for first year students is 17.5 percent, and the five-year average rate for seniors is 31 percent.

Student engagement represents two critical

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

features of collegiate quality. The first is the amount of time and effort students put into their studies and other educationally purposeful activities. The second is how institutional resources, courses, and other learning opportunities facilitate student participation in activities that matter to student learning. NSSE surveys undergraduate students in their first and final years to assess their levels of engagement and related information about their experience at your institution. Sets of items are grouped into ten Engagement Indicators, organized under four broad themes. Table NSSE2 and Table NSSE3 contain summary results for Paine.

In every year of this study, Paine College students were significantly higher ( $p < .05$ ) with an effect size of at least .3 in magnitude ( ) [significantly higher] on at least one engagement indicator when compared to the Integrated Postsecondary Education Data System Southeast Private Not-for-Profit (IPEDS SE P NP) institutions. Senior

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

students were significantly higher on Learning Strategies, Collaborative Learning (CL), and Student-Faculty Interaction (SF) in each of the five years. Except for 2018, they were also significantly higher on Reflective and Integrative Learning. In no year were seniors significantly lower on any indicator. The best results for seniors occurred in 2014 and 2016 when their results were significantly higher in six (6) of the engagement indicators compared to IPEDS SE P NP.

Using the summary engagement results for first-year students, it appears that they are not as engaged as the seniors. Their results were significantly higher ( $p < .05$ ) with an effect size of at least .3 in magnitude ( ) [significantly higher] in only one year and on only one engagement indicator, Student-Faculty Interaction (2016). Their results were significantly lower on Reflective and Integrative Learning in 2018, Effective Teaching Practices in 2015, 2017, and 2018; and Quality of Interactions in 2015 and

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

		<p>2017.</p> <p>All tables referenced in this report appear on the attachment in the Document Management section.</p> <p>Use of Results: NSSE Use of results for NSSE are provided after the report on FSSE.</p>	
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# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

**Planning Unit: 21200 - Assessment and Evaluation**

**Unit Manager: Simpkins, Alice M.**

**Objective: Institutional Assessment-Survey of Graduating Seniors (SGS)** - Administer the SGS, complete at least one written summary report based on the results, and disseminate the report within three (3) months of the close of the administration.

Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>◆ The Survey of Graduating Seniors for 2018-2019 will be administered and results will be available in the OIR/QEP by the end of May 2019. Expected levels of achievement will be defined by the units that use the results.</li> </ul>	<ul style="list-style-type: none"> <li>◆ The measurement criteria for the OIR/QEP is whether or not the survey was edited, administered, and disseminated. A synopsis report will be written by the Director of Assessment and Evaluation and posted on the IR/QEP webpage.</li> </ul>	<ul style="list-style-type: none"> <li>◆ The PDF version of this report with the tables and graphs is contained in the document library.</li> </ul> <p style="text-align: center;">PAINE COLLEGE SURVEY OF GRADUATING SENIORS</p> <p>Prepared by: Institutional Research and the Quality Enhancement Plan</p> <p>Brief Description Annually since 1990, Paine College has conducted a study of the perceptions of the education and experiences of graduating seniors while attending Paine. The Survey of Graduating Seniors (SGS) includes how student experiences at Paine College have affected them, what they think they have learned while attending, and the treatment they received as they interacted with office personnel. It is the primary source of satisfaction data used by</p>	<ul style="list-style-type: none"> <li>◆ Results from the survey of graduating seniors are being used as assessment of satisfaction for support units, primarily. Due to the focus on evaluating the Common Curriculum in 2019-2019, results are being shared with the college-wide Assessment Committee. Requests have also been received for responses to specific questions for proposals. Plans are to make more targeted oral and written reports to better inform the College's constituents of the availability of the data as well as what we are learning from the students.</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

administrative units in the individual reports.

This report which contains a synopsis of the results from 2015 to 2019 and the full data file are available to all unit managers via file uploads to the outcome for the Survey of Graduating Seniors under the Assessment and Evaluation program in Strategic Planning Online (SPOL). It is also available in the Office of Institutional Research and the Quality Enhancement Plan.

## Selected Results

Participants (see Table SGS1) during the period ranged from 40 (2019) to 104 (2015). The number of participants is greater than those for graduates whose range is 29 (2019) to 101 (2015) since all seniors who register for graduation can complete than the survey.

The last three years, 2017 through 2019, are used for unit satisfaction results because several units were added to the survey beginning in 2017. The President's Office was added for the 2019 administration while Dr.

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Jerry Hardee was President. The minimum annual expected level of performance is 70 percent when "very satisfied" and "satisfied" are totaled.

Annual data for 2017 through 2019 were averaged to generate the results in Table SGS2 and Exhibit SGS1. Academic Affairs received the highest three-year average rating of 94 percent. Not far behind is the Registrar's Office with a 93 percent average for the three-year period. Other units in the nineties are four with three-year averages of 92 percent- Library (and LRC), Business Office, Career Services, and Religious Life. Admissions/Recruitment averaged 91 percent, and Student Support Services averaged 90 percent. Ratings for four (4) units averaged less than 70 percent- Residence Life (62 percent), Campus Housing (55 percent), The Lion's Shop (54 percent), and Food Services (50 percent). All other units averaged between 74 percent and 89 percent.

Table SGS2. Average Three-year Unit Ratings, 2017 through 2019 (see

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

file in document library)

Exhibit SGS1. Average Unit Rating, Very Satisfied or Satisfied, 2017 through 2018 (see file in document library)

Other questions that have a direct bearing on whether Paine is achieving its mission will be discussed next. In Table SGS3 and Exhibits SGS2 are five-year satisfaction results (sum of satisfied and very satisfied) for student perceptions regarding the overall quality of their Paine College education, overall quality of instruction, intellectual climate.

Five-year average percentages for Paine's graduating seniors are at least 80 percent when very satisfied and satisfied results are combined on the question of satisfaction with the quality of their education except in 2017. The highest result, 92 percent, was achieved in 2018 and 2019. The five-year average is 84 percent.

Results for the quality of instruction climbed from 84 percent in 2015 and 2016 to 91 percent in

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

2017 and 2018. Results dropped to 88 percent in 2019, and the five-year average is 87 percent.

Perceptions of the intellectual climate have improved from 64 percent and 65 percent in 2015 and 2016, respectively to 90 percent and 85 percent of the seniors choosing very satisfied or satisfied as their response in 2017 and 2018, respectively. A slight drop to 87 percent occurred in 2019. Perceptions for intellectual climate averaged 78 percent over the five-year period. Of the three characteristics, quality of instruction has the highest five-year average, 87 percent.

Table SGS3. Satisfaction with PC Education, Instruction, and Intellectual Climate (see file in document library)

Exhibit SGS2. Satisfaction with PC Education, Instruction, and Intellectual Climate (see file in document library)

In Table SGS4 and Exhibit SGS3 are five-year results for the amount of change that candidates for graduation

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

reported for general knowledge, writing clearly, analyzing problems, and speaking. Prior to 2017, students were asked to “indicate the extent to which you have changed since coming to Paine.” Effective with the 2017 participants, the question was updated to “How much did your Paine College education contribute to your growth ...?” Response options remained the same: Great Amount, Moderate Amount, Average Amount, Little Change, or No Change. Reported are sums of percentages for great amount and moderate amount.

Results for great amount and moderate amount of change reported in general knowledge have steadily increased from 76.8 percent (2015) to 89.5 percent (2018) with a five-year average of 83.5 percent (highest five-year average for the four abilities for the second consecutive year). In 2019, results dropped to 82.9 percent.

Ability to write clearly moved ability to analyze problems out of second place in 2019 with a rating

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

of 90 percent compared to 85 percent. Results for ability to write clearly increased each year from a low of 77.9 percent in 2015 to 90 percent in 2019. One concern is that speaking before groups garnered the lowest ratings during each year of this study except in 2018 when the results first reached a level in the 80s at 86.8 percent. In 2019, student responses fell below the results in 2018 to 85 percent.

Table SGS4. Great or Moderate Amount of Change Since Coming to Paine (see file in document library)

Exhibit SGS3. Great or Moderate Amount of Change Since Coming to Paine (see file in document library)

Data Source: Survey of Graduating Seniors, 2015 - 2019

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# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

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# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

**Planning Unit: 21200 - Assessment and Evaluation**

**Unit Manager: Simpkins, Alice M.**

<b>Objective: Paine College Institutional Effectiveness Paradigm (PCIEP) - Complete a Paine College Institutional Effectiveness Paradigm</b>			
<b>Intended Results</b>	<b>Assessment Measures</b>	<b>Actual Results</b>	<b>Use of Results</b>
<ul style="list-style-type: none"> <li>◆ Work with senior and mid-level administrative units to complete a set of goals, objectives, and/or outcomes for each to be included in the Paine College Institutional Effectiveness Paradigm that meets the planning and evaluation qualifications for all agencies that accredit or may accredit Paine College. To date, those agencies are the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), the Accreditation Council for Business Schools and Programs (ACBSP), the Georgia Professional Standards Commission (GAPSC), the Council for the Accreditation of Educator Preparation (CAEP), and the Transnational Association of Christian Colleges and Schools (TRACS).</li> </ul>	<ul style="list-style-type: none"> <li>◆ Paine College Institutional Effectiveness Paradigm (IEP) (includes Strategic Plan, Assessment Plan, and other IEP components)</li> </ul>	<ul style="list-style-type: none"> <li>◆ Paine College’s unit leaders continue to embrace planning, assessment, and evaluation for the purpose of making improvements in all aspects of the institution. On May 14, 2019, the Committee on Strategic Planning and Evaluation approved a recommendation from the Assessment Subcommittee to make all report dates the same. Therefore, the due date for the Institutional Effectiveness Paradigm (IEP) assessment reports on outcomes, i.e., actual results and use of results, was changed from the fourth Thursday in August to the third Friday in August. The due date for the development of outcomes for the new academic year was changed from the first Thursday in September to the third Friday in August. Lastly, five-year evaluation reports are now due on the third Friday in August of the current year instead of on April 30th of the academic</li> </ul>	<ul style="list-style-type: none"> <li>◆ As indicated above, the lack of outcomes in SPOL for 2019-2020 for majority of the units necessitated extending the deadline to September 23, 2019. Additional completion reports will be run and summarized after the new deadline. Results will be disseminated to members of the CSPE during the October meeting.</li> <li>◆ The 2019-2020 IEP was approved by the Board of Trustees on October 18, 2019. It will be used to guide assessment and evaluation activities of all units for the year.</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

year that is in session. The dates were the same due to the interrelatedness of the three documents.

As of September 9, 2019, the Director of Institutional Research and the Quality Enhancement Plan reported that very few units had added 2019-2020 outcomes to SPOL. The majority of the units had experienced changes in the senior leadership, the person responsible for ensuring that assessment activities were completed. The Director of Institutional Research and the Quality Enhancement Plan and the Interim Data Analyst assumed responsibility for collecting the assessment information needed from these units. The deadline for adding them was extended to September 23, 2019.

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

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|--|--|---|--|
|  |  | <ul style="list-style-type: none"><li>◆ Update: When it was time to add the final outcomes to the 2019-2020 IEP in preparation for presentation to the Board of Trustees for approval, some unit leaders were contacted via email or phone calls to determine if they were amenable to using the same outcomes for an additional year. Since most were operational outcomes, they were carried over, and the IEP was completed.</li></ul> |  |
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# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 21200 - Assessment and Evaluation

Unit Manager: Simpkins, Alice M.

**Objective: DRAFT - Paine College Institutional Effectiveness Paradigm Assessment Report** - The Paine College Institutional Effectiveness Paradigm Assessment Report is a summary of assessment results for all campus units. Unless otherwise indicated, the results were provided by the reporting unit. All narrative descriptions, use of results for improvement, and revised criteria for success were provided by the reporting office.

Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>◆ A single document with outcome and other assessment results for all constituents to use while planning for the 2018-2019 Academic Year will be available.</li> </ul>	<ul style="list-style-type: none"> <li>◆ One assessment measure will be used. The document will be completed by the deadline or it will not.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Paine College's unit leaders continue to embrace planning, assessment, and evaluation for the purpose of making improvements in all aspects of the institution. On May 14, 2019, the Committee on Strategic Planning and Evaluation approved a recommendation from the Assessment Subcommittee to make all report dates the same. Therefore, the due date for the IEP assessment reports on outcomes, i.e., actual results and use of results, was changed from the fourth Thursday in August to the third Friday in August. The due date for development of outcomes for the new academic year was changed from the first Thursday in September to the third Friday in August. Lastly, five-year evaluation reports are now due on the third Friday in August of the current year instead of on April 30th of the academic</li> </ul>	<ul style="list-style-type: none"> <li>◆ The report on completion rates informed members of the Committee on Strategic Planning and Evaluation that several units needed additional time to complete the reports. Therefore, the deadline was extended to September 16, 2019.</li> <li>◆ Following approval of the IEP by the Board of Trustees on October 19, 2019, work began on implementing activities associated with all outcomes: Strategic Plan, program. and on-going.</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

year that is in session.

As of September 9, 2019, the Director of Institutional Research and the Quality Enhancement Plan reported that 69.5 percent of the IEP outcomes had been updated with actual results and 11.1 percent had been completed for the President's unit.

Changes in the administration delayed completion of reports designed to capture data for Academic Affairs as a unit and outcome reports for all units within Administrative and Fiscal Affairs. No reports had been submitted for units in Institutional Advancement or Student Affairs and Enrollment Management. The deadline for submitting assessment reports was extended to September 16, 2019.

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

- ◆ By October 16, 2018, outcomes for all units had been added to the Institutional Effectiveness Plan for presentation to the Board of Trustees. Most of the additional outcomes were carry-overs from 2018-2019. The Board approved the IEP among other documents and recommendations on October 18, 2019. An update on recommendations and documents approved by the Board was presented during the November 18, 2019 meeting of the Committee on Strategic Planning and Evaluation. Work continues to implement activities associated with all outcomes: Strategic Plan, program, and on-going.

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 21200 - Assessment and Evaluation

Unit Manager: Simpkins, Alice M.

Objective: Strategic Planning Online (SPOL) - Maintain it! - Maintain SPOL			
Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>◆ Each unit will enter all aspects of an outcome into SPOL no later than August 22, 2019 for 2018-2019.</li> </ul>	<ul style="list-style-type: none"> <li>◆ (1) Each unit will have entered outcomes for 2018-2019 into SPOL by September 6, 2018.</li> <li>◆ (2) Each unit will have entered status reports for each 2018-2019 outcome into SPOL by December 5, 2018 and the actual results with their use by August 22, 2019.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Institutional Advancement reports for 2017-2018 have been added to the 2017-2018 Assessment Report. Therefore, the report is complete.</li> <li>◆ All unit reports for 2017-2018 except for those for Institutional Advancement and all unit outcomes for 2018-2019 have been entered into SPOL.</li> <li>◆ Staff in the IRQEP Office added 2018-2019 actual results and use of results for units (Administrative and Fiscal Affairs [AFA] and Student Affairs and Enrollment Management [SAEM]) that underwent a change in senior leadership during the summer. New users who were trained in using SPOL on November 22, 2019 were added to SPOL as program managers, and they are checking the outcomes for accuracy of the data entry.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Results from the unit reports were used by individual units as the basis for the 2018-2019 unit outcomes. Discussions appear in the individual outcome reports.</li> <li>◆ Following the checks of unit outcomes by the new program managers, the IEP Assessment Report for 2018-2019 will be updated as needed and prepared for publication to the Paine College website..</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 21300 - Quality Enhancement Plan (QEP)

Unit Manager: Simpkins, Alice M.

**Objective: DRAFT - Quality Enhancement Plan (QEP)** - The Quality Enhancement Plan (QEP) is a five (5) year project to improve student results in reading, writing and ability to respond orally to texts/reading.

Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>◆ Student results for Common Curriculum courses will be compiled and a summary provided to the faculty, and at least two meetings of the QEP committee to evaluate progress will be held.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Progress on the QEP will be demonstrated through compiling of all available student scores, and at least two meetings of the QEP committee will be held to evaluate progress.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Communications were sent out to department chairs on September 6, 2018, October 18, 2018, and November 15, 2018. The Director responded to questions from several offices, and Mr. Taylor reported on the rubrics and assignments in Black board during the January 3, 2019 Faculty Meeting.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Since results from this "research" activity were not downloaded from Blackboard, no results are available to evaluate. It is clear at this time that more attention needs to be given to this project.</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 22000 - Sponsored Programs

Unit Manager: Wheeler, Chester

Objective: DRAFT - New Grant Applications - New grant applications			
Intended Results	Assessment Measures	Actual Results	Use of Results
<p>◆ 6. The number of full-time faculty/staff submitting new grant applications (as PI or Co-PI) will increase by 10% by September 30, 2019.</p>	<p>◆ 6.1 Grant writing and proposal development skills will be strengthened through grant writing training/proposal development workshops                      6.2 Faculty will be assisted by the Director of Sponsored Programs in locating available grants through the PIVOT Grant Search Database                      6.3 Services such as pre- and post-award services, budget assistance, compliance advice, and post-award program management will be provided to grant PIs/Co-PIs</p>	<p>◆ 6.1 New grant application protocols were developed and presented at Faculty Orientation which included new and returning faculty members.</p> <p>6.2 A Monthly Grant Grid to provided to faculty and staff on a monthly basis. The funding opportunities are identified in the PIVOT Grant Search Database and on Grants.gov website (federal government website for all federal agencies).</p> <p>6.3 Pre-award services were provided as part of the application development process.</p>	<p>◆ 6.1 Two grant applications were submitted to the Department of the Army and Navy. They were not funded.</p> <p>6.2 No report</p> <p>6.3 Preliminary review of the grant documents to include help with the development of the budgets. Grant applications were submitted via Grants.org.</p>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 23100 - Department: Humanities

Unit Manager: Bookhart, Nancy

Objective: DRAFT - 2017-2022 HUM Unit Outcome 01 - Enrollment - Five-year enrollment

Intended Results	Assessment Measures	Actual Results	Use of Results
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# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

<ul style="list-style-type: none"> <li>◆ Maintain an enrollment that does not decline by 20% or more (per definition of TRACS Financial Stability)</li> </ul>	<ul style="list-style-type: none"> <li>◆ Secure official department enrollment from the Office of Institutional Research and the Quality Enhancement Plan</li> </ul>	<ul style="list-style-type: none"> <li>◆ This outcome will contain five years of official enrollment data (fall semester) by the end of the 2021-2022 year. The initial year is 2017-2018.</li> </ul> <p>Fall 2017 Enrollment            English 8            History 9            Philosophy and Religion 2</p> <p>Fall 2018 Enrollment            English 6            History 15            Philosophy and Religion 3</p> <p>Do: Compare Fall 2017 to Fall 2018 for each major; say whether the 20% was maintained</p> <p>The 20% of majors was maintained from Fall 2017 to Fall 2018 because there was an increase in History majors by 6 students for Fall 2018 and an increase in Philosophy and Religion majors by one student. Even though the English majors dropped by students in Fal 2018, the increase of students in the other department majors maintain the 20%</p>	<ul style="list-style-type: none"> <li>◆ The results is used as an informative method in the area of assessing what new measures are working in recruitment. They guide us directionally in the department regarding how further recruitment measures will be handled.</li> </ul>
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# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 23100 - Department: Humanities

Unit Manager: Bookhart, Nancy

Objective: DRAFT - 2017-2022 HUM Unit Outcome 02 - Retention Rate - 5 year retention rate			
Intended Results	Assessment Measures	Actual Results	Use of Results
<p>◆ 70% or more of the enrolled students will enroll the next fall term (per TRACS benchmark for 19.6 for overall compliance)</p>	<p>◆ Secure official department retention headcount and percent from the Office of Institutional Research and the Quality Enhancement Plan.</p>	<p>◆ English 2015-15 English 2016-6 English 2017-8 English 2018-6 English 2019-4</p> <p>History 2015-14 History 2016-15 History 2017-9 History 2018-15 History 2019-9</p> <p>Phil/Rel 2015-3 Phil/Rel 2016-4 Phil/Rel 2017-2 Phil/Rel 2018-3 Phil/Rel 2019-3</p> <p>All units have dropped under the anticipated percentage.</p>	<p>◆ A Recruitment Plan for the English and Philosophy and Religion Unit has been proposed for the upcoming academic years that will improve the number of majors by doubling that number.</p>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 23100 - Department: Humanities

Unit Manager: Bookhart, Nancy

Objective: DRAFT - 2017-2022 HUM Unit Outcome 03 - Completion Rate - Five-year completion rate			
Intended Results	Assessment Measures	Actual Results	Use of Results
◆ 50% or more of the graduates are from the specified department; 50% or more of the first-time freshmen who enrolled in the department four, six or eight years earlier graduated.	◆ Secure official department completion headcount, percentage of graduates, and percentage of first-time freshmen four, six, and eight years prior to the entry date.		

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 23100 - Department: Humanities

Unit Manager: Bookhart, Nancy

Objective: DRAFT - 2017-2022 HUM Unit Outcome 04 - Placement Rate (for vocational programs) - Five-year Placement Rate (for vocational programs)			
Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>◆ 70% or more of the graduates will be working in a position related to their major or which uses substantial information learned in the major.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Maintain placement data for all graduates at the department level; secure data from the Office of Career Services as needed.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Some data is available, but not consistent.</li> </ul>	<ul style="list-style-type: none"> <li>◆ This field will be mandatory for record keeping for all unit coordinators who will keep accurate and consistent files of all majors in their unit.</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

**Planning Unit: 23100 - Department: Humanities**

**Unit Manager: Bookhart, Nancy**

**Objective: DRAFT - 2017-2022 HUM Unit Outcome 05 - Instructional Faculty (#1) - # of full-time and # of part-time** - The department employs at least one full-time, contracted, academically and spiritually qualified faculty for each major program area, including Common Curriculum, to teach and provide related duties, such as advising and curricular oversight needed for the institution to fulfill its mission (from TRACS IER#6a).

Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>◆ Instructional Staff Listing tables for full-time and part-time faculty will be maintained annually by each department.</li> </ul>		<ul style="list-style-type: none"> <li>◆ The appropriate full-time faculty credential records are located in the department.</li> </ul>	<ul style="list-style-type: none"> <li>◆ The use of results is used to assess that standards of faculty operations are being adhered to. It also allows a reevaluation of excellence in recruiting qualified and passionate faculty who fit the ethos of the College.</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 23100 - Department: Humanities

Unit Manager: Bookhart, Nancy

Objective: DRAFT - 2017-2022 HUM Unit Outcome 06 - Instructional Faculty (#2) - Adequacy - Five-year Instructional Faculty (#2) - Adequacy			
Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>◆ Maintains a student/faculty ratio of 10 students/1 faculty member Full-time faculty will teach at least 60 percent of the department courses.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Calculate department faculty/student ratio Calculate % of courses taught by full-time and part-time faculty members.</li> </ul>	<ul style="list-style-type: none"> <li>◆ The percentage of courses taught by faculty is over 70%. The number of full time faculty is twelve and the courses in the department are 80 count divided by 12 is a ratio of 6.6 students per faculty.</li> </ul>	<ul style="list-style-type: none"> <li>◆ The department will use the results to continue to focus on the ratio of student/faculty which is critical for high levels of engagement, retention and completion which yields a more competent student and competitive institution.</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 23100 - Department: Humanities

Unit Manager: Bookhart, Nancy

**Objective: DRAFT - 2017-2022 HUM Unit Outcome 07 - Instructional Faculty (#3) – respect for institutional statements** - Five-year Instructional Faculty (#3) – respect for institutional statements.

Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>◆ All department faculty will sign the institutional statements indicating that they know, understand, and respect the mission, objectives and philosophy of the institution.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Signatures on the institutional statement forms.</li> </ul>	<ul style="list-style-type: none"> <li>◆ All faculty in the department have adhered to this policy. The record keeping assists in denoting and ensuring that all faculty in the department is not activated in the classroom nor the work of the College until the document has been signed and is in place.</li> </ul>	

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 23100 - Department: Humanities

Unit Manager: Bookhart, Nancy

**Objective: DRAFT - 2017-2022 HUM Unit Outcome 08 - Instructional Faculty (#4) – Faculty Competence** - Five-year Instructional Faculty (#4) – Faculty Competence

Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>◆ 1. All full-time departmental faculty have earned at least a master’s degree with at least 18 graduate hours in the discipline of teaching assignment</li> <li>2. Full-time faculty without the minimum degree credential have demonstrated competencies which the institution has determined through a formally documented process to be equivalent to the required degree.</li> </ul>	<ul style="list-style-type: none"> <li>◆ 1. Full-time faculty with at least a master’s degrees that includes 18 hours in the teaching discipline</li> <li>2. Full-time faculty without the minimum degree credential are evaluated to ensure that they have demonstrated competencies that are equivalent</li> </ul>	<ul style="list-style-type: none"> <li>◆ 100% of the full-time departmental faculty have at least a master's degree with at least 18 graduate hours in the discipline of teaching assignment. The department consists of 13 full-time faculty of which 6 have earned the doctoral degree and 7 have earned the masters degree.</li> </ul>	<ul style="list-style-type: none"> <li>◆ This data provides us with the competency measure necessary to ensure that the students receive adequate discipline based knowledge at its highest level and the most recent research and development in the field.</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 23100 - Department: Humanities

Unit Manager: Bookhart, Nancy

Objective: DRAFT - 2017-2022 HUM Unit Outcome 09 - Appropriate Percentage of Full-Time Faculty - Five-year Appropriate Percentage of Full-Time Faculty			
Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>◆ a. At least 50% of courses in each term are taught by full-time faculty b. At least 25% of all full-time faculty for each major offered have earned a terminal degree in their teaching field.</li> </ul>	<ul style="list-style-type: none"> <li>◆ a. # courses, # taught by full-time faculty, % of courses taught by full-time faculty b. # faculty, # with a terminal degree, % of faculty for each major with a terminal degree.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Over 50% of full-time faculty in Humanities have earned a terminal degree in their field of study and have the credentials to teach all courses assigned.</li> </ul>	<ul style="list-style-type: none"> <li>◆ The use of the results allows for a continued outgrowth of qualified faculty for the various units and programs, and a close evaluation of any areas or specificity of faculty needed for the majors in the units.</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 23100 - Department: Humanities

Unit Manager: Bookhart, Nancy

Objective: DRAFT - 2017-2022 HUM Unit Outcome 10 - Course Evaluations - Five-year Course Evaluations			
Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>70% of the faculty will score 3 or above each semester.</li> </ul>	<ul style="list-style-type: none"> <li>Policy Manual (Vol. 4) –Appendix 4.5.3G: Student Evaluation Form</li> </ul>	<ul style="list-style-type: none"> <li>Results of the Course Evaluations aligned with the Intended result of faculty scoring of 3 or higher is 80%.</li> </ul>	<ul style="list-style-type: none"> <li>The results allows for a reevaluation of the classroom strategies, teaching methodologies, and student engagement implementation.</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 23100 - Department: Humanities

Unit Manager: Bookhart, Nancy

Objective: DRAFT - 2017-2022 HUM Unit Outcome 11 - Evaluation of Student Experiences - Five-year Evaluation of Student Experiences			
Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>◆ a. Departmental results should be used b. SGS departmental results can be provided c. Employers should be surveyed</li> </ul>	<ul style="list-style-type: none"> <li>◆ a. Department Exit Survey b. Survey of Graduating Seniors (SGS) c. Employer Survey</li> </ul>	<ul style="list-style-type: none"> <li>◆ The actual results at this juncture are tenuous.</li> </ul>	<ul style="list-style-type: none"> <li>◆ A system will be put in place on the departmental level to ensure that all majors are followed, not only throughout their tenure in the department units, i.e., English, History, Philosophy and Religion, but upon exiting to follow and chart their career and success path.</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 23100 - Department: Humanities

Unit Manager: Bookhart, Nancy

Objective: DRAFT - 2017-2022 HUM Unit Outcome 12 - Curriculum Matrix - Five-year Curriculum Matrix			
Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>◆ Meeting minutes will document that program learning outcomes are mapped correctly to the course learning outcomes for each department major</li> </ul>	<ul style="list-style-type: none"> <li>◆ Annual review (comparison of mapped program learning outcomes to course learning outcomes)</li> </ul>	<ul style="list-style-type: none"> <li>◆ The mapping of the Program Learning Outcomes are aligned with every course syllabi in the department as to indicate its coherency.</li> </ul>	<ul style="list-style-type: none"> <li>◆ There must be a continued alignment of Program Learning Outcomes that is in direct correlation with SLO or CLO. The mapping allows for that comparison as a continued guide. In assessing these in comparison there is less room for error and more for a more stringent program of study that goes to the heart of learning and measurable outcomes.</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 23100 - Department: Humanities

Unit Manager: Bookhart, Nancy

Objective: DRAFT - 2017-2022 HUM Unit Outcome 13 - Course Syllabi - Five-year Course Syllabi			
Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>◆ 100% of the syllabi will be constructed according to the approved syllabus format</li> </ul>	<ul style="list-style-type: none"> <li>◆ Compare each syllabus to the approved format</li> </ul>	<ul style="list-style-type: none"> <li>◆ All syllabi in the department have the approved format. Syllabi are sent to the department chair for approval before being uploaded for availability to the student via Blackboard or being disseminated in any other way..</li> </ul>	<ul style="list-style-type: none"> <li>◆ The uniformity of the syllabi as a document associated with the mission and beliefs of the not only Paine College but undersigned by the accrediting body sends a clear message of continuity and consistency across the college on all levels of leadership and stewardship. There is also the element that their is little room left for ambiguity from section to section or requirement across disciplines and departments.</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 23100 - Department: Humanities

Unit Manager: Bookhart, Nancy

Objective: DRAFT - 2017-2022 HUM Unit Outcome 14 - Comparability of Degree Programs - Five-year Comparability of Degree Programs			
Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>◆ Develop these based on the major program</li> </ul>	<ul style="list-style-type: none"> <li>◆ Information related to program comparisons with benchmark institutions should be added to individual program outcomes. These are benchmarks related to support courses, required core courses, required major courses; also include information related to internships/practica and capstone courses, if applicable.</li> </ul>	<ul style="list-style-type: none"> <li>◆ The relativeness of the courses and the comparativeness to other benchmark institutions is assessed when considering the effectiveness of the course or program/s offered for recruitment and competency in the field.</li> </ul>	<ul style="list-style-type: none"> <li>◆ The use of the results allow for a revisiting to reevaluate course offerings as well as programs. But, it also allows for the comparative measures of what is the demand of the traditional and non-traditional student needs so that necessary discussion and changes are made. It is necessary to be in touch with knowledge movements, and knowledge in general and specificity. This type of connectivity places the student at an advantage in the real applicability of knowledge transference to practical in the world of actuality.</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 23100 - Department: Humanities

Unit Manager: Bookhart, Nancy

Objective: DRAFT - 2017-2022 HUM Unit Outcome 15 - Library Resources - Five-year Library Resources			
Intended Results	Assessment Measures	Actual Results	Use of Results
<p>◆ 85% of the requested resources were ordered, catalogued, and available for use annually Criteria for Success (Intended Results in SPOL) Need to compare to new SPOL and SACSCOC</p>	<p>◆ Compare library resources to the requested resources annually Means of Assessment (Assessment Measures in SPOL</p>	<p>◆ This outcome is met as 85% of the resources needed were attended to. The budget for each unit and the library budget does not infringe on the other. Resources from the library are always available through the College's library budget.</p>	<p>◆ It is critical for the faculty to know that their resources for regional, national and global discourse and knowledge is not limited in the range of budgetary necessity. The director meets with and extends to all department chairs a list of new materials, and asks for submissions from the department at least once a school term for the needs in our various areas of study.</p>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 23100 - Department: Humanities

Unit Manager: Bookhart, Nancy

Objective: DRAFT - 2017-2022 HUM Unit Outcome 16 - Adequate Budget (see table below) - Five-year Adequate Budget (see table below)			
Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>◆ At least 75% of the budgeted amounts were spent each year</li> </ul>	<ul style="list-style-type: none"> <li>◆ Budget for the department in generally is addressed here for the needs of the department relating to faculty, infrastructure, classroom, technology, etc.</li> </ul>	<ul style="list-style-type: none"> <li>◆ The budgetary needs of the department was expressed in the excess of \$200,000 to including full time faculty needs in English and Philosophy. There was also a component of a project for a Race Relation Institute and Museum. The budget for the department was not met.</li> </ul>	<ul style="list-style-type: none"> <li>◆ While there was a request for more faculty, the student enrollment does not call for such in ratio comparison. As for the Race Institute, we will seek means outside the institution budge, such as grants from NEA or NEH, or other private means and fundraising.</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 23100 - Department: Humanities

Unit Manager: Bookhart, Nancy

Objective: DRAFT - CC - Fundamentals: A. Write clearly - 2016-2017 Common Curriculum student learning outcome for 1. Fundamentals: Write clearly			
Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>◆ 70% of the students who take the SPEE will score 70% or higher</li> </ul>	<ul style="list-style-type: none"> <li>◆ Sophomore Proficiency Examination in English (SPEE) score</li> </ul>	<ul style="list-style-type: none"> <li>◆ Over 80% of the students passed the SPEE with a 70% score or higher.</li> </ul>	<ul style="list-style-type: none"> <li>◆ The use of results allows a revisit to ensure that the exam, though the score should be attainable, it should be rigorous as to challenge the students. In stating such the SPEE is undergoing a shift in the examination structure by the English Unit.</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 23100 - Department: Humanities

Unit Manager: Bookhart, Nancy

Objective: DRAFT - CC - Fundamentals: B. Command of grammar and mechanics - B. Command of grammar and mechanics			
Intended Results	Assessment Measures	Actual Results	Use of Results
◆ 70% of the students who take the COMFIT will score 70% or higher.	◆ COMFIT Standardized Assessment	◆ Actual results will be added at the end of the period.	◆ Use of results will be added at the end of the period.

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 23100 - Department: Humanities

Unit Manager: Bookhart, Nancy

Objective: DRAFT - CC - Fundamentals: C. Communicate Orally - Communicate Orally			
Intended Results	Assessment Measures	Actual Results	Use of Results
◆ 70% of the students will score at least 70% on oral presentations.	◆ Research Paper Presentation. The presentation evaluation criteria included delivery, content, organization, grammar usage, and fielding questions.	◆ Over 80% of all students passed with a 70% on their oral presentations.	◆ The use of the results allows for a concretized methodology to gauge measurable assessments in the future in other areas such as mechanics and writing clearly for the common curriculum school-wide.

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 23100 - Department: Humanities

Unit Manager: Bookhart, Nancy

Objective: DRAFT - CC - Fundamentals: D. Comprehension of Vocabulary - Comprehension of vocabulary			
Intended Results	Assessment Measures	Actual Results	Use of Results
◆ English 232 Course Embedded Assessment This assessment is the midterm examination that covers much of the literary terminology.	◆ At least 70% of the students will earn a score of 70 or above on the literary terminology examination	◆ Actual results was that 85% of all students enrolled passed the comprehensive vocabulary assessment with a 70% or higher.	◆ Use of results are used to evaluate the profundity of the vocabulary and to compare these with national assessment levels and scores.

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 23100 - Department: Humanities

Unit Manager: Bookhart, Nancy

Objective: DRAFT - CC - Fundamentals: E. Comprehension of reading materials - Comprehension of reading materials			
Intended Results	Assessment Measures	Actual Results	Use of Results
◆ At least 70% of the students will earn a score of 70 or above on the midterm examination.	◆ English 232 Course Embedded Assessment This assessment is the midterm examination that consisted of short answer and short essay questions to determine reading competency of various literary texts.	◆ Actual results was that over 80% of students passed the assessment with a 70% or higher.	◆ The critical element of reading affects all areas of English assessments. We will evaluate several national assessments to ensure that our students are prepared to enter the realm outside of the local body.

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 23100 - Department: Humanities

Unit Manager: Bookhart, Nancy

**Objective: DRAFT - CC - Spiritual and Social Values** - Understand the history and significance of faith and spirituality in the development of the society and the individual.

Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>◆ PHI 220-Internally developed test</li>   <li>PHI 230-Internally developed test</li> </ul>	<ul style="list-style-type: none"> <li>◆ Students need to score 70% or better on course embedded test in both classes.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Actual results was that over 70% of all students scored a 70% or higher.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Use of results allows for a through examination of the assessment and responses in a need to review other ways of introducing this component that is penetrable throughout the common curriculum.</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 23100 - Department: Humanities

Unit Manager: Bookhart, Nancy

Objective: DRAFT - CC - The Aesthetic Heritage - Understand the basic role of art and music in the shaping of ideas and trends in the history of civilization.			
Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>◆ 70% of students scoring 70% or better on course-embedded questions</li> </ul>	<ul style="list-style-type: none"> <li>◆ Course-embedded questions on the Final Exam</li> </ul>	<ul style="list-style-type: none"> <li>◆ Over 85% of students in Art Appreciation and Music Appreciation passed the assessment with a 70% score or higher.</li> </ul>	<ul style="list-style-type: none"> <li>◆ One of the things though we believe may be helpful in the overall concept of art as a social tool which includes music and other art forms, is the necessity of a humanities course where the student is learning the full spectrum of the arts during the same time periods. This course would be taught by various professors alternatively in their respective field of study.</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 23100 - Department: Humanities

Unit Manager: Bookhart, Nancy

Objective: DRAFT - CC - World Citizenship: A. History of Civilization - Understand basic ideas, trends, and issues in the history of civilization.			
Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>◆ 70% of students scoring 70% or better on test</li> </ul>	<ul style="list-style-type: none"> <li>◆ HIS 112 Internally developed test</li> </ul>	<ul style="list-style-type: none"> <li>◆ HIS 112- Total Students (63 students) Below 70%- 40 students Above 70%- 12. Students did not show up to take the test-10 1 Incomplete for a student.</li> </ul> <p>Narrative of the results In world history, out of 52 students who took the test, 12 or 23% of the students received a percentage above a 70% and 40 or 77% of the students scored lower than 70%.</p> <ul style="list-style-type: none"> <li>◆ delete</li> </ul>	<ul style="list-style-type: none"> <li>◆ delete</li> <li>◆ The passage rate of about 23% shows the need for further student improvement. Of the students who did not pass, 15 students missed five or more classes. Our school does not have an attendance policy and should reconsider a revised policy. Although I do not compile this information, it is reported from other sources that students are not studying enough hours to learn the material. Textbooks were unfortunately not available as well. Tutorial services also were not available for students.</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 23100 - Department: Humanities

Unit Manager: Bookhart, Nancy

Objective: DRAFT - CC - World Citizenship: B. Black Heritage - Increase awareness of Black heritage.			
Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>◆ 70% of students scoring 70% or better on test</li> </ul>	<ul style="list-style-type: none"> <li>◆ HIS 104 Internally developed test</li> </ul>	<ul style="list-style-type: none"> <li>◆ Actual results is that over 70% of the students passed with a 70% score or higher.</li> </ul>	<ul style="list-style-type: none"> <li>◆ It is critical for the student attending a historically black college to be exposed in the common curriculum the fundamentals of black culture which is made available through the course African American History. Other courses will be examined for their importance as a possibility to add to this assessment.</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 23100 - Department: Humanities

Unit Manager: Bookhart, Nancy

Objective: DRAFT - CC - World Citizenship: C. Across Linguistic Areas - Communicate orally across linguistic areas			
Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>◆ 70% of students scoring 70% or better on oral exam</li> </ul>	<ul style="list-style-type: none"> <li>◆ FRE 220 or SPA 220 final oral exam</li> </ul>	<ul style="list-style-type: none"> <li>◆ The Foreign Language area over both Spanish and French have been challenging for students. This percentile was not met and fell short by 10-12%.</li> </ul>	<ul style="list-style-type: none"> <li>◆ What has been discussed over the last few months is the possibility of a Foreign Language type of workshop that is part of an Institute of Learning which concentrates on the Foreign Language area explicitly.</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 23100 - Department: Humanities

Unit Manager: Bookhart, Nancy

<b>Objective: DRAFT - HUM UO 01 - Enrollment</b> - Maintain an enrollment that does not decline by 20% or more (per definition of TRACS Financial Stability)			
<b>Intended Results</b>	<b>Assessment Measures</b>	<b>Actual Results</b>	<b>Use of Results</b>
◆ Maintain an enrollment that does not decline by 20% or more (per definition of TRACS Financial Stability)	◆ Secure official department enrollment from the Office of Institutional Research and the Quality Enhancement Plan		

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 23110 - Major: English (B.A.)

Unit Manager: Bookhart, Nancy

Objective: DRAFT - Apply the major methods of literary analysis - Apply the major methods of literary analysis.			
Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>◆ 70% of students will score a 70% or better for one short answer question and the long essay on the major exam.</li> </ul>	<ul style="list-style-type: none"> <li>◆ To meet this outcome, a major field essay examination, established by the English faculty from their respective specializations.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Add results for short answer question and essay on major exam</li> <li>◆ Over 70% of the seniors undertaking the senior field paper successfully met the criterion and defended their major field paper with an 80% or better.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Use of results will be added at the end of the period.</li> <li>◆ The use of the result will be undertaken as we evaluate the strength of the exam in other measurable areas such as resource usage for a more comparative national measure of our students.</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 23110 - Major: English (B.A.)

Unit Manager: Bookhart, Nancy

Objective: DRAFT - Express themselves effectively in writing - Express themselves effectively in writing.			
Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>◆ The intended results and expectations is that 70% of all students will have a satisfactory transition from the coursework in effective writing skills.</li> </ul>	<ul style="list-style-type: none"> <li>◆ The assessment measures used for this objective is the courses, Composition I and Composition II.</li> </ul>	<ul style="list-style-type: none"> <li>◆ 80% of the students successfully completed the objectives of construction and effective sentence and writing techniques, to include the recognition of fragments, dangling modifiers, mixed constructions and voice. Writing skills were evaluated through tests and examinations as well as peer review.</li> </ul>	<ul style="list-style-type: none"> <li>◆ The importance of the results is to use them in evaluating in particular the peer review which assists the students in a self-recognition of any best practices or short comings in writing.</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 23110 - Major: English (B.A.)

Unit Manager: Bookhart, Nancy

Objective: DRAFT - Express themselves effectively through speech. - Express themselves effectively through speech.			
Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>◆ 70% of students will score 70 or better on Major Field Paper Presentation. The presentation is assessed by strength of presentation delivery, depth of content knowledge, responses within question/answer session with faculty, detail organization, and good use of grammar/mechanics.</li> </ul>	<ul style="list-style-type: none"> <li>◆ The Major Field Paper Presentation is the capstone presentation project. The English major presents a MS PowerPoint Presentation of their Major Field Paper. In this presentation, the major must provide a clear, detailed literary analysis of at least two literary texts. They are evaluated on strength of presentation delivery, depth of content knowledge, responses to questions from the faculty, supporting details, and good use of grammar/mechanics.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Actual results will be added at the end of the period.</li> <li>◆ Over 70% of the students were successful in meeting all of the criteria of the rubric for presentation.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Use of results will be added at the end of the period.</li> <li>◆ One of the major factors to presenting which is the engagement with the audience and the persuasiveness of the topic as relevant has caused a shift in perspective. Ongoing discussions are being undertaken to make the public speaking component more prominent in Composition I.</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 23110 - Major: English (B.A.)

Unit Manager: Bookhart, Nancy

Objective: DRAFT - Major authors and literary movements - Recognize major authors and literary movements in world literature. ?			
Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>◆ 70% of students will score 70% or higher on the Major Field Examination.</li> </ul>	<ul style="list-style-type: none"> <li>◆ The Major Field Examination in English is the Capstone examination. It is an essay examination that covers the major genres of British, American, African – American, and World Literature. The English faculty submits questions based upon their specializations and collaboratively creates the exam. The students are given a set of four (4) questions in each genre in the short answer essay section, and they choose two genres for the short answer section. Then, they will choose one question from the long essay question section and write a three (3) to five (5) page essay. They must pass at least one question in the short answer section and the long essay to satisfy the exam requirement.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Actual results will be added at the end of the period.</li> <li>◆ 70% of the students were able to identify major authors and movements.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Use of results will be added at the end of the period.</li> <li>◆ The use of the results will be captured as to how these authors and movements identified can be further used in interdisciplinary ways.</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 23110 - Major: English (B.A.)

Unit Manager: Bookhart, Nancy

Objective: DRAFT - Write a research paper using MLA format. - Write a research paper using MLA format.			
Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>70% of students will score 70% or better on a major field paper that reflects command of content, varied research skills, citation accuracy, and good use of grammar/mechanics.</li> </ul>	<ul style="list-style-type: none"> <li>The Major Field Paper is the capstone writing project. The English major must formulate a detailed, researched analysis of at least two literary works in the genres of British, American, African-American, or World Literature.</li> </ul>	<ul style="list-style-type: none"> <li>Actual results will be added at the end of the period.</li> <li>70% of the students were able to effectively write a research paper with scores 70% and above.</li> </ul>	<ul style="list-style-type: none"> <li>Use of results will be added at the end of the period.</li> <li>To the degree that discussion is being undertaken regarding writing over disciplines, in all disciplines because of the importance of writing and research required in all major fields of study including for grant writing.</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 23120 - Major: History (B.A.)

Unit Manager: Bookhart, Nancy

Objective: DRAFT - Develop a thesis statement - Develop a thesis statement regarding an historical event and present it to a group of peers.			
Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>Successful attainment of a 70% score or higher on paper elements related to thesis development.</li> </ul>	<ul style="list-style-type: none"> <li>Completion of a Senior Thesis Paper with a thesis defended by analysis of primary and secondary documents.</li> </ul>	<ul style="list-style-type: none"> <li>Actual results will be added at the end of the period.</li> <li>70% students scored 70% or higher on development of a thesis statement.</li> </ul>	<ul style="list-style-type: none"> <li>Use of results will be added at the end of the period.</li> <li>The use of the results allows for a re-evaluative status for higher return by introducing the need for strong emphasis on writing a thesis and ensuring its measurable results in the Common Core in the English unit. Not that this is not the case, but perhaps the methodology and assessment can be discussed as to produce a higher yield.</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 23120 - Major: History (B.A.)

Unit Manager: Bookhart, Nancy

Objective: DRAFT - Distinguish and evaluate sources. - Distinguish and evaluate primary and secondary sources.			
Intended Results	Assessment Measures	Actual Results	Use of Results
◆ Successful attainment of a 70% score or higher on this test.	◆ Pass a test consisting of having to differentiate primary and between secondary documents.	◆ Actual results will be added at the end of the period. ◆ Primary and secondary sources in research in critical to the ongoing notion of what constitutes knowledge, and is used in the continued teaching methodology of what counts for history and therefore truth.	◆ Use of results will be added at the end of the period.

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 23120 - Major: History (B.A.)

Unit Manager: Bookhart, Nancy

**Objective: DRAFT - Historical and Current Events** - Pass a multiple-choice Senior Exit Exam with American and European questions selected from a standardized test.

Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>◆ Successful attainment of a 70% score or higher on the Senior Exit Exam after two attempt.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Pass a multiple-choice Senior Exit Exam with American and European questions selected from a standardized test.</li> </ul>	<ul style="list-style-type: none"> <li>◆ See below. Can't delete.</li> <li>◆ Successful attainment of a score of 70% or better on their first attempt on assignment on elements analyzing historical events.</li> </ul>	<ul style="list-style-type: none"> <li>◆ See below. Can't delete</li> <li>◆ The assessment measure may need to be revisited for its profundity and challenge of this outcome.</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 23120 - Major: History (B.A.)

Unit Manager: Bookhart, Nancy

**Objective: DRAFT - Key events and people in historical frames of reference** - Recognize key events and people in historical frames of reference including Georgia, the United States, and Non-Western civilizations.

Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>◆ Successful attainment of a 70% score or higher on paper elements related to thesis development.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Completion of a Senior Thesis Paper with a thesis defended by analysis of primary and secondary documents.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Successful attainment of a 70% score or higher on which is a component of the Senior Thesis Paper.</li> </ul>	<ul style="list-style-type: none"> <li>◆ delete</li> <li>◆ Delete</li> <li>◆ Consideration is underway to use the results in developing a more stringent methodology in obtaining the outcome which would be introduced as a separate measure.</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 23120 - Major: History (B.A.)

Unit Manager: Bookhart, Nancy

**Objective: DRAFT - Social, cultural, economic, technological and political assessments** - Analyze historical event using social, cultural, economic, technological and political assessments.

Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>◆ Students score 70% or better on their first attempt on assignment on elements</li> </ul>	<ul style="list-style-type: none"> <li>◆ Clearly present historical knowledge through successful completion of a PowerPoint presentation in Non-Western Civilization Classes.</li> </ul>	<ul style="list-style-type: none"> <li>◆ 70% success attainment in the analyzation of historical events pertaining to social, cultural, economic, technological and political events.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Use of results will be added at the end of the period.</li> <li>◆ The outcome may be more advantageous for the student in smaller components versus all of the areas placed together for assessment. For instance: technology could be considered singularly.</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 23120 - Major: History (B.A.)

Unit Manager: Bookhart, Nancy

Objective: DRAFT - Structure and write a research paper - Know how to structure and write a research paper.			
Intended Results	Assessment Measures	Actual Results	Use of Results
◆ Successful attainment of a 70% or score or higher on paper based on a rubric.	◆ Completion of a Senior Thesis Paper with a thesis defended by analysis of primary and secondary documents and includes a bibliography with primary and secondary sources.	◆ Successful attainment of a 70% or higher on paper based on rubric.	◆ Delete ◆ The use of the results allows for an evaluative formula of teaching the components of writing a research paper and how effective the present structure may be.

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 23130 - Major: Philosophy and Religion (B.A.)

Unit Manager: Bookhart, Nancy

<b>Objective: DRAFT - Apply critical thinking techniques</b> - Apply critical thinking techniques to evaluate any religious doctrine or philosophical argument.			
<b>Intended Results</b>	<b>Assessment Measures</b>	<b>Actual Results</b>	<b>Use of Results</b>
◆ 80% of students scoring 70% or higher on course-embedded assessment	◆ PHI 240 Course-Embedded Assessment which was assessed by papers and exams.	◆ Over 70% of student scored above means in this assessment of critical thinking.	◆ The consideration of a more concrete measuring of critical thinking is being examined.

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 23130 - Major: Philosophy and Religion (B.A.)

Unit Manager: Bookhart, Nancy

<b>Objective: DRAFT - Identify the major doctrines and dogmas</b> - Identify the major doctrines and dogmas of Christianity and the major world religions.			
<b>Intended Results</b>	<b>Assessment Measures</b>	<b>Actual Results</b>	<b>Use of Results</b>
◆ 70% of students scoring 70% or higher on course embedded assessments and writing assignments.	◆ REL 230, REL 231 Course-Embedded Assessment (Both courses), assessed through written assignments and exams, including a final exam that is 25% of final grade.	◆ 70% of the students were able to identify these dogmas and doctrines taught in course embedded assessment.	◆ The use of the results allows for a revisiting of the specificity of the examination in the listing of the exact dogmas and doctrines in the various religions.

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 23130 - Major: Philosophy and Religion (B.A.)

Unit Manager: Bookhart, Nancy

<b>Objective: DRAFT - Personal statement of faith and values</b> - Clearly present a personal statement of faith and values, applying knowledge of the Christian Faith.			
<b>Intended Results</b>	<b>Assessment Measures</b>	<b>Actual Results</b>	<b>Use of Results</b>
<ul style="list-style-type: none"> <li>◆ 80% of students scoring 70% or higher on their first attempt of a paper with elements related to their research document, as determined by Religion and Philosophy Faculty.</li> </ul>	<ul style="list-style-type: none"> <li>◆ REL 435, Personal Statement of Faith and Values assignment, wherein each student will prepare an abstract that is based on some event or condition in society that will become the focus of their Senior Field Paper.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Student scored 70% or higher on the assessment.</li> </ul>	<ul style="list-style-type: none"> <li>◆ delete</li> <li>◆ The results allows for a continued use of this component to measure the student's entrance into the program and what areas would need to be directed towards engagement.</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 23130 - Major: Philosophy and Religion (B.A.)

Unit Manager: Bookhart, Nancy

Objective: DRAFT - Take an comprehensive exit - Take an comprehensive exit exam.			
Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>◆ 80% of students scoring 70% or more on their first attempt on the exam.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Write a final exam that effectively elucidates the student learning as demonstrated on their reflection on various issues that are presented.</li> </ul>	<ul style="list-style-type: none"> <li>◆ delete</li> <li>◆ 70% of students were successful in this assessment of comprehensive exam.</li> </ul>	<ul style="list-style-type: none"> <li>◆ delete</li> <li>◆ The use of the results are used to review the questions that are more challenging and readdress these in coursework.</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 23130 - Major: Philosophy and Religion (B.A.)

Unit Manager: Bookhart, Nancy

**Objective: DRAFT - Write an independent research document** - Write an independent research document that reflects the student's capacity to do scholarly research on contemporary religious issues.

Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>◆ 80% of students scoring 70% or higher on their first attempt of a paper with elements related to their research document, as determined by Religion and Philosophy Faculty.</li> </ul>	<ul style="list-style-type: none"> <li>◆ REL 436 – Contemporary Issues in Religion and Philosophy – Student writes a Senior Field paper with a clear focus that demonstrates independent use of empirical research and data; clarification of theories, and related theology. Students will be assessed by a review of the Religion and Philosophy faculty.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Over 70% of all students scored 70 or higher on their research paper.</li> </ul>	<ul style="list-style-type: none"> <li>◆ The research paper is used to gauge the student's interest and assist in Program and course determinations.</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 23200 - Department: Mathematics, Sciences, and Technology

Unit Manager: Peters, Raul

Objective: DRAFT - 2018 - 2023 MST Unit Outcome 01 - Department Enrollment - Department Enrollment			
Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>◆ Maintain an enrollment that does not decline by 20% or more.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Secure official department enrollment from the Office of Institutional Research and the Quality Enhancement Plan.</li> </ul>	<ul style="list-style-type: none"> <li>◆ The enrollment in 2018 increased by 59 % compared to fall 2017.</li> </ul>	<ul style="list-style-type: none"> <li>◆ The result represents the % increase/ decrease of MST enrollment over the previous year. Fall 2018 is compared to fall 2017. The result indicated that an increase in 2018 . The department will continue to monitor the enrollment rate.</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 23200 - Department: Mathematics, Sciences, and Technology

Unit Manager: Peters, Raul

Objective: DRAFT - 2018 - 2023 MST Unit Outcome 02 - Retention Rate - Retention Rate			
Intended Results	Assessment Measures	Actual Results	Use of Results
<p>◆ 70% or more of the enrolled students will enroll the next fall term (per TRACS benchmark for 19.6 for overall compliance)</p>	<p>◆ Secure official department retention headcount and percent from the Office of Institutional Research and the Quality Enhancement Plan.</p>	<p>◆ MST FTF Fall '17: Fall '18</p> <p>Total En-rolled 61 Retained 30 % Retained 33%</p> <p>(Data Source: Offices of Information Services and Academic Affairs. Summarized by Office of Institutional Research and the Quality Enhancement Plan)</p>	<p>◆ The results are based on data summarized fall to fall beginning Fall 2017 and ending Fall 2018</p> <p>The retention rate did not meet expectation. It average 33 %. Based on this result the MST department will conduct a review of its retention strategies.</p>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 23200 - Department: Mathematics, Sciences, and Technology

Unit Manager: Peters, Raul

Objective: DRAFT - 2018 - 2023 MST Unit Outcome 03 - Completion Rate - Completion Rate			
Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>◆ 50% or more of the graduates are from the specified department OR 50% or more of the first-time freshmen who enrolled in the department four, six or eight years earlier graduated</li> </ul>	<ul style="list-style-type: none"> <li>◆ Secure official department completion headcount, percentage of graduates, and percentage of first-time freshmen four, six, and eight years prior to the entry date.</li> </ul>	<ul style="list-style-type: none"> <li>◆ For entrance year 2012 and graduation year 2016 -2018 the completion rate is 11 %</li> </ul>	<ul style="list-style-type: none"> <li>◆ The completion rate is unsatisfactory. Based on this result, the faculty formulated and implemented during the academic year 2018 - 2019 . Individual and group mentoring sessions the faculty held with students.</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 23200 - Department: Mathematics, Sciences, and Technology

Unit Manager: Peters, Raul

Objective: DRAFT - 2018 - 2023 MST Unit Outcome 04 - Placement Rate (for Vocational Programs ) - Placement Rate ( for vocational Programs )			
Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>◆ 70% or more of the graduates will be working in a position related to their major or which uses sub-stancial infor-mation learned in the major.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Maintain placement data for all graduates at the department level; secure data from the Office of Career Services as needed.</li> </ul>	<ul style="list-style-type: none"> <li>◆ 85% of MST graduates go directly into the work force attend graduate or professional school.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Based on the 2017-2018 feedback, 87 % worked or studying in an area related to their undergraduate degree.</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

**Planning Unit: 23200 - Department: Mathematics, Sciences, and Technology**

**Unit Manager: Peters, Raul**

**Objective: DRAFT - 2018 - 2023 MST Unit Outcome 05 - Instructional Faculty (#1)- # of Full- time and # of part- time - Instructional Faculty (#1) – number of full-time and number of part-time**

Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>◆ The department employs at least one full-time, contracted, academically and spiritually qualified faculty for each major program area, including Common Curriculum, to teach and provide related duties, such as advising and curricular oversight needed for the institution to fulfill its mission .</li> </ul>	<ul style="list-style-type: none"> <li>◆ Instructional Staff Listing tables for full-time and part-time faculty will be maintained annually by each department</li> </ul>	<ul style="list-style-type: none"> <li>◆ 2018-2019 Full Time 10 Part Time 1</li> <li>◆</li> </ul>	<ul style="list-style-type: none"> <li>◆</li> <li>◆ The result is based on the headcount of full time and adjunct faculty fall 2018 that taught for the academic year 2018 - 2019. The MST department will continue to update the instructional staff listing annually.</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 23200 - Department: Mathematics, Sciences, and Technology

Unit Manager: Peters, Raul

Objective: DRAFT - 2018 - 2023 MST Unit Outcome 06 - Instructional faculty (#2)-Adequacy - Instructional Faculty ( #2) - Adequacy			
Intended Results	Assessment Measures	Actual Results	Use of Results
<p>◆ Maintains a student/faculty ratio of 10 students/1 faculty member</p> <p>Full-time faculty will teach at least 60 percent of the department courses</p>	<p>◆ Calculate department faculty/student ratio</p> <p>Calculate % of courses taught by full-time and part-time faculty members</p>	<p>◆ 18-19 S/F ratio 12</p> <p>18-19 % Full Time Faculty 98</p>	<p>◆ The results are indications of the student to faculty ratio in the MST department (Table 1). Table 2 shows the % of courses taught by full-time faculty.</p> <p>Based on the results, the student to faculty ratio was 12 for 2018-19 . The result exceeds the expectation.</p>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 23200 - Department: Mathematics, Sciences, and Technology

Unit Manager: Peters, Raul

**Objective: DRAFT - 2018 - 2023 MST Unit Outcome 07 - Instructional faculty (#3)-Adequacy - respect for institutional statements - Instructional Faculty (#3) - Adequacy - respect for institutional statements**

Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>◆ All department faculty will sign the institutional statements indicating that they know, understand, and respect the mission, objectives and philosophy of the institution.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Signatures on the institutional statement forms</li> </ul>	<ul style="list-style-type: none"> <li>◆ For the academic year 2018-2019 , 10/10 faculty signed the institutional statement.</li> </ul>	<ul style="list-style-type: none"> <li>◆ The results indicate 100% success. Procedures are in place for new faculty to sign the document.</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 23200 - Department: Mathematics, Sciences, and Technology

Unit Manager: Peters, Raul

Objective: DRAFT - 2018 - 2023 MST Unit Outcome 08 - Instructional Faculty (#4) - Faculty Competence - Instructional Faculty (#4) – Faculty Competence			
Intended Results	Assessment Measures	Actual Results	Use of Results
<p>◆ All full-time departmental faculty have earned at least a master's degree with at least 18 graduate hours in the discipline of teaching assignment.</p> <p>Full-time faculty without the mini-mum degree credential have demonstrated competencies which the institution has determined through a formally documented process to be equivalent to the required degree.</p>	<p>◆ N</p> <p>◆ All full-time departmental faculty have earned at least a master's degree with at least 18 graduate hours in the discipline of teaching assignment</p> <p>Full-time faculty without the minimum degree credential have demonstrated competencies which the institution has determined through a formally documented process to be equivalent to the required degree.</p>	<p>◆ For the period 2018-2019, 100% of the faculty members of the MST department has 18 graduate hours in the discipline of teaching assignment.</p> <p>◆ Pending</p>	<p>◆ The results are based on the Position Qualification form that is used to evaluate graduate hours and compares classes that a faculty is qualified to teach.</p> <p>Based on the result expectations were met. The MST department will ensure this outcome is met as it recruits new faculty members.</p>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 23200 - Department: Mathematics, Sciences, and Technology

Unit Manager: Peters, Raul

Objective: DRAFT - 2018 - 2023 MST Unit Outcome 09 - Appropriate Percentage of Full-time Faculty - Appropriate % of full- time faculty.			
Intended Results	Assessment Measures	Actual Results	Use of Results
<p>◆ At least 50% of courses in each term are taught by full-time faculty. At least 25% of all full-time faculty for each major offered have earned a terminal degree in their teaching field.</p>	<p>◆ # courses, # taught by full-time faculty, % of courses taught by full-time faculty # faculty, # with a terminal degree, % of faculty for each major with a terminal degree</p>	<p>◆ 18-19 % Courses FT 98</p> <p>BIO 18-19 % TD Full Time 100</p> <p>Math/CSC 18-19 % TD Full Time 50</p> <p>CHEM 18-19 19-20 % TD Full Time 100 100</p>	<p>◆ Data table 1 represents the percentage of courses taught by full time faculty. Data tables 2 - 4 represent the percentage for which major with a terminal degree.</p> <p>Based on the results at least 90% of the courses are taught by full time FT faculty. The results also indicate that at least 25 % of all full-time faculty for each major offered earned a terminal degree TD. The MST department will continue to exceed this expectation</p>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 23200 - Department: Mathematics, Sciences, and Technology

Unit Manager: Peters, Raul

Objective: DRAFT - 2018 - 2023 MST Unit Outcome 10 - Course Evaluations - Course Evaluations									
Intended Results	Assessment Measures	Actual Results	Use of Results						
<p>◆ 70% of the MST faculty will score 3.00 or above each semester.</p>	<p>◆ Policy Manual (Vol. 4) –Appendix 4.5.3G: Student Evaluation Form.</p>	<p>◆ Percent of Faculty Who Scored an Average of 3 or Above for the 2018-19 term.</p> <table style="margin-left: 20px;"> <tr> <td>AY</td> <td>HC Fall %</td> <td>HC Spring %</td> </tr> <tr> <td>2018-19</td> <td>100%</td> <td>100%</td> </tr> </table> <p>(Data Source: Offices of Information Services and Academic Affairs. Summarized by Office of Institutional Research and the Quality Enhancement Plan)</p> <p>◆ Pending</p>	AY	HC Fall %	HC Spring %	2018-19	100%	100%	<p>◆ Faculty evaluation data was summarized for the fall and spring semesters in 2018-2019. 100 percent of the faculty averaged at least 3.00 overall on the evaluation.</p> <p>Use of Results: In 2019-2020, each MST member is charged to review the evaluation and to find areas that need improvement. Suggestions for improvement were also made on the annual faculty evaluation form.</p>
AY	HC Fall %	HC Spring %							
2018-19	100%	100%							

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 23200 - Department: Mathematics, Sciences, and Technology

Unit Manager: Peters, Raul

Objective: DRAFT - 2018 - 2023 MST Unit Outcome 11 - Evaluation of Student Experiences - Evaluation of student experiences.			
Intended Results	Assessment Measures	Actual Results	Use of Results
◆ At least 70% of the respondents will rate their satisfaction with the overall quality of their departmental and institutional wide education as agreeing and strongly agreeing with the expected outcomes.	◆ MST Exit Survey	◆ During the 2018-2019 academic year, there are two participants. Larger sample size is needed.	◆ The results will be merged with subsequent exit surveys .

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 23200 - Department: Mathematics, Sciences, and Technology

Unit Manager: Peters, Raul

Objective: DRAFT - 2018 - 2023 MST Unit Outcome 12 - Curriculum Matrix - Curriculum Matrix			
Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>◆ Meeting minutes will document that program learning outcomes are mapped correctly to the course learning outcomes for each department major</li> </ul>	<ul style="list-style-type: none"> <li>◆ Annual review (comparison of mapped program learning outcomes to course learning outcomes).</li> </ul>	<ul style="list-style-type: none"> <li>◆ Comparison of the mapped program learning out-comes to course learning outcomes are determined to be consistent. The MST department meets, and all minutes were captured for the period 2018-2019 .</li> </ul>	<ul style="list-style-type: none"> <li>◆ The discipline specific faculty meets on an annual basis. These individual groups will report and present at the MST department each academic year.</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 23200 - Department: Mathematics, Sciences, and Technology

Unit Manager: Peters, Raul

Objective: DRAFT - 2018 - 2023 MST Unit Outcome 13 - Course Syllabi - Course Syllabi			
Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>◆ 100% of the syllabi will be constructed according to the approved syllabus format.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Compare each syllabus to the approved format.</li> </ul>	<ul style="list-style-type: none"> <li>◆ During the period 2018-2019, 100 % of the syllabi that was reviewed by the MST department was constructed according to the approved syllabus format. The department requires the posting of all syllabi on Blackboard.</li> </ul>	<ul style="list-style-type: none"> <li>◆ The data is based on the syllabi received by the department chair from faculty members before the start of each academic term.</li> </ul> <p>The MST department will ensure that all syllabi meet the expectation.</p>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 23200 - Department: Mathematics, Sciences, and Technology

Unit Manager: Peters, Raul

Objective: DRAFT - 2018 - 2023 MST Unit Outcome 14 - Comparability of Degree Programs - Institutional Benchmark			
Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>◆ The Major programs within the MST department is at the same academic level as other institutions.</li> </ul>	<ul style="list-style-type: none"> <li>◆ The course major courses required for the degree will be compared with the required major courses at other 4 year colleges and university.</li> </ul>	<ul style="list-style-type: none"> <li>◆ The faculty compared the MST degree programs with Voorhees College Benedict College and George Town College. The catalog is the primary source used for the assessment.</li> <li>◆ See the discussion below.</li> </ul>	<ul style="list-style-type: none"> <li>◆ See the discussion below.</li> <li>◆ The student learning outcomes and the major core courses at Paine College aligned with those of Voorhees College Benedict College. For chemistry, Paine's closely aligns with the chemistry program at Benedict college. The mathematics program at Paine College aligns with Benedict College and Georgetown college. The number of core hours is approxi-mately the same.</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 23200 - Department: Mathematics, Sciences, and Technology

Unit Manager: Peters, Raul

Objective: DRAFT - 2018 - 2023 MST Unit Outcome 15 - Library Resources - Library Resources			
Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>◆ 85% of the requested resources were ordered, catalogued, and available for use annually</li> </ul>	<ul style="list-style-type: none"> <li>◆ Compare library resources to the requested resources annually</li> </ul>	<ul style="list-style-type: none"> <li>◆ For the period 2018-2019, 100 % of requested resources were ordered, catalogued, and available for use.</li> </ul>	<ul style="list-style-type: none"> <li>◆ The results were based on request made by MST faculty.</li> </ul> <p>The expectation of the outcome was met.</p>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 23200 - Department: Mathematics, Sciences, and Technology

Unit Manager: Peters, Raul

Objective: DRAFT - 2018 - 2023 MST Unit Outcome 16 - Adequate Budget - Adequate Budget (see table below)			
Intended Results	Assessment Measures	Actual Results	Use of Results
◆ At least 75% of the budgeted amounts were spent each year	◆ Comparison of expenses to the budgeted amounts	◆ 100 % of the budgeted amounts were utilized during the academic year 2018 -2019 .	◆ Based on faculty and student input, the fund allocations addressed the departmental needs.

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 23200 - Department: Mathematics, Sciences, and Technology

Unit Manager: Peters, Raul

<b>Objective: DRAFT - 2018-2019 Common Curriculum Outcome A - Solve mathematics problems - Solve mathematics problems</b>																																																																											
<b>Intended Results</b>	<b>Assessment Measures</b>	<b>Actual Results</b>	<b>Use of Results</b>																																																																								
<p>◆ 70 % of the students scoring 70% and above in each of the assessment indicators.</p>	<p>◆ During the academic year 2018-2019 there will be five embedded questions on the Mathematics Final Examination.</p>	<p>◆ The results shown below.</p> <table style="margin-left: auto; margin-right: auto; border: none;"> <tr> <td></td> <td style="text-align: center;">Fall 2018</td> <td></td> </tr> <tr> <td></td> <td style="text-align: center;">Spring</td> <td></td> </tr> <tr> <td style="text-align: center;">2019</td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">2018-2019</td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">Score</td> <td style="text-align: center;">Number</td> <td></td> </tr> <tr> <td style="text-align: center;">%</td> <td style="text-align: center;">Number</td> <td></td> </tr> <tr> <td style="text-align: center;">Percentage</td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">Number</td> <td style="text-align: center;">Percentage</td> <td></td> </tr> <tr> <td style="text-align: center;">0-69</td> <td style="text-align: center;">78</td> <td></td> </tr> <tr> <td style="text-align: center;">57</td> <td style="text-align: center;">70</td> <td></td> </tr> <tr> <td style="text-align: center;">58</td> <td></td> <td style="text-align: center;">148</td> </tr> <tr> <td></td> <td style="text-align: center;">58</td> <td></td> </tr> <tr> <td style="text-align: center;">70-79</td> <td style="text-align: center;">30</td> <td></td> </tr> <tr> <td style="text-align: center;">22</td> <td style="text-align: center;">25</td> <td></td> </tr> <tr> <td style="text-align: center;">21</td> <td></td> <td style="text-align: center;">55</td> </tr> <tr> <td></td> <td style="text-align: center;">21</td> <td></td> </tr> <tr> <td style="text-align: center;">80-89</td> <td style="text-align: center;">19</td> <td></td> </tr> <tr> <td style="text-align: center;">14</td> <td style="text-align: center;">18</td> <td></td> </tr> <tr> <td style="text-align: center;">15</td> <td></td> <td style="text-align: center;">37</td> </tr> <tr> <td></td> <td style="text-align: center;">14</td> <td></td> </tr> <tr> <td style="text-align: center;">90-199</td> <td style="text-align: center;">10</td> <td></td> </tr> <tr> <td style="text-align: center;">7</td> <td style="text-align: center;">7</td> <td></td> </tr> <tr> <td style="text-align: center;">6</td> <td></td> <td style="text-align: center;">17</td> </tr> <tr> <td></td> <td style="text-align: center;">7</td> <td></td> </tr> </table> <p style="margin-left: 40px;">Fall 2018 N = 137 Spring 2019 N= 120 2018-2019 N = 257</p> <p>For the academic year 2018-2019 42 % of the students scored 70 % and higher in the assessment.</p>		Fall 2018			Spring		2019			2018-2019			Score	Number		%	Number		Percentage			Number	Percentage		0-69	78		57	70		58		148		58		70-79	30		22	25		21		55		21		80-89	19		14	18		15		37		14		90-199	10		7	7		6		17		7		<p>◆ Based on the results 42 % of the students scored 70% and above. The expectation was not met. The mathematics faculty will administer a skills assessment test on the first day of class. Based on the assessment the faculty will work with the Tutorial Enrichment Center utilize resources including COMFIT to enhance the students mathematical skills.</p>
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	Spring																																																																										
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# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 23200 - Department: Mathematics, Sciences, and Technology

Unit Manager: Peters, Raul

Objective: DRAFT - 2018-2019 Common Curriculum Outcome B - Quantitative Data - Interpret quantitative data

Intended Results	Assessment Measures	Actual Results	Use of Results
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# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

<p>◆ 70 % of the students scoring 70% and above in each of the assessment indicators.</p>	<p>◆ Five embedded questions on the MAT 122 final examination will be administered .</p>	<p>◆ The results shown below.</p> <table style="margin-left: auto; margin-right: auto; border: none;"> <tr> <td></td> <td style="text-align: center;">Fall 2018</td> <td></td> </tr> <tr> <td></td> <td style="text-align: center;">Spring</td> <td></td> </tr> <tr> <td style="text-align: center;">2019</td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">2018-2019</td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">Score</td> <td style="text-align: center;">Number</td> <td></td> </tr> <tr> <td style="text-align: center;">%</td> <td style="text-align: center;">Number</td> <td></td> </tr> <tr> <td style="text-align: center;">Percentage</td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">Number</td> <td style="text-align: center;">Percentage</td> <td></td> </tr> <tr> <td style="text-align: center;">0-69</td> <td style="text-align: center;">63</td> <td></td> </tr> <tr> <td style="text-align: center;">46</td> <td style="text-align: center;">48</td> <td></td> </tr> <tr> <td style="text-align: center;">40</td> <td></td> <td style="text-align: center;">111</td> </tr> <tr> <td></td> <td style="text-align: center;">43</td> <td></td> </tr> <tr> <td style="text-align: center;">70-79</td> <td style="text-align: center;">47</td> <td></td> </tr> <tr> <td style="text-align: center;">34</td> <td style="text-align: center;">48</td> <td></td> </tr> <tr> <td style="text-align: center;">40</td> <td></td> <td style="text-align: center;">95</td> </tr> <tr> <td></td> <td style="text-align: center;">37</td> <td></td> </tr> <tr> <td style="text-align: center;">80-89</td> <td style="text-align: center;">18</td> <td></td> </tr> <tr> <td style="text-align: center;">13</td> <td style="text-align: center;">15</td> <td></td> </tr> <tr> <td style="text-align: center;">13</td> <td></td> <td style="text-align: center;">33</td> </tr> <tr> <td></td> <td style="text-align: center;">13</td> <td></td> </tr> <tr> <td style="text-align: center;">90-199</td> <td style="text-align: center;">9</td> <td></td> </tr> <tr> <td style="text-align: center;">7</td> <td style="text-align: center;">9</td> <td></td> </tr> <tr> <td style="text-align: center;">7</td> <td></td> <td style="text-align: center;">18</td> </tr> <tr> <td></td> <td style="text-align: center;">7</td> <td></td> </tr> </table> <p style="margin-left: 40px;">Fall 2018 N = 137 Spring 2019 N= 120 2018-2019 N = 257</p> <p>For the academic year 2018-2019 57 % of the students scored 70 % and higher in the interpretation of quantitative data.</p>		Fall 2018			Spring		2019			2018-2019			Score	Number		%	Number		Percentage			Number	Percentage		0-69	63		46	48		40		111		43		70-79	47		34	48		40		95		37		80-89	18		13	15		13		33		13		90-199	9		7	9		7		18		7		<p>◆ The criteria was not met as 57% of the students scored 70% or higher. The faculty will be conducting the necessary review to integrate real world problems to reinforce the concepts. The faculty will also collaborate with the tutorial enrichment Center</p>
	Fall 2018																																																																										
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# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 23200 - Department: Mathematics, Sciences, and Technology

Unit Manager: Peters, Raul

**Objective: DRAFT - 2018-2019 Common Curriculum Outcome C - Mathematical symbols and relationships - Understand mathematical symbols and relationships.**

Intended Results	Assessment Measures	Actual Results	Use of Results																																																																								
<p>◆ 70% of students scoring 70% or better on assessment indicators.</p>	<p>◆ Five MAT 122 course-embedded assessment questions will be given on the end of semester exam.</p>	<p>◆ The results shown below.</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td></td> <td style="text-align: center;">Fall 2018</td> <td></td> </tr> <tr> <td></td> <td style="text-align: center;">Spring</td> <td></td> </tr> <tr> <td>2019</td> <td></td> <td></td> </tr> <tr> <td>2018-2019</td> <td></td> <td></td> </tr> <tr> <td>Score</td> <td style="text-align: center;">Number</td> <td></td> </tr> <tr> <td>%</td> <td style="text-align: center;">Number</td> <td></td> </tr> <tr> <td>Percentage</td> <td></td> <td></td> </tr> <tr> <td>Number</td> <td style="text-align: center;">Percentage</td> <td></td> </tr> <tr> <td>0-69</td> <td style="text-align: center;">84</td> <td></td> </tr> <tr> <td>61</td> <td style="text-align: center;">73</td> <td></td> </tr> <tr> <td>61</td> <td></td> <td style="text-align: center;">157</td> </tr> <tr> <td></td> <td style="text-align: center;">61</td> <td></td> </tr> <tr> <td>70-79</td> <td style="text-align: center;">28</td> <td></td> </tr> <tr> <td>20</td> <td style="text-align: center;">24</td> <td></td> </tr> <tr> <td>20</td> <td></td> <td style="text-align: center;">52</td> </tr> <tr> <td></td> <td style="text-align: center;">20</td> <td></td> </tr> <tr> <td>80-89</td> <td style="text-align: center;">17</td> <td></td> </tr> <tr> <td>12</td> <td style="text-align: center;">18</td> <td></td> </tr> <tr> <td>15</td> <td></td> <td style="text-align: center;">35</td> </tr> <tr> <td></td> <td style="text-align: center;">14</td> <td></td> </tr> <tr> <td>90-199</td> <td style="text-align: center;">8</td> <td></td> </tr> <tr> <td>6</td> <td style="text-align: center;">5</td> <td></td> </tr> <tr> <td>4</td> <td></td> <td style="text-align: center;">13</td> </tr> <tr> <td></td> <td style="text-align: center;">5</td> <td></td> </tr> </table> <p>Fall 2018 N = 137            Spring 2019 N= 120            2018-2019 N = 257</p> <p>For the academic year 2018-2019 39 % of the students scored 70 % and higher in the assessment.</p>		Fall 2018			Spring		2019			2018-2019			Score	Number		%	Number		Percentage			Number	Percentage		0-69	84		61	73		61		157		61		70-79	28		20	24		20		52		20		80-89	17		12	18		15		35		14		90-199	8		6	5		4		13		5		<p>◆ Based on the results , the expectations were not met. 39% of the students scored 70 % or higher in this assessment category. The faulty extend the time that's normally utilize to cover the content areas relating to this assessment indicator. Additional emphasis will also be placed on mathematical symbols and relationships during the review sessions for the final examination.</p>
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# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 23200 - Department: Mathematics, Sciences, and Technology

Unit Manager: Peters, Raul

<b>Objective: DRAFT - 2018-2019 Common Curriculum Outcome D - Use the Internet Effectively - Use the Internet effectively</b>																																																																											
Intended Results	Assessment Measures	Actual Results	Use of Results																																																																								
<p>◆ 70% of students scoring 70% or better on assessment. The expectations were met.</p>	<p>◆ Students will take the CSC 100 locally developed test administered during the final examinations.</p>	<p>◆ The results shown below.</p> <table style="margin-left: 40px; border: none;"> <tr> <td></td> <td style="text-align: right;">Fall 2018</td> <td></td> </tr> <tr> <td></td> <td style="text-align: right;">Spring</td> <td></td> </tr> <tr> <td>2019</td> <td></td> <td></td> </tr> <tr> <td>2018-2019</td> <td></td> <td></td> </tr> <tr> <td>Score</td> <td style="text-align: right;">Number</td> <td></td> </tr> <tr> <td>%</td> <td style="text-align: right;">Number</td> <td></td> </tr> <tr> <td>Percentage</td> <td></td> <td></td> </tr> <tr> <td>Number</td> <td style="text-align: right;">Percentage</td> <td></td> </tr> <tr> <td>0-69</td> <td style="text-align: right;">30</td> <td></td> </tr> <tr> <td>25</td> <td style="text-align: right;">32</td> <td></td> </tr> <tr> <td>30</td> <td></td> <td style="text-align: right;">62</td> </tr> <tr> <td></td> <td style="text-align: right;">27</td> <td></td> </tr> <tr> <td>70-79</td> <td style="text-align: right;">56</td> <td></td> </tr> <tr> <td>47</td> <td style="text-align: right;">38</td> <td></td> </tr> <tr> <td>36</td> <td></td> <td style="text-align: right;">94</td> </tr> <tr> <td></td> <td style="text-align: right;">42</td> <td></td> </tr> <tr> <td>80-89</td> <td style="text-align: right;">19</td> <td></td> </tr> <tr> <td>16</td> <td style="text-align: right;">20</td> <td></td> </tr> <tr> <td>19</td> <td></td> <td style="text-align: right;">39</td> </tr> <tr> <td></td> <td style="text-align: right;">17</td> <td></td> </tr> <tr> <td>90-199</td> <td style="text-align: right;">15</td> <td></td> </tr> <tr> <td>12</td> <td style="text-align: right;">16</td> <td></td> </tr> <tr> <td>15</td> <td></td> <td style="text-align: right;">31</td> </tr> <tr> <td></td> <td style="text-align: right;">14</td> <td></td> </tr> </table> <p style="margin-left: 40px;">Fall 2018 N = 120 Spring 2019 N= 106 2018-2019 N =226</p> <p style="margin-left: 40px;">For the academic year 2018-2019 73 % of the students scored 70 % and higher in the assessment.</p>		Fall 2018			Spring		2019			2018-2019			Score	Number		%	Number		Percentage			Number	Percentage		0-69	30		25	32		30		62		27		70-79	56		47	38		36		94		42		80-89	19		16	20		19		39		17		90-199	15		12	16		15		31		14		<p>◆ 73 % of the students scored 70 % or higher. The criteria for success is met. The faculty will aim for continual improvements of this assessment indicator.</p>
	Fall 2018																																																																										
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# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 23200 - Department: Mathematics, Sciences, and Technology

Unit Manager: Peters, Raul

<b>Objective: DRAFT - 2018-2019 Common Curriculum Outcome E - Computer applications - Use essential computer applications effectively.</b>																																																																											
Intended Results	Assessment Measures	Actual Results	Use of Results																																																																								
<p>◆ 70% of students scoring 70% or better on test.</p>	<p>◆ The assessment is based on 10 embedded questions in the CSC 100 locally developed test given during the end of semester examination.</p>	<p>◆ The results shown below.</p> <table style="margin-left: 40px; border: none;"> <tr> <td></td> <td style="text-align: center;">Fall 2018</td> <td></td> </tr> <tr> <td></td> <td style="text-align: center;">Spring</td> <td></td> </tr> <tr> <td>2019</td> <td></td> <td></td> </tr> <tr> <td>2018-2019</td> <td></td> <td></td> </tr> <tr> <td>Score</td> <td style="text-align: center;">Number</td> <td></td> </tr> <tr> <td>%</td> <td style="text-align: center;">Number</td> <td></td> </tr> <tr> <td>Percentage</td> <td></td> <td></td> </tr> <tr> <td>Number</td> <td style="text-align: center;">Percentage</td> <td></td> </tr> <tr> <td>0-69</td> <td style="text-align: center;">30</td> <td></td> </tr> <tr> <td>25</td> <td style="text-align: center;">27</td> <td></td> </tr> <tr> <td>25</td> <td></td> <td style="text-align: center;">57</td> </tr> <tr> <td></td> <td style="text-align: center;">25</td> <td></td> </tr> <tr> <td>70-79</td> <td style="text-align: center;">68</td> <td></td> </tr> <tr> <td>57</td> <td style="text-align: center;">55</td> <td></td> </tr> <tr> <td>52</td> <td></td> <td style="text-align: center;">123</td> </tr> <tr> <td></td> <td style="text-align: center;">54</td> <td></td> </tr> <tr> <td>80-89</td> <td style="text-align: center;">14</td> <td></td> </tr> <tr> <td>12</td> <td style="text-align: center;">15</td> <td></td> </tr> <tr> <td>14</td> <td></td> <td style="text-align: center;">29</td> </tr> <tr> <td></td> <td style="text-align: center;">13</td> <td></td> </tr> <tr> <td>90-199</td> <td style="text-align: center;">8</td> <td></td> </tr> <tr> <td>7</td> <td style="text-align: center;">9</td> <td></td> </tr> <tr> <td>9</td> <td></td> <td style="text-align: center;">17</td> </tr> <tr> <td></td> <td style="text-align: center;">8</td> <td></td> </tr> </table> <p style="margin-left: 40px;">Fall 2018 N = 120 Spring 2019 N= 106 2018-2019 N = 226</p> <p style="margin-left: 40px;">For the academic year 2018-2019, 75% of the students scored 70 % and higher in the assessment.</p>		Fall 2018			Spring		2019			2018-2019			Score	Number		%	Number		Percentage			Number	Percentage		0-69	30		25	27		25		57		25		70-79	68		57	55		52		123		54		80-89	14		12	15		14		29		13		90-199	8		7	9		9		17		8		<p>◆ For the academic year 2018-2019 , 75% of the students scored 70 % and higher in the assessment. The criteria for success was met. The faculty will aim to improve upon the success of 2018-2019 for the 2019-2020 academic year.</p>
	Fall 2018																																																																										
	Spring																																																																										
2019																																																																											
2018-2019																																																																											
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# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 23200 - Department: Mathematics, Sciences, and Technology

Unit Manager: Peters, Raul

<b>Objective: DRAFT - 2018-2019 Common Curriculum Outcome F - Scientific methods and processes - Understand scientific methods and processes</b>																																																																											
Intended Results	Assessment Measures	Actual Results	Use of Results																																																																								
<p>◆ 70% of students scoring 70% or better on test.</p>	<p>◆ BIO 112, CHE 120, BIO 102, ESC 101, PHS 101 or PHS 110, course-embedded, locally activiy . Grading is done with a common rubric developed by the MST faculty.</p>	<p>◆ he results shown below.</p> <table style="margin-left: 40px; border-collapse: collapse;"> <tr> <td></td> <td style="text-align: center;">Fall 2018</td> <td></td> </tr> <tr> <td></td> <td style="text-align: center;">Spring</td> <td></td> </tr> <tr> <td>2019</td> <td></td> <td></td> </tr> <tr> <td>2018-2019</td> <td></td> <td></td> </tr> <tr> <td>Score</td> <td style="text-align: center;">Number</td> <td></td> </tr> <tr> <td>%</td> <td style="text-align: center;">Number</td> <td></td> </tr> <tr> <td>Percentage</td> <td></td> <td></td> </tr> <tr> <td>Number</td> <td style="text-align: center;">Percentage</td> <td></td> </tr> <tr> <td>0-69</td> <td style="text-align: center;">45</td> <td></td> </tr> <tr> <td>31</td> <td style="text-align: center;">31</td> <td></td> </tr> <tr> <td>25</td> <td></td> <td style="text-align: center;">76</td> </tr> <tr> <td></td> <td style="text-align: center;">29</td> <td></td> </tr> <tr> <td>70-79</td> <td style="text-align: center;">51</td> <td></td> </tr> <tr> <td>36</td> <td style="text-align: center;">53</td> <td></td> </tr> <tr> <td>43</td> <td></td> <td style="text-align: center;">104</td> </tr> <tr> <td></td> <td style="text-align: center;">39</td> <td></td> </tr> <tr> <td>80-89</td> <td style="text-align: center;">30</td> <td></td> </tr> <tr> <td>21</td> <td style="text-align: center;">29</td> <td></td> </tr> <tr> <td>24</td> <td></td> <td style="text-align: center;">59</td> </tr> <tr> <td></td> <td style="text-align: center;">22</td> <td></td> </tr> <tr> <td>90-199</td> <td style="text-align: center;">17</td> <td></td> </tr> <tr> <td>12</td> <td style="text-align: center;">10</td> <td></td> </tr> <tr> <td>8</td> <td></td> <td style="text-align: center;">27</td> </tr> <tr> <td></td> <td style="text-align: center;">10</td> <td></td> </tr> </table> <p style="margin-left: 40px;">Fall 2018 N = 143 Spring 2019 N= 123 2018-2019 N = 266</p> <p style="margin-left: 40px;">For the academic year 2018-2019 71% of the students scored 70 % and higher in the assessment.</p>		Fall 2018			Spring		2019			2018-2019			Score	Number		%	Number		Percentage			Number	Percentage		0-69	45		31	31		25		76		29		70-79	51		36	53		43		104		39		80-89	30		21	29		24		59		22		90-199	17		12	10		8		27		10		<p>◆ 71 % of the students earned 70 % or above in the assessment. The criteria for success was met. The faculty will aim for continually improvements. although the criteria for success is met , the faculty will seek to provide activities that will address the weakness identified in their areas.</p>
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# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 23200 - Department: Mathematics, Sciences, and Technology

Unit Manager: Peters, Raul

<b>Objective: DRAFT - 2018-2019 Common Curriculum Outcome G - Development of science - Understand basic knowledge of the development of science.</b>																																																																											
Intended Results	Assessment Measures	Actual Results	Use of Results																																																																								
<p>◆ 70% of students scoring 70% or better on assessment indicator.</p>	<p>◆ BIO 112, CHE 120, BIO 102, ESC 101, PHS 101 or PHS 110, course-embedded, locally developed test</p>	<p>◆ The results shown below.</p> <table style="margin-left: 40px; border: none;"> <tr> <td></td> <td style="text-align: center;">Fall 2018</td> <td></td> </tr> <tr> <td></td> <td style="text-align: center;">Spring</td> <td></td> </tr> <tr> <td>2019</td> <td></td> <td></td> </tr> <tr> <td>2018-2019</td> <td></td> <td></td> </tr> <tr> <td>Score</td> <td style="text-align: center;">Number</td> <td></td> </tr> <tr> <td>%</td> <td style="text-align: center;">Number</td> <td></td> </tr> <tr> <td>Percentage</td> <td></td> <td></td> </tr> <tr> <td>Number</td> <td style="text-align: center;">Percentage</td> <td></td> </tr> <tr> <td>0-69</td> <td style="text-align: center;">47</td> <td></td> </tr> <tr> <td>33</td> <td style="text-align: center;">32</td> <td></td> </tr> <tr> <td>26</td> <td></td> <td style="text-align: center;">79</td> </tr> <tr> <td></td> <td style="text-align: center;">30</td> <td></td> </tr> <tr> <td>70-79</td> <td style="text-align: center;">49</td> <td></td> </tr> <tr> <td>34</td> <td style="text-align: center;">57</td> <td></td> </tr> <tr> <td>46</td> <td></td> <td style="text-align: center;">106</td> </tr> <tr> <td></td> <td style="text-align: center;">40</td> <td></td> </tr> <tr> <td>80-89</td> <td style="text-align: center;">35</td> <td></td> </tr> <tr> <td>24</td> <td style="text-align: center;">26</td> <td></td> </tr> <tr> <td>21</td> <td></td> <td style="text-align: center;">61</td> </tr> <tr> <td></td> <td style="text-align: center;">23</td> <td></td> </tr> <tr> <td>90-199</td> <td style="text-align: center;">12</td> <td></td> </tr> <tr> <td>8</td> <td style="text-align: center;">8</td> <td></td> </tr> <tr> <td>7</td> <td></td> <td style="text-align: center;">20</td> </tr> <tr> <td></td> <td style="text-align: center;">7</td> <td></td> </tr> </table> <p style="margin-left: 40px;">Fall 2018 N = 143 Spring 2019 N= 123 2018-2019 N = 266</p> <p style="margin-left: 40px;">For the academic year 2018-2019 70% of the students scored 70 % and higher in the assessment.</p>		Fall 2018			Spring		2019			2018-2019			Score	Number		%	Number		Percentage			Number	Percentage		0-69	47		33	32		26		79		30		70-79	49		34	57		46		106		40		80-89	35		24	26		21		61		23		90-199	12		8	8		7		20		7		<p>◆ 70 % of the students scored 70% or higher. The criteria for success was met. The faculty will review and improve upon the assessment indicators. The goal is to improve upon the number of students that earned 70 % or more .</p>
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# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 23200 - Department: Mathematics, Sciences, and Technology

Unit Manager: Peters, Raul

Objective: DRAFT - 2018-2019 Common Curriculum Outcome H - Understand the environment - Understand the environment																																																																																				
Intended Results	Assessment Measures	Actual Results	Use of Results																																																																																	
<p>◆ 70% of students scoring 70% or better on test.</p>	<p>◆ BIO 112, CHE 120, BIO 102, ESC 101, PHS 101 or PHS 110, course-embedded, locally developed test and 3 selected laboratory activities.</p>	<p>◆ The results shown below.</p> <table style="margin-left: 40px; border-collapse: collapse;"> <tr> <td></td> <td style="text-align: center;">Fall 2018</td> <td></td> </tr> <tr> <td></td> <td style="text-align: center;">Spring</td> <td></td> </tr> <tr> <td>2019</td> <td></td> <td></td> </tr> <tr> <td>2018-2019</td> <td></td> <td></td> </tr> <tr> <td>Score</td> <td style="text-align: center;">Number</td> <td></td> </tr> <tr> <td>%</td> <td style="text-align: center;">Number</td> <td></td> </tr> <tr> <td>%</td> <td></td> <td></td> </tr> <tr> <td>Number</td> <td style="text-align: center;">Percentage</td> <td></td> </tr> <tr> <td>0-69</td> <td style="text-align: center;">57</td> <td></td> </tr> <tr> <td>40</td> <td style="text-align: center;">46</td> <td></td> </tr> <tr> <td>37</td> <td></td> <td style="text-align: right;">103</td> </tr> <tr> <td>39</td> <td></td> <td></td> </tr> <tr> <td>70-79</td> <td style="text-align: center;">45</td> <td></td> </tr> <tr> <td>31</td> <td style="text-align: center;">49</td> <td></td> </tr> <tr> <td>40</td> <td></td> <td style="text-align: right;">94</td> </tr> <tr> <td>35</td> <td></td> <td></td> </tr> <tr> <td>80-89</td> <td style="text-align: center;">33</td> <td></td> </tr> <tr> <td>23</td> <td style="text-align: center;">20</td> <td></td> </tr> <tr> <td>16</td> <td></td> <td style="text-align: right;">53</td> </tr> <tr> <td>20</td> <td></td> <td></td> </tr> <tr> <td>90-199</td> <td style="text-align: center;">8</td> <td></td> </tr> <tr> <td>6</td> <td style="text-align: center;">8</td> <td></td> </tr> <tr> <td>7</td> <td></td> <td style="text-align: right;">16</td> </tr> <tr> <td>6</td> <td></td> <td></td> </tr> <tr> <td>Fall 2018</td> <td style="text-align: center;">N = 143</td> <td></td> </tr> <tr> <td>Spring 2019</td> <td style="text-align: center;">N = 123</td> <td></td> </tr> <tr> <td>2018-2019</td> <td style="text-align: center;">N = 266</td> <td></td> </tr> </table> <p>For the academic year 2018-2019 61% of the students scored 70 % and higher in the assessment.</p>		Fall 2018			Spring		2019			2018-2019			Score	Number		%	Number		%			Number	Percentage		0-69	57		40	46		37		103	39			70-79	45		31	49		40		94	35			80-89	33		23	20		16		53	20			90-199	8		6	8		7		16	6			Fall 2018	N = 143		Spring 2019	N = 123		2018-2019	N = 266		<p>◆ For the academic year 2018-2019, 61% of the students scored 70 % and higher in the assessment. The criteria for success was not met. The faculty will increase on the number of hands on activities used within the laboratory activities and during lectures. A number of interactive simulations were identified for students use in and outside of the classroom.</p>
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# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 23200 - Department: Mathematics, Sciences, and Technology

Unit Manager: Peters, Raul

Objective: DRAFT - MST Recruitment and Retention - To increase the Retention by 10% annually.			
Intended Results	Assessment Measures	Actual Results	Use of Results
◆ As a result of improving student preparedness , the retention rate will increase by 10 % annually.	◆ Fall 2019 to Fall 2020 freshman retention compared to Fall 2018 to Fall 2019 .		

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 23210 - Major: Biology (B.S.)

Unit Manager: Peters, Raul

**Objective: DRAFT - 2018-2019 Biology SLO 1 - Theory and Knowledge** - Theory and Knowledge: Upon completion, graduates with a bachelor's degree in Biology will be able to examine problems involving the fundamental principles and concepts of biology, molecular biology, and ecology.

Intended Results	Assessment Measures	Actual Results	Use of Results
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# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

<p>◆ To meet this outcome, at least 70% of the students will achieve a score of 70% or greater on the Senior Exit Examination. Grading Scale  A 90-100  B 80 -89  C 70-79  D 60-69  F below 60</p>	<p>◆ The senior biology students are provided an exam written and graded by the Biology faculty administered in Spring and Fall during the senior /rising senior year.</p> <p>Biology majors will take the Biology ETF exam in their senior/rising senior year.</p>	<p>◆ The 2018-2019 results are shown below and are based on the average score:  Principles of Biology I  80 %  Principles of Biology II  85 %  Genetics  55 %  Cell Biology  45 %  Ecology  30 %  Microbiology  65 %</p> <p>The breakdown of the grades are as follows :  General Biology II 1A 2B  1F  General Biology II 2B 2C  Genetics       1D 3F  Cell               4F  Ecology         4F  Microbiology   2C 2D</p>	<p>◆ For the 2019-2020 academic year, the expectations are satisfactory for two (principles of Biology I and Principles of Biology II) of the six assessment indicators for learning outcome 1 with average scores of 80% and above. The assessment categories Genetics, Cell Biology, Ecology, and Microbiology averaged below 70%. Overall, the expectation for this outcome fell below the level of satisfaction. The Biology faculty is concerned about the time between enrolling in an assessment category and the time of the primary field examination. The biology faculty decided that they will provide students with the student with portfolios consisting of problems assigned from each of the assessment categories. The problem module will formulate discussions during the review sessions. In preparation for the comprehensive exam, the faculty schedule five hourly review sessions.</p>
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# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 23210 - Major: Biology (B.S.)

Unit Manager: Peters, Raul

**Objective: DRAFT - 2018-2019 Biology SLO 2 - Theory and Knowledge** - Theory and Knowledge: Upon completion, graduates with a bachelor's degree in Biology will be able to examine various components relating to the anatomy and taxonomy of plants, animals, and human organ systems.

Intended Results	Assessment Measures	Actual Results	Use of Results
<p>◆ To meet this outcome, at least 70% of the students will achieve a score of 70% or greater on the Senior Exit Examination.</p>	<p>◆ To assess this outcome, students must complete a 150-question Senior Exit Examination designed and graded by the departmental faculty.</p>	<p>◆ The results are shown below :</p> <p style="margin-left: 40px;">Human Anatomy and Physiology 65 % Vertebrate Zoology 45 % Plant Physiology 90 %</p> <p>The results are based on the average score in the three assessment categories. N= 5</p>	<p>◆ The student outcome met the expectation is met for Plant Physiology, with an average score of 90%. 4/4 students scored above 70%. The Human Anatomy and Physiology and Vertebrate Zoology categories averaged below 70%. Hence Human Anatomy and Physiology results were unsatisfactory.</p> <p>In preparation for the comprehensive exam, the faculty scheduled three hourly review sessions—the assigned one hour to Human Anatomy and Physiology and vertebrate zoology. One hour was also designated for plant physiology to ensure a continued satisfactory level of performance.</p>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 23210 - Major: Biology (B.S.)

Unit Manager: Peters, Raul

**Objective: DRAFT - 2018-2019 Biology SLO 3 - Communication** - Demonstrate effective skills in the oral communication of scientific work at the undergraduate level.

Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>◆ To meet this outcome, at least 70% of the students will achieve a score of 70% or greater on this Major Field Research Paper oral presentation.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Students will present at the Biology seminar that is conducted on a weekly basis for the duration of the semester. A rubric developed by the faculty is used for grading the presentations</li> </ul>	<ul style="list-style-type: none"> <li>◆ During the academic year 2018-2019, three seniors presented their research findings. The students scored 80 % and above exceeding the expectations. Two students scored 90 % and above, and one student scored above 80 %.</li> </ul> <p>Grade number A 2 B 1 C 0</p>	<ul style="list-style-type: none"> <li>◆ One of the strategies employed is for the faculty to ensure that the student meets regularly to keep track of the student's progress. The faculty will aim for a continual satisfactory level of performance.</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 23210 - Major: Biology (B.S.)

Unit Manager: Peters, Raul

**Objective: DRAFT - 2018-2019 Biology SLO 4 - Research** - Research: Upon completion, graduates with a bachelor's degree in Biology will be able to conduct scientific, ethical, and publishable research.

Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>◆ To meet this outcome, at least 70% of the students will achieve a score of 70% or greater on the Major Field Research Paper.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Students will be assessed using the rubric developed by the MST faculty.</li> </ul>	<ul style="list-style-type: none"> <li>◆ The expectation was met. The three student scored 80% and above in their research paper.</li> </ul>	<ul style="list-style-type: none"> <li>◆ The faculty aims to ensure continued success in this learning outcome. The faculty assigned will provide regular feedback on the research paper draft. The faculty updated the rubric used to assess oral communication. The faculty will implement the rubric during the 2019-2020 academic year.</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 23210 - Major: Biology (B.S.)

Unit Manager: Peters, Raul

**Objective: DRAFT - Unit Report 2018 - Delete** - Demonstrate effective skills related to analysis, synthesis, and evaluation of scientific work to include written paper.

Intended Results	Assessment Measures	Actual Results	Use of Results
◆ A score of at least 70% by at least 70% of the students.	◆ Student will be assessed using the rubric developed by the faculty.	◆ For the period 2013-2018. more than 85% of students scored 70% and above .	◆ The weekly seminar will continue to invite professionals, researchers, and scientist speakers to present their research to the students. The faculty will also review the existing Major Field paper manual to revise the assessed sub categories.

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 23210 - Major: Biology (B.S.)

Unit Manager: Peters, Raul

**Objective: DRAFT - Unit Report 2018 - Delete** - Demonstrate the ability to comprehend and apply the fundamental biological principles to include major content areas of Cell Biology, Molecular Biology and Genetics, Microbiology, Organismal Biology, Population biology and Ecology.

Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>◆ An average score of 70% and above or score above national average in ETS biology.</li> </ul>	<ul style="list-style-type: none"> <li>◆ The senior biology students are provided an exam written and graded by the Biology faculty administered in Spring and Fall during the senior /rising senior year.</li> </ul> <p>Biology majors will take the Biology ETF exam in their senior/rising senior year.</p>	<ul style="list-style-type: none"> <li>◆ Pending</li> </ul>	<ul style="list-style-type: none"> <li>◆ Pending</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 23210 - Major: Biology (B.S.)

Unit Manager: Peters, Raul

Objective: DRAFT - Unit Report 2018 - Delete - Identify the anatomy and taxonomy of plants, animals and Human organ systems.			
Intended Results	Assessment Measures	Actual Results	Use of Results
<p>◆ An average score of 70% and above or score above national average in ETS biology.</p>	<p>◆ The senior biology students are provided an exam written and graded by the Biology faculty administered in Spring and Fall during the senior /rising senior year.</p> <p>Biology majors will take the Biology ETF exam in their senior/rising senior year.</p>	<p>◆ The 5 year review of the ETS major field paper showed that students fell below the average nationally as indicated by chart. See chart in attachment file 2013-2018 assessment results.</p>	<p>◆ The Biology faculty decided that for the 2018 -2019 academic year the exam review packet will be reviewed. The student review sessions will be conducted at least 2 months before the test date to allow for adequate preparation time. At the end of the review session, students will take a pre-assessment test written by the biology faculty consisting of 150 questions. The faculty will provide Incentives to take ETS biology test seriously. The biology faculty will meet and discuss a Bonus system that could be applied to the internally developed test. Students will be Informed Students well in advance of the test taking date. The department will further develop faculty understanding of the purposes of the test The faculty will Include the major Field Test curriculum in the syllabi of all core classes.</p> <p>The review for these</p>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

			subsections will be moved to the laboratory with the available demos. Also a review of the apparatus will be made and proposals for upgrades will be made to the department chair.
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# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 23210 - Major: Biology (B.S.)

Unit Manager: Peters, Raul

<b>Objective: DRAFT - Unit Report 2018 Delete</b> - Demonstrate effective skills in the oral communication of scientific work at the undergraduate level.			
<b>Intended Results</b>	<b>Assessment Measures</b>	<b>Actual Results</b>	<b>Use of Results</b>
<ul style="list-style-type: none"> <li>◆ A score of 70% or more by at least 70% of the students.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Student will be assessed using the rubric developed by the faculty.</li> </ul>	<ul style="list-style-type: none"> <li>◆ More than 80% of the students score 70% and above.</li> </ul>	<ul style="list-style-type: none"> <li>◆ The faculty conclude that they will continue to guide the students towards properly designing and executing research projects. Students development sessions will be integrated into the weekly seminars that are conducted on Fridays at 12:00 pm. It was pointed out that the three students that did not meet the expectation did not follow the timelines.</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 23220 - Major: Chemistry (B.S.)

Unit Manager: Peters, Raul

**Objective: DRAFT - 2018-2019 Chemistry SLO 3: Communication** - Communication: Upon completion, graduates with a bachelor's degree in Chemistry will be able to present scientific, ethical, and publishable research

Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>◆ At least 70% of students will earn a score of 70% or more.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Chemistry Students will present at the seminar that is conducted on a weekly basis for the duration of the semester. A rubric developed by the faculty is used for grading the presentations.</li> </ul>	<ul style="list-style-type: none"> <li>◆ For 2018-2019, the expectations were met. The two students scored at 90 % and above in their scientific presentations. Grade Number A            2</li> </ul>	<ul style="list-style-type: none"> <li>◆ The chemistry faculty will continue to ensure that the majors performed well above the expectation in their presentations by providing research opportunities and summer internships.</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 23220 - Major: Chemistry (B.S.)

Unit Manager: Peters, Raul

**Objective: DRAFT - 2018-2019 Chemistry SLO 1 : Theory and Knowledge** - Theory and Knowledge: Upon completion, graduates with a bachelor's degree in Chemistry will be able to examine the principles of structures, nomenclature, stoichiometry, and acid-base chemistry to predict chemical properties and reactivity.

Intended Results	Assessment Measures	Actual Results	Use of Results										
<p>◆ 70 % of students scoring 70% or more on exam (At or above national average).</p>	<p>◆ To assess this outcome, students must complete a 100-question Senior Exit Examination designed and graded by the departmental faculty. Fifty (50) specific questions will be evaluated to directly assess this outcome.</p> <p>Note: The Chemistry ETS exam will also be administered and will be used solely as a secondary benchmark to inform potential curriculum changes.</p>	<p>◆ For the academic year 2018-2019, There were two chemistry seniors, both of whom passed the exit exam with 81% and 90%, respectively. The average mean is as follows:</p> <p>General Chemistry I &amp; 2 92%</p> <p>Physical Chemistry 64 %</p> <p>Inorganic Chemistry 80 %</p> <p>Organic Chemistry 95 %</p> <p>Quantitative Chemistry 90 %</p> <table data-bbox="1073 997 1367 1170"> <tr> <td>Gen Chem</td> <td>2A</td> </tr> <tr> <td>P CHEM</td> <td>2D</td> </tr> <tr> <td>INORG CHEM</td> <td>1A 1B</td> </tr> <tr> <td>ORG CHEM</td> <td>2A</td> </tr> <tr> <td>Quantitative Chemistry</td> <td>2A</td> </tr> </table> <p>The table shows courses, grade and number of students.</p>	Gen Chem	2A	P CHEM	2D	INORG CHEM	1A 1B	ORG CHEM	2A	Quantitative Chemistry	2A	<p>◆ The student outcome met expectations in General Chemistry I and II, Quantitative chemistry, Inorganic Chemistry, and Organic Chemistry. The average score of the two students were 80 % and above.</p> <p>The average score in physical chemistry was 64%, falling below the expectation.</p> <p>The faculty decided to add two additional hours to the review sessions for the 2019 -2020 academic school year.</p>
Gen Chem	2A												
P CHEM	2D												
INORG CHEM	1A 1B												
ORG CHEM	2A												
Quantitative Chemistry	2A												

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 23220 - Major: Chemistry (B.S.)

Unit Manager: Peters, Raul

Objective: DRAFT - 2018-2019 Chemistry SLO 2 : Lab Safety - A familiarity with and application of safety and chemical hygiene regulations and practices.			
Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>◆ 70% of the students earning a score of 80% and above.</li> </ul>	<ul style="list-style-type: none"> <li>◆ An exam will be written and graded by the Chemistry faculty administered in Spring and Fall during the senior /rising senior year. The chemistry faculty will include embedded questions on the exit exam to asses this outcome.</li> </ul>	<ul style="list-style-type: none"> <li>◆ For 2018-2019, the students scored above 80 %, the minimum score for success. The grades obtained were two A's.</li> </ul>	<ul style="list-style-type: none"> <li>◆ During the academic year 2018-2019, the results of the outcome are successful. The faculty will aim for continued success in the lab safety assessment. The faculty will review the existing safety manual to ensure that the safety standards are current. The faculty and laboratory supervisor will disseminate that safety.</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 23220 - Major: Chemistry (B.S.)

Unit Manager: Peters, Raul

**Objective: DRAFT - 2018-2019 Chemistry SLO 4 : Research** - Research: Upon completion, graduates with a bachelor's degree in Chemistry will be able to conduct scientific, ethical, and publishable research.

Intended Results	Assessment Measures	Actual Results	Use of Results
◆ At least 70% of students will earn a score of 70% or more.	◆ Student will be assessed using the rubric developed by the MST faculty.	◆ The students performed above the expectations with scores of 80% and above during the academic year 2018-2019. A 1 B 1	◆ The chemistry faculty will maintain the existing policies governing the major field research paper. The rubric was reviewed and updated.

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 23220 - Major: Chemistry (B.S.)

Unit Manager: Peters, Raul

**Objective: DRAFT - Delete : Not An outcome 1** - Demonstrate the ability to comprehend and apply the fundamental chemical principles to include major content areas General Chemistry I, General Chemistry II, Organic Chemistry, Physical Chemistry, Quantitative Chemistry, Inorganic Chemistry, and Biochemistry.

Intended Results	Assessment Measures	Actual Results	Use of Results
◆ 70% or more (At or above national average).	◆ An exam will be written and graded by the Chemistry faculty administered in Spring and Fall during the senior /rising senior year  Chemistry majors will take the Chemistry ETF exam in their senior/rising senior year.	◆ Pending	◆ PENDING

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 23220 - Major: Chemistry (B.S.)

Unit Manager: Peters, Raul

**Objective: DRAFT - Delete : Not An outcome 2** - Demonstrate effective skills related to analysis, synthesis, and evaluation of scientific work to include written paper.

Intended Results	Assessment Measures	Actual Results	Use of Results
◆ A score of 70 % or more.	◆ Student will be assessed using the rubric developed by the faculty.	◆ Pending	◆ Pending

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 23220 - Major: Chemistry (B.S.)

Unit Manager: Peters, Raul

Objective: DRAFT - Delete : Not An outcome 3 - A familiarity with and application of safety and chemical hygiene regulations and practices.			
Intended Results	Assessment Measures	Actual Results	Use of Results
◆ A score 80% or more. (At or above national average).	◆ An exam will be written and graded by the Chemistry faculty administered in Spring and Fall during the senior /rising senior year. The chemistry faculty will include embedded questions on the exit exam to asses this outcome.	◆ Pending	◆ Pending

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 23230 - Major: Mathematics (B.S.)

Unit Manager: Peters, Raul

**Objective: DRAFT - 2018-2019 Mathematics SLO 1** - Demonstrate the ability to exhibit mathematical ideas in critical thinking, logical thinking, abstract thinking, and computational and problem-solving competence.

Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>◆ Measured by a performance level of an average 70% or higher on the mathematics senior exit examination.</li> </ul>	<ul style="list-style-type: none"> <li>◆ The senior Mathematics/Computer Science majors are provided a comprehensive exam written and graded by the Mathematics/Computer Science faculty administered in Spring and Fall during the senior /rising senior year.</li> </ul>	<ul style="list-style-type: none"> <li>◆ There were no Participants during the academic year 2018-2019.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Although there were no participants during the 2018-2019 academic year , the faculty reviewed the student learning outcome.</li> </ul> <p>The faculty also decided that the existing mathematics majors will be required to develop a portfolio for each assessment category to their Junior and senior year.</p>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 23230 - Major: Mathematics (B.S.)

Unit Manager: Peters, Raul

**Objective: DRAFT - 2018-2019 Mathematics SLO 2** - Demonstrate the ability to organize information and communicate the information effectively in writing including discipline specific writing skills.

Intended Results	Assessment Measures	Actual Results	Use of Results
◆ By successfully completing their major, field paper at an average 70% level or higher.	◆ A rubric designed by the faculty used for seminar presentations and major field paper.	◆ There were no participants during the 2018-2019 academic year.	◆ In anticipation of the rising junior and senior mathematics majors , the rubric for the learning outcome was reviewed and updated.

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 23230 - Major: Mathematics (B.S.)

Unit Manager: Peters, Raul

Objective: DRAFT - 2018-2019 Mathematics SLO 3 - Demonstrate proficiency in oral presentations.			
Intended Results	Assessment Measures	Actual Results	Use of Results
◆ Performance on the major field presentation at an average of 70% or higher.	◆ A rubric designed by the faculty used for seminar presentations	◆ There were no participants.	◆ In anticipation of the rising junior and senior mathematics majors , the faculty reviewed and updated the rubric used to assess the oral presentation.

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 23230 - Major: Mathematics (B.S.)

Unit Manager: Peters, Raul

Objective: DRAFT - Delete : Not An outcome 1 - Demonstrate proficiency in oral presentations.			
Intended Results	Assessment Measures	Actual Results	Use of Results
◆ Performance on the major field presentation at an average of 70% or higher.	◆ A rubric designed by the faculty used for seminar presentations	◆ Pending	◆ Pending

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 23230 - Major: Mathematics (B.S.)

Unit Manager: Peters, Raul

**Objective: DRAFT - Delete : Not An outcome 2** - Demonstrate the ability to exhibit mathematical ideas in critical thinking, logical thinking, abstract thinking, and computational and problem-solving competence.

Intended Results	Assessment Measures	Actual Results	Use of Results
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# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

<p>◆ Measured by a performance level of an average 70% or higher on the mathematics senior exit examination.</p>	<p>◆ The senior Mathematics/Computer Science majors are provided a comprehensive exam written and graded by the Mathematics/Computer Science faculty administered in Spring and Fall during the senior /rising senior year.</p>	<p>◆ The results for 2017-2018 are shown in Figure 9. Academic years 2012-2013, 2013-2014 and 2014-2015 are also indicated.</p> <p>The average score was 100 % in the area of statistics and graph theory.</p> <p>The area functions and properties averaged 37.5 %.</p> <p>Operating systems, a requirement for the computer science emphasis scored an average of 40 % not meeting expectations.</p> <p>The average score for Multivariable calculus is 61 not meeting expectations. However, this result represents an improvement over the 2014-2015 academic year.</p> <p>As indicated in figure 3, categories such as logic and proofs, real analysis, single variable calculus met expectations.</p>	<p>◆ The Mathematics faculty made the decision to provide two additional review sessions for function and properties, multivariable calculus and operating systems. The review sessions are mandatory for mathematics majors before taking the senior exit examination. The meetings are held Fridays at 11:00 am for 1 hour.</p> <p>The mathematics faculty will devise and implement new learning activities during the laboratory sessions in Calculus II and Calculus III. These labs are conducted on Mondays for the duration of the semester.</p> <p>The mathematics committee will meet the Monday after final examinations in May to evaluate performances for the 2018-2019 academic year.</p>
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# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 23230 - Major: Mathematics (B.S.)

Unit Manager: Peters, Raul

**Objective: DRAFT - Delete : Not An outcome 3** - Demonstrate the ability to organize information and communicate the information effectively in writing including discipline specific writing skills.

Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>◆ Performance on the major field presentation at an average of 70% or higher.</li> </ul>	<ul style="list-style-type: none"> <li>◆ A rubric designed by the faculty used for seminar presentations .</li> </ul>	<ul style="list-style-type: none"> <li>◆ For each academic year from 2013 to 2018 , The results showed an average score of 85 and above for each area of the oral presentation rubric. The expectation is exceeded. The details of the results are shown in the attached file MST 2013-2018 assessment data.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Faculty mentors agreed to maintain the same procedures governing student preparation for presentations. The Mathematics faculty will continue to train and guide students on effectively communicating mathematical ideas orally to an audience.</li> </ul> <p>The mathematics committee will meet the Monday after final examinations in May to evaluate performances for the 2018-2019 academic year.</p>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 23300 - Department: Social Sciences

Unit Manager: Etinge, Elias

Objective: DRAFT - 2015-2020 SS Unit Outcome - 02 Retention - Retention			
Intended Results	Assessment Measures	Actual Results	Use of Results
		◆ 13 FTF enrolled with a rate of 38%..and an attrition rate of 67%	

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 23300 - Department: Social Sciences

Unit Manager: Etinge, Elias

Objective: DRAFT - 2015-2020 SS Unit Outcome 01 - Enrollment - 5- Year - Department Enrollment			
Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>◆ Maintain an enrollment that does not decline by 20% or more (per definition of TRACS Financial Stability).</li> </ul>	<ul style="list-style-type: none"> <li>◆ Secure official department enrollment from the Office of Institutional Research and the Quality Enhancement Plan.</li> </ul>	<ul style="list-style-type: none"> <li>◆ The total number of FTF enrolled in the 2017-2018 academic year was 13.. There is a total of 407 students now taking classes in the Department. If the number taking Psy 201 and Social 201( classes -- general education requirements) there are approximate students in the major taking classes in the Department for the year.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Find ways to increase enrollment within the Department for both FTF and other students. Collaborate with other Departments to find ways to increase and maintain students overall..Coordination with Admissions Office is important. ; request information abot applicant with interest in the area.</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 23300 - Department: Social Sciences

Unit Manager: Etinge, Elias

Objective: DRAFT - 2015-2020 SS Unit Outcome 02 - Retention Rate - 5 Year Unit Outcome 02 Retention Rate			
Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>◆ The retention rate for the 2017-2018 academic year will be at least 20%.</li> </ul>	<ul style="list-style-type: none"> <li>◆ 70% or more of the enrolled students will enroll the next fall term (per TRACS benchmark for 19.6 for overall compliance).</li> </ul>	<ul style="list-style-type: none"> <li>◆ The retention rate for the 2016-2017 academic year was 38% .</li> </ul>	<ul style="list-style-type: none"> <li>◆ Based on the retention rates, the Department will create and utilize measures to maintain at least a 20% or better rate of retention for its students.. Continued close monitoring of students progress in reference to course sequence, grades and general advising.</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 23300 - Department: Social Sciences

Unit Manager: Etinge, Elias

Objective: DRAFT - 2015-2020 SS Unit Outcome 03 - Completion Rate - 5 Year Unit Outcome 03 - Completion Rate			
Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>◆ N/A</li> <li>◆ (Fifty) 50% or more of the graduates are from the specified department; 50% or more of the first-time freshmen who enrolled in the department four, six or eight years earlier graduated</li> </ul>	<ul style="list-style-type: none"> <li>◆ Secure official department completion headcount, percentage of graduates, and percentage of first-time freshmen four, six, and eight years prior to the entry date.</li> </ul>	<ul style="list-style-type: none"> <li>◆ The total FTF during the recorded period was 29. The total number that graduated in 4-6 years was 7 from 2016-2018. The 6 year graduation rate was 9%..There were 16 students who graduated from the department in May 2018.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Use the information provided to determine how to increase completion rates within the Department overall. Faculty will be included during meetings and other forums to assist in making sure appropriate services are provided in order to increase completion rates. The Faculty will continue to provide intensive advise and early degree audits for all students in the Department</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 23300 - Department: Social Sciences

Unit Manager: Etinge, Elias

Objective: DRAFT - 2015-2020 SS Unit Outcome 04 - Placement Rate - 5 - Year Unit Outcome - Placement Rate			
Intended Results	Assessment Measures	Actual Results	Use of Results
◆ 70% or more of the graduates will be working in a position related to their major or which uses substantial information learned in the major.	◆ Maintain placement data for all graduates at the department level; secure data from the Office of Career Services as needed.		

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 23300 - Department: Social Sciences

Unit Manager: Etinge, Elias

Objective: DRAFT - 2015-2020 SS Unit Outcome 05 – Instructional Faculty - 25 Year Unit Outcome - Instructional Faculty			
Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>◆ Of the courses offered in the Social Sciences Discipline, full time faculty would teach at least 50 % of those courses.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Instructional Staff Listing tables for full-time and part-time faculty will be maintained annually by each department</li> </ul>	<ul style="list-style-type: none"> <li>◆ Full time faculty taught all of the courses that were offered in the Social Sciences discipline. There were 3 Adjuncts who taught in the discipline. However, they taught so that there were additional sections offered in the primary courses and to accommodate the needs of the students.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Use the data and based on the needs of the students, ensure that the appropriate ratio of courses taught were by as many full time faculty as possible. Use adjuncts where the additional needs were identified.</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 23300 - Department: Social Sciences

Unit Manager: Etinge, Elias

Objective: DRAFT - 2015-2020 SS Unit Outcome 06 - Instructional Faculty Adequacy - 5 - Year Unit Outcome 06 - Instructional Faculty Adequacy			
Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>◆ Maintains a student/faculty ratio of 10 students/1 faculty member. Full-time faculty will teach at least 60 percent of the department courses.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Calculate department faculty/student ratio. Calculate % of courses taught by full-time and part-time faculty members.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Full time faculty taught 100% of the courses. Adjunct faculty was used to add additional sections as necessary.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Use intended results to ensure that the faculty student ration is accurate and meets the guidelines for the program, discipline and the accrediting body.</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 23300 - Department: Social Sciences

Unit Manager: Etinge, Elias

Objective: DRAFT - 2015-2020 SS Unit Outcome 07 – Instructional Faculty (Respect) - 5 - Year Unit Outcome 07 – Instructional Faculty (Respect)			
Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>◆ All department faculty will sign the institutional statements indicating that they know, understand, and respect the mission, objectives and philosophy of the institution.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Signatures on the institutional statement forms.</li> </ul>	<ul style="list-style-type: none"> <li>◆ All of the Social Sciences Faculty signed all of the required documentation at the point of hire and/or during the appropriate review period.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Faculty packets and credentials can be used to ensure that all institutional and Department requirements have been met at all times as appropriate.</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 23300 - Department: Social Sciences

Unit Manager: Etinge, Elias

**Objective: DRAFT - 2015-2020 SS Unit Outcome 08 - Instructional Faculty Competence - 5 - Year Unit Outcome Instructional Faculty (#4) – Faculty Competence**

Intended Results	Assessment Measures	Actual Results	Use of Results
<p>◆ 1. All full-time departmental faculty have earned at least a master's degree with at least 18 graduate hours in the discipline of teaching assignment.</p> <p>2. Full-time faculty without the minimum degree credential have demonstrated competencies which the institution has determined through a formally documented process to be equivalent to the required degree.</p>	<p>◆ 1. Full-time faculty with at least a master's degrees that includes 18 hours in the teaching discipline.</p> <p>2. Full-time faculty without the minimum degree credential are evaluated to ensure that they have demonstrated competencies that are equivalent to the required degree.</p>	<p>◆ All faculty in the Department of Social Sciences met the requirements of competence for the academic year. All of the forms were submitted to Academic Affairs as appropriate.</p>	<p>◆ All faculty within the Social Sciences Discipline will continue to be reviewed and assessed according to the requirements so as to avoid any incompetence issues with the faculty.</p>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 23300 - Department: Social Sciences

Unit Manager: Etinge, Elias

Objective: DRAFT - 2015-2020 SS Unit Outcome 09 - Appropriate Percentage of Full-Time Faculty - Appropriate Percentage of Full-Time Faculty			
Intended Results	Assessment Measures	Actual Results	Use of Results
		<ul style="list-style-type: none"> <li>◆ There are 83 courses offered during this academic year. There also 407 students in the courses. There is a total of 9 teachers in the department; 4 full time and 3 part time. The full time are expected to teach 5 classes each. Except for the introductory classes and 3 other upper level classes, the full time faculty teaches more than 85% of the courses. The current faculty student ratio is 1:5.</li> </ul>	<ul style="list-style-type: none"> <li>◆ The student enrollment numbers will determine how many courses to offer each semester. At the current level, the course schedule will be made to accommodate just the full time faculty, especially for the upper level classes. The use of adjunct faculty will be limited to general ed requirements; that is Psy /Soc 201</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 23300 - Department: Social Sciences

Unit Manager: Etinge, Elias

Objective: DRAFT - 2015-2020 SS Unit Outcome 10 - Course Evaluations - 5 Year Unit Outcome 10 - Course Evaluations			
Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>◆ 70% of the faculty will score 3 or above each semester</li> </ul>	<ul style="list-style-type: none"> <li>◆ Based on the College policy (Vol. IV-Appendix 4.5.3G, students are required to complete a faculty evaluation at the end each semester term. Students who do not complete the evaluations are incapable of viewing their respective transcripts. The policy is intended to ensure that students actually complete the evaluations of faculty.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Students completed the evaluations for each faculty as required.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Faculty, Department Chairs and the Office of Academic Affairs were able to assess faculty performance from the perspective of the students in which they served.</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 23300 - Department: Social Sciences

Unit Manager: Etinge, Elias

Objective: DRAFT - 2015-2020 SS Unit Outcome 11 - Evaluation of Student Experiences - 5 Year Unit Outcome 11 - Evaluation of Student Experiences			
Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>◆ a. Departmental results should be used</li> <li>b. SGS departmental results can be provided</li> <li>c. Employers should be surveyed</li> </ul>	<ul style="list-style-type: none"> <li>◆ a. Department Exit Survey</li> <li>b. Survey of Graduating Seniors (SGS)</li> <li>c. Employer Survey</li> </ul>	<ul style="list-style-type: none"> <li>◆ In the Department of Social Sciences, a group forum was held to determine to assess that all advising had been met, all eligible graduating seniors were audited and submitted and to the Registrar's office. Graduating Senior completed all workshops and requirements in the Office of Career Services. If any student was missing an element, the Chair was notified and the student was subsequently located via email and/or class interaction to be informed of the necessity of completion of the requirements.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Based on the results, all eligible students graduated and other undergraduates who attended were able to pre-register or register for the following semester.</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 23300 - Department: Social Sciences

Unit Manager: Etinge, Elias

Objective: DRAFT - 2015-2020 SS Unit Outcome 12 - Curriculum Matrix - Curriculum Matrix			
Intended Results	Assessment Measures	Actual Results	Use of Results
<p>◆ During the Spring semester, the Department Team would review any and all book requirements and create a schedule for the subsequent year to include, Summer, Fall and Spring of the next academic year. During the monthly meetings, faculty would review or revise the course syllabi to reflect the appropriate SMART outcomes for student learning. During the opening conference of the next academic semester, each faculty would submit a copy of the updated versions of the course syllabi as required.</p>	<p>◆ Course SLOs in the respective syllabi to match the Program Learning Outcomes and ensure that each area was addressed as appropriate..</p>	<p>◆ Meeting minutes for each month to determine that discussions were being held as appropriate. Faculty also submitted updated copies of their course syllabi to reflect changes and updates. All copies of the minutes and course syllabi were submitted to Academic Affairs.</p>	<p>◆ Monthly discussions and reviews were completed to determine that outcomes were mapped appropriately and students had great opportunities for success. As well the outcomes were linked to assignments to measure student mastery or success.</p>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 23300 - Department: Social Sciences

Unit Manager: Etinge, Elias

Objective: DRAFT - 2015-2020 SS Unit Outcome 13 - Course Syllabi - 5 Year Unit Outcome 13 - Course Syllabi			
Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>◆ 100% of the syllabi will be constructed according to the approved syllabus format</li> </ul>	<ul style="list-style-type: none"> <li>◆ Faculty would complete a course syllabus for each course according to the approved format. The format is sent to every faculty member from Academic Affairs.</li> </ul>	<ul style="list-style-type: none"> <li>◆ A course syllabus was completed for each course that is taught in the Social Sciences Discipline. Any necessary corrections to course syllabi required the Chair to return to the respective faculty for corrections prior to submission to the Office of Academic Affairs.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Each course had a syllabus to ensure that the course was being taught in a SMART manner and in conjunction with the requirements of the Department and the Office of Academic Affairs. All students were either provided or had access to the course syllabus via Blackboard.</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 23300 - Department: Social Sciences

Unit Manager: Etinge, Elias

Objective: DRAFT - 2015-2020 SS Unit Outcome 14 - Comparability of Degree Programs - 5 Year Unit Outcome 14 - Comparability of Degree Programs			
Intended Results	Assessment Measures	Actual Results	Use of Results
<p>◆ The Social Science Discipline and courses were compared to other benchmark institutions to ensure effectiveness and that the program outcomes were synonymous with other programs or offered more than the requirement. This enabled Paine College students to have more of a variety of electives and learning opportunities within the respective disciplines.</p>	<p>◆ Meetings between the Chair and the Senior faculty to determine which courses were mandatory and which could be allowable electives to expand the course offerings. In these meetings, there was also the development of updated program outcomes as well as descriptions for each respective major and the courses that are involved in each major.</p>	<p>◆ All updated information was used in the updated catalogs and on each course syllabi along with any forms of marketing and display of the Social Science program, i.e. brochures, website information, or student information.</p>	<p>◆ All updated information will be used in the updated catalogs and on each course syllabi along with any forms of marketing and display of the Social Science program, i.e. brochures, website information, or student information.</p>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 23300 - Department: Social Sciences

Unit Manager: Etinge, Elias

Objective: DRAFT - 2015-2020 SS Unit Outcome 15 – Library Resources - 5 Year Unit Outcome 15 – Library Resources			
Intended Results	Assessment Measures	Actual Results	Use of Results
◆ 85% of the requested resources were ordered, cataloged, and available for use annually as appropriate.	◆ Compare library resources to the requested resources annually to ensure resources are up to date as appropriate and that other resources are archived for back up purposes.	◆ Library resources were compared and updated according to the most recent year. Other resources were archived to be used as appropriate.	◆ Library resources will be updated annually and those resources are older will be archived for later use or disposed of in the manner appropriate to the policy and procedures of the library.

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 23300 - Department: Social Sciences

Unit Manager: Etinge, Elias

Objective: DRAFT - 2015-2020 SS Unit Outcome 16 – Adequate Budget - 5 Year Unit Outcome 16 – Adequate Budget			
Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>◆ At least 75% of the budgeted amounts were spent each year.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Comparison of budgeted expenses to actual expenses annually.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Items needed for the Department were sent to Academic Affairs for ordering as the actual budget amount is maintained in Office of Fiscal Affairs with Departmental oversight in the OAA.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Items that were needed in the Department were compared annually to determine actual necessity and importance. If additional items were needed, it was expressed to the Office of Academic Affairs.</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 23300 - Department: Social Sciences

Unit Manager: Etinge, Elias

Objective: DRAFT - CC - Individual and Society: Diversity - Understand the basic principles of diversity.			
Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>◆ Seventy (70) percent of students will earn a passing score on the final examination.</li> </ul>	<ul style="list-style-type: none"> <li>◆ SOC 201/PSY 201 Course Embedded Assessment</li> </ul>	<ul style="list-style-type: none"> <li>◆ Soc 201 - 91% of the students who enrolled in the course were able to achieve at least 70% of the student learning outcomes.</li> <li>◆ Psy 201 - 77% of the students who enrolled in the course were able to achieve at least 70% of the student learning outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>◆ It was noted that students who attended class and purchased books actually engaged more in class lectures and completed assignments. Instructors will use materials that correspond more closely to the SLOs and require students to purchase materials so that they can perform better in the core courses. Instructors should also review SLOs on an interval basis throughout the course and engage students in the review of the SLOs as a buy-in to assist them understanding the learning objectives and recognizing when they have successfully mastered the material associated with each objective.</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 23310 - Major: Psychology (B.A.)

Unit Manager: Etinge, Elias

**Objective: DRAFT - Analytical & Statistical Skills Analysis** - Describe and demonstrate the various statistical procedures/methods in collecting and analyzing data in Psychology.

Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>◆ 70% of the students will obtain an average score of 70 or better on each item that is related to each SLO. An average of these items is then used to determine a score in which the student must have in order to be considered as passing or failing the exam.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Senior Exit Exam</li> <li>◆ Senior Research</li> </ul>	<ul style="list-style-type: none"> <li>◆ All the seniors that took the Exit Exam passed all the sections with a minimum score of at least 80%. There were no repeat takers. There also two seniors who successfully presented their research papers.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Based on the high percentage of those who passed the Exit Exam, the faculty will continue to offer the review sessions for the test each semester. The successful presentation of the papers also indicates the faculty needs to continue working closely with the students, by keeping weekly appointments with students registered for the senior research paper</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 23310 - Major: Psychology (B.A.)

Unit Manager: Etinge, Elias

**Objective: DRAFT - Application of Techniques & Skills** - Demonstrate the knowledge and application of techniques used in Psychological research. This activity will include the completion and an oral presentation of a research project and/or components of the student's internship activity as applicable.

Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>◆ Seventy percent (70%) of the students will obtain an average score of 70 or better on each item that is related to each SLO. An average of these items is then used to determine a score in which the student must have in order to be considered as passing or failing the exam.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Senior Research &amp; Presentation</li> <li>◆ Senior Research &amp; Presentation Internship Productivity (As applicable)</li> </ul>	<ul style="list-style-type: none"> <li>◆ All the students who took the exit exam passed the , on a first time bases. There were 5 students who successfully presented their senior research papers. Two students were enrolled in an internship program. Based on the evaluation from the faculty and site supervisor, it was determined the students performed above average.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Faculty will continued to provide support to the students towards the exit exam preparation and senior research.. The faculty decided to seek new internship opportunities for the Juniors and Seniors. The current internship site was short lived since it was based on a grant from the Federal Government( to the Sponsor of the internships). .</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 23310 - Major: Psychology (B.A.)

Unit Manager: Etinge, Elias

**Objective: DRAFT - History & Development of Psychology as a Science** - Describe the major factors that contributed to development of Psychology as a field of study. The activity should include the knowledge of specific individuals and other field of study that influenced the development of Modern Psychology

Intended Results	Assessment Measures	Actual Results	Use of Results
◆ 70% of the students will obtain an average score of 70 or better on each item that is related to each SLO. An average of these items is then used to determine a score in which the student must have in order to be considered as passing or failing the exam.	◆ Senior Exit Exam	◆ All the students who took the exit exam had a minimum score of 80% on this question on the test.	

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 23310 - Major: Psychology (B.A.)

Unit Manager: Etinge, Elias

**Objective: DRAFT - Major Psychological Theories: Human Development & Learning** - Identify and describe the major theories of human development, personality, behavior, and the principles of learning.

Intended Results	Assessment Measures	Actual Results	Use of Results
◆ 70% of the students will obtain an average score of 70 or better on each item that is related to each SLO. An average of these items is then used to determine a score in which the student must have in order to be considered as passing or failing the exam.	◆ Senior Exit Exam		

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 23310 - Major: Psychology (B.A.)

Unit Manager: Etinge, Elias

**Objective: DRAFT - Research, Tests & Measurements** - Identify and describe a variety of tests used in measuring human behavior. The student will further describe basic principles, research and theories on testing/measuring psychological constructs.

Intended Results	Assessment Measures	Actual Results	Use of Results
◆ 70% of the students will obtain an average score of 70 or better on each item that is related to each SLO. An average of these items is then used to determine a score in which the student must have in order to be considered as passing or failing the exam.	◆ Senior Exit Exam Senior Research Presentation		

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 23320 - Major: Sociology (B.A.)

Unit Manager: Etinge, Elias

**Objective: DRAFT - Investigation of Social Issues** - Research, identify and practice applied and/or public sociology, which applies the sociological imagination to public affairs in the form of community engagement that matures citizenship skills.

Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>◆ 70% of the students will obtain an average score of 70 or better on each item that is related to each SLO. An average of these items is then used to determine a score in which the student must have in order to be considered as passing or failing the exam.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Senior Exit Exam Internship (As applicable)</li> </ul>		

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 23320 - Major: Sociology (B.A.)

Unit Manager: Etinge, Elias

**Objective: DRAFT - Presentation of Ethical Leadership & Professionalism** - Promote ethical leadership by representing how responsible citizenship is informed by issues of social justice including exhibiting the professional skills that support the sociological vision/perspective.

Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>◆ 70% of the students will obtain an average score of 70 or better on each item that is related to each SLO. An average of these items is then used to determine a score in which the student must have in order to be considered as passing or failing the exam.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Senior Research &amp; Presentation Internship Productivity (As applicable)</li> </ul>		

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 23320 - Major: Sociology (B.A.)

Unit Manager: Etinge, Elias

**Objective: DRAFT - Research and Examination of Cultural Competency** - Demonstrate cultural competency through examining how social categories and social systems—such as race, gender, sexuality, class, age, and citizenship status—interact to structure social action and create human diversity.

Intended Results	Assessment Measures	Actual Results	Use of Results
◆ 70% of the students will obtain an average score of 70 or better on each item that is related to each SLO. An average of these items is then used to determine a score in which the student must have in order to be considered as passing or failing the exam.	◆ Senior Exit Exam Senior Research & Presentation		

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 24100 - Department: Business

Unit Manager: Nzeh, Okoroafor

Objective: DRAFT - 2014-2019 BSA Unit Outcome 01 - Enrollment - Five Year Department Enrollment			
Intended Results	Assessment Measures	Actual Results	Use of Results
<p>◆ Maintain an enrollment that does not decline by 20% or more (per definition of TRACS Financial Stability)</p>	<p>◆ Secure official department enrollment from the Office of Institutional Research and the Quality Enhancement Plan</p>	<p>◆ Enrollment Data Trending:</p> <p>Year DBA Enrollment                      2014-2015: 230                      2015-2016: 140                      2016-2017: 117                      2017-2018: 106                      2018-2019: 116</p> <p>Five Year Average Enrollment showed a decline of 50%</p> <p>Note: There was a loss of ninety students in 2015-2016.</p> <p>Note: Lost of eleven students compar-ing to the previous year. The depart-ment lost twenty-three comparing to the eleven students lost this year in enrollment.</p> <p>Note: There was a positive change from what the enrollment was last academic year. Whereas there were twenty-three students lost last year, during the 2017-2018 there were only eleven that is about one-half less than during the 2016-2017 academic year.</p>	<p>◆ There is a positive change in enrollment after about consecutive two years decline. An increase of ten additional students from previous academic year</p> <p>Action Plan Recap:                      1. Use student organization to such as the Student in Free Enterprise (SIFE) to visit High School seniors to fill application for college</p> <p>Results #1:                      Three students were admitted to Paine College as Paine College made itself visible to area community high school</p> <p>2. Faculty will visit area community churches to educate students about the college and potential majors (specifically business.</p> <p>Results #2:                      Four area churches were visited and faculty shared about programs offered in the Department of Business</p>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Note: A positive change by an increase of ten students in the Department of Business. This last trend 2018-2019 was the last trend for the five year report. The complete data trend on a five year process is shown at the document section with the file name "ENROLLMENT."

Five-year Analysis:

2014-2016:  
The trend data shows that there was an increase in the enrollment by about seventeen students

2015-2016:  
There was a lost of up to ninety students in 2015-2016

2016-2017:  
A Continuous downward decline in student enrollment. The department lost about twenty-three (23) students. An action must be taken to change this direction. Please see the "Use of Result" the next column.

2017-2018:  
Note: Lost of eleven students comparing to the previous year. The department lost twenty-

3. Host an enrollment drive during sport events to boost enrollment to Paine College from visitors.

Results #3:

Ten Business Club members provided tables at the sports activities showing their Paine College Business Program pride that resulted fifteen applicants to Paine College

4. Use the BEEP Program to visit Jose High School for recruitment purposes.

Results #4:

BEEP program enables four seasoned BEEP visiting professors to speak at "risk high school" students of the importance of attending HBCU school as Paine College

Comparative Analysis  
Intended/Actual Results  
(Five-Year Summary)

Where as the intended result indicated that the program should maintain an enrollment that does not decline by 20% or more (per definition of TRACS Financial Stability), Paine College

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

three comparing to the eleven students lost this year in enrollment.

Note: There was a positive change from what the enrollment was last academic year. Whereas there were twenty-three students lost last year, during the 2017-2018 there were only eleven that is about one-half less than during the 2016-2017 academic year.

was not able to maintain such enrollment given the enrollment data given above. The department over the last five years failed to meet the intended result with a decline of 50% of actual computed result showed a weakness that has to be improved. During the next five years the department plans to increase enrollment by 25% to meet the intended result by employing the stated action plan as indicated below:

The five-year action plan and results for each step are included below utilizing the following measures::

- a. Utilize Student Organizations with BEEPers for recruitment at local High School
- b. Visit and present at local board of Education
- c. Visit and present at local Chamber of Commerce

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 24100 - Department: Business

Unit Manager: Nzeh, Okoroafor

Objective: DRAFT - 2014-2019 BSA Unit Outcome 02 - Retention - Five Year Department: Retention			
Intended Results	Assessment Measures	Actual Results	Use of Results
<p>◆ 70% or more of the enrolled students will enroll the next fall term (per TRACS benchmark for 19.6 for overall compliance)</p>	<p>◆ Secure official department retention headcount and percent from the Office of Institutional Research and the Quality Enhancement Plan</p>	<p>◆ BSA Full-time FTE FALL 2018- Fall 2019 Retention 9 Total Enrolled 27 % Retention 33% % Attrition 67%</p> <p>Retention was 9 during the year of the study while enrollment was 27. The percentage was 33% retention while the attrition was a high 67%</p> <p>Please see document area for file RETENTION-5 for further clarification</p> <p>Analysis Five-Year Trends:</p> <p>The actual average result over a five year period of study showed an outcome of 62.8%</p> <p>Five-year Analysis:</p> <p>2014-2015:</p> <p>The data show that 30 and 66 freshman students enrolled in the fall of 2012-2013 respectively. Only 17 and 34 students</p>	<p>◆ Although there is a little positive change than the previous academic year, but the change was not significant. However, the strategic action plan during the last academic year need to be monitored for another two more yeas since there was a little but significant positive change.</p> <p>The following action plan put in place during 2018-2019 academic year, and below are the results:</p> <ol style="list-style-type: none"> <li>1. Retained students indicates how effective we are as a department and triggers searching alternatives when the number is low. Results #1: Student organizations were mobilized and engaged students and motivate them in the field. Business Club was revamped. Marketing Club was reinstalled</li> <li>2. Put in place an inside-out strategy to retain our students: Results #2:</li> </ol>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

retained. This shows a 57% and 52% retention at those years and attrition of 43% and 48% respectively on those years

Please see data at Business Document Management of this report for clarity for file name ONE-1

2015-2016:  
The data show that 56 freshman students enrolled in the fall of 2014 and 2015 respectively. Only 11 students retained. This shows a 20% retention and attrition of 80%

Please see data at Business Document Management of this report for clarity for file name RETENTION-2

Note: The actual result of the previous fall was 34 with a retention of 52% while this year retention was 20%

2016-2017:  
The data show that 26 students were enrolled in the fall of 2016 and 2017 respectively. Only 13 students retained. This shows a 31% retention and attrition of 69%

a. Continued Mentorship of Students  
b. Strengthen Student Organization by raising Funds to support student organizations  
c. Implement a campus wide "Business Day."

3. Resurrect and revamp student organization activities such as:  
1. National Association of Black Accountants Club  
2. Students In Free Enterprise (SIFE) Club  
3. Business Club  
4. Marketing Club

4. Outside Looking Plan:  
1. Engage outside local business to speak to students about outside opportunities  
2. Attract more local organizations to sponsor some of our student organization  
3. Provide opportunity from intern-to-employment outcome

Comparative Analysis of Intended and Actual Results (Five Year Summary):

Intended Result: 70% or more of the enrolled students will enroll the next fall term (per TRACS benchmark for 19.6 for

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

respectively.

Please see data at Business Document Management of this report for clarity for file name RETENTION-3

2017-2018:

Note: Lost of eleven students comparing to the previous year. The department lost twenty-three comparing to the eleven students lost this year in enrollment.

Note: There was a positive change from what the enrollment was last academic year. Whereas there were twenty-three students lost last year, during the 2017-2018 there were only eleven that is about one-half less than during the 2016-2017 academic year.

overall compliance

Actual Result: The actual Five Years result was 62. % which shows that the department did not meet this objective.. The previous four year are not better than this because of low enrollment in the school as well as the department. With actual result and given data provided during the period of study the actual data is lower than the intended objective definition. Therefore the action plan need to be uphold.

Given this outcome, the department plans to increase retention by 7.2% by 2024 by employing the following action plan below:

1. Retained students indicates how effective we are as a department and triggers searching alternatives when the number is low.
2. Put in place an inside-out strategy to retain our students:
  - a. Continued Mentorship of Students
  - b. Strengthen Student Organization by raising Funds to support student organizations
  - c. Implement a campus

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

			<p>wide "Business Day."</p> <p>3. Resurrect and revamp student organization activities such as:</p> <ol style="list-style-type: none"><li>1. National Association of Black Accountants Club</li><li>2. Students In Free Enterprise (SIFE) Club</li><li>3. Business Club</li><li>4. Marketing Club</li></ol> <p>4. Outside Looking Plan:</p> <ol style="list-style-type: none"><li>1. Engage outside local business to speak to students about outside opportunities</li><li>2. Attract more local organizations to sponsor some of our student organization</li><li>3. Provide opportunity from intern-to-employment outcome</li></ol>
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# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 24100 - Department: Business

Unit Manager: Nzeh, Okoroafor

**Objective: DRAFT - 2014-2019 BSA Unit Outcome 03 - Completion Rate - Five Year Department: Completion Rate**

Intended Results	Assessment Measures	Actual Results	Use of Results																				
<p>◆ 50% or more of the graduates are from the specified department; 50% or more of the first-time freshmen who enrolled in the department four, six or eight years earlier graduated</p>	<p>◆ Secure official department completion headcount, percentage of graduates, and percentage of first-time freshmen four, six, and eight years prior to the entry date</p>	<p>◆ While the Entrance years were Fall 2012 of the full-time, first-time Freshman, their Graduation Years were 2016-2018. During this period, Total FT, FTF Enrolled were 28 and 30 while those graduated 4-6 years was 7. The 6-year Graduation Rate indicates 23%. Please see data in the document management area by file name Three-5.</p> <p>Yearly Reporting:</p> <table style="margin-left: 20px;"> <tr> <td>YEAR</td> <td>FIRST TIME FRESHMAN ENROLLED</td> </tr> <tr> <td>Fall 2007</td> <td>64</td> </tr> <tr> <td>Fall 2008</td> <td>48</td> </tr> <tr> <td>Fall 2009</td> <td>51</td> </tr> <tr> <td>Fall 2010</td> <td>53</td> </tr> <tr> <td>Fall 2011</td> <td>28</td> </tr> <tr> <td>Fall 2012</td> <td>30</td> </tr> <tr> <td colspan="2">TOTAL OVER A FIVE YEAR</td> </tr> <tr> <td></td> <td>274</td> </tr> <tr> <td>YEAR</td> <td></td> </tr> </table>	YEAR	FIRST TIME FRESHMAN ENROLLED	Fall 2007	64	Fall 2008	48	Fall 2009	51	Fall 2010	53	Fall 2011	28	Fall 2012	30	TOTAL OVER A FIVE YEAR			274	YEAR		<p>◆ The data shows that BSA students entered originally in the department and graduated from that department in six (6) years later with a graduation rate of 23%</p> <p>The institution suffered a set back as the budgeting power of the College was based on tuition. Financial issue was identified and was penalized by SACS.</p> <p>Analysis:</p> <ol style="list-style-type: none"> <li>1. Change of Leadership A new leadership was put in place that led to a complete reorganization of the existing status quo. Led to the effort for a new agency for accreditation</li> <li>2. Change of Accreditation Agency The seeking of candidacy by Paine College through TRACS is the best alternative to the survival of the College. Hard work of the faculty and staff of the college helped Paine to emerge for a better future</li> </ol>
YEAR	FIRST TIME FRESHMAN ENROLLED																						
Fall 2007	64																						
Fall 2008	48																						
Fall 2009	51																						
Fall 2010	53																						
Fall 2011	28																						
Fall 2012	30																						
TOTAL OVER A FIVE YEAR																							
	274																						
YEAR																							

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

## GRADUATED 4-6

YEARS

Fall 2007

12

Fall 2008

7

Fall 2009

3

Fall 2010

7

Fall 2011

5

Fall 2012

7

TOTAL OVER A FIVE

YEAR 41

ACTUAL AVERAGE  
GRADUATION RATE  
OVER FIVE YEARS: 15%  
Paine College

However, The average four-year graduation rate among the top 10 HBCU schools was 36 percent; among all 54 ranked historically black schools that reported data, the average was 17.7 percent.

Paine was behind a distance 2 points behind the 54 ranked historical black schools but was hit the hardest in the year 2013-2015 during the turmoil of Paine College financial period.

## 3. Enrollment/Graduation

The financial problem led to exodus of many talented students who left the college. In one academic year the Department of Business lost a solid ninety students.

Comparative Analysis of Intended/Actual Results: (Five Year Summary)

Intended Result  
Objective:

50% or more of the graduates are from the specified department; 50% or more of the first-time freshmen who enrolled in the department four, six or eight years earlier graduated

Actual Result: Average Completion Rate Over the next Five-Years of the Study was 15% for the Business Program. Thus Paine Department of Business did not reach this bench mark. Upon analysis, the institution has experienced a decline in both enrollment and retention, mainly related to the institution's accreditation concerns. Therefore the department will increase this goal by 35% during the next

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

			<p>cycle by employing the following action plan below in an effort to revive the students and to foster trust of the sustainability of the institution.</p> <p>Action Plan for the next cycle:</p> <ul style="list-style-type: none"><li>a. Advisement and mentorship</li><li>c. Graduating seniors participation in sponsored career fair</li><li>c. Bi-monthly meeting with Faculty/Students</li><li>d. Implement "Early Alert" warning System to tracking close-to-dropping out students</li></ul>
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# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 24100 - Department: Business

Unit Manager: Nzeh, Okoroafor

<b>Objective: DRAFT - 2014-2019 BSA Unit Outcome 04 Placement Rate - Five Year Department: Placement Rate</b>																																	
<b>Intended Results</b>	<b>Assessment Measures</b>	<b>Actual Results</b>	<b>Use of Results</b>																														
<p>◆ 70% or more of the graduates will be working in a position related to their major or which uses substantial information learned in the major</p>	<p>◆ Maintain placement data for all graduates at the department level; secure data from the Office of Career Services as needed</p>	<p>◆ Although data was not collected from the career services, the data presented for this report are entirely data collected by department of business by contact through word of mouth. For this reason, this data is not a complete "actual" data as this does not exhaust the pool of of our students who were employed but only those we were able to talk to contact.</p> <p>This data was collected by faculty, staff and students and forms the basis of this actual result.</p> <p>YEAR GRADUATES PLACEMENT PERCENT (%)</p> <table style="margin-left: 20px; border-collapse: collapse;"> <tr> <td style="padding: 2px;">2014-2015</td> <td style="padding: 2px;">25</td> <td style="padding: 2px;">4</td> </tr> <tr> <td style="padding: 2px;">16</td> <td></td> <td></td> </tr> <tr> <td style="padding: 2px;">2015-2016</td> <td style="padding: 2px;">16</td> <td style="padding: 2px;">10</td> </tr> <tr> <td style="padding: 2px;">62.50</td> <td></td> <td></td> </tr> <tr> <td style="padding: 2px;">2016-2017</td> <td style="padding: 2px;">23</td> <td style="padding: 2px;">5</td> </tr> <tr> <td style="padding: 2px;">21.70</td> <td></td> <td></td> </tr> <tr> <td style="padding: 2px;">2017-2018</td> <td style="padding: 2px;">22</td> <td style="padding: 2px;">4</td> </tr> <tr> <td style="padding: 2px;">18.10</td> <td></td> <td></td> </tr> <tr> <td style="padding: 2px;">2018-2019</td> <td style="padding: 2px;">11</td> <td style="padding: 2px;">6</td> </tr> <tr> <td style="padding: 2px;">54.50</td> <td></td> <td></td> </tr> </table> <p>The average Actual result</p>	2014-2015	25	4	16			2015-2016	16	10	62.50			2016-2017	23	5	21.70			2017-2018	22	4	18.10			2018-2019	11	6	54.50			<p>◆ Robust data collection effort for Graduate Placement</p> <p>Action:</p> <ol style="list-style-type: none"> <li>1. A tracking system was put in place as student placement record</li> <li>2. Former students engaged to attend BEEP Program at the campus and share life experiences in the corporate world</li> <li>3. Solicit employment opportunities to our students so we keep track of where they were</li> </ol> <p>Comparing Intended/Actual Results: (Summary Five Year Study):</p> <p>Intended Result: 70% or more of the graduates will be working in a position related to their major or which uses substantial information learned in the major</p> <p>Actual Result: The data presented for this report are entirely data collected by</p>
2014-2015	25	4																															
16																																	
2015-2016	16	10																															
62.50																																	
2016-2017	23	5																															
21.70																																	
2017-2018	22	4																															
18.10																																	
2018-2019	11	6																															
54.50																																	

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

for this five year is 34.4%

Please reference the following data from Document Management of this report

1. Graduation Placement Data and Chart
2. Placement Data 2018-2019

department of business by contact through word of mouth.

The actual result during this five years was 34.4% and this explains why we have a low level of placement among our graduates. However words of mouth is telling us that more than 80% of our students were employed after graduation. We have asked the careers office to provide accurate robust instrument for tracking our graduate placement.

Given the above data collection methods, Paine College have not met this intended expectation.

Action to the next cycle for continuous improvement:

During the next five years the department goal is to increase Placement by 35.6% point..

- a. Incorporate and Implement Internships
- b. Actively enroll graduating seniors into state's employment service database before graduation
- c. Actively involve students participation in career fair

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

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# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 24100 - Department: Business

Unit Manager: Nzeh, Okoroafor

**Objective: DRAFT - 2014-2019 BSA Unit Outcome 05 - Instructional Faculty (#1) - Five Year Department: Instructional Faculty**

Intended Results	Assessment Measures	Actual Results	Use of Results
<p>◆ The department employs at least one full-time, contracted, academically and spiritually qualified faculty for each major program area, including Common Curriculum, to teach and provide related duties, such as advising and curricular oversight needed for the institution to fulfill its mission (from TRACS IER#6a)</p>	<p>◆ Instructional Staff Listing tables for full-time and part-time faculty will be maintained annually by each department</p>	<p>◆ During the 2018-2019 academic year, the department continued to employ and maintain adequate staffing of the business program looking at yearly enrollment. Five full time and two part time instructors were deployed. Please see data file 5.5 n the Document section of Business Administration</p> <p>Five Year Activity of Faculty Deployment:</p> <p>Analysis:</p> <p>For five consecutive years, Paine College Department of Business has consistently employed a matrix of full-time faculty members and part-time faculty members all doctorally qualified in their area of discipline Please see actual listing in File 5.6 Instructional Faculty in the Document section of Business Administration</p> <p>Instructional Faculty:</p>	<p>◆ In tracking faculty deployment in the Business Program, we have continued to maintain a total of seven full time faculty members when the enrollment was up and five full time and two part-time when the enrollment was down. All are doctorally qualified in their teaching discipline. Each faculty advises students in their teaching discipline and that matrix forms the basis of advisement for the program</p> <p>Comparable of Intended/Actual Result:</p> <p>Intended Result Objective: The department employs at least one full-time, contracted, academically and spiritually qualified faculty for each major program area, including Common Curriculum, to teach and provide related duties, such as advising and curricular oversight needed for the institution to fulfill its mission (from</p>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

YEAR	Faculty Full-Time	Faculty Part-Time
2014-2015	7	2
2015-2016	7	2
2016-2017	5	2
2017-2018	5	2
2018-2019	5	2

Averages: 5.8  
2.00

2014-2016:

The data shows a consistence deployment of seven Full time and two part time instructors

20016-2019:

Paine College Department of Business consistently employ five full time and two part time instructors satisfying the demand for a doctoral qualified in each of the five concentrations in the business program

TRACS IER#6a)

Actual Result:

For five consecutive years, Paine College Department of Business has consistently staffed and employed a matrix of full-time faculty members and part-time faculty members of (5.8 Full time and 2 Part time) all doctorally qualified in their area of discipline. The first two years of this study the department employed seven full time and two part time instructors but due to low enrollment the department have consistently staffed the business faculty with five faculty members and to part time instructors. Please see actual listing in File 5.6 Instructional Faculty in the Document section of Business Administration. The department met this goal and will continue to monitor to make sure we attract the right candidate as we look forward to grow in the near future. Paine College Department of Business consistently employ five full time and two part time instructors satisfying the demand for a doctoral qualified in each of the five concentrations in the

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

			business program
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# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 24100 - Department: Business

Unit Manager: Nzeh, Okoroafor

**Objective: DRAFT - 2014-2019 BSA Unit Outcome 06 - Instructional Faculty (#2) - Adequacy** - Five Year Department: 2014-2019 BSA Unit Outcome 06 - Instructional Faculty (#2) - Adequacy

Intended Results	Assessment Measures	Actual Results	Use of Results									
<p>◆ Maintains a student/faculty ratio of 10 students/1 faculty member</p> <p>Full-time faculty will teach at least 60 percent of the department courses</p>	<p>◆ Calculate department faculty/student ratio</p> <p>Calculate % of courses taught by full-time and part-time faculty members</p>	<p>◆ There is a consistence student/faculty ratio above the norm of 10 students /1 faculty during the first three years of the study however the trending data dives to a negative direction during the following two years. Please see Document Management of this report for the Table Chart file SIX-5 and the chart below</p> <p>When it comes to Full-time faculty teaching 60 percent of the department courses, the Department met this criteria as 96 percent of Full-time faculty were teaching our courses during the five year period under study.</p> <p>Five Year Analysis Coverage:</p> <p>YEAR TOTAL STUDENT COVERAGE TOTAL COURSE COVERAGE RATIO</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td>2014-2015</td> <td>910</td> <td>70</td> </tr> <tr> <td></td> <td></td> <td>13.00</td> </tr> <tr> <td>2015-2016</td> <td>734</td> <td></td> </tr> </table>	2014-2015	910	70			13.00	2015-2016	734		<p>◆ Past norm of student ratio fall within the given criteria of 10/1 but Paine College Department of Business has a history of high ratios in business Common Professional Components (CPC), sometimes twice the norm but have a tendency of low ratios in the major concentration area. Nevertheless, Paine College have suffered a serious decline in enrollment the past two years.</p> <p>The leadership of the department have noticed this decline and have taken the following action:</p> <ol style="list-style-type: none"> <li>1. taken serious audit of the students records so as to avoid unnecessary scheduling of courses</li> <li>2. Taken measures not to understaff the deployment</li> <li>3. Mentoring a cohort offering course basis</li> </ol> <p>Comparable</p>
2014-2015	910	70										
		13.00										
2015-2016	734											

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

		60	Intended/Actual Results: (Summary Five Years):  Maintains a student/faculty ratio of 10 students/1 faculty member Full-time faculty will teach at least 60 percent of the department courses  Actual Result: The actual result was 9.33% during the five year period. However, past norm of student ratio fall within the given criteria of 10/1 but Paine College Department of Business has a history of high ratios in business Common Professional Components (CPC) lower level of business courses sometimes twice the norm but have a tendency of low ratios in the major concentration area. This always cancels out as the department deploys faculty in both major concentration courses and the CPC courses. .  Paine College Department of Business met this goal and will continue to monitor as we deploy faculty in their teaching discipline.
	2016-2017 674	12.23	
		67	
	2017-2018 505	10.06	
		62	
	2/18/2019 226	8.15	
		70	
		3.23	
	Actual Result:		
	65.8		
	9.33%		

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 24100 - Department: Business

Unit Manager: Nzeh, Okoroafor

**Objective: DRAFT - 2014-2019 BSA Unit Outcome 07 - Instructional Faculty (#3) - respect to institutional statements** - Five Year Department: Instructional Faculty (#3) - respect to institutional statements

Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>◆ All department faculty will sign the institutional statements indicating that they know, understand, and respect the mission, objectives and philosophy of the institution.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Signatures on the institutional statement forms</li> </ul>	<ul style="list-style-type: none"> <li>◆ Institutional statement has been signed by every faculty of the business. See file Seven -5 in the document section</li> </ul> <p>Each individual signature attest to philosophy of the institution</p>	<ul style="list-style-type: none"> <li>◆ Verification was done that all faculty attest to our mission and goals of the institution</li> </ul> <p>Action:</p> <ol style="list-style-type: none"> <li>1. Signatories defines adherence to the view of Christian value and principle</li> <li>2. Legitimize the delivery of our value in the entire College</li> <li>3. Violators can easily be identified and discipline</li> </ol> <p>Comparable of Intended/Actual Result:</p> <p>Intended Result Objective: All department faculty will sign the institutional statements indicating that they know, understand, and respect the mission, objectives and philosophy of the institution.</p> <p>Actual Result: Institutional statement has been signed by every faculty of the business.</p>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

			<p>See file Seven -5 in the document section.Each individual signature attest to the philosophy of the institution signifying a 100% acceptance of the philosophy of the institution.</p> <p>Outcome: Paine College Department of Business met this requirement.</p>
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# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 24100 - Department: Business

Unit Manager: Nzeh, Okoroafor

**Objective: DRAFT - 2014-2019 BSA Unit Outcome 08 - Instructional Faculty (#4) - Faculty Competence** - Five Year Department: Instructional Faculty (#4) - Faculty Competence

Intended Results	Assessment Measures	Actual Results	Use of Results																																																																																
<p>◆ 1. All full-time departmental faculty have earned at least a master's degree with at least 18 graduate hours in the discipline of teaching assignment</p> <p>2. Full-time faculty without the minimum degree credential have demonstrated competencies which the institution has determined through a formally documented process to be equivalent to the required degree</p>	<p>◆ 1. Full-time faculty with at least a master's degrees that includes 18 hours in the teaching discipline</p> <p>2. Full-time faculty without the minimum degree credential are evaluated to ensure that they have demonstrated competencies that are equivalent to the required degree</p>	<p>◆ Paine College Department is accredited by Accreditation Council of Business Schools and Programs (ACBSP) and all faculty of business are doctorally qualified to teach in the disciplined assigned to teach. See document section for the generated table File Eight-5 for the activity 2018-2019.</p> <p>Five Year Analysis:</p> <table style="margin-left: 20px;"> <tr> <td>Faculty Member</td> <td>YEAR</td> <td>YEAR</td> <td>YEAR</td> <td>YEAR</td> </tr> <tr> <td></td> <td>YEAR</td> <td>YEAR</td> <td>YEAR</td> <td>YEAR</td> </tr> <tr> <td></td> <td>DOCTORAL</td> <td>2014-2015</td> <td>2015-2016</td> <td>2016-2017</td> </tr> <tr> <td></td> <td></td> <td>2017-2018</td> <td>2018-2019</td> <td></td> </tr> <tr> <td>Okoroafor Nzeh</td> <td></td> <td>X</td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td>X</td> <td></td> <td></td> </tr> <tr> <td>X</td> <td></td> <td>X</td> <td></td> <td>X</td> </tr> <tr> <td></td> <td></td> <td>X</td> <td></td> <td></td> </tr> <tr> <td>Vincent Onyebuchi</td> <td></td> <td></td> <td></td> <td>X</td> </tr> <tr> <td></td> <td></td> <td>X</td> <td></td> <td></td> </tr> <tr> <td>X</td> <td></td> <td>X</td> <td></td> <td></td> </tr> <tr> <td>X</td> <td></td> <td>X</td> <td></td> <td></td> </tr> <tr> <td>Yao Amewokunu</td> <td></td> <td></td> <td></td> <td>X</td> </tr> <tr> <td></td> <td></td> <td>X</td> <td></td> <td></td> </tr> <tr> <td>X</td> <td></td> <td>X</td> <td></td> <td></td> </tr> <tr> <td>X</td> <td></td> <td>X</td> <td></td> <td></td> </tr> </table>	Faculty Member	YEAR	YEAR	YEAR	YEAR		YEAR	YEAR	YEAR	YEAR		DOCTORAL	2014-2015	2015-2016	2016-2017			2017-2018	2018-2019		Okoroafor Nzeh		X					X			X		X		X			X			Vincent Onyebuchi				X			X			X		X			X		X			Yao Amewokunu				X			X			X		X			X		X			<p>◆ The healthiness of our program depends on the competency of the faculty input. Sound academic qualification impacts academic program</p> <p>Action</p> <p>1. Deployment of faculty is based on qualification</p> <p>2. Hiring of faculty will be based on merit and not on friendly purposes</p> <p>Comparable Intended/Actual Results</p> <p>Intended Result:</p> <p>1. All full-time departmental faculty have earned at least a master's degree with at least 18 graduate hours in the discipline of teaching assignment</p> <p>2. Full-time faculty without the minimum degree credential have demonstrated competencies which the institution has determined through a formally</p>
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# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

		<table border="0"> <tr> <td>Larry Mack</td> <td></td> <td>X</td> </tr> <tr> <td>X</td> <td></td> <td></td> </tr> <tr> <td></td> <td>X</td> <td></td> </tr> <tr> <td>Dongwook Han</td> <td></td> <td>X</td> </tr> <tr> <td>X</td> <td></td> <td></td> </tr> <tr> <td>X</td> <td>X</td> <td></td> </tr> <tr> <td>Muarice McBridE-Owen</td> <td></td> <td>X</td> </tr> <tr> <td>X</td> <td>X</td> <td></td> </tr> <tr> <td></td> <td>X</td> <td>X</td> </tr> <tr> <td>X</td> <td></td> <td>X</td> </tr> <tr> <td>Victor Williams</td> <td></td> <td>X</td> </tr> <tr> <td>X</td> <td></td> <td></td> </tr> <tr> <td></td> <td>X</td> <td></td> </tr> <tr> <td>Part Time</td> <td></td> <td></td> </tr> <tr> <td>Ronald Garnett</td> <td></td> <td>X</td> </tr> <tr> <td>X</td> <td>X</td> <td></td> </tr> <tr> <td>X</td> <td>X</td> <td></td> </tr> <tr> <td>Courtney Trabue</td> <td></td> <td>X</td> </tr> <tr> <td>X</td> <td>X</td> <td></td> </tr> <tr> <td>X</td> <td>X</td> <td></td> </tr> </table>	Larry Mack		X	X				X		Dongwook Han		X	X			X	X		Muarice McBridE-Owen		X	X	X			X	X	X		X	Victor Williams		X	X				X		Part Time			Ronald Garnett		X	X	X		X	X		Courtney Trabue		X	X	X		X	X		<p>documented process to be equivalent to the required degree</p> <p>Actual Result: Paine College Department is accredited by Accreditation Council of Business Schools and Programs (ACBSP) and all faculty of business are doctorally qualified to teach in the disciplined assigned to teach. See document section for the generated table File Eight-5. All faculty of business program since its accreditation by ACBSP July 2001 have maintained the policy that all faculty to be contracted to the business program must be doctorally or professionally qualified. As for the five years report all faculty teaching our business courses are doctorally qualified</p> <p>Paine College Department of Business met this criteria.</p> <p>Future action: Monitor and evaluate faculty credential for future employment and for current faculty, they should pursue faculty development opportunities.</p>
Larry Mack		X																																																													
X																																																															
	X																																																														
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# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 24100 - Department: Business

Unit Manager: Nzeh, Okoroafor

**Objective: DRAFT - 2014-2019 BSA Unit Outcome 09 - Appropriate Percentage of Full-Time Faculty** - Five Year Department: Appropriate Percentage of Full-Time Faculty

Intended Results	Assessment Measures	Actual Results	Use of Results																																																
<ul style="list-style-type: none"> <li>◆ a. At least 50% of courses in each term are taught by full-time faculty</li>   <li>b. At least 25% of all full-time faculty for each major offered have earned a terminal degree in their teaching field</li> </ul>	<ul style="list-style-type: none"> <li>◆ a. # courses, # taught by full-time faculty, % of courses taught by full-time faculty</li>   <li>b. # faculty, # with a terminal degree, % of faculty for each major with a terminal degree</li> </ul>	<ul style="list-style-type: none"> <li>◆ All faculty have terminal degree and about 94.28% are taught by full time faculty. Please see NINE A and NINE B files at the document area.</li>   <li>Five Year Coverage and Offering</li>   <li>Please see coverage by faculty of business</li>   <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">YEAR</th> <th style="text-align: left;"># COURSES</th> <th style="text-align: left;"># F/TIME</th> <th style="text-align: left;">% F/TIME</th> </tr> </thead> <tbody> <tr> <td>2014-2015</td> <td>70</td> <td>7</td> <td>100</td> </tr> <tr> <td>2015-2016</td> <td>60</td> <td>7</td> <td>100</td> </tr> <tr> <td>2016-2017</td> <td>67</td> <td>5</td> <td>100</td> </tr> <tr> <td>2017-2018</td> <td>62</td> <td>5</td> <td>100</td> </tr> <tr> <td>2018-2019</td> <td>70</td> <td>5</td> <td>100</td> </tr> </tbody> </table>   <p>Average Faculty Coverage Percentage: 100%</p> </ul>	YEAR	# COURSES	# F/TIME	% F/TIME	2014-2015	70	7	100	2015-2016	60	7	100	2016-2017	67	5	100	2017-2018	62	5	100	2018-2019	70	5	100	<ul style="list-style-type: none"> <li>◆ All business faculty have an earned terminal degree and they add value to our business program accreditation by ACBSP</li>   <li>Comparable of Intended/Actual Result: (Summary of Five Year Result):</li>   <li>Actual Result: 100% of all courses in each term are taught by full-time faculty and 100% of all full-time faculty for each major have earned a terminal degree in their teaching field.</li>   <li>Please see coverage by faculty of business</li>   <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">YEAR</th> <th style="text-align: left;"># COURSES</th> <th style="text-align: left;"># F/TIME</th> <th style="text-align: left;">% F/TIME</th> </tr> </thead> <tbody> <tr> <td>2014-2015</td> <td>70</td> <td>7</td> <td>100</td> </tr> <tr> <td>2015-2016</td> <td>60</td> <td>7</td> <td>100</td> </tr> <tr> <td>2016-2017</td> <td>67</td> <td>5</td> <td>100</td> </tr> <tr> <td>2017-2018</td> <td>62</td> <td>5</td> <td>100</td> </tr> <tr> <td>2018-2019</td> <td>70</td> <td>5</td> <td>100</td> </tr> </tbody> </table> </ul>	YEAR	# COURSES	# F/TIME	% F/TIME	2014-2015	70	7	100	2015-2016	60	7	100	2016-2017	67	5	100	2017-2018	62	5	100	2018-2019	70	5	100
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# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

2018-2019 70  
5 100

Since 94.28% of all courses offered are taught by full time faculty as opposed to 50% by the criteria and also as 100% of the courses are taught by terminal degree holders as oppose to the criteria of 25%:

The department met this criteria requirement

Future Action Plan:

1. Maintain accreditation outcome
2. Evaluate credential before employment
3. Create a master plan for retirement and future replacement

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 24100 - Department: Business

Unit Manager: Nzeh, Okoroafor

Objective: DRAFT - 2014-2019 BSA Unit Outcome 10 - Course Evaluations - Five Year Department : Course Evaluation																	
Intended Results	Assessment Measures	Actual Results	Use of Results														
<p>◆ 70% of the faculty will score 3 or above each semester</p>	<p>◆ Policy Manual (Vol. 4) –Appendix 4.5.3G: Student Evaluation Form</p>	<p>◆ All members of the faculty have a score above 3 during a five year study. Please see file Ten-4 in the document area of this report</p> <p>The 2018-2019 Faculty score is provided below and shows the score point of each faculty in the academic year 2018-2019. The chart and related data can be found in the document section named TEN-FIVE</p> <p>YEAR FACULTY SCORE 2018-2019</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td colspan="2" style="text-align: center;">Faculty #1</td> </tr> <tr> <td style="text-align: center;">4.03</td> <td></td> </tr> <tr> <td style="text-align: center;">Faculty #2</td> <td style="text-align: center;">4.17</td> </tr> <tr> <td style="text-align: center;">Faculty #3</td> <td style="text-align: center;">4.18</td> </tr> <tr> <td style="text-align: center;">Faculty #4</td> <td style="text-align: center;">3.58</td> </tr> <tr> <td style="text-align: center;">Faculty #5</td> <td style="text-align: center;">4.53</td> </tr> <tr> <td style="text-align: center;">Faculty #6</td> <td style="text-align: center;">4.23</td> </tr> </table> <p>Analysis: Five Year-Trend Data/Averages: (2014-2019)</p> <p>Analysis of averages of all faculty in a given year was summarized and the</p>	Faculty #1		4.03		Faculty #2	4.17	Faculty #3	4.18	Faculty #4	3.58	Faculty #5	4.53	Faculty #6	4.23	<p>◆ Improvement strategy are discussed to those faculty members whose score are lower than 3.5 with the chair of the program.</p> <p>Comparable Intended/Actual Results: (Summary Five Year Result)</p> <p>While the criteria was that 70% of the faculty will score 3 or above each semester, actual result was 100% of faculty scoring an average of 4.14 in a five year period. Therefore the department of Business met this criteria</p> <p>Year Faculty Activity Faculty Averages</p> <p>2014-2015 4.15</p>
Faculty #1																	
4.03																	
Faculty #2	4.17																
Faculty #3	4.18																
Faculty #4	3.58																
Faculty #5	4.53																
Faculty #6	4.23																

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

table below shows the outcome and it also listed in the document section with a file name: TEN-FIVE-YEAR TREND-AVERAGES

The trend data shows that no faculty member score less than three points in the scale.

## Year Faculty Activity Faculty Averages

2014-2015

4.15

2015-2016

4.05

2016-2017

4.17

2017-2018

4.22

2018-2019

4.12

Actual Five Year Average:

4.14

2015-2016

4.05

2016-2017

4.17

2017-2018

4.22

2018-2019

4.12

## Future Action

1. Faculty must provide skill in research
2. Faculty must improve teaching effectiveness
3. Faculty must attend faculty development workshop

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

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# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 24100 - Department: Business

Unit Manager: Nzeh, Okoroafor

**Objective: DRAFT - 2014-2019 BSA Unit Outcome 11 Evaluation of Student Experiences** - Five Year Department: Evaluation of Student Experiences

Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>◆ a. Departmental results should be used</li>   <li>b. SGS departmental results can be provided</li>   <li>c. Employers should be surveyed</li> </ul>	<ul style="list-style-type: none"> <li>◆ a. Department Exit Survey</li>   <li>b. Survey of Graduating Seniors (SGS)</li>   <li>c. Employer Survey</li> </ul>	<ul style="list-style-type: none"> <li>◆ Students in the Department of Business were evaluated by the following trend data during the period of study:                             <ul style="list-style-type: none"> <li>A. Major Field Test by ETS</li> <li>B. Evaluation by Internship site supervisor</li> </ul>                             Please see the trending data result at the Business Folder - Eleven-Internship and Eleven-ETS                         </li>   <li>ETS is a requirement in the Department of Business. It is a measure that provides performance of our students comparing to other national Business programs</li>   <li>For the ETS, data is shown below for a five year period. Each year outcome present new insight on what action to take. Faculty have made their time available to revisit those courses that present low score to our students such as quantitative analysis and accounting courses.</li>   <li>Similarly, students are</li> </ul>	<ul style="list-style-type: none"> <li>◆ Each outcome result trigger discussion among the faculty that brought a new idea for continuous improvement</li>   <li>◆ Analysis of a period of five years has been monitored by the leadership of the business program to help guide the office on how to improve and maintain the students Internship and ETS exams.</li>   <li>For the ETS, data is shown below for a five year period as each year outcome present new insight on what action to take. Faculty have made their time available to revisit those courses that present low score to our students such as quantitative analysis and accounting courses.</li>   <li>Similarly, students are monitored by the internship faculty coordinator and pay surprise visit to ensure that our students are deployed in the area that will meet the goal in the</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

monitored by the internship faculty coordinator and pay surprise visit to ensure that our students are deployed in the area that will meet the goal deployment in the area of discipline of study. Please see trend data below for further analysis:

Analysis ETS: Five Year Trend Data

YEAR	National College	Paine Percent
2014-2015	152	135
	88	
2015-2016	152	138
	90	
2016-2017	152	133
	87	
2017-2018	152	131
	85	
2018-2019	152	130
	85	

Actual Average: 87%

The Internship provides a measure one to see how our students are perform in a practical work setting. The students are evaluated by intern supervisor who works directly with our students.

Analysis Internship: Five Year Trend Data:

area of discipline of study. :

Comparable Intended/Actual Results: (Summary Five Year Result)

Actual Result ETS Average: 87%

Actual Result Internship Average: 90.6

Five Year Department evaluation of Student

Experiences shows that the leadership of the business program has been monitoring students experiences in order to help guide the office on how to improve and maintain the students internship and ETS exams. While students given a five year data trend show that the actual result was 87% and the internship score was 90.6%, the students achievement level show a good and acceptable performance

Therefor the department met the objective as intended.

Future Action Plan:

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

PERFORMANCE	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Professionalism	5	4	4		
Judgment	4	5	4		
Planning	5	4	5		
Communication	4	5	4		
Teamwork	5	4	5		
Competence	4	5	4		

Actual Average: 90.5

Number of Internship provided during the trend period:

Year	Number of Internship Provided
2014-2015	11
2015-2016	8
2016-2017	15
2017-2018	19
2018-2019	26

While both of these measures are external, it provides us with useful guidance on how to add more value to our

a. Departmental results should be used from ETS

b. Employers and Internship supervisors should be surveyed

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

		students	
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# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 24100 - Department: Business

Unit Manager: Nzeh, Okoroafor

**Objective: DRAFT - 2014-2019 BSA Unit Outcome 12 Curriculum Matrix - Five Year** Department: Curriculum Matrix

Intended Results	Assessment Measures	Actual Results	Use of Results
<p>◆ Meeting minutes will document that program learning outcomes are mapped correctly to the course learning outcomes for each department major</p>	<p>◆ Annual review (comparison of mapped program learning outcomes to course learning outcomes)</p>	<p>◆ Please see documents of meeting and discussion on Program outcome with file names: Twelve -1 Twelve -2 Twelve -3 Twelve -4</p>	<p>◆ Each meeting brings together ideas and strategy to improve the business program</p> <p>Analysis:</p> <p>Meetings in the Department of Business have centered on business of the Department and often lead to those issues as:</p> <ol style="list-style-type: none"> <li>1. Advisement and student mentoring</li> <li>2. PDP and Scholarship activities</li> <li>3. Due dates of SLO and program outcome</li> <li>4. Auditing graduating seniors status</li> <li>5. Classroom management</li> <li>6. Faculty and Student Evaluation</li> <li>7. Curriculum visitation</li> <li>8. Evaluating student organization</li> <li>9. Absenteesm</li> <li>10. Assessment and due dates</li> </ol> <p>Comparable Intended/Actual Results: (Summary Five Year</p>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Result):

Intended Results:  
Meeting minutes will document that program learning outcomes are mapped correctly to the course learning outcomes for each department major

Actual Results  
Please see supporting documents in the section Document Management of minutes reflecting on the question in the documents of meeting and discussion on Program outcome with file names:  
Twelve -1  
Twelve -2  
Twelve -3  
Twelve -4  
Twelve March 2019

The Paine College  
Department of Business  
met this criteria

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 24100 - Department: Business

Unit Manager: Nzeh, Okoroafor

Objective: DRAFT - 2014-2019 BSA Unit Outcome 13 Course Syllabi - Five Year Department: Course Syllabi

Intended Results	Assessment Measures	Actual Results	Use of Results
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# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

<p>◆ 100% of the syllabi will be constructed according to the approved syllabus format</p>	<p>◆ Compare each syllabus to the approved format</p>	<p>◆ One hundred percent of all courses offered in the Department of Business during the Academic Year 2018-2019 was constructed according to the approved syllabus format. The course syllabi was transmitted to office of Academic Affairs.</p> <p>Similarly, the course syllabi for the Department for the academic year 2019-2020 will be posted for the next cycle period</p>	<p>◆ The new course syllabi format for the department have provided useful opportunity in our SLO. For example the following benefits was realized:</p> <ol style="list-style-type: none"> <li>1. Linking the course Learning Outcome to the Program outcome</li> <li>2. Providing a good linkage to the SLO</li> <li>3. Providing a good format of instructional outline to the students</li> </ol> <p>Comparable of Intended/Actual Result: (Summary Five Year)</p> <p>One hundred percent of all courses offered in the Department of Business during the Academic Year 2018-2019 was constructed according to the approved syllabus format by TRACS. The course syllabi was transmitted to office of Academic Affairs.</p> <p>The Department of Business have met this criteria as required by TRACS</p>
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# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 24100 - Department: Business

Unit Manager: Nzeh, Okoroafor

Objective: DRAFT - 2014-2019 BSA Unit Outcome 14 Comparability of Degree Program - Five Year Department: Comparability of Degree Program			
Intended Results	Assessment Measures	Actual Results	Use of Results
<p>◆ Develop these based on the major program</p>	<p>◆ information related to program comparisons with benchmark institutions should be added to individual program outcomes. These are benchmarks related to support courses, required core courses, required major courses; also include information related to internships/practical and capstone courses, if applicable</p>	<p>◆ The following five Colleges were benchmark based on the comparability of their degree program. Analysis of the five institutions was performed given the major program offered in the College</p> <p>Benchmark:</p> <p>.</p> <ol style="list-style-type: none"> <li>1. 4-year degree program</li> <li>2. Common Curriculum Hours offered</li> <li>3. Major Core courses - Common Professional Component (CPC)</li> <li>4. Concentration/Emphases</li> <li>5. Elective Courses</li> <li>6. All of them were accredited by Accreditation Council of Business Schools and Programs</li> <li>7. All are located in the South East Georgia/South Carolina</li> </ol> <p>***Please see data file name Comparable Degree Program in the Document Management area of this report</p>	<p>◆ Finding indicates the following:</p> <ol style="list-style-type: none"> <li>1. Benedict and Morris are heavy on General Education/Common Core courses while Paine College was a distant third with Voorhees the fourth and Claflin the least offering of General Education courses in their program</li> <li>2. The interesting aspect of this comparable institution is that 80% of all the school have the same number of hours in their major core courses. All specialized agencies like ACBSP would like their members to offer more business subjects than general education courses.</li> <li>3. Most of the institutions have all similar hours for their major concentration</li> <li>4. One institution gave 18 hours of free elective but of business subject courses. This may appeal to the students to voluntarily chose a</li> </ol>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

course of their choice.

Please see data file name  
Comparable Degree  
Program in the Document  
Management area of this  
report

Comparable of  
Intended/Actual Results:  
(Summary Five Year  
Result)

Intended Result:  
Comparability of Degree  
Program: Develop these  
based on the major  
program

Actual Result:  
Five Colleges were  
benchmark based on the  
comparability of their  
degree program.  
Analysis of the five  
institutions was performed  
given the major program  
offered in the College. All  
of them were accredited  
by Accreditation Council  
of Business Schools and  
Programs to which Paine  
College Department of  
Business was accredited

Benchmark:

1. 4-year degree program
2. Common Curriculum  
Hours offered
3. Major Core courses -  
Common Professional

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

			<p>Component (CPC)</p> <p>4. Concentration/Emphases</p> <p>5. Elective Courses</p> <p>6. All are located in the South East Georgia/South Carolina</p> <p>7. All located in the South East of the United States.</p> <p>Outcome Result:</p> <p>Paine College of Business met this criteria by comparing peer institutions actual curriculum with Paine College.</p>
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# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 24100 - Department: Business

Unit Manager: Nzeh, Okoroafor

Objective: DRAFT - 2014-2019 BSA Unit Outcome 15 Library Resources - Five Year Department: Library Resources			
Intended Results	Assessment Measures	Actual Results	Use of Results
<p>◆ 85% of the requested resources were ordered, catalogued, and available for use annually</p>	<p>◆ Compare library resources to the requested resources annually</p>		<p>◆ Our students reveal that both electronic resources, periodicals and other books and hard copy materials are sufficient in terms of completing their course assignments</p> <p>Paine College Library is a key resource for our program accreditation with ACBSP. The department have developed friendly relationship with the library because they serve to help do most of our report including but limited to the following services:</p> <ol style="list-style-type: none"> <li>1. 2001 ACBSP initial visit for Business program accreditation</li> <li>2. 2011 Reaffirmation of the Business program</li> <li>3. Every other year Quarterly report to ACBSP</li> <li>4. The upcoming visit by ACBSP in the Fall of 2021.</li> </ol> <p>Comparable of Intended/Actual Result:</p>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

- ◆ Students use business related electronic sources on a regular basis to complete research paper and other report assignments. Usage rate varies based on course requirements. Please see File Fifteen-5 in the document area for more information

## ELECTRONIC BOOKS-BUSINESS

### YEAR PUBLISHED COUNT

2018	27
2017	200
2016	547
2015	1139
2014	1769
TOTAL	3682

### ECONOMICS

2019	1
2018	5
2017	94
2016	222
2015	543
2014	892
TOTAL	1757

GRAND TOTAL  
7196

(Summary Five Year Result)

Intended Result:  
85% of the requested resources were ordered, catalogued, and available for use annually

Actual Result:  
Students use business both related and non related electronic sources on a regular basis to complete research paper and other report assignments. Usage rate varies based on course requirements. The library provides volume and support of our resource needed to run our program. Please see File Fifteen-5 in the document area for more information

Outcome:  
The Business Department met this criteria. The business program excels in volume, content and housing of all resources needed to run an efficient and effective program.

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 24100 - Department: Business

Unit Manager: Nzeh, Okoroafor

Objective: DRAFT - 2014-2019 BSA Unit Outcome 16 - Adequate Budget - Five Year Department: Adequate Budget			
Intended Results	Assessment Measures	Actual Results	Use of Results
<p>◆ At least 75% of the budgeted amounts were spent each year</p>	<p>◆ Comparison of budgeted expenses to actual expenses</p>	<p>◆ The College has been meeting the Department expenditure through the office of Academic Affairs</p> <p>Having been the chair of the Department of Business for the last 22 years, I can attest that Paine College has never failed to fund any request in our academic unit. Although this report goes down to the period of the financial struggle of the College, nevertheless Paine has been very effective in investing its money wisely in the entire academic unit.</p> <p>1. Title III has supported our faculty and students to travel for research presentation</p> <p>2. Title III funds helps for faculty development conferences, travel and expenditures</p> <p>Paine College continually pay our annual ACBSP accreditation fee and fund the department chair's annual conference travel</p>	<p>◆ Paine College Department of Business utilizes a democratic process to distribute the funded money to the department</p> <p>1. Budget process are submitted by chair person in month of March of the spring semester. Faculty meeting is used to discuss the budgeted amount and how much each faculty will get for his travel Professional Development.</p> <p>2. While everyone input is required in developing the budget process, actual approved by administration will determine how the requested budget was funded. Adjustment are made with justification to keep the requested budget where needed.</p> <p>3. In some cases, faculty members may be asked to conference as a group to travel for any faculty and student presentations.</p>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

		<p>The expenditure presented below is just a part of available information from the office of the chair as there was no official budget during those years of struggle</p> <p>Please see the following Tables in the Document Management module:</p> <ol style="list-style-type: none"><li>1. Sixteen - A Chart</li><li>2. Sixteen - Expenditure Trending Data</li></ol>	<p>Comparable of Intended/Actual Result:</p> <p>Intended Result: At least 75% of the budgeted amounts were spent each year</p> <p>Actual Result: Having been the chair of the Department of Business for the last 22 years, I can attest that Paine College has never failed to fund any request in our academic unit. Although this report goes down to the period of the financial struggle of the College, nevertheless Paine has been very effective in investing its money wisely in the entire academic units.</p> <p>Please see the data files both in budgeting and expenditure of the business program financial information:</p> <ol style="list-style-type: none"><li>1. Sixteen - A Chart</li><li>2. Sixteen - Expenditure Trending Data</li></ol> <p>Outcome Result:</p> <p>Paine College Department of Business met this criteria.</p>
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# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 24150 - Major: Business Administration (B.S.)

Unit Manager: Nzeh, Okoroafor

**Objective: DRAFT - Common Professional Components (CPC) In Business** - Graduates of Business Program must demonstrate knowledge in the field of business administration

Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>◆ Eighty Percent of the graduates of the Business Program must pass all CPC courses with an average of "B" OR better grade.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Common Program Competency in the field of business</li> <li>◆ Forth-Two Credit Hours of Common Program Competency in the field of business will be used to measure knowledge in the business subject. Instrument includes:                             <ol style="list-style-type: none"> <li>1. Tests</li> <li>2. Rubric</li> <li>3. Writing Skill</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>◆ 2014-2016 More rigorous research approach in teaching Capstone course was put in place</li> <li>2015-2016 Rubric measures utilizing case analysis was initiated</li> <li>2016-2017 More positive result in research and quantitative analysis</li> <li>2017-2018 The result showed positive trend to the established success criteria</li> <li>2018-2019  The result continue to show a positive track trending that students outcome is inline with the stated objective                             <ol style="list-style-type: none"> <li>1. Continue to apply rubric measure in case studies</li> <li>2. Positive result in quantitative analysis area</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>◆ Analysis of the CPC courses was used as a feedback to determine what action can be taken to improve students' overall performance. The CPC courses showed lower results performance in some areas but the good indicator or the five year report showed weaknesses and actions taken</li> <li>Root Performance weak areas are:                             <ol style="list-style-type: none"> <li>1. Accounting</li> <li>2. Management</li> </ol>                             Action: Accounting and Management Instructors have been asked for changes in teaching method and to apply accounting software as required. Further to employ decision incidence matrix when necessary.                               Overall Assessment Outcome:  The Intended Result of this Objective:                         </li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

3. Positive tracking trends in economics

Note: This is an area where every discipline is offered as a required course and the department's position is that all our students must the skill set needed as business student.

\*\*\* Please see on the Document section - Business for a file entitled CPC 2018-2019 for more outcome analysis

Eighty Percent of the graduates of the Business Program must pass all CPC courses with an average of "B" OR better grade.

Result of Intended Outcome:

The result show that more than eighty percent of the graduates of the Business Program pass all CPC courses with more than an average of "B," and please see data in the Document Management area with file name entitled: CPC Courses.

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 24150 - Major: Business Administration (B.S.)

Unit Manager: Nzeh, Okoroafor

**Objective: Educational Testing Services (ETS) In Business Major Field Test** - Student must demonstrate leadership skill in the positions of government, entrepreneurship, industry and community.?

Intended Results	Assessment Measures	Actual Results	Use of Results
<p>◆ 80% of Paine College Business students taking the MFT (ETS) exam will score near the mean of the national MFT score annually</p>	<p>◆ The ETS</p>		<p>◆ Analysis of a period of five years has been monitored by the leadership of the business program to help guide the office on how to improve and maintain the student's ETS exams.</p> <p>The ETS data is shown below for a five year period as each year outcome present new insight on what action to take. Faculty have made their time available to revisit those courses that present low score to our students such as quantitative analysis and accounting courses.</p> <p>Comparable Intended/Actual Results: (Summary Five Year Result)</p> <p>Actual Result ETS Average: 87% - Five Year Average Computed Intended objective goal: 80%</p>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

- ◆ The ETS data is shown below for a five year period. Each year outcome present new insight on what action to take. Faculty have made their time available to revisit those courses that present low score to our students such as quantitative analysis and accounting courses. Please see trend data below for further analysis and an attached file in the Management Document entitled ETS.

Analysis ETS: Five Year Trend Data

YEAR	National Paine College	Percent
2014-2015	152	135
	88	
2015-2016	152	138
	90	
2016-2017	152	133
	87	
2017-2018	152	131
	85	
2018-2019	152	130
	85	

Actual Average: 87%

Five Year Department evaluation of Student

Experiences shows that the leadership of the business program has been monitoring students experiences in order to help guide the office on how to improve and maintain the student's ETS exams. While students given a five year data trend show that the actual result was 87%, the students achievement level show a good and acceptable performance

Where as the intended result was at 80% criteria of Paine College level of achievement by the students the actual result computed over a five year period was 87%.Therefore the department met the objective as intended.

Future Action Plan:

a. Departmental results should be used from ETS

b. Secure study guide from ETS to provide an improvement strategy to the students

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 24150 - Major: Business Administration (B.S.)

Unit Manager: Nzeh, Okoroafor

**Objective: DRAFT - Internship** - Graduate of Business Program must demonstrate theoretical knowledge and practical experience through a program of cooperative education and internship

Intended Results	Assessment Measures	Actual Results	Use of Results				
<p>◆ 85 % of the students who interned in the community must earn a performance evaluation rating above average by their on-Site supervisor.</p>	<p>◆ Intern on-site supervisors rank student's performance on a scale of 1 – 5:</p> <ol style="list-style-type: none"> <li>5. Outstanding</li> <li>4. Very Good</li> <li>3. Effective</li> <li>2. Marginal</li> <li>1. Unacceptable</li> </ol> <p>The following variables Outcomes were analyzed:</p> <ol style="list-style-type: none"> <li>1. Professionalism</li> <li>2. Judgment</li> <li>3. Planning</li> <li>4. Communication</li> <li>5. Teamwork</li> <li>6. Competence</li> </ol>	<p>◆ Internship on-site supervisors are invited during our student activities</p> <p>The internship course is scheduled every semester because is required</p> <p>DOB mandated internship as a requirement for graduation in the Department</p> <p>Analysis in three year evaluation:</p> <ol style="list-style-type: none"> <li>1. The worst year of deployment was 2015-2016 academic year</li> <li>2. The worst performance outcome rating is communication</li> <li>3. The best performance success is professionalism</li> <li>4. More Number of students participated in the year 2017-2018</li> </ol> <p>Outcome: Year Ranking Percentage</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td>2014-2015</td> <td style="text-align: right;">4.5</td> </tr> <tr> <td style="text-align: center;">90%</td> <td></td> </tr> </table>	2014-2015	4.5	90%		<p>◆ Increased the Pool of Internship Industry Participants</p> <p>Increase pool of Internship providers: Augusta Economic Housing Community, Well Fargo; Georgia Lottery; John Deere; Augusta Neighborhood Improvement Inc; Citigroup; Augusta Business League; Capital City Bank and Trust Company and ADP.</p> <p>Advisory Board:</p> <p>Include on-site Internship Supervisors as Members of Business Advisory Board</p> <p>Intended Result: 85 % of the students who interned in the community must earn a performance evaluation rating above average by their on-Site supervisor.</p> <p>Actual Result:  Average Actual Result 909.6%</p>
2014-2015	4.5						
90%							

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

		2015-2016	4.3	Intended Result:  85%  Performance Feedback:  This outcome performed well and above the intended result by five-percentage points. The Department will change instrument measure in order to capture accurate and specific data during the next cycle.
		86%		
		2016-2017	4.5	
		90%		
		2017-2018	4.5	
		90%		
		2018-2019	4.8	
		96%		
		ACTUAL AVERAGE		
		DURNG STUDY		
		90.6		
		*** Please see a file		
		entitled Internship 2018-		
		2019 in the Document		
		section - Business. It is		
		displayed in a trending		
		format of Internship		
		experience by our		
		business students.		

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 24150 - Major: Business Administration (B.S.)

Unit Manager: Nzeh, Okoroafor

**Objective: Junior Exit Exam** - At the end of the study, student must have the skill set in business and the use of computer technology in Business Administration.

Intended Results	Assessment Measures	Actual Results	Use of Results
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# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

<p>◆ 75% of the juniors in the business program must pass the Junior Standard Exam (JSE) of the designated courses of the Common Professional Component (CPC) with an average score of 70% or better.</p>	<p>◆ To measure this student learning, students must take the Junior Exit Exam. The exam is administered to the students in the spring semester once the student has completed all bridge courses. This exam is multiple choice and essay and is summative in nature.</p> <p>Study guides re provided to all student via blackboard and student are informed at least two week prior to the test.</p>	<p>◆ Intended result expected of this outcome was that 75% of the juniors in the business program must pass the Junior Standard Exam (JSE) of the designated courses of the Common Professional Component (CPC) with an average score of 70% or better.</p> <p>Analysis: Actual Computed Achievement/Academic Year</p> <p>Academic Year</p> <p>Actual Computed Percent (%)</p> <p>2014-2015:</p> <p style="padding-left: 40px;">90%</p> <p>2015-2016:</p> <p style="padding-left: 40px;">80.47%</p> <p>2016-2017:</p> <p style="padding-left: 40px;">81.78%</p> <p>2017-2018:</p> <p style="padding-left: 40px;">77%</p> <p>2018-2019:</p> <p style="padding-left: 40px;">73%</p> <p>Computed Five Year Actual Average Result: 80.45</p>	<p>◆ The following assessment result was computed for this outcome.</p> <p>The intended outcome criteria set for this goal was 70% The 2018-2019 computed academic year was 73% The Five Year Computed Actual Average was 80.45</p> <p>Comparable for Result: (Summary Five Year Result)</p> <p>With an actual average result of 80.45% given a criteria of 70%, the department of business met this requirement</p> <p>Future Action Plan:</p> <ol style="list-style-type: none"> <li>1. Ensure that candidates took the exam at the required time</li> <li>2. Provide adequate study guide</li> <li>3. Provide adequate technology exam taking support.</li> <li>2.</li> </ol>
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# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 24200 - Department: Education

Unit Manager: Bennett, Gloria

Objective: DRAFT - 2014-2019 EDU Unit Outcome 01 - Enrollment - 5-Year Department Enrollment			
Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>◆ Maintain an enrollment that does not decline by 20% or more (per definition of TRACS Financial Stability)</li> </ul>	<ul style="list-style-type: none"> <li>◆ Secure official department enrollment from the Office of Institutional Research and the Quality Enhancement Plan</li> </ul>	<ul style="list-style-type: none"> <li>◆ 1. In 2014, the enrollment in the DOE was 48.</li> <li>2. In 2015, the enrollment in the DOE was 40.</li> <li>3. In 2016, the enrollment in the DOE was 21.</li> <li>4. In 2017, the enrollment in the DOE was 18.</li> <li>5. In 2018, the enrollment in the DOE is 36.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Although enrollment increased from 2017-2018 to 2018-2019, after review, the department determined that the increase in enrollment was unrelated to the recruitment strategies employed starting Fall 2018. Upon review of the enrollment data for fall 2018, it was determined that the increase was related to incoming freshman who immediately declared education as their major. To determine if additional or different recruitment strategies were needed, the department reviewed their efforts regarding the recruitment strategies employed from the previous year.</li> </ul> <p>1. Strategy (Undeclared Majors &amp; Meet and Greet): The department was in receipt of the list provided from the Registrar's Office of all undeclared majors. A total of 19 students were contacted, and of those students a total of 7 students made an</p>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

appearance at the “Meet and Greet”. Upon conversing with the students, there appeared to be some mild interest in considering Education as a major, yet once the program requirements were reviewed and discussed (especially with the program admissions assessment), the students decided not to declare Education as a major. Therefore, it is the belief of the department that if these students were exposed to some aspects of the Education department, then perhaps, students may gradually become interested in considering electives (specifically Education Pathways I).

2. Strategy (Education Club): The department decided not to implement the Education Club until the beginning of next five-year period. Therefore, the department will work with all currently enrolled students to establish an Education Club which will meet quarterly and will be tasked with inviting students who have not yet declared a major. This club will provide a platform to disseminate program admission information, allow all the department to pursue new

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

students/members, allow current majors to highlight their successes and challenges as an education major, and engage in professional networking and other professional development opportunities.

Adequate enrollment to facilitate student interaction is crucial to the provision of quality instruction. Although the enrollment declined slightly, the goal of maintaining at least 20% was achieved. The Department of Education (DOE) started discussion to develop and implement a recruitment plan during the 17-18 AY. The following strategies were implemented:

1. The registrar's office provided a list of undeclared majors. All students without a major declaration were invited to the "Meet & Greet: An Education Affair". The "Meet & Greet" introduced students to the benefits of education as a major.

2. An education club met quarterly to touch basis with undeclared and declared majors. Quarterly club meetings provided a platform to disseminate program

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

admission information, pursue new members, and allow current majors to highlight their successes and challenges as an education major and include quarterly meetings featured guest speakers from the educational community.

## Summary of Five-Year Assessment and Evaluation and Action Plan:

The outcome for enrollment was met, as over the last five-years, the program did maintain an enrollment that did not decline by 20%. The average enrollment each year was ~32 students. Although the enrollment did meet the intended outcome, overall, the program is experiencing a downward enrollment trend. Therefore, the department has decided to strengthen their recruitment efforts and desires to increase student enrollment in the Elementary Education Program to 100 students by 2024 by employing the following action plan below.

- Partner with the Upward Bound Program (at Paine College) as a platform for highlighting the benefits of

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

a career in education.

The students in Upward Bound Program are high-school bound students (11th and 12th graders).

The intent is that the students will choose to attend Paine College and furthermore will choose Education as a major. During the Upward Bound group sessions is when this will occur.

- Participate in the Annual HBCU Day at area churches. Several of the surrounding churches have HBCU Day. Various institution setup booth and highlight their school. Paine College hasn't participated, however faculty representatives from the department of education will be there. (Every March each year)

- Participate in the CSRA Annual College Night. All area high school students from everywhere is represented. (Every September each year)

- Participate in the Annual Georgia Education Signing Day. (May 8th every year)

- Visit local high schools quarterly and meet with the students encouraging them to choose Paine College as a path to a career in education

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

- Additional majors/programs to the educational department (to entice and attract other students).
- Continue to request the registrar's office provided a list of undeclared majors and invite all students without a major declaration will be invited to the "Meet & Greet: An Education Affair" at the beginning of each fall and spring semester. During this Meet and Greet, students will be encouraged to enroll in Education Pathways I (as an elective) to expose students to the department and provide support to successfully matriculate through the program.
- Start and maintain an Education Club for all currently enrolled Elementary Education majors. However, students who have yet to declare a major will be consistently invited in order to foster relationships and increase interest in the education program.  
See Document Attached

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 24200 - Department: Education

Unit Manager: Bennett, Gloria

Objective: DRAFT - 2014-2019 EDU Unit Outcome 02 - Retention Rate - 5 - Year Department Retention Rate			
Intended Results	Assessment Measures	Actual Results	Use of Results
<p>◆ 70% or more of the enrolled students will enroll the next fall term (per TRACS benchmark for 19.6 for overall compliance)</p>	<p>◆ Secure official department retention headcount and percent from the Office of Institutional Research and the Quality Enhancement Plan</p>	<p>◆ 2018-2019 AY Fall 2017-Fall 2018 Retention Rate: 67% Attrition Rate: 33%</p>	<p>◆ The support classes met weekly to strengthen or eradicate skill deficits while providing resources and instruction to sharpen their reading, writing, and math knowledge. The support classes had a positive effect on the retention rate. Retention rates are continuing to rise. The DOE made programmatic changes to offer mandatory support classes to all incoming freshman students. The support classes will keep education majors abreast of all requirements for admission while supporting them to meet the requirement during the freshman year. Admitting students at the end of the freshman year would increase the likelihood of them completing the program within four to five years. No one took the assessment; however, students will be taking the assessment at the end of December 2019.</p> <p>Summary of Five-Year Assessment and</p>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

## Evaluation and Action Plan

Conclusion: The average five-year rate for the department is 43%. Therefore, the program did not meet its intended outcome. The goal of the program for the next five-years is to increase retention rates 43% to 70%. In an effort to meet the intended outcomes for the next five years, the department has devised the following action plan below:

- Create two courses (Education Pathway I and Education Pathway II). These courses will be designed to support and prepare students for admissions into Department of Education/Elementary Education Program. Enroll all incoming freshman in EDU 160: Pathway to Education. The rationale is to ensure that all teacher education majors gain a competitive edge in their pursuit of a professional career in the K-12 Educational Arena. Paine College has implemented several changes in its teacher preparatory protocols. Academic expectations and mastery of grade

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

level standards have transformed the instructional, learning and assessment strategies in the classroom

- Modify the program plan of study to replace two electives (Education Pathway I and Education Pathway II). These courses are now considered required courses for all students majoring in Elementary Education. The rationale for this curriculum change was that many students are unable to be fully admitted to the Department of Education because their failure to meet the admission requirements such as mastering Program Admission Assessment (PPA), securing 40 volunteer hours, maintaining a GPA of 2.5, and GACE Ethics Entry Exam. Infuse the admission requirements into the contents of EDU 160 via course syllabus.

- To embed internships in the EDU403 course, with the attempt to keep students engaged throughout their academic matriculation, which could also lead to possible placements. The department will partner with Richmond County

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

			School Systems (Afterschool Programs) who will hire Paine College's students to provide instructions to the P-12 students in the program.
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# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 24200 - Department: Education

Unit Manager: Bennett, Gloria

Objective: DRAFT - 2014-2019 EDU Unit Outcome 03 - Completion Rate - 5 Year Department Completion Rate			
Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>◆ 50% or more of the graduates are from the specified department; 50% or more of the first-time freshmen who enrolled in the department four, six or eight years earlier graduated</li> </ul>	<ul style="list-style-type: none"> <li>◆ Secure official department completion headcount, percentage of graduates, and percentage of first-time freshmen four, six, and eight years prior to the entry date</li> </ul>	<ul style="list-style-type: none"> <li>◆ There are no graduates for May 2019.</li> <li>◆ Reporting Year: 2018-2019</li> </ul> <p>(4-6-Year Completion Rate): 9%</p> <p>Graduation Years: 2016-2018</p> <p>Entrance Term: FA2012</p>	<ul style="list-style-type: none"> <li>◆ By attaining 9%, the goal of 5% each year was obtained in 18-19 AY; but it's still far below the objective goal of 50%. We will continue with the implementation plan knowing it will take some time to recuperate such a huge deficit. Students' progress was monitored more closely in shorter intervals, mid-term and end of the semester.</li> </ul> <p>Summary of Five-Year Assessment and Evaluation and Action Plan</p> <p>Conclusion: The program did not meet the intended outcome for completion rate. At the end of the five-year period, the average completion rate of 6% was far below the goal of 50%. The goal of the department is to increase the completion rate by 5% each year until the goal of 50% is reached. The faculty members will continue to monitor the rates yearly by using the following strategies:</p>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

- Monitor students' progress more closely in shorter intervals at the course level at mid-term and end of the semester to ensure matriculation through their program of study
- Refer students to tutoring @ the Gibson Tutorial Center
- Collaborate with faculty members from other departments who teach the common curriculum courses to co-advise students at the onset of their college career.

See Document Attached

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 24200 - Department: Education

Unit Manager: Bennett, Gloria

Objective: DRAFT - 2014-2019 EDU Unit Outcome 04 - Placement Rate (for vocational programs) - 5 - Year ?- Placement Rate			
Intended Results	Assessment Measures	Actual Results	Use of Results
<p>◆ 70% or more of the graduates will be working in a position related to their major or which uses substantial information learned in the major</p>	<p>◆ Maintain placement data for all graduates at the department level; secure data from the Office of Career Services as needed</p>	<p>◆ Reporting Year: 2018-2019</p> <p>Placement Rate: N/A # of Graduates: 0 # of Graduates securing a position in the field of education:0</p> <p>Note: Data reflects those students fully admitted to the DOE program and excludes those students who have declared the major.</p>	<p>◆ Although there were no graduates this academic year, the DOE will continue to strive for 100% of its graduates securing a position in the field of education. Ensuring all candidates master all certification assessments prior to graduation and infusing assessment content into preparation classes should continue to contribute to attainment of this goal.</p> <p>Summary of Five-Year Assessment and Evaluation and Action Plan</p> <p>Conclusion: The program met the intended outcome for placement rate. The average placement rate for the past five-years is ~ 93%. Although the outcome was met and upon evaluation, there are opportunities to strengthen placement efforts. The department intends to achieve the placement benchmark by increasing the joint partnerships for</p>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

observations, field placements, and internships for education majors from 1 to 5 by 2024. Below reflects the action plan and strategies for the next five years.

- Meet with representatives from Terrell Academy: 2019 academic year to secure a MOU to agree to place Paine College students for field experiences, clinical internships (student teaching) and practical internships.

- Meet with representatives from Burke County: 2020 academic year to secure a MOU to agree to place Paine College students for field experiences, clinical internships (student teaching) and practical internships.

- Meet with representatives from Columbia County: 2021 academic year to secure a MOU to agree to place Paine College students for field experiences, clinical internships (student teaching) and practical internships.

- Meet with representatives from McDuffie County: 2022 academic year to secure a MOU to agree to place Paine College students

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

			for field experiences, clinical internships (student teaching) and practical internships.  See Document Attached
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# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 24200 - Department: Education

Unit Manager: Bennett, Gloria

**Objective: DRAFT - 2014-2019 EDU Unit Outcome 05 - Instructional Faculty (#1) – # of full-time and # of part-time - 5 - Year - Instructional Faculty (#1) – # of full-time and # of part-time**

Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>◆ The department employs at least one full-time, contracted, academically and spiritually qualified faculty for each major program area, including Common Curriculum, to teach and provide related duties, such as advising and curricular oversight needed for the institution to fulfill its mission (from TRACS IER#6a)</li> </ul>	<ul style="list-style-type: none"> <li>◆ Instructional Staff Listing tables for full-time and part-time faculty will be maintained annually by each department</li> </ul>	<ul style="list-style-type: none"> <li>◆ Reporting Year: 2018-2019 # of Full-Time Faculty Members: 2:</li> </ul>	<ul style="list-style-type: none"> <li>◆ The DOE has met the requirement each year. These faculty members are all qualified to teach, advise, and monitor the curriculum to ensure all students receive a quality education and are effective educators when they graduate from the program. The full-time to part-time faculty ratio will be analyze at the end of each AY to ensure adherence to the goal of at least one full-time faculty member in the DOE who is academically and spiritually qualified for each program area to teach and perform related duties.</li> </ul> <p style="margin-left: 20px;">Summary of Five-Year Assessment and Evaluation and Action Plan</p> <p style="margin-left: 20px;">Conclusion: The program has met its intended outcome for instructional faculty. The DOE has consistently met this objective every year for the past five years. As enrollment increases, the</p>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

			department will continue to monitor the full-time to part-time faculty to ensure that there is at least one full-time faculty member for each major in the department. No action plan is needed at this time.
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# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 24200 - Department: Education

Unit Manager: Bennett, Gloria

Objective: DRAFT - 2014-2019 EDU Unit Outcome 06 - Instructional Faculty (#2) – Adequacy - 5 - Year Instructional Faculty (#2) – Adequacy			
Intended Results	Assessment Measures	Actual Results	Use of Results
<p>◆ Maintains a student/faculty ratio of 10 students/1 faculty member</p> <p>Full-time faculty will teach at least 60 percent of the department courses</p>	<p>◆ Calculate department faculty/student ratio</p> <p>Calculate % of courses taught by full-time and part-time faculty members</p>	<p>◆ Reporting Year: 2018-2019</p> <p>Faculty to Student Ratio Faculty to Student Ratio: 22:1</p> <p>% of Courses taught by Full-time/Part-time Faculty % of courses taught by Full-time Faculty: 76% % of courses taught by Part-time Faculty: 24%</p>	<p>◆ Although the DOE met the goal of at least 10 students to 1 faculty member, it is higher than last AY. The faculty to student ratio is fluctuating yearly. We will continue to monitor class schedules and faculty course assignments to ensure adherence to our goal as we strive to increase the percentage of full-time faculty teaching assignments</p> <p>Summary of Five-Year Assessment and Evaluation and Action Plan</p> <p>Conclusion: The program has met its intended outcome for instructional faculty adequacy. Over the five-year period, the DOE maintained an average faculty to student ratio of 20:1 and full-time faculty taught 76% of the department courses. No additional actions are being considered at this time.</p>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 24200 - Department: Education

Unit Manager: Bennett, Gloria

**Objective: DRAFT - 2014-2019 EDU Unit Outcome 07- Instructional Faculty (#3) – respect for institutional statements - 5-Year Instructional Faculty (#3) – respect for institutional statements**

Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>◆ All department faculty will sign the institutional statements indicating that they know, understand, and respect the mission, objectives and philosophy of the institution</li> </ul>	<ul style="list-style-type: none"> <li>◆ Signatures on the institutional statement forms</li> </ul>	<ul style="list-style-type: none"> <li>◆ Reporting Year: 2018-2019 All DOE faculty members signed the institutional statements indicating that they know, understand, and respect the mission, objectives, and philosophy of the institution.</li> </ul>	<ul style="list-style-type: none"> <li>◆ As new DOE faculty members join the institution, their signature on the institutional statements indicating that they know, understand, and respect the mission, objectives, and philosophy of the institution will be obtained.</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 24200 - Department: Education

Unit Manager: Bennett, Gloria

**Objective: DRAFT - 2014-2019 EDU Unit Outcome 08 - Instructional Faculty (#4) – Faculty Competence - 5 - Year Instructional Faculty (#4) – Faculty Competence**

Intended Results	Assessment Measures	Actual Results	Use of Results
<p>◆ 1. All full-time departmental faculty have earned at least a master's degree with at least 18 graduate hours in the discipline of teaching assignment</p> <p>2. Full-time faculty without the minimum degree credential have demonstrated competencies which the institution has determined through a formally documented process to be equivalent to the required degree</p>	<p>◆ 1. Full-time faculty with at least a master's degrees that includes 18 hours in the teaching discipline</p> <p>2. Full-time faculty without the minimum degree credential are evaluated to ensure that they have demonstrated competencies that are equivalent to the required degree</p>	<p>◆ Reporting Year: 2018-2019 All full-time faculty members in the Department of Education have a doctorate degree.</p>	<p>◆ Since all full-time faculty in the DOE have a doctorate degree, we will continue to strive to ensure that all faculty members have at least a master's degree that includes 18 hours in the teaching discipline. As we seek to hire new faculty, that will become a criterion for hiring new faculty.</p> <p>Summary of Five-Year Assessment and Evaluation and Action Plan</p> <p>Conclusion: The program has met its intended outcome for faculty competence. Although all of the faculty currently meet the necessary credentials, upon evaluation, the department determined there is always room for improvement. Over the next five years, we will encourage all faculty members to attend at least two conferences that will strengthen the skills in their discipline every academic year.</p>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

			<p>2019-2024 Action Plan to Strengthen Faculty Competence</p> <p>Strategies</p> <p style="text-align: right;">Start</p> <p>Date    End Date Cost</p> <ul style="list-style-type: none"><li>• All faculty will attend at least two conferences every academic year.</li></ul> <p>8/1/2019 5/30/2024 \$25,000.00 (\$5,000 per year)</p> <p>See Attached Document</p>
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# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 24200 - Department: Education

Unit Manager: Bennett, Gloria

Objective: DRAFT - 2014-2019 EDU Unit Outcome 09 - Appropriate Percentage of Full-Time Faculty - 5 - Year Appropriate Percentage of Full-Time Faculty			
Intended Results	Assessment Measures	Actual Results	Use of Results
<p>◆ a. At least 50% of courses in each term are taught by full-time faculty</p> <p>b. At least 25% of all full-time faculty for each major offered have earned a terminal degree in their teaching field</p>	<p>◆ a. # courses, # taught by full-time faculty, % of courses taught by full-time faculty</p> <p>b. # faculty, # with a terminal degree, % of faculty for each major with a terminal degree</p>	<p>◆ Reporting Year: 2018-2019</p> <p>Fall 2018                      # of courses:24                      # of courses taught by full time faculty: 21                      % of courses taught by full time faculty members:87%                      % of DOE faculty with a terminal degree: 100%</p> <p>Spring 2019                      # of courses: 16                      # of courses taught by full time faculty: 14                      % of courses taught by full time faculty members: 87%                      % of DOE faculty with a terminal degree: 100%</p>	<p>◆ Since the Department of Education met its goal of ensuring that at least 50% of its courses will be taught by full-time faculty members and at least 25% of the full-time faculty members will have a terminal degree in their teaching field, this objective will continue to be monitored on a yearly basis.</p> <p>Summary of Five-Year Assessment and Evaluation and Action Plan</p> <p>Conclusion: The program has met its intended outcome for Instructional Faculty - Appropriate Percentage of Full-Time Faculty. Over the past five years, full-time faculty taught an average of 83% of the department courses and 100% of the full-time faculty had a terminal degree. As new faculty members are added to the department in the next five years, the DOE will continue to evaluate the credentials of potential candidates to</p>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

			<p>ensure adherence to the goal of at least 50% of courses in each term are taught by full-time faculty and at least 25% of all full-time faculty for each major offered have earned a terminal degree in their teaching field. No additional actions are being considered at this time.</p>
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# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 24200 - Department: Education

Unit Manager: Bennett, Gloria

Objective: DRAFT - 2014-2019 EDU Unit Outcome 10 - Course Evaluations - 5 - Year Course Evaluations			
Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>◆ 70% of the faculty will score 3 or above each semester</li> </ul>	<ul style="list-style-type: none"> <li>◆ Policy Manual (Vol. 4) –Appendix 4.5.3G: Student Evaluation Form</li> </ul>	<ul style="list-style-type: none"> <li>◆ Reporting Year: 2018-2019 The average mean score for the course evaluations in the DOE for 2018-2019 AY was 4.2</li>   <li>100% of the DOE faculty scored at least a 3.5 on the course evaluations</li> </ul>	<ul style="list-style-type: none"> <li>◆ The DOE met this objective and will continue to maintain or excel this score. At the end of each semester, the faculty members reviewed the results of his/her course evaluations and used the results to develop an individual Professional Development Plan (PDP). This plan will be used in the upcoming year to improve instruction.</li>   <li>Summary of Five-Year Assessment and Evaluation and Action Plan</li>   <li>Conclusion: The program has met its intended outcome for 5-Year Course Evaluations with an average mean score of 4.0. Although all faculty members scored above the goal of at least 3, the faculty recognized the need for improvement. To facilitate improvement, each faculty member will develop a Professional Development Plan (PDP) to improve instruction, student engagement, and classroom environment.</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

			<p>2019-2024 Action Plan to Strengthen Program Faculty (5-year End-of-Course Evaluations)</p> <p>Strategies Start Date End Date Cost Use data from the course evaluations to develop individual PDP each year. Fall 2019 Spring 2024 \$0</p> <p>See Document Attached</p>
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# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 24200 - Department: Education

Unit Manager: Bennett, Gloria

Objective: DRAFT - 2014-2019 EDU Unit Outcome 11 - Evaluation of Student Experiences - 5 - Year Evaluation of Student Experiences			
Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>◆ a. Departmental results should be used</li> <li>b. SGS departmental results can be provided</li> <li>c. Employers should be surveyed</li> </ul>	<ul style="list-style-type: none"> <li>◆ a. Department Exit Survey</li> <li>b. Survey of Graduating Seniors (SGS)</li> <li>c. Employer Survey</li> </ul>	<ul style="list-style-type: none"> <li>◆ Reporting Year: 2018-2019</li> </ul> <p>In the four years (2017-2014) at least 80% of Paine College student in the DOE were satisfied with their educational experiences.</p> <p>90% of Paine College students were satisfied with their preparation for graduate school.</p>	<ul style="list-style-type: none"> <li>◆ The DOE had no graduates this year.</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 24200 - Department: Education

Unit Manager: Bennett, Gloria

Objective: DRAFT - 2014-2019 EDU Unit Outcome 12 - Curriculum Matrix - 5 - Year Curriculum Matrix			
Intended Results	Assessment Measures	Actual Results	Use of Results
<p>◆ Meeting minutes will document that program learning outcomes are mapped correctly to the course learning outcomes for each department major</p>	<p>◆ Annual review (comparison of mapped program learning outcomes to course learning outcomes)</p>	<p>◆ Reporting Year: 2018-2019</p> <p>All major courses in the DOE have been mapped to the assessments, program learning outcomes, and the course learning outcomes. Please see an uploaded document in the Document Management. See document attached in appendices.</p>	<p>◆ At the end of each AY, the faculty will analyze assessment results to determine the effectiveness of the alignment. At least 80% of the graduating seniors will pass all certification assessments</p> <p>Technology is integrated in all twenty (20) education courses by the 2019-2020 academic year.</p> <p>Summary of Five-Year Assessment and Evaluation and Action Plan</p> <p>Conclusion: The program has met its intended outcome on curriculum matrix. Several revisions were made to align assessments to program learning outcomes and course outcomes. Technology was added to all major courses and two new courses were added to replace two electives. Re-organizing the program of study will allow students to be admitted into the program</p>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

			<p>sooner to assure a timelier matriculation through the program. No additional actions are being considered at this time.</p> <p>See Document Attached</p>
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# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 24200 - Department: Education

Unit Manager: Bennett, Gloria

**Objective: DRAFT - 2014-2019 EDU Unit Outcome 13 - Course Syllabi - 5 - Year Course Syllabi**

Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>◆ 100% of the syllabi will be constructed according to the approved syllabus format</li> </ul>	<ul style="list-style-type: none"> <li>◆ Compare each syllabus to the approved format</li> </ul>	<ul style="list-style-type: none"> <li>◆ Reporting Year: 2018-2019</li> </ul> <p>All course syllabi have been compared to the approved syllabi format. 100% of the DOE courses have been created using the approved format.</p>	<ul style="list-style-type: none"> <li>◆ At the beginning of each semester, the faculty evaluated each course syllabus to ensure compliance to the standard syllabi format. The faculty will continue to monitor for compliance and correct accordingly.</li> </ul> <p>Summary of Five-Year Assessment and Evaluation and Action Plan</p> <p>Conclusion: The program has met its intended outcome for course syllabi review. Although all courses consistently adhered to the approved format, the faculty determined additional improvements were needed to strengthen the program. The faculty determined that not only was it necessary to ensure consistency through a syllabi template, but program learning outcomes, assessments, and course learning outcomes needed to align as well. The following action will be implemented to further</p>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

			<p>strengthen the program.</p> <p>2019-2024 Action Plan to Strengthen Program Course Syllabi</p> <p>Strategies Start Date End Date Cost</p> <ul style="list-style-type: none"><li>• Meet at the end of every semester (review instructional strategies and make adjustments as needed)</li></ul> <p>8/1/2019 5/30/2024 \$0</p> <p>See Document Attached</p>
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# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 24200 - Department: Education

Unit Manager: Bennett, Gloria

Objective: DRAFT - 2014-2019 EDU Unit Outcome 14 - Comparability of Degree Programs - 5 - Year Comparability of Degree Programs			
Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>◆ Develop these based on the major program</li> </ul>	<ul style="list-style-type: none"> <li>◆ Information related to program comparisons with benchmark institutions should be added to individual program outcomes. These are benchmarks related to support courses, required core courses, required major courses; also include information related to internships/practice and capstone courses, if applicable.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Reporting Year: 2018-2019 Criteria Paine College Claflin University Major Hours 56/57 73 Passed Cert. Exams No Graduates Unknown Placement No Graduates Unknown Field Experience Hrs. 106 100</li> </ul>	<ul style="list-style-type: none"> <li>◆ Although the DOE didn't have any graduates this AY, the focus will continue to be on ensuring 100% of the graduates pass all certification exams and are placed in the area of preparation.</li> </ul> <p style="margin-left: 20px;">Summary of Five-Year Assessment and Evaluation and Action Plan</p> <p style="margin-left: 20px;">Conclusion: The program has met its intended outcome for program comparability. Our program was comparable to other program with respect to course offerings, admission and completion requirements, as well as placement rates. No additional actions are being considered at this time.</p> <p style="margin-left: 20px;">See Document Attached</p>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 24200 - Department: Education

Unit Manager: Bennett, Gloria

Objective: DRAFT - 2014-2019 EDU Unit Outcome 15 - Library Resources - 5 - Year Library Resources			
Intended Results	Assessment Measures	Actual Results	Use of Results

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

<p>◆ 85% of the requested resources were ordered, catalogued, and available for use annually</p>	<p>◆ Compare library resources to the requested resources annually</p>	<p>◆ Reporting Year: 2018-2019 In 18-19 AY, the DOE requested several resources for additional reading material. The request was fulfilled.</p>	<p>◆ Since the library has consistently fulfill the request for materials and resources, the DOE will continue research and request resources that will advance students' knowledge as it strives to ensure its students are benefiting from the most current resources.</p> <p>Summary of Five-Year Assessment and Evaluation and Action Plan</p> <p>Conclusion: The program has met its intended outcome for library resources. Even though the DOE didn't request resources every year, the faculty determined that all of its needs for library resources were met. Going forward, the DOE is planning to request subscriptions to various research websites.</p> <p>2019-2024 Action Plan to Strengthen Library Resources</p> <p>Strategies Start Date End Date Cost Increase access to Research Website (subscription) 8/1/2020 5/1/2021 TBD</p> <p>See Document Attached</p>
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# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 24200 - Department: Education

Unit Manager: Bennett, Gloria

Objective: DRAFT - 2014-2019 EDU Unit Outcome 16 - Adequate Budget - 5 - Year - Adequate Budget			
Intended Results	Assessment Measures	Actual Results	Use of Results
<p>◆ At least 75% of the budgeted amounts were spent each year</p>	<p>◆ Comparison of budgeted expenses to actual expenses</p>	<p>◆ Reporting Year: 2018-2019                      Budgeted Expenses:                      Actual Expenses: %                      Spent                      Supplies: \$541.07                      \$541.07 100%                      Travel: \$4161.61                      \$4161.61 100%                      Contractual: \$4060.00                      \$4060.00 100%</p>	<p>◆ The Department of Education (DOE) will continue to maintain membership in professional organizations as well as attend professional development opportunities that are offered. Membership in professional organizations and participating in professional development allows the DOE faculty members to stay abreast of the latest research and trends affecting teacher education. The DOE was afforded all necessary equipment and supplies to ensure its ability to provide all students with the quality education they deserved. The electronic portfolio was purchased and implementation will begin in the 19-20 AY. We are also planning to write at least two grants to supplement DOE funds.</p> <p>A. Summary of Five-Year Assessment and Evaluation and Action Plan</p> <p>Conclusion: The program has met its intended</p>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

			<p>outcome for the budget. To supplement the income for the DOE, we are planning to write at least two grants in the 19-20 AY.</p> <p>2019-2024 Action Plan to Strengthen Program's Budget</p> <p>Strategies Start Date End Date Cost Write two grants by the 2024 to supplant 30% of program's their budget. 8/1/2019 5/30/2024 \$0.00</p> <p>See Document Attached</p>
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# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 24200 - Department: Education

Unit Manager: Bennett, Gloria

Objective: DRAFT - Recruitment and Enrollment - The Department of Education will increase the enrollment of education majors by 5% each year.			
Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>The Department of Education will increase the enrollment of education majors by 5% each year.</li> <li>The fall 2018 enrollment of education majors is 36</li> </ul>	<ul style="list-style-type: none"> <li>The official enrollment data from the office of Institutional Research</li> </ul>	<ul style="list-style-type: none"> <li>By fall of the 19-20 AY the enrollment for Department of Education increased from 36 to 41. The DOE met its goal of 5%. The DOE will continue implementing the identified strategies to increase its enrollment by at least 5% each year.</li> </ul>	

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 24200 - Department: Education

Unit Manager: Bennett, Gloria

Objective: DRAFT - Retention of Education Majors - The Department of Education will retain 80% of its majors from 2017-2018 AY.			
Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>◆ 80% of education majors will pass the GACE PAA by the end of their sophomore year.</li> </ul>	<ul style="list-style-type: none"> <li>◆ The official GACE score report will document the percentage of candidates passing the GACE PAA.</li> </ul>	<ul style="list-style-type: none"> <li>◆ One (1) out of the four (4) the eligible candidates passed the GACE Program Admission Assessment by the end of the 18-19 AY.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Insufficient time to implement the support strategies prevented the Department of Education (DOE) from obtaining the desired results. The DOE will continue with its implementation strategies in the 19-20 AY. All sophomores who have not mastered the Program Admission Assessment will be required to enroll in the support classes.</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 24250 - Major: Early Childhood Education Major (B.S.)

Unit Manager: Bennett, Gloria

Objective: DRAFT - All Students can Learn - Candidates will demonstrate a moral imperative that all students can learn.			
Intended Results	Assessment Measures	Actual Results	Use of Results
<p>◆ 1. 80% of the candidates will score at least at the "Acceptable" level on the Professional Disposition Matrices on the first attempt.</p>	<p>◆ Professional Disposition Index</p> <p>Georgia Professional Standards Commission (GaPSC) requires Educator Preparation Programs to develop a Professional Disposition Assessment</p> <p>Professional dispositions are defined as the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth.</p>	<p>◆ This assessment is administered at the end of each academic year to graduating seniors.</p> <p>Reporting Year: 2018-2019 # of graduates: 0</p>	<p>◆ The Department of Education curriculum committee met each summer following the AY. From those discussions, the following decisions were implemented:</p> <p>Although the department had no graduates, the search for a new dispositions assessment resulted in the adoption of a new assessment. Beginning in the 19-20 AY, the DOE will implement the Candidate Dispositions Performance Assessment. It will be administered at the beginning of the junior year to collect baseline data and administered several times during the course of the program to document growth. The final assessment will be administered at the end of the senior year during Clinical Internship.</p> <p>Summary of Five-Year Assessment and Evaluation and Action Plan</p> <p>Conclusion:</p>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

PLO 6: The program has met its intended outcome on candidates' ability to demonstrate a moral imperative that all students can learn. The goal of 80% of the candidates will score at least at the "Acceptable" level on the Professional Disposition Matrices on the first attempt was met. Over the last five years, 100% of the candidates met this objective. Infusing assessment content into all major course content contributed to the success of this outcome.

No additional actions are being considered at this time.

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 24250 - Major: Early Childhood Education Major (B.S.)

Unit Manager: Bennett, Gloria

Objective: DRAFT - Analyze Assessment Results - Candidates will analyze the results of assessments as an integral part of the teaching process.			
Intended Results	Assessment Measures	Actual Results	Use of Results
<p>◆ 2. 80% of the candidates will score at least a level 3 on the edTPA response to commentary prompts 5, 6, 7, 8, 9, 11, 16, &amp; 17.</p>	<p>◆ edTPA Teacher Performance Assessment</p> <p>edTPA is a performance-based assessment designed to engage candidates in demonstrating their understanding of teaching and student learning in authentic ways.</p> <p>The assessment is composed of four tasks:                      (1) Planning for literary instruction and assessment                      (2) Instructing and engaging students in literacy learning                      (3) Assessing students' literacy learning                      (4) Assessing students' mathematics learning.</p>	<p>◆ Reporting Year: 2018-2019</p> <p># of candidates in Clinical Internship: 0                      % of the candidates submitting portfolios and scored at least a 3: 0%</p>	<p>◆ The Department of Education curriculum committee met each summer following the AY. From those discussions, the following decisions were made:</p> <p>Since there were no candidates in Clinical Internships this AY, the faculty will continue to infuse assessment components in major courses and require a portfolio submission during Clinical Internship. The DOE intends to search for non-clinical internship opportunities that will allow seniors to work as paid interns working in various afterschool programs during the 1st semester of their senior year. This would provide candidates additional experiences working with P-12 students prior to Clinical Internship</p> <p>Summary of Five-Year Assessment and Evaluation and Action Plan</p>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

			<p>Conclusion:</p> <p>PLO 1: The program has met its intended outcome of candidates' ability to analyze the results of assessments as an integral part of the teaching process. The goal of at least 80% of the candidates will score at least a level 3 on the edTPA response to commentary prompts 5, 6, 7, 8, 9, 11, 16, &amp; 17 was met. Over the last five years, 80% of the candidates met this objective. Candidates having an option to submit a portfolio contributed to just meeting this goal. 20% of the candidates chose not to submit a portfolio.</p> <p>No additional actions are being considered at this time.</p> <p>See Document Attached</p>
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# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 24250 - Major: Early Childhood Education Major (B.S.)

Unit Manager: Bennett, Gloria

Objective: DRAFT - Cite Research - Candidates will cite research to demonstrate an understanding of student development and instruction.?			
Intended Results	Assessment Measures	Actual Results	Use of Results
<p>◆ 3. 80% of the candidates will score at least a level 3 on the response to the edTPA commentary prompts 1, 2, 3, 4, 10, &amp; 15.</p>	<p>◆ edTPA Teacher Performance Assessment</p> <p>edTPA is a performance-based assessment designed to engage candidates in demonstrating their understanding of teaching and student learning in authentic ways.</p> <p>The assessment is composed of four tasks:                      (1) Planning for literacy instruction and assessment                      (2) Instructing and engaging students in literacy learning                      (3) Assessing students' literacy learning                      (4) Assessing students' mathematics learning.</p> <p>◆ 3. 80% of the candidates will score at least a level 3 on the response to the edTPA commentary prompts 1, 2, 3, 4, 10, &amp; 15.</p>	<p>◆ Reporting Year: 2018-2019</p> <p># of candidates in Clinical Internship: 0                      % of the candidates submitting portfolios and scored at least a 3: 0%</p> <p>This examination is administered to seniors during Clinical Internship.</p>	<p>◆ The Department of Education curriculum committee met each summer following the AY. From those discussions, the following decisions were made:</p> <p>Since there were no candidates in Clinical Internships this AY, the faculty will continue to infuse assessment components in major courses and require a portfolio submission during Clinical Internship. The DOE intends to search for non-clinical internship opportunities that will allow seniors to work as paid interns working in various afterschool programs during the 1st semester of their senior year. This would provide candidates additional experiences working with P-12 students prior to Clinical Internship</p> <p>B. Summary of Five-Year Assessment and Evaluation and Action Plan</p>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Conclusion:

PLO 2: The program has met its intended outcome of candidates' ability to cite research to demonstrate an understanding of student development and instruction. The goal of at least 80% of the candidates will score at least a level 3 on the edTPA response to commentary prompts 1, 2, 3, 4, 10, & 15 was met. Over the last five years, 80% of the candidates met this objective. Candidates having an option to submit a portfolio contributed to just meeting this goal. 20% of the candidates chose not to submit a portfolio.

No additional actions are being considered at this time.

See Document Attached

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 24250 - Major: Early Childhood Education Major (B.S.)

Unit Manager: Bennett, Gloria

**Objective: DRAFT - Early Childhood Education Content Knowledge** - Candidates will demonstrate proficiency in early childhood education content knowledge.

Intended Results	Assessment Measures	Actual Results	Use of Results
<p>◆ 4. 80% of the candidates will master GACE I and GACE II Content Assessment at the Induction Level (220) on the first attempt.</p>	<p>◆ GACE I &amp; GACE II Content Exam</p> <p>Georgia Assessments for the Certification of Educators (GACE) tests measure the knowledge of specific content in K-12 educators.</p> <p>GACE for Early Childhood Education majors assess candidates' content knowledge in reading and English language arts, social studies, mathematics, science, health, physical education, and the arts.</p>	<p>◆ This examination is administered during the 1st semester of the senior year.</p> <p>Reporting Year: 2018-2019 AY # of candidates: 0 % of the candidates scoring at least 220 on the 1st attempt: 0%</p>	<p>◆ Since there were no candidates taking major courses these AYs, the opportunity to evaluate the effects of the courses' infusion was unavailable. The performance of the next cohort of candidates will be used to evaluate the effectiveness of the edTPA assessment's content in major courses.</p> <p>Summary of Five-Year Assessment and Evaluation and Action Plan</p> <p>Conclusion: . PLO 3: The program has met its intended outcome of candidates' ability to demonstrate proficiency in Early Childhood Education content knowledge. The goal of 80% of the candidates will master GACE I and GACE II Content Assessment at the Induction Level (220) on the first attempt was met. Over the last five years, 93% of the candidates met this objective. Infusing assessment content into all major</p>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

			<p>course content contributed to the success of this outcome.</p> <p>No additional actions are being considered at this time.</p> <p>See Document Attached</p>
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# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 24250 - Major: Early Childhood Education Major (B.S.)

Unit Manager: Bennett, Gloria

**Objective: DRAFT - Evaluate the Impact of Instruction** - Students will use reflection as a tool to evaluate the impact of instruction on student learning.

Intended Results	Assessment Measures	Actual Results	Use of Results
<p>◆ 5. 80% of the candidates will score at least a level 3 on the response to the edTPA commentary prompts 10, 11, 12, 13, 14, 15, 16, 17, &amp; 18.</p>	<p>◆ edTPA Teacher Performance Assessment</p> <p>edTPA is a performance-based assessment designed to engage candidates in demonstrating their understanding of teaching and student learning in authentic ways.</p> <p>The assessment is composed of four tasks:                      (1) Planning for literary instruction and assessment                      (2) Instructing and engaging students in literacy learning                      (3) Assessing students' literacy learning                      (4) Assessing students' mathematics learning.</p>	<p>◆ Reporting Year: 2018-2019                      # of candidates in Clinical Internship: 0                      % of the candidates submitting portfolios and scored at least a 3: 0%</p>	<p>◆ The Department of Education curriculum committee met. From those discussions, the following decisions were made:</p> <p>Since there were no candidates in Clinical Internships this AY, the faculty will continue to infuse assessment components in major courses and require a portfolio submission during Clinical Internship. The DOE intends to search for non-clinical internship opportunities that will allow seniors to work as paid interns working in various afterschool programs during the 1st semester of their senior year. This would provide candidates additional experiences working with P-12 students prior to Clinical Internship</p> <p>Summary of Five-Year Assessment and Evaluation and Action Plan</p> <p>Conclusion:</p>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

PLO 4: The program has met its intended outcome of candidate' ability to use reflection as a tool to evaluate the impact of instruction on student learning. The goal of at least 80% of the candidates will score at least a level 3 on the edTPA response to commentary prompts10, 11, 12, 13, 14, 15, 16, 17 was met. Over the last five years, 80% of the candidates met this objective. Candidates having an option to submit a portfolio contributed to just meeting this goal. 20% of the candidates chose not to submit a portfolio.

No additional actions are being considered at this time.

See Document Attached

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 24250 - Major: Early Childhood Education Major (B.S.)

Unit Manager: Bennett, Gloria

**Objective: DRAFT - Social Justice** - Candidates will demonstrate a commitment to social justice for all students.

Intended Results	Assessment Measures	Actual Results	Use of Results
<p>◆ 6. 80% of the candidates will score at least at the "Acceptable" level on the Professional Disposition Matrices on the first attempt.</p>	<p>◆ Personal/Professional Disposition Matrices</p> <p>Professional Disposition Index</p> <p>Georgia Professional Standards Commission (GaPSC) requires Educator Preparation Programs to develop a Professional Disposition Assessment</p> <p>Professional dispositions are defined as the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth.</p>	<p>◆ This assessment is administered at the end of each academic year to graduating seniors</p> <p>Reporting Year: 2018-2019 # of graduates: 0</p>	<p>◆ The Department of Education curriculum committee met each summer following the AY. From those discussions, the following decisions were implemented:</p> <p>Although the department had no graduates, the search for a new dispositions assessment resulted in the adoption of a new assessment. Beginning in the 19-20 AY, the DOE will implement the Candidate Dispositions Performance Assessment. It will be administered at the beginning of the junior year to collect baseline data and administered several times during the course of the program to document growth. The final assessment will be administered at the end of the senior year during Clinical Internship.</p> <p>Summary of Five-Year Assessment and Evaluation and Action Plan</p> <p>Conclusion:</p>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

PLO 5: The program has met its intended outcome of candidates' ability to demonstrate a commitment to social justice for all students. The goal of 80% of the candidates will score at least at the "Acceptable" level on the Professional Disposition Matrices on the first attempt was met. Over the last five years, 100% of the candidates met this objective. Infusing assessment content into all major course content contributed to the success of this outcome.

No additional actions are being considered at this time.

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 24300 - Department: Media Studies

Unit Manager: Burnette, Teri

Objective: DRAFT - 2016-2021 MDS Unit Outcome 01-Enrollment - 5-Year Department Enrollment			
Intended Results	Assessment Measures	Actual Results	Use of Results

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

<ul style="list-style-type: none"> <li>◆ Maintain an enrollment that does not decline by 20% or more (per definition of TRACS Financial Stability)</li> </ul>	<ul style="list-style-type: none"> <li>◆ Secure official department enrollment from the Office of Institutional Research and the Quality Enhancement Plan</li> </ul>	<ul style="list-style-type: none"> <li>◆ The data shows the student enrollment per academic year. The enrollment decreases 5% more to -27% from the previous year.</li> </ul> <p>2018-2019: 27 Students There is 27 students enrolled, which is (-32.50%) from the previous year of 40 students.</p> <p>2017-2018: 40 Students There is 40 students enrolled, which is (-27.27%) from previous year of 55 students.</p> <p>2016-2017: 55 Students There were 55 students enrolled, which was a decrease (-22.54%) from previous year of 71 students.</p> <p>The data shows the student enrollment per academic year. The enrollment decreases 5% more to -32% from the previous year.</p>	<ul style="list-style-type: none"> <li>◆ Although, the institution had a decline in enrollment overall the Media Studies program will continue to recruit in target areas for perspective majors. This was due to accreditations issue with the institution and the department finding students were not a “natural” fit for the department. This was also due to behavioral issues in the classroom and refusal to perform. The Department will work to recruit students who have a major interest in the field of Media. Once new students declare Media as their major, they will fill out an application for the major, and the faculty will interview potential candidates. The Department is looking for students who will commit a willingness to succeed in the major. The Broadcast Club will be the catalyst to bring students of all majors to learn about production. This will assist in the recruitment of students.</li> </ul>
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# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 24300 - Department: Media Studies

Unit Manager: Burnette, Teri

Objective: DRAFT - 2016-2021 MDS Unit Outcome 02-Retention Rate - 5-Year Department Retention Rate			
Intended Results	Assessment Measures	Actual Results	Use of Results
<p>◆ 70% or more of the enrolled students will enroll the next fall term (per TRACS benchmark for 19.6 for overall compliance)</p>	<p>◆ Secure official department completion headcount, percentage of graduates, and percentage of first-time freshmen four, six, and eight years prior to the entry date.</p>	<p>◆ This standard was not met. Two (2) out of 6 (33%) students were retained in the program. The attrition rate increased to 67% of students who left the program. This was a decrease in the eight students from the previous year, where the department did not enroll new students.</p>	<p>◆ The Department began addressing student behavior and their commitment to the major. The Department will recruit students who have a major interest in the field of Media. The recruitment of students will be instituted through the Broadcast Club. This will be an introduction to the Media Studies major through Production and Storytelling. The Department will also revive students' programs (Paine Playhouse Players and Panoramic Multimedia Conference) to continue to recruit students.</p>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 24300 - Department: Media Studies

Unit Manager: Burnette, Teri

Objective: DRAFT - 2016-2021 MDS Unit Outcome 03-Completion Rate - 5-Year Department Completion Rate			
Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>◆ 50% or more of the graduates are from the specified department; 50% or more of the first-time freshmen who enrolled in the department four, six or eight years earlier graduated</li> </ul>	<ul style="list-style-type: none"> <li>◆ Secure official department completion headcount, percentage of graduates, and percentage of first-time freshmen four, six, and eight years prior to the entry date.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Department did not meet 50% of this goal; however, the numbers stayed the same as previous years. Two (2) out of 14 students graduated within 4-6 years; 14% or more of the first-time freshmen who enrolled in the department (four, six or eight years earlier) graduated.</li> </ul>	<ul style="list-style-type: none"> <li>◆ The Department will work to recruit students who have a major interest in the field of Media. The Department will also revive students' programs (Paine Playhouse Players, Panoramic Multimedia Conference, PCCA, PC News, Christmas Caravan/ Night of Lights, and Community Outreach Projects on Civil Rights Engagement.) to recruit and keep students interested in their major and their career pursuits.</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 24300 - Department: Media Studies

Unit Manager: Burnette, Teri

**Objective: DRAFT - 2016-2021 MDS Unit Outcome 04-Placement Rate (for vocational programs) - 5-Year Department Placement Rate (for vocational programs)**

Intended Results	Assessment Measures	Actual Results	Use of Results
<p>◆ 70% or more of the graduates will be working in a position related to their major or which uses substantial information learned in the major.</p>	<p>◆ Maintain placement data for all graduates at the department level; secure data fro the Office of Career Services as needed.</p>	<p>◆ This goal was not met. There were only two graduating seniors that walked the Spring Semester. The seniors have to finish earning their graduation credits to finish their degree.</p>	<p>◆ The Department will continue to focus on the Internship class in order to place students in quality internships. The Department will also revive programs for students (Paine Playhouse Players, Panoramic Multimedia Conference, PCCA, PC News, Christmas Caravan/ Night of Lights, and Community Outreach Projects on Civil Rights Engagement.) for the major. The Department will work to recruit students who have a primary interest in the field of Media. Once new students declare Media as their major, they will fill out an application for the major, and faculty will interview potential candidates. The Department is looking for students who will commit to a willingness to succeed in this major.</p> <p>Additionally, the Office of Career Services, in conjunction with academic units, have developed a systematic</p>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

process to collect targeted information, such as placement, post-graduate studies, etc. Reporting will also be included in the aggregate on those graduates who, despite the institution's best efforts, have not responded to information collection. Additionally, the department will develop a full-proof methodology of collecting and reporting and tracking as a measurable outcome for the graduating seniors (internally) to compliment the efforts of the Office of Career Services. This would allow the department a clearer path in developing courses and programs that are transferable and applicable in real world adaptation. Some other efforts regarding strengthening the placement tracking, the department will ask MIS student to develop a Database system to track student placement record; invite our former students to attend our BEEP Program to come to the campus and share life experiences in the corporate world; and solicit employment opportunities to our students so we keep track of where they were

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

			See document attached (Placement Tracking Plan)
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# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 24300 - Department: Media Studies

Unit Manager: Burnette, Teri

Objective: DRAFT - 2016-2021 MDS Unit Outcome 05-Instructional Faculty (#1) - 5-Year Department Instructional Faculty (#1)			
Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>◆ The department employs at least one full-time, contracted, academically and spiritually qualified faculty for each major program area, including Common Curriculum, to teach and provide related duties, such as advising and curricular oversight needed for the institution to fulfill its mission (from TRACS IER#6a)</li> </ul>	<ul style="list-style-type: none"> <li>◆ Instructional Staff Listing tables for full-time and part-time faculty will be maintained annually by each department.</li> </ul>	<ul style="list-style-type: none"> <li>◆ The Department of Media Studies has two Full-time faculty members (Prof. Teri Burnette (Chair) and Prof. John Harris, Jr.).</li> </ul>	<ul style="list-style-type: none"> <li>◆ Based upon our findings, we have met the intending result. We will continue to monitor on an annual basis.</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 24300 - Department: Media Studies

Unit Manager: Burnette, Teri

Objective: DRAFT - 2016-2021 MDS Unit Outcome 06-Instructional Faculty (#2) Adequacy - 5-Year Department Instructional Faculty (#2) Adequacy			
Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>◆ Maintains a student/faculty ratio of 10 students/1 faculty member.</li>   <li>Full-time faculty will teach at least 60 percent of the department courses.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Calculate department faculty/student ratio</li>   <li>Calculate % of courses taught by full-time and part-time faculty members.</li> </ul>	<ul style="list-style-type: none"> <li>◆ The Department of Media Studies has two Full-time faculty members.</li> <li>Faculty/Studio Ratio</li> <li>Average of 16 students enrolled in 8 classes with 2 instructors. The faculty/student ratio: 8:1.</li> <li>Faculty/Studio Ratio is the an increase from the previous year of 4:1.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Based upon our findings, we have met the intending result. We will continue to monitor on an annual basis.</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 24300 - Department: Media Studies

Unit Manager: Burnette, Teri

Objective: DRAFT - 2016-2021 MDS Unit Outcome 07-Instructional Faculty (#3) - 5-Year Department Instructional Faculty (#3)-Respect for Institutional Statements			
Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>◆ All department faculty will sign the institutional statements indicating that they know, understand, and respect the mission, objectives and philosophy of the institution.</li> </ul>	<ul style="list-style-type: none"> <li>◆ 100% of faculty read and signed institutional statement. Based upon our findings, we have met the intending results.</li> </ul>	<ul style="list-style-type: none"> <li>◆ All faculty signed institutional statement.</li> </ul>	<ul style="list-style-type: none"> <li>◆ 100% of faculty read and signed institutional statement. The Department will maintain all files on faculty signatures in the office. Once administrators create a statement with the exact wording, faculty will sign this statement.</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 24300 - Department: Media Studies

Unit Manager: Burnette, Teri

Objective: DRAFT - 2016-2021 MDS Unit Outcome 08-Instructional Faculty (#4) - 5-Year Department Instructional Faculty (#4) -Faculty Competence			
Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>◆ 1. All full-time departmental faculty have earned at least a master's degree with at least 18 graduate hours in the discipline of teaching assignment.</li> <li>2. Full-time faculty without the minimum degree credential have demonstrated competencies which the institution has determined through a formally documented process to be equivalent to the required degree.</li> </ul>	<ul style="list-style-type: none"> <li>◆ 1. Full-time faculty with a least a master's degrees that includes 18 hours in the teaching discipline.</li> <li>2. Full-time faculty without the minimum degree credential are evaluated to ensure that they have demonstrated competencies that are equivalent to the required degree.</li> </ul>	<ul style="list-style-type: none"> <li>◆ The Department has two full-time professors with Master's in Fine Arts (Terminal) Degrees in the discipline.</li> </ul>	<ul style="list-style-type: none"> <li>◆ 100% of the faculty have an earned MFA/Terminal Degree in the discipline. Based upon our findings, we have met the intending result.</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 24300 - Department: Media Studies

Unit Manager: Burnette, Teri

**Objective: DRAFT - 2016-2021 MDS Unit Outcome 09-Appropriate Percentage of Full-Time Faculty - 5-Year Department Appropriate Percentage of Full-Time Faculty**

Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>◆ a. At least 50% of course in each term are taught by full-time faculty.</li>   <li>b. At least 25% of all full-time faculty for each major offered have earned a terminal degree in their teaching field.</li> </ul>	<ul style="list-style-type: none"> <li>◆ a. # courses, # taught by full-time faculty, % of courses taught by full-time faculty</li>   <li>b. # faculty, # with a terminal degree, % of faculty for each major with a terminal degree</li> </ul>	<ul style="list-style-type: none"> <li>◆ a. Two out of 2 full-time faculty members meet the requirement of at least 50% of courses in each term.</li>   <li>b. Two out of 2 faculty members have a terminal degree/with equivalent experience. in their teaching field.</li> </ul>	<ul style="list-style-type: none"> <li>◆ a. 100% of courses are taught by full-time faculty members.</li>   <li>b. 100% of faculty members have a Terminal Degree in their teaching field. Each faculty member also has professional experience in Media.</li>   <li>Based upon our findings, we have met the intending result.</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 24300 - Department: Media Studies

Unit Manager: Burnette, Teri

Objective: DRAFT - 2016-2021 MDS Unit Outcome 10- Course Evaluations - 5-Year Department Course Evaluations			
Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>◆ 80% of Paine College students were satisfied with the education they received at Paine College.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Policy Manual (Vol. 4) - Appendix 4.5.3G: Student Evaluation Form</li> <li>Survey of Graduating Seniors (SGS)</li> </ul>	<ul style="list-style-type: none"> <li>◆ 100% of faculty scored 3 or above on Student Evaluation Form for each semester.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Based upon our findings, we have met the intending result. We will continue to monitor on an annual basis to increase the percentage in the Very Satisfied section.</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 24300 - Department: Media Studies

Unit Manager: Burnette, Teri

Objective: DRAFT - 2016-2021 MDS Unit Outcome 11-Evaluation of Student Experiences - 5-Year Department Evaluation of Student Experiences			
Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>◆ a. Departmental results should be used.</li> <li>b. SGS departmental results can be provided</li> <li>c. Employers should be surveyed</li> </ul>	<ul style="list-style-type: none"> <li>◆ a. Department Exit Survey</li> <li>b. Survey of Graduating Seniors (SGS)</li> <li>c. Employer Survey</li> </ul>	<ul style="list-style-type: none"> <li>◆ This goal was met at 85%. Students were 23% Very Satisfied, 62% Satisfied with being prepared for graduate/professional school. This goal is 31% higher than the previous year.</li> </ul>	<ul style="list-style-type: none"> <li>◆ The institution experience accreditation and furlough issues. The Department began addressing student behavior and commitment to their major. The faculty will continue strengthen the department through the classroom. We will continue to monitor on an annual basis to decrease the percentage in the Dissatisfied Section.</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 24300 - Department: Media Studies

Unit Manager: Burnette, Teri

Objective: DRAFT - 2016-2021 MDS Unit Outcome 12-Curriculum Matrix - 5 -Year Department Curriculum Matrix			
Intended Results	Assessment Measures	Actual Results	Use of Results
<p>◆ Meeting minutes will document that program learning outcomes are mapped correctly to the course learning outcomes for each department major.</p>	<p>◆ Annual review (comparison of mapped program learning outcomes to course learning outcomes)</p>	<p>◆ During the 2018-2019, the Department Chair met with Assessment Coordinator to discuss and PLO and SLOs. During the meeting it was determined program learning outcomes were measurable, however, assessment methods needed to be strengthened to adequately measure and evaluate PLOs. Department Meetings were held, and a few courses were discussed to add additional assessments (i.e. labs), to better assess the attainment of student learning outcomes. Implementation will occur Fall 2019.</p>	<p>◆ During the 2018-2019, the Department Chair met with Assessment Coordinator to discuss and PLO and SLOs. During the meeting it was determined program learning outcomes were measurable, however, assessment methods needed to be strengthened to adequately measure and evaluate PLOs. Department Meetings were held, and a few courses were discussed to add additional assessments (i.e. labs), to better assess the attainment of student learning outcomes. Implementation will occur Fall 2019</p> <p>The Department will keep a better track of all meetings and minutes.</p>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 24300 - Department: Media Studies

Unit Manager: Burnette, Teri

Objective: DRAFT - 2016-2021 MDS Unit Outcome 13- Course Syllabi - 5-Year Department Course Syllabi			
Intended Results	Assessment Measures	Actual Results	Use of Results
◆ 100% of the syllabi will be constructed according to the approved syllabus format	◆ Compare each syllabus to the approved format	◆ 100% of faculty syllabi have been revised with the approved institutional format.	◆ Based upon our findings, we have met the intending result.

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 24300 - Department: Media Studies

Unit Manager: Burnette, Teri

Objective: DRAFT - 2016-2021 MDS Unit Outcome 14- Comparability of Degree Programs - 5-Year Department Comparability of Degree Programs			
Intended Results	Assessment Measures	Actual Results	Use of Results
<p>◆ Develop these based on the major program</p>	<p>◆ Information related to program comparisons with benchmark institutions should be added to individual program outcomes. These are benchmarks related to support courses, required core courses, required major courses; also include information related to internships/practica and capstone courses, if applicable.</p>	<p>◆ This year the Department of Media Studies compared its program to Winston-Salem University located in Winston-Salem, NC.</p> <p>Winston-Salem's Media Studies Dept. has 120 hours required to graduate in the program.</p> <p>Mass Communications major are required to take a minimum of 30 semester credit hours of departmental courses beyond the required 60 semester credit hours of WSSU General Education courses. Five core courses are included in the departmental 30 semester credit hours. The remaining 15 semester credit hours of departmental courses are required to satisfy the major. Free elective courses and possibly some major elective courses should be taken to fulfill the needed total of 120 semester hours required for graduation.</p> <p>The Media Studies</p>	

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Department will modeling its program after Winston-Salem State University. The Department will focus only on the Broadcast Major and will suspend the Public Relations, Journalism and Drama emphasis until they have faculty to teach in those areas.

They have 1 credit production labs in all concentrated areas.

- ◆ The Department is will be concentrating on offering the Broadcast Major for BA Degree in Media Studies. The alignment to Winston-Salem State University (WSSU) Mass Communications program is where the Paine's Department of Media Studies would like to model. WSSU offers an overall major in Mass Communications.

WSSU and Paine offers 120-125 credit hours for the Media Studies program.

Our differences are that Winston-Salem State offers eighteen (18) semester hours towards a minor in Speech Communications.

The Department planned to previously model itself after Fort Valley State's program; but because there are only two professors in the program, it was better decision to downsize the program until more faculty are hired to teach in the Drama, Public Relations and Journalism emphasis.

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 24300 - Department: Media Studies

Unit Manager: Burnette, Teri

Objective: DRAFT - 2016-2021 MDS Unit Outcome 15- Library Resources - 5-Year Department Library Resources			
Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>◆ 85% of the requested resources were ordered, catalogued, and available for use annually.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Compare library resources to the requested resources annually.</li> </ul>	<ul style="list-style-type: none"> <li>◆ 100% of requested resources have been met. Department also utilized library production space, labs and equipment for classes. Software and new computers were ordered to assist with classes.</li> </ul>	<ul style="list-style-type: none"> <li>◆ The Department will continue to use the library for additional resources to assist with the program. The Department and library will partner in instituting the Broadcast Club. This Media Club will allow all majors to engage in Media Productions. The Department uses three rooms for student production, writing and recording needs.</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 24300 - Department: Media Studies

Unit Manager: Burnette, Teri

Objective: DRAFT - 2016-2021 MDS Unit Outcome 16- Adequate Budget - 5- Year Department Adequate Budget			
Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>◆ At least 75% of the budgeted amounts were spent each year.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Comparison of budget expenses to actual expenses.</li> </ul>	<ul style="list-style-type: none"> <li>◆ The Department spent 75% of its budget for his academic year.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Although the institution had financial issues, the Media Studies program will continue to find resources to continue to be successful via Title III. With the institution re-instating their budgeting process, budgets will be submitted to each department in the 2019-2020 fiscal year.</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 24350 - Major: Mass Communications (B.A.)

Unit Manager: Burnette, Teri

**Objective: DRAFT - Basic Multimedia Skills** - SLO 5: Demonstrate basic skills in multimedia production, editing and special effects techniques including the use of digital elements, photos, sound, video, text, and advanced Internet research appropriately in digital reporting.

Intended Results	Assessment Measures	Actual Results	Use of Results
<p>◆ Criteria for Success</p> <p>70% of students score 70% or higher on the senior level projects in MAC 462 Television Production II. Rubric for Project</p>	<p>◆ Means of Assessment</p> <p>Senior Level Projects MAC 462 Television Production</p> <p>Students completed a Short Video/Film Project using techniques in video camera production, lighting and audio recording.</p>	<p>◆ 2 out of 2 ( 100_%) of students passed the Final Exam Project (Short Video Projects) for MAC 462 Television Production II.</p> <p>1 out 2 (50%) of students passed the Final Exam Project (Short Video Project) with a 70% or higher.</p> <p>Strengths: Students showed strength in Content category. Only one student show strength in all areas of Content, Music/Voice-Pacing, Organization, Image/Titles, and Interview.</p> <p>Weakness: One student needs improvement in Music/Voice-Pacing, Organization, Image/Titles, and Interview sections.</p> <p>◆ 2018-2019 Actual Results</p>	<p>◆ Improvements:</p> <p>Professor will spend more time on all aspects of the assignment including; voice-pacing and music to build a story. Interviewing their subject, editing titles and images and finding a rhythm for the assignment.</p>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 24350 - Major: Mass Communications (B.A.)

Unit Manager: Burnette, Teri

Objective: DRAFT - Career Options - SLO 1: To demonstrate career options in media and define personal and professional career goals.			
Intended Results	Assessment Measures	Actual Results	Use of Results
<p>◆ Criteria for Success Section</p> <p>70% of students will score 70% or higher on supervisor evaluations.</p>	<p>◆ MEANS OF ASSESSMENT</p> <p>MAC 491 Internship Supervisor Evaluations. Students are evaluated during their internship experience. Students are evaluated on written and verbal skills, initiative, completing assignments and quality of work.</p>	<p>◆ <u>3</u> out <u>3</u> ( 100%) of students passed the class with a 70% or higher.</p> <p>Students were evaluated through grades and supervisor interview with professor of course.</p> <p>Strengths: Students have a chance to have real world experience. It is very convenient for students to intern on campus in the Public Relations Office and Library Media Offices. This works with preparing students to get ready for their off-campys internship.</p> <p>Weakness: Internship Supervisors did not fully complete Internship Evaluation Forms. Professor had to call and e-mail supervisors to get grades and/or completed forms.</p>	<p>◆ Professor will develop a close relationship with the Internship Supervisor weekly. Professor will ask the Internship Supervisor to send an update on the student every two weeks so that they can complete all paper work needed for student grading and assessment.</p>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 24350 - Major: Mass Communications (B.A.)

Unit Manager: Burnette, Teri

**Objective: DRAFT - Media Management** - SLO 2: Demonstrate an understanding of media business management principles including audience analysis, content analysis, advertising, regulation, and media effects.

Intended Results	Assessment Measures	Actual Results	Use of Results
<p>◆ Criteria for Success</p> <p>70% of students will score 70% or higher on the Final Exam Project.</p>	<p>◆ Means of Assessment</p> <p>MAC 472 Public Relations Campaign Final Exam Project</p> <p>The students planned an on campus Student Film Festival. Students were evaluated on set-up, planning, promotions, and budget.</p>	<p>◆ This class was not offered in Spring 2019 due to lack of enrollment.</p>	<p>◆ This class was not offered during the Spring 2019 due to lack of enrollment.</p> <p>Note: Moving forward, The Department of Media Studies will be suspending the Public Relations, Drama and Journalism emphasis until the increase of student enrollment. The rationale is located in the documents section.</p>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 24350 - Major: Mass Communications (B.A.)

Unit Manager: Burnette, Teri

**Objective: DRAFT - Production Demonstration** - SLO 4: Demonstrate mastery in operating procedures for broadcast/video camera production including recording, lighting, and audio techniques.

Intended Results	Assessment Measures	Actual Results	Use of Results
<p>◆ Criteria for Success</p> <p>70% of students score 70% or higher on the senior level projects in MAC 462 Television Production. Rubric for Project</p>	<p>◆ Means of Assessment</p> <p>Senior Level Projects MAC 462 Television Production</p> <p>Students completed a Short Video/Film Project using techniques in video camera production, lighting and audio recording.</p>	<p>◆ 2 out of 2 ( 100_%) of students passed the Final Exam Project (Short Video Projects) for MAC 462 Television Production II.</p> <p>1 out 2 (50%) of students passed the Final Exam Project (Short Video Project) with a 70% or higher.</p> <p>Strengths: Students showed strength in Content category. Only one student show strength in all areas of Content, Music/Voice-Pacing, Organization, Image/Titles, and Interview.</p> <p>Weakness: One student needs improvement in Music/Voice-Pacing, Organization, Image/Titles, and Interview sections.</p>	<p>◆ Improvements:</p> <p>Professor will spend more time on all aspects of the assignment including; voice-pacing and music to build a story. Interviewing their subject, editing titles and images and finding a rhythm for the assignment.</p>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 24350 - Major: Mass Communications (B.A.)

Unit Manager: Burnette, Teri

**Objective: DRAFT - Theories and Techniques** - SLO 3: Students will apply the theories of communications and techniques of persuasion in building effective communication messages.

Intended Results	Assessment Measures	Actual Results	Use of Results
<p>◆ Criteria for Success</p> <p>70% of students will score 70% or higher on question 9, #22, #23, #24,#36, #38 correctly on the Senior Exit Exam. The six questions are theory based. The Senior Exit Exam was created by members of the faculty in the Department of Media Studies. The test is a compilation of general knowledge from courses taught in the department.</p>	<p>◆ Means of Assessment</p> <p>Senior Exit Exam #24 Questions</p> <p>Questions # 9, #22, #23, #24,#36, and #38 are a multiple choice question that addresses the Salad Theory, Auteur Theory, Formalism Theory, Yellow Journalism, and the Lev Kuleshov Experiment..</p>	<p>◆ 2 out of 2 ( 100%) of students taking the Senior Exit Exam answered question #9, #24, #36, #38 correctly. 1 out of 2 ( 50%) students answered question 23 incorrectly.</p> <p>Strengths: As our goal, 70% of the target was achieved. Weakness: : Faculty will spend more time on question #23 that deals with Formalism Theory.</p>	<p>◆ Improvements: Professor will concentrate on Formalism Theory through classroom assignments throughout the semester.</p>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 25000 - Library and Learning Resource Center

Unit Manager: Lewis, Alana

Objective: DRAFT - Library and Learning Resources Center Checkouts - Fiscal year checkouts

Intended Results	Assessment Measures	Actual Results	Use of Results
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# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

<p>◆ With and increase FTE, the overall trend of decreasing checkouts will reverse itself within the next three years.</p>	<p>◆ Fiscal year checkouts.</p>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="3">◆ Fiscal Year Checkouts</td> </tr> <tr> <td colspan="3">12-mo. FTE Students</td> </tr> <tr> <td colspan="3">Checkout per FTE Student</td> </tr> <tr> <td style="text-align: right;">2012</td> <td style="text-align: right;">2,528</td> <td style="text-align: right;">822 3.08</td> </tr> <tr> <td style="text-align: right;">2013</td> <td style="text-align: right;">2,559</td> <td style="text-align: right;">828 3.09</td> </tr> <tr> <td style="text-align: right;">2014</td> <td style="text-align: right;">2,003</td> <td style="text-align: right;">707 2.83</td> </tr> <tr> <td style="text-align: right;">2015</td> <td style="text-align: right;">1,141</td> <td style="text-align: right;">773 1.48</td> </tr> <tr> <td style="text-align: right;">2016</td> <td style="text-align: right;">949</td> <td></td> </tr> <tr> <td style="text-align: right;">545</td> <td></td> <td></td> </tr> <tr> <td style="text-align: right;">1.74</td> <td></td> <td></td> </tr> <tr> <td style="text-align: right;">2017</td> <td style="text-align: right;">729</td> <td></td> </tr> <tr> <td style="text-align: right;">422</td> <td></td> <td></td> </tr> <tr> <td style="text-align: right;">1.73</td> <td></td> <td></td> </tr> <tr> <td style="text-align: right;">2018</td> <td style="text-align: right;">668</td> <td></td> </tr> <tr> <td style="text-align: right;">372</td> <td></td> <td></td> </tr> <tr> <td style="text-align: right;">1.79</td> <td></td> <td></td> </tr> </table> <p>The overall trend in checkouts has been decreasing for the past six (6) years. The highest number of checkouts, 2,559, was in FY 2013, and the lowest, 729, was in 2017. From 2012 to 2013 there was a slight increase. Checkouts for 2018 were 668, a difference of 58 and continual decline. These decreases can be attributed primarily to the decreases in enrollment. (Complete)</p>	◆ Fiscal Year Checkouts			12-mo. FTE Students			Checkout per FTE Student			2012	2,528	822 3.08	2013	2,559	828 3.09	2014	2,003	707 2.83	2015	1,141	773 1.48	2016	949		545			1.74			2017	729		422			1.73			2018	668		372			1.79			<p>◆ The number of checkouts will continue to be monitored, and the Library staff members will work with faculty members to implement activities that will increase the number of checkouts. Further, with the acquisition of two new recruiters, we anticipate the new recruitment efforts will net the school an increased FTE, thus, raising the student utilization of the library, and increasing checkouts per FTE student to at least the rate of 3.09 from 2013. (Complete - will not be carried over)</p>
◆ Fiscal Year Checkouts																																																			
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# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 25000 - Library and Learning Resource Center

Unit Manager: Lewis, Alana

Objective: DRAFT - Library and Learning Resources Center Collections - Fiscal year collections

Intended Results	Assessment Measures	Actual Results	Use of Results
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# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

<p>◆ By the end of June each year, increase electronic books by 2% from the previous year.</p>	<p>◆ Fiscal year collections</p>	<p>◆ An overall increase trend for the past five years was predicted for electronic book titles. The highest number of electronic titles was 182,891 for fiscal year 2018, and the lowest number was 109857, for fiscal year 2013. From 2013 to 2014 titles increase by a difference of 27,703, and calculated at 25.2 percent, which can be attributed to a new subscription of electronic book titles. Titles continued to increase for years 2015 through 2018.</p> <p>The annual goal for electronic book increases is by 2%. Our statistical results show that we exceeded the goal from 2013 through 2018.</p> <p>Fiscal Year Electronic Book Title Increases</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Book Titles</th> <th>Percentage Change</th> </tr> </thead> <tbody> <tr> <td>2013</td> <td>109857</td> <td>Start</td> </tr> <tr> <td>2014</td> <td>137554</td> <td>25.2</td> </tr> <tr> <td>2015</td> <td>161720</td> <td>-14.9</td> </tr> <tr> <td>2016</td> <td>164491</td> <td>-1.68</td> </tr> <tr> <td>2017</td> <td>169840</td> <td>-3.1</td> </tr> <tr> <td>2018</td> <td>182891</td> <td>-7.1</td> </tr> </tbody> </table> <p>(Library Services Use Statistics)</p>	Year	Book Titles	Percentage Change	2013	109857	Start	2014	137554	25.2	2015	161720	-14.9	2016	164491	-1.68	2017	169840	-3.1	2018	182891	-7.1	<p>◆ These results can be used in applying library best practices for the acquisition of electronic holdings based on our FTE enrollment and budget, while continuing to provide academic core titles.</p> <p>Plans are to continue monitoring the electronic book holdings, and raise the academic title level, if graduate programs are added.</p>
Year	Book Titles	Percentage Change																						
2013	109857	Start																						
2014	137554	25.2																						
2015	161720	-14.9																						
2016	164491	-1.68																						
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2018	182891	-7.1																						

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 25000 - Library and Learning Resource Center

Unit Manager: Lewis, Alana

<b>Objective: DRAFT - Library and Learning Resources Center Evaluations - Fiscal year evaluations</b>			
<b>Intended Results</b>	<b>Assessment Measures</b>	<b>Actual Results</b>	<b>Use of Results</b>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

<p>◆ At least 70% of the respondents will rate their satisfaction with the Library and Learning Resources Center as satisfied or very satisfied.</p>	<p>◆ Fiscal year evaluations</p>	<p>◆ The Survey of Graduating Seniors was updated to include data for 2018.</p> <p>Original: Library Facilities</p> <table style="margin-left: 20px;"> <tr><td>Year</td><td>VS or S</td></tr> <tr><td>2013</td><td>72.0%</td></tr> <tr><td>2014</td><td>80.4%</td></tr> <tr><td>2015</td><td>73.1%</td></tr> <tr><td>Mean</td><td>75.1%</td></tr> </table> <p>Library and Learning Resources Center</p> <table style="margin-left: 20px;"> <tr><td>Year</td><td>VS or S</td></tr> <tr><td>2016</td><td>83.2%</td></tr> <tr><td>2017</td><td>94.4%</td></tr> <tr><td>Mean</td><td>88.8%</td></tr> </table> <p>Year VS or S</p> <table style="margin-left: 20px;"> <tr><td>2018</td><td>93.0%</td></tr> </table> <p>Of the total respondents on the Survey of Graduating Seniors, the Library shows a gradually increasing success rate that averaged 75.1 percent from 2013 to 2015 and 88.8 percent for 2016 to 2017. The highest rate, 94.38%, in the categories of Very Satisfied, and Satisfied was achieved in 2017. The rate for 2018 is 93% of Very Satisfied, and Satisfied. The anticipated rate of 70 percent was exceeded in all years. (Complete)</p>	Year	VS or S	2013	72.0%	2014	80.4%	2015	73.1%	Mean	75.1%	Year	VS or S	2016	83.2%	2017	94.4%	Mean	88.8%	2018	93.0%	<p>◆ Review of Graduating Senior Surveys and other students will be used to determine areas that need more emphasis. (Complete - will not be carried over)</p>
Year	VS or S																						
2013	72.0%																						
2014	80.4%																						
2015	73.1%																						
Mean	75.1%																						
Year	VS or S																						
2016	83.2%																						
2017	94.4%																						
Mean	88.8%																						
2018	93.0%																						

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 25000 - Library and Learning Resource Center

Unit Manager: Lewis, Alana

Objective: DRAFT - Library and Learning Resources Center Expenses - Fiscal year expenses

Intended Results	Assessment Measures	Actual Results	Use of Results
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# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

<p>◆ Total expenses per fiscal year for non-personnel resources will be equal to or greater than the previous fiscal year.</p>	<p>◆ Fiscal year expenses</p>	<p>◆ The library expenses for fiscal year 2013 were \$31,500. In 2014 expenses were reduced to \$22,750, and remain the same for fiscal year 2015. These decreases can be attributed primarily to cancellation of some core resources due to Institution budget reductions. Library expenses changed for fiscal 2016 with an increase of \$53,000, and again in 2017 with \$68,000, and 78,737 for 2018. Although, students FTE were lower, obsolete computers had to be replaced, and educational software and equipment updated therefore, causing an increase in budgets.</p> <p style="margin-left: 20px;">Title III: 2013 – 2018 Budget Fiscal Year Activity Budget</p> <table style="margin-left: 20px; border-collapse: collapse;"> <tr> <td style="padding-right: 10px;">2013</td> <td>\$31,500.00</td> </tr> <tr> <td>2014</td> <td>\$22,750.00</td> </tr> <tr> <td>2015</td> <td>\$22,750.00</td> </tr> <tr> <td>2016</td> <td>\$53,000.00</td> </tr> <tr> <td>2017</td> <td>\$68,000.00</td> </tr> <tr> <td>2018</td> <td>\$78,737.00</td> </tr> </table> <p style="margin-left: 20px;">(Title III Activity Budget)</p>	2013	\$31,500.00	2014	\$22,750.00	2015	\$22,750.00	2016	\$53,000.00	2017	\$68,000.00	2018	\$78,737.00	<p>◆ These data coupled with FTE enrollment will be used to request future budget increases for Library services. Annual assessments of library core resources, services, and faculty recommendations will be conducted before making decisions on library purchases and enhancements.</p>
2013	\$31,500.00														
2014	\$22,750.00														
2015	\$22,750.00														
2016	\$53,000.00														
2017	\$68,000.00														
2018	\$78,737.00														

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 25000 - Library and Learning Resource Center

Unit Manager: Lewis, Alana

<b>Objective: DRAFT - Library and Learning Resources Center Reference Questions - Fiscal year reference questions</b>																							
Intended Results	Assessment Measures	Actual Results	Use of Results																				
<p>◆ With an increase FTE, the overall trend of decreasing reference questions will reverse itself within the next three (3) years.</p>	<p>◆ Fiscal year reference questions</p>	<p>◆ Reference questions are tracked for the fiscal year and varied from high of 931 in FY2015 to the low of 306 in FY2013. There is no clear pattern to the values since they fluctuated during the period. After escalating to the high of 931 questions in FY2015, the number of questions deescalated to 716 in FY2016 and 713 in FY2017 for a three-year difference of 218 questions or -23% before the increase that was attained in 2018. The six year mean is 703 reference questions with values that range from 306 to 799. In the past five years, the mean is 782 reference questions.</p> <p style="text-align: center;">Reference Questions – Percent Change</p> <table style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Fiscal Year</td> <td></td> </tr> <tr> <td style="padding: 2px;">#Questions</td> <td></td> </tr> <tr> <td style="padding: 2px;">%Change</td> <td></td> </tr> <tr> <td style="padding: 2px;">2012</td> <td style="text-align: right; padding: 2px;">675</td> </tr> <tr> <td></td> <td style="text-align: center; padding: 2px;">Basis</td> </tr> <tr> <td style="padding: 2px;">2013</td> <td style="text-align: right; padding: 2px;">306</td> </tr> <tr> <td></td> <td style="text-align: right; padding: 2px;">-54.7%</td> </tr> <tr> <td style="padding: 2px;">2014</td> <td style="text-align: right; padding: 2px;">751</td> </tr> <tr> <td></td> <td style="text-align: right; padding: 2px;">145.4%</td> </tr> <tr> <td style="padding: 2px;">2015</td> <td style="text-align: right; padding: 2px;">931</td> </tr> </table>	Fiscal Year		#Questions		%Change		2012	675		Basis	2013	306		-54.7%	2014	751		145.4%	2015	931	<p>◆ The number of reference questions will continue to be monitored, and the Library staff members will work with faculty members to implement activities that will increase student use of the Library and, therefore, the number of reference questions will increase. Also, with the acquisition of two new recruiters, we anticipate that new recruitment efforts will net the school an increased 12-month student FTE, will raise the student utilization of the library, and will increase questions asked to the Reference and Instruction Specialist. (Complete)</p>
Fiscal Year																							
#Questions																							
%Change																							
2012	675																						
	Basis																						
2013	306																						
	-54.7%																						
2014	751																						
	145.4%																						
2015	931																						

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

	24%
2016	716
	-23.1%
2017	713
	- 0.4%
2018	799
	-12.1%
Mean	702.7
17.2% (6 years)	
Mean	782
31.6% (5 years)	

Reference questions per FTE student varied from a low of 0.37 in FY2013 to a high of 2.18 in FY2018. The high was reached in FY2018 even though the number of FTE students was the lowest, 367, for the period of this study. Even in FY2017 with less FTE students than the previous year, the number of reference questions per student increased from 1.31 in FY2016 to 1.69. Further, in the past five years, the number of reference questions per FTE students has increased each year (from 1.06 to 2.18). These data document that staff members were able to meet the needs of Library patrons. More research needs to be completed to determine if the unduplicated number of patrons increased.

Reference Questions per

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Fiscal Year	FTE Student	#Questions
2012	675	
822		
0.82		
2013	306	
828		
0.37		
2014	751	
707		
1.06		
2015	931	
773		
1.20		
2016	716	
545		
1.31		
2017	713	
422		
1.69		
2018	799	
367		
2.18		
Mean -	699	
638		
1.23		
All		
Mean -	782	
563		
1.49		
5 Years		
(Complete - will not be carried over)		

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

**Planning Unit: 27000 - Student Support Services**

**Unit Manager: Wilson, Jacquelyn**

**Objective: DRAFT - Good Academic Standing** - Good Academic Standing is determined by the percentage of all participants served by the SSS project who met the performance level required to stay in good standing at the grantee institution. 81% of all participants served by the SSS project will meet the performance level required to stay in good standing at the grantee institution.

Intended Results	Assessment Measures	Actual Results	Use of Results
<p>◆ Good Academic Standing is determined by the percentage of all participants served by the SSS project who met the performance level required to stay in good standing at the grantee institution. 81% of all participants served by the SSS project will meet the performance level required to stay in good standing at the grantee institution.</p>	<p>◆ Academic standing reports from Registration and Records</p>	<p>◆ Good Academic Standing (GAS) is defined as the percentage of participants served by the SSS project who met the performance level required to stay in good standing at the grantee institution. The actual GAS for 2018-2019 was 86%. Since the Project exceeded the percentage of 81%, SSS earned four (4) prior experience points for this objective.</p>	<p>◆ The SSS Program will continue to provide services to assist participants in maintaining Good Academic Standing. These services include: individual academic advising, assistance with selection of classes, flexible individual tutoring, group tutorial sessions, individual counseling sessions, and career exploration.</p> <p>◆ The SSS Program will continue to provide services to assist participants in maintaining Good Academic Standing. These services include: individual academic advising, assistance with selection of classes, flexible individual tutoring, group tutorial sessions, individual counseling sessions, and career exploration.</p>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 27000 - Student Support Services

Unit Manager: Wilson, Jacquelyn

**Objective: DRAFT - Graduation Rate** - 27% of 2011-12 new participants served will graduate with a bachelor's degree or equivalent within six (6) years.

Intended Results	Assessment Measures	Actual Results	Use of Results
<p>◆ 27% of 2011-12 new participants served will graduate with a bachelor's degree or equivalent within six (6) years.</p>	<p>◆ Graduation reports from Registration and Records</p>	<p>◆ Bachelor's degree attainment is defined as the percentage of new participants served in the cohort year who graduated with a bachelor's degree within six years. For 2018-2019, the actual Bachelor's degree attainment was 29%. The Project earned four (4) prior experience points for this objective.</p>	<p>◆ The SSS Project will continue to provide services/activities to assist participants to reach their graduation completion date with in six (6) years or less from the College. We will continue to provide individual and group tutoring sessions daily/weekly and/or as requested.</p> <p>In order to enhance their college experience outside of the classroom the cultural enrichment component will continue throughout the fall and spring semester.</p> <p>We will continue our graduate school workshop scheduled annually during the fall semester to enhance participants likelihood of attending graduate and/or professional school.</p>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 27000 - Student Support Services

Unit Manager: Wilson, Jacquelyn

**Objective: DRAFT - Persistence** - The Persistence rate for a 4 year institution is determined by the percentage of all participants served by the SSS project in the reporting year who enroll at the grantee institution in the fall term of the next academic year or graduate with a bachelors degree during the reporting year. 69% of all all participants served by the SSS project will persist from one academic year to the beginning of the next academic year or graduate with a bachelors degree during the reporting year.

Intended Results	Assessment Measures	Actual Results	Use of Results
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# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

<p>◆ The Persistence rate for a 4-year institution is determined by the percentage of all participants served by the SSS project in the reporting year who enroll at the grantee institution in the fall term of the next academic year or graduate with a bachelor's degree during the reporting year. 69% of all all participants served by the SSS project will persist from one academic year to the beginning of the next academic year or graduate with a bachelor's degree during the reporting year.</p>	<p>◆ Retention reports from Registration and Records</p>	<p>◆ The Persistence Rate for a 4-year institution is defined as the percentage of all participants served by the SSS project in the reporting year who enroll at the grantee institution in the fall term of the next academic year or graduate with a bachelor's degree during the reporting year. For 2018-2019, the actual Persistence Rate was 82%. The Project earned four (4) prior experience points for this objective.</p>	<p>◆ In order to enhance the learning environment, we plan to implement an online tutoring component to the list of services we already currently provide. Assistance will be available to participants 24/7 to provide tutorial assistance whenever needed.</p> <p>We will continue with our individual and group tutoring sessions daily/weekly and/or as requested. In order to provide college experiences outside of the classroom the cultural enrichment component will continue each semester.</p> <p>Sessions concerning Financial Literacy will be provided during the Fall/Spring semesters to assist students with their personal budget, financial aid, obtaining scholarships, and completing the FAFSA. Grant Aid (project funded) will be provided for participants who are Pell eligible, participate in Project sponsored activities/services, maintain good academic performance, and exhibit a financial need.</p>
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# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 28000 - Admissions and Recruitment

Unit Manager: Fenner, Felicia

Objective: DRAFT - Effective Admission Processes: # of Applications - Effective admissions process: # Applications			
Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>◆ Category Applicants</li> <li>    First-time Freshmen</li> <li>    2,000</li> <li>    Transfers 100</li> <li>    Other 20</li> <li>    Total 2,120</li> </ul>	<ul style="list-style-type: none"> <li>◆ # Applications</li> </ul>	<ul style="list-style-type: none"> <li>◆ Data for applications is tracked for the fall semester of each year which allows for it to mirror data submitted on official reports and surveys.</li>   <li>The success measure of achieving a total of 2,120 applications was met each fall term.</li> <li>Applications from first-time freshmen exceeded its goal of 2,000 each year with results being 4,011, 2,591, and 3,686.</li> <li>The goal for transfer applications, 100, was met in Fall 2018.</li> <li>Applications for other students (non-degree, transient, dual enrolled, etc.) exceeded the goal of 20 students in 2016 and 2017. This was possible due to increases in applications for the Dual Enrollment Program.</li> <li>Accreditation challenges related to whether the credits would be accepted at other colleges caused the college to receive less applications from students who were in the "other" category. Continued</li> </ul>	<ul style="list-style-type: none"> <li>◆ These results will be used to improve our efforts in the recruitment of transfer and other students.</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

emphasis needs to be placed on the recruitment of transfer students so that the goal is met. Greater work needs to be done in recruiting other students. Further, the goal for other students needs to be reviewed and possibly updated. The table below contains the number of applications for each category.

Applications by Category,  
Fall 2016 - Fall 2018

Category	2016	2017	2018	Analysis
First-time Freshmen	4011	2591	3686	Goal met each year
Transfers	74	73	129	Goal met in 2018
Other	205	112	10	Goal met in 2016 and 2018
Total	4290	2776	3825	

(Data Source: Office Admissions and Recruitment, Division of Student Affairs and Enrollment Management)

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 28000 - Admissions and Recruitment

Unit Manager: Fenner, Felicia

Objective: DRAFT - Effective Admission Processes: % of Accepted Applicants Who Enroll - Effective admissions process: % Enrolled			
Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>◆ Category % Enrolled</li> <li>    First-time Freshmen 200 (14%)</li> <li>    Transfers 30 (60%)</li> <li>    Other 5 (50%)</li> <li>    Total 235 (16%)</li> </ul>	<ul style="list-style-type: none"> <li>◆ % Enrolled</li> </ul>	<ul style="list-style-type: none"> <li>◆ Admission enrollment goals are composed of two components, number and percent of accepted applicants who enrolled. Tabular data for this outcome represent results for Fall 2016 through Fall 2018 which correspond to the official result terms for 2016-17 through 2018-19.</li>   <li>Paine College's Recruitment and Admissions staff met their enrollment goal of turning at least 200 accepted applicants into enrollees by enrolling 203 new first-time freshmen in Fall 2018. Similar results were achieved for transfer students. For the first time in three years, the goal of enrolling at least 30 students was exceeded by five (5) new transfer students. Results for transfer students are trending upward. The category of "other" students exceeded its enrollment goal each year. The overwhelming enrollment of new students in this category</li> </ul>	<ul style="list-style-type: none"> <li>◆ These results will be used to develop a better process of applicant recruitment, acceptance, and enrollment. Data will also be used to assess whether additions need to be made to Recruitment and Admissions' staff.</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

in 2016, 83 students, and 2017, 64 students, was assisted by the efforts of the staff member who was responsible for the Dual Enrollment Program (formerly Move-on-When-Ready). Unfortunately, results in the "other" category are trending downward.

In 2018, the percentage goal, 14% for first-time freshmen, was met in 2018. The transfer goal was 60 percent and was exceeded in 2017 when 86 percent of the accepted students enrolled and in 2018 when 88 percent were enrolled. Due to the enrollment of students in the Dual Enrollment Program, the percentage goals were exceeded each year for the students categorized as "other." Values were 68 percent, 73 percent, and 100 percent, respectively, for the three years, 2016 through 2019. Except for the overall goals, percent enrollments are trending upward in each category.

Tabular summaries appear below.

Fall Headcount of Accepted Applicants Who Enrolled with Analytical

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Summary  
Category: Accepted 2016  
2017 2018 Analysis  
First-time Freshmen 104  
95 203 Goal met in  
2018  
Transfers 14  
25 35 Goal met in  
2018  
Other 83  
64 7 Goal met in  
each year  
Total 201  
184 245 Goal met in  
2018

Fall Percent of Accepted  
Applicants Who Enrolled  
with Analytical Summary  
Category: Accepted 2016  
2017 2018 Analysis  
First-time Freshmen 11%  
12% 14% Goal met in  
2018r  
Transfers 54%  
86% 88% Goal  
exceeded in 2017 and  
2018  
Other 68%  
73% 100% Goal  
exceeded in each year  
Total 18%  
20% 16% Goal  
exceeded in 2017 and  
met in 2018

(Data Source: Office of  
Institutional Research and  
the Quality Enhancement  
Plan)

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 28000 - Admissions and Recruitment

Unit Manager: Fenner, Felicia

Objective: DRAFT - Effective Admission Processes: % of Applicants Who are Accepted - Effective admissions process: % Accepted			
Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>◆ Category % Accepted</li> <li>First-time Freshmen 1400 (70%)</li> <li>Transfers 50 (50%)</li> <li>Other 10 (50%)</li> <li>Total 1460 (69%)</li> </ul>	<ul style="list-style-type: none"> <li>◆ % Accepted</li> </ul>	<ul style="list-style-type: none"> <li>◆ Acceptance goals are composed of two components, number and percent of applicants accepted. Tabular data for this outcome represent results for Fall 2016 through Fall 2018 which correspond to the official result terms for 2016-17 through 2018-19.</li>   <li>Accepted applicant results document that first-time freshmen headcounts (986 and 824) for 2016 and 2017 were below the goal of 1,400 and the rates (25%, 32%, and 40%) for each term in this outcome were below the 70 percent goal. It is worth noting that the 2019 headcount was over the goal by 64 accepted applicants and acceptance rates for first-time freshmen are trending upward. Though transfer headcounts are trending upward for the period having increased from 26 in 2016 to the high of 40 in 2018, the goal of 50 was not met in either year. Increases in the number of dual</li> </ul>	<ul style="list-style-type: none"> <li>◆ These results will be used to develop a better process of applicant recruitment and acceptance rates. Data will also be used to assess whether additions need to be made to the Recruitment and Admissions' staff.</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

enrollment students propelled the enrollment of the "other" category upward in 2016 (122) and 2017 (88), and the acceptance goal of 50 percent was exceeded in each year. Tabular summaries appear below.

Fall Headcount of Applicants Accepted with Analytical Summary  
Category: Accepted 2016 2017 2018 Analysis  
First-time Freshmen 986 824 1464 Goal met in 2018  
Transfers 26 29 40 Goal not met in either year  
Other 122 88 7 Goal met in 2016 and 2017  
Total 1134 941 1511 Goal not met in either year

Fall Percent of Applicants Accepted with Analytical Summary  
Category: Accepted 2016 2017 2018 Analysis  
First-time Freshmen 25% 32% 40% Goal not met in either year  
Transfers 35% 40% 31% Goal not met in either year  
Other 60% 79% 70% Goal exceeded in each year  
Total 26% 34% 40% Goal not met

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

in either year

(Data Source: Office of  
Institutional Research and  
the Quality Enhancement  
Plan)

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 28000 - Admissions and Recruitment

Unit Manager: Fenner, Felicia

**Objective: DRAFT - Effective Admission Processes: Student Satisfaction with Admissions** - Effective admissions process: Student satisfaction with Admissions in Orientation Survey

Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>◆ At least 70% of the respondents will rate their satisfaction with Admissions as satisfied or very satisfied.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Student satisfaction with Admissions in Orientation Survey</li> </ul>	<ul style="list-style-type: none"> <li>◆ Admissions and Recruitment. In this first year, the Office of Admissions and Recruitment exceeded the expected success measure of 70%. Exceeding the expected success continued in 2018 and 2019 with results of 91 percent and 88 percent, respectfully. The three-year average is 90 percent. Further research is needed to determine why there was a decrease from 2018 to 2019.</li> </ul> <p style="margin-left: 20px;">Satisfaction with Admissions Year Very Satisfied Satisfied Total 2017 49% 42% 91% 2018 49% 42% 91% 2019 48% 40% 88% Mean 48% 41% 90%</p> <p style="margin-left: 20px;">(Data Source: Office of Institutional Research and the Quality Enhancement Plan, Survey of Graduating Seniors)</p>	<ul style="list-style-type: none"> <li>◆ These results will be used to make decisions that will aid in improving the institution's Admissions and Recruitment efforts.</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 30000 - Student Affairs

Unit Manager: Dingle, Joseph

Objective: DRAFT - Project Breakthrough: % Assigned Mentor - Project Breakthrough: Percent who have been assigned a mentor			
Intended Results	Assessment Measures	Actual Results	Use of Results
◆ At least 100% of the Breakthrough students will have been assigned a mentor.	◆ Percent who have been assigned a mentor		

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 30000 - Student Affairs

Unit Manager: Dingle, Joseph

Objective: DRAFT - Project Breakthrough: % Attend Bi-Weekly Meetings - Project Breakthrough: Percent attending bi-weekly meetings			
Intended Results	Assessment Measures	Actual Results	Use of Results
◆ At least 70% of the Breakthrough students will attend monthly meetings.	◆ Percent attending monthly meetings		

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 30000 - Student Affairs

Unit Manager: Dingle, Joseph

Objective: DRAFT - Project Breakthrough: % Attending Counseling - Project Breakthrough: Percent attending at least one counseling session/semester			
Intended Results	Assessment Measures	Actual Results	Use of Results
◆ At least 70% of the Breakthrough students will attend at least one counseling session/semester.	◆ Percent attending at least one counseling session/semester		

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

**Planning Unit: 30000 - Student Affairs**

**Unit Manager: Dingle, Joseph**

**Objective: DRAFT - Project Breakthrough: % of Breakthrough Student Attending Required Tutoring** - Project Breakthrough: Percent of Breakthrough students attending required tutoring/semester

Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>◆ At least 70% of the Breakthrough students will attend required tutoring/semester.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Percent of Breakthrough students attending required tutoring/semester</li> </ul>		

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 30000 - Student Affairs

Unit Manager: Dingle, Joseph

**Objective: DRAFT - Student Affairs: Effectiveness of Services Provided** - Effectiveness of services provided: Average value of each sub-unit on the Survey of Graduating Seniors

Intended Results	Assessment Measures	Actual Results	Use of Results
<p>◆ When results for each unit are averaged, at least 70% of the respondents will rate their overall satisfaction Student Affairs and Enrollment Management as satisfied or very satisfied.</p>	<p>◆ Average value of each sub-unit on the Survey of Graduating Seniors</p>	<p>◆ Staff members in the Division of Student Affairs and Enrollment Management (SAEM) determined that an overall effectiveness evaluation should be completed for the Division. Nine (9) units or activities within the Division were assessed using the Survey of Graduating Seniors (SGS) in 2016-17 and 2017-18. Admissions and Recruitment was moved to Academic Affairs in 2018-19. Data for some of these units or activities are not available for the last five (5) years due to updates that were made to the Survey. The units or activities are listed in the table below as they currently appear on the SGS and with comments regarding their previously appearances on the SGS when applicable.</p> <p>Table SA1. Units or Activities Assessed in the Division of Student Services and Enrollment Management</p>	

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Current: Previous Status  
or Comments  
Admissions and  
Recruitment: Added 2016  
-17; moved to Academic  
Affairs 2018-19  
Campus Housing: No  
updates  
Career Services:  
vocational and career  
counseling (until 2016)  
Counseling Services:  
personal counseling (until  
2016)  
Health Services: campus  
health services (until  
2016)  
Intramural Sports:  
Appeared as such until  
2017 when it was  
combined with other items  
and became "Student  
Activities including  
Intramural Sports and  
Student Government";  
separated out again in  
2018  
Residence Life: Added  
2017 (similar item also  
included ("campus  
housing")  
SGA Leadership and  
Activities" Added 2017;  
"student activities" was a  
separate question before  
2017, and SGA Leader-  
ship did not appear on the  
survey  
Student Activities:  
opportunities to  
participate in extra-  
curricular activities (until  
2016)

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Due to the changes cited above, the discussion, table, and graphs of the satisfaction results are limited to data for 2017 through 2019. To determine the overall satisfaction level with the Division of Student Affairs (formerly Student Affairs and Enrollment Management until 2018-19), a three-year average was calculated from the SGS results (sum of “very satisfied” and “satisfied”) for units or activities in the Division. The average ratings for 2017, 2018, and 2019 for these units or activities were 76, 75, and 70 percent, respectively, which averages to 74 percent. Thus, the Division exceeded or met its expectation of a 70 percent rating each year. The highest performing unit in the division is Career Services with a three-year average of 92 percent, and the lowest are campus housing whose average rating is 55 percent. Second and third are Counseling (88 percent) and student activities (83 percent).

Table SA2. Average of 2017 – 2019 Results of Very Satisfied and

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Satisfied

Sub-Unit 2017 2018

2019 Avg

Activities 87% 81%

82% 83%

Career 94% 95%

88% 92%

Counseling 88% 88%

88% 88%

Health 74% 68%

68% 70%

Housing 52% 61%

53% 55%

Intramural 74% 62%

43% 60%

Residence 52% 63%

63% 59%

SGA 87% 79%

80% 82%

Average 76% 75%

70% 74%

Two graphs are included  
in an attached document  
titled SGS Unit Results  
for Student Affairs 2017 -  
2019.

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 31000 - Career Services

Unit Manager: Ewing, April

**Objective: DRAFT - Effective Career Services: % of Students Receiving Support** - Effective Career Services: ?% of students receiving Career Services support per semester

Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>Overall, 70% of students will receive service from the Office of Career Services.</li> </ul>	<ul style="list-style-type: none"> <li>% of students receiving Career Services support per semester</li> </ul>	<ul style="list-style-type: none"> <li>In Fall 2018, seventy-two (72) students visit-ed the office of Career Services. In Spring 2019, One hundred and sixty-five (165) students.</li> <li>In Fall 2018, thirteen events were held and two hundred and twenty-three (223) students attended and two alumni attended. In Spring 2019, ten (10) events were held and one hundred and sixty- three (163) students and ten (10) alumni attended. Since these are not unduplicated values, a percentage of the student body cannot be calculated.</li> <li>(Data Source: Office of Career Services, Division of Student Affairs and Enrollment Management)</li> </ul>	<ul style="list-style-type: none"> <li>The Office of Career Services has continued its activities that include resume and cover letter assistance, job search assistance and career counseling. Career Services hosts several events throughout the year, including mock interviews, career networking events &amp; workshops in Residence Life. Career Services sends out employment and internship opportunities, as well as career fair announcements. Staff members will develop a method of obtaining data that will reflect unduplicated values for services received.</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 31000 - Career Services

Unit Manager: Ewing, April

<b>Objective: DRAFT - Effective Career Services: Graduate Placement Rates - Effective Career Services: ?Graduate placement rates</b>																		
Intended Results	Assessment Measures	Actual Results	Use of Results															
<p>◆ The job placement or graduate school rate for all seniors will be at least 70% or higher.</p>	<p>◆ Graduate placement rates</p>	<p>◆ The Office of Career Services administers a survey to graduating seniors as part of the checkout process. One of the questions on the survey provides actual or anticipated job placement data. When reporting employment plans, candidates could choose more than one response as indicated by the “check all that apply” that appears with the question. A majority, 76.47%, of the candidates reported that they are employed full-time or part-time. This value exceeds the desired 70 percent. Results for 2018-2019 are as follows:</p> <p style="margin-left: 40px;">Employment Plans. Check all that apply</p> <p style="margin-left: 80px;">Responses</p> <table style="margin-left: 80px; border-collapse: collapse;"> <tr> <td style="text-align: right;">Answer Choices</td> <td style="text-align: right;">%</td> <td style="text-align: right;">HC</td> </tr> <tr> <td style="text-align: right;">Employed part-time</td> <td style="text-align: right;">29.41%</td> <td></td> </tr> <tr> <td style="text-align: right;">10</td> <td></td> <td></td> </tr> <tr> <td style="text-align: right;">Employed full-time</td> <td style="text-align: right;">47.06%</td> <td></td> </tr> <tr> <td style="text-align: right;">16</td> <td></td> <td></td> </tr> </table>	Answer Choices	%	HC	Employed part-time	29.41%		10			Employed full-time	47.06%		16			<p>◆ Further review is required to determine</p>
Answer Choices	%	HC																
Employed part-time	29.41%																	
10																		
Employed full-time	47.06%																	
16																		

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

		Military		
			8.82%	3
		Unemployed: seeking employment		
			20.59%	7
		Not seeking immediate employment		
			14.71%	5
		Volunteering at an organization		
			17.65%	6
			Answered	
		34		
			Skipped	
		1		

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 31000 - Career Services

Unit Manager: Ewing, April

**Objective: DRAFT - Effective Career Services: Graduate School Continuation** - Effective Career Services:? # and % of graduates continuing to graduate school within five (5) years by graduation year

Intended Results	Assessment Measures	Actual Results	Use of Results
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# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

<p>◆ At least 15 students (15%) from each graduation class will continue their studies in a graduate program within 5 years of graduation</p>	<p>◆ # and % of graduates continuing to graduate school within five (5) years by graduation year</p>	<p>◆ additional question on the survey that is administered by the Office of Career Services to graduating seniors as part of the checkout process asks candidates about educational plans. The majority, 76.47% or 26, of the 2018-2019 candidates reported plans to attend graduate or professional school. Though there are follow-up questions to obtain the anticipated institution and degree program, there is no question related to the anticipated date that students plan to enroll</p> <p>Assessment Results, 2018-2019 Continued:</p> <p>Responses Answer Choices</p> <p style="text-align: center;">% HC</p> <p>Not planning to attend Graduate/Professional School 23.53% 8</p> <p>Planning to attend Graduate/Professional School 76.47% 26</p> <p>Answered 34</p> <p>Skipped 1</p>	<p>◆ Considering that no anticipated date that students plan to enroll in graduate or professional school is included in the Career Services Graduate Survey, staff members are considering possible edits to the survey or developing an additional survey to disseminate following graduation to obtain follow-up data, including using the National Student Clearinghouse.</p>
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# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 31000 - Career Services

Unit Manager: Ewing, April

**Objective: DRAFT - Effective Career Services: Student Satisfaction** - Effective Career Services: Satisfaction with Career Services on Survey of Graduating Seniors

Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>◆ At least 70% of the respondents will rate their satisfaction with the Career Services as satisfied or very satisfied.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Satisfaction with Career Services on Survey of Graduating Seniors</li> </ul>	<ul style="list-style-type: none"> <li>◆ Satisfaction with Career Services is assessed with the Survey of Graduating Seniors (SGS) that is administered and summarized by staff in the Office of Institutional Research and the Quality Enhancement Plan. One caveat for the reader is that the survey question was changed when the survey was overhauled before the 2017 administration.</li> </ul> <p>Satisfaction with Career Services is assessed with the Survey of Graduating Seniors (SGS) that is administered and summarized by staff in the Office of Institutional Research and the Quality Enhancement Plan. The original satisfaction question read as satisfaction with “vocation and career counseling.” As new offices were added to the SGS, the question was updated and now reads as “Career Services.”</p> <p>Results are available for the past five years and</p>	<ul style="list-style-type: none"> <li>◆ These results will be used to continue and expand programs. The goal is to increase marketability and career readiness of our students upon graduation. As the needs of the workforce change, so will the needs of the students</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

are presented in the table below this summary of the results. The success measure of at least 70% of the respondents rating their satisfaction with the Career Services as 'Satisfied' or 'Very Satisfied' was met with a sum of 94.7 percent in 2018 which is the highest rating for the five-year period. Even more rewarding is the steady increase in the results beginning in 2015 when the satisfaction rating was 76 percent. Over the past five years, each percent has been above 70; thus, the data shows that the Office of Career Services has met its success goal. The overall average for the period is 86.9 percent even with the drop in satisfaction from 94.7 percent in 2018 to 87.5 percent in 2019. These results suggest a need to review differences in activities and actions from 2018 to 2019 to determine what might have changed. In Use of Results, a plan to bring the results back to the 2018 level is presented.

Satisfaction Results –  
Career Services, 2015 –  
2019  
Year Very Satisfied

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Satisfied Total			
2015	30.8%	45.2%	76.0%
2016	27.3%	54.6%	81.9%
2017	48.3%	46.1%	94.4%
2018	51.3%	43.4%	94.7%
2019	57.5%		
	30.0%	87.5%	
Average	43.0%	43.9%	
		86.9%	

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 31000 - Career Services

Unit Manager: Ewing, April

**Objective: DRAFT - G1. Soft and Professional Skills** - Soft and professional skills necessary for students to function successfully in the workplace and community

Intended Results	Assessment Measures	Actual Results	Use of Results
<p>◆ 1. At least 50% of the enrolled student population will develop soft and professional skills necessary for students to function successfully in the workplace and community by September 30, 2019.</p>	<p>◆ 1.1 Recruit at least 30 employers/grad schools in fields aligned with current academic programs to participate in on-campus career fairs and networking events.                      1.2 At least 10 workshops related to career development, resume and interview preparations, networking, and career/job search exploration will be provided in collaboration with college entities by September 30, 2019.                      1.3 70% of students surveyed will demonstrate increase knowledge of job search process (resumes, interviewing, etc.) topics presented and resources available in Career Services.</p>	<p>◆ Twenty-one (21) workshops were facilitated and three hundred and thirty-four (334) students attended. 71% of the student body attended workshops. On average 80% of students surveyed noted that that gained (great and good) increased knowledge and new knowledge on topics discussed.</p>	<p>◆ The Office of Career Services will continue to offer workshops to enhance students' skill to compete in the workforce and increase professional and career preparedness. Programs will be modified accordingly to reflect changes in the labor market and needs of employers.</p>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 31000 - Career Services

Unit Manager: Ewing, April

Objective: DRAFT - G2. Career Development Process - Engage in the career development process			
Intended Results	Assessment Measures	Actual Results	Use of Results
<p>◆ 2. 50% of the enrolled student population will engage in the career development process by September 30, 2019.</p>	<p>◆ 2.1 The iStart Strong Interest Inventory, O*Net Career Values and Career Interest Inventories will be utilized as a tool to assess students and assist them in choosing a career and/or major. 2.2 Students will seek career counseling and major/career exploration.</p>	<p>◆ 16% of the student population took the iStart Strong and O*Net Career Values and Interest Inventories. 3% of the student population received career counseling.</p>	<p>◆ The iStart Strong Interest Inventory is only used for new incoming students (mostly freshmen) and the O*Net Inventories are used with freshmen in Residence Life. The Implementation of Career Services requirements for all class levels may increase the number of students that are taking career assessments and receiving career counseling. However, the freshmen class makes up a small portion of the student population. The percentages may need to be adjusted and/or the Interest inventories should be expanded to sophomores and possibly transfer students.</p>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 31000 - Career Services

Unit Manager: Ewing, April

Objective: DRAFT - G3. Job-related Assistance - Engage in the career development process			
Intended Results	Assessment Measures	Actual Results	Use of Results
<p>◆ 3. 50% of the enrolled student population and 10 alumni will receive assistance from the Office of Career Services for job search, resume assistance, interview preparation, and career counseling by September 30, 2019.</p>	<p>◆ 3.1 Students will be able to create and complete a professional resume. 3.2 70% of students surveyed will acknowledge increased confidence in ability to implement strategies for successful job search process including resumes and interviewing</p>	<p>◆ 53% of the enrolled student population and 2 alumni received job related assistance from the Office of Career Services. 80% of students surveyed acknowledged increased confidence in the ability to implement strategies for topics discussed.</p>	<p>◆ Students visit the Office of Career Services for various services and some of those services are not career related. In addition, students aren't submitting resumes consistently for review. The Office of Career Services will continue to promote office hours and encourage appointments for career related assistance via email, social media, and assembly announcements. The Office of Career Services will continue to solicit support from faculty &amp; staff support and continue collaborating with Student Affairs and Academic Affairs whenever possible.</p>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 32000 - Counseling and Wellness Center

Unit Manager: Horstead, Jenease

Objective: DRAFT - G4. Positive Mental Health and Wellness - Promote positive mental health			
Intended Results	Assessment Measures	Actual Results	Use of Results
	<ul style="list-style-type: none"> <li>◆ 4.1 The Counseling &amp; Wellness Centers' Workshop sign-in sheets will document that at least five (5) workshops/programs/events related to academic, emotional, social, and intellectual growth were provided to students each semester.</li> <li>4.2 The Counseling &amp; Wellness Centers' workshop sign-in sheets will document that at least 20% of the student population would have participated in counseling and wellness related programs/events.</li> <li>4.3 The Counseling &amp; Wellness Centers' survey assessments will document that at least 85% of those who participated in counseling and wellness related programs/events will have reported gaining a usable skill and will be able to apply them to their academic or personal life.</li> <li>4.4 The Counseling &amp; Wellness Centers' survey assessments will document that at least 85% of those who</li> </ul>	<ul style="list-style-type: none"> <li>◆ 4.1 During the year, the Counseling &amp; Wellness Center was able to provide twenty-one (21) workshops/programs/events to students.</li> <li>4.2 There were six hundred seventy-two (672) participants who attended Counseling &amp; Wellness Center workshops/programs/events. Since these are not unduplicated values, a percentage of the student population could not be calculated.</li> <li>4.3 Among the workshops/programs/events where surveys were provided, the data revealed that 90% of students reported that they gained usable skills and will be able to apply them to their academic or personal life.</li> <li>4.4. Among the workshops/programs/events where surveys were provided, the data revealed that 89% of students reported that they learned something new from the workshop/program/event.</li> <li>4.5 Among the</li> </ul>	<ul style="list-style-type: none"> <li>◆ 4.1 The Counseling &amp; Wellness Center will continue to provide workshops/events to students that promote positive mental health and wellness.</li> <li>4.2 Results show that students are participating in programs/events hosted by the Counseling &amp; Wellness Center. The Counseling &amp; Wellness Center will continue to work to increase student engagement and participation.</li> <li>4.3 Results show that students gained usable skills and will be able to apply them to their academic or personal life after attending programs/events hosted by the Counseling &amp; Wellness Center. Data will continue to be calculated to determine if certain programs will remain active as students report whether they gained usable skill as a result of attendance.</li> <li>4.4 Results show that students learned something new by attending a</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

- ◆ 4.1 At least ten (10) counseling and wellness related workshops/events will take place.
- 4.2 At least 20% of the student population will participate in programs/events hosted by the Counseling & Wellness Center.
- 4.3 At least 85% of those who participated in counseling and wellness related programs/events will report gaining a usable skill and will be able to apply them to their academic or personal life.
- 4.4 At least 85% of those who participated in counseling and wellness related programs/events will report that they learned something new at the program/event.
- 4.5 At least 85% of those who participated in counseling and wellness related programs/events will report that the information presented increased their understanding of the topic.
- 4.6 At least 85% of those who participated in counseling and wellness related programs/events will report that they were overall satisfied with the topic of the program/event.

participated in counseling and wellness related programs/events will have reported that they learned something new at the program/event.

4.5 The Counseling & Wellness Centers' survey assessments will document that at least 85% of those who participated in counseling and wellness related programs/events will have reported that the information presented increased their understanding of the topic.

4.6 The Counseling & Wellness Centers' survey assessments will document that at least 85% of those who participated in counseling and wellness related programs/events will have reported that they were overall satisfied with the topic program/event.

workshops/programs/events where surveys were provided, the data revealed that 93% of students reported that the information presented during the workshop/program/event increased their understanding of the topic.

4.6 Among the workshops/programs/events where surveys were provided, the data revealed that 92% of students reported that overall, they were satisfied with the workshop/program/event. (Data Source: Paine College Counseling & Wellness Center, Division of Student Affairs and Enrollment Management

program/event hosted by the Counseling & Wellness Center. Data will continue to be calculated to determine if certain programs will remain active as students continue to report if they did or did not learn something new as a result of attendance.

4.5 Results show that students had an increased understanding of the topic presented at a Counseling & Wellness Center program/event. Data will continue be calculated to determine if certain programs will remain active as students report if their level of understanding increased as a result of attendance.

4.6 Results show that students were overall satisfied with the workshop/event hosted by the Counseling & Wellness Center. Data will continue to be calculated to determine if certain programs will remain active as students continue to report if they were satisfied overall with the workshop/event after attendance.

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 32000 - Counseling and Wellness Center

Unit Manager: Horstead, Jenease

Objective: DRAFT - G5. Use of Counseling and Wellness Services - Use of Counseling and Wellness Services			
Intended Results	Assessment Measures	Actual Results	Use of Results
<p>◆ 5.1 At least 15% of the enrolled student population will be provided with services provided by The Counseling &amp; Wellness Center.</p>	<p>◆ 5.1 The Counseling &amp; Wellness Centers' sign-in sheets will document that at least 15% of the enrolled student population utilized Counseling &amp; Wellness services during the academic year.</p>	<p>◆ 5.1 During this reporting year, The Counseling &amp; Wellness Center services were utilized a total of five hundred and seven (507) times. The Counseling &amp; Wellness Center sign-in sheets also revealed that a total of sixty - four (64) students visited the Counseling &amp; Wellness Center for the first time. Since these are not unduplicated values, a percentage of the student population cannot be calculated. (Data Source: Paine College Counseling &amp; Wellness Center, Division of Student Affairs and Enrollment Management)</p>	<p>◆ 5.1 Results will determine if the services provided by the Counseling &amp; Wellness Center are being utilized by students. Efforts have been made to accommodate CAPS students and those who have evening classes by extending the office hours of the Center. Students can schedule appointments or receive services on a "walk-in" basis.</p>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

**Planning Unit: 32000 - Counseling and Wellness Center**

**Unit Manager: Horstead, Jenease**

**Objective: DRAFT - Partner Clinics or Emergency Rooms** - Medical assistance is provided to students, faculty, and staff through the College's partner clinics or via the emergency room when applicable.

Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>◆ 100% of the students who request a referral for medical assistance will be directed to one of the the College's partner clinics or the emergency room when applicable.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Sign-in sheets and referral forms will document referral requests and referrals.</li> </ul>	<ul style="list-style-type: none"> <li>◆ According to the 2018-2019 sign-in sheets, it was documented that six (6) students sought medical referrals from The Counseling &amp; Wellness Center.</li> </ul>	<ul style="list-style-type: none"> <li>◆ The Counseling &amp; Wellness Center will continue to provide referrals for medical assistance to students. The Counseling &amp; Wellness Center will also work with the Division of Student Affairs to enhance the referral process and to expand partnerships with community organizations.</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 35000 - Residence Life

Unit Manager: Paige, Sheila

Objective: DRAFT - Meeting Student Needs in On-Campus Housing - Meeting student needs in on-campus housing: # and % of students living on campus/year			
Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>At least 80% of the available housing spaces (# TBD) on campus will be occupied each semester.</li> </ul>	<ul style="list-style-type: none"> <li># and % of students living on campus/year</li> </ul>	<ul style="list-style-type: none"> <li>As of Fall 2018, there were 381 residential spaces on campus and there are 275. (72.2%) students residing on-campus. The unit missed the success measure of at least 80% of the available housing spaces being occupied each semester by 7.8%. However, enrollment decreased but the number of residents living on-campus has increased in comparison to the previous year (275 compared to 182). The occupancy rate was 63.2% of 288 available spaces.</li> </ul>	<ul style="list-style-type: none"> <li>As we recruit and retain more students in efforts to increase enrollment, the number of students needing on-campus housing will continue to increase. Residence halls will be properly maintained so that students will want to live on campus.</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 35000 - Residence Life

Unit Manager: Paige, Sheila

**Objective: DRAFT - Meeting Student Needs in On-Campus Housing: Student Satisfaction with Housing** - Meeting student needs in on-campus housing: Satisfaction with Housing on Survey of Graduating Seniors

Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>◆ At least 70% of the respondents will rate their satisfaction with the campus housing as satisfied or very satisfied.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Satisfaction with Housing on Survey of Graduating Seniors</li> </ul>		<ul style="list-style-type: none"> <li>◆ These results show steady improvement within the unit. There has been an investment into a renovation of the current residence halls to include new furniture. As a result, Gray has been brought back online. Additional student programming (i.e. Residence Hall Association) will also be developed and implemented in the next academic year. This will allow students the opportunity to provide feedback for change throughout the year.</li> </ul> <p>Furthermore, the institution anticipates building two (2) new residence halls.</p>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

- ◆ Satisfaction with campus housing is the means of measurement being used as documentation of effective campus housing. Since 2015, campus housing satisfaction rates have grown from 42 percent (2015) to 62.5 percent (2019) of the senior candidates reporting satisfied or very satisfied. These results document improvement in students' perceptions of the living sites for the five-year period. Unfortunately, the goal of 70 percent satisfaction for 2019 was not met. Based on these results, improvements are needed in campus housing.

2015 – 2019 Satisfaction Results, Campus Housing  
2015 42%  
2016 47%  
2017 52%  
2018 63%  
2019 62.5%  
Average 53.3%

(Data Source: Office of Institutional Research and the Quality Enhancement Plan, Survey of Graduating Seniors)

- ◆ These results show steady improvement within the unit. There has been an investment into a renovation of the current residence halls. As a result, Gray has been brought back online. Additional student programming will be implemented.

Future plans are to renovate current residence halls, purchase new furniture, and to build two residence halls. Also, plans are to join Residence Hall organizations that will provide scholarship opportunities and professional development.

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

- ◆ Satisfaction with campus housing is the means of measurement being used as documentation of effective campus housing. Since 2014, campus housing satisfaction rates have grown from 34 percent (2014) to 61 percent (2018) of the senior candidates reporting satisfied or very satisfied. These results document improvement in students' perceptions of the living sites for the five-year period. Unfortunately, the goal of 70 percent satisfaction for 2018 was not met. Based on these results, improvements are needed in campus housing.

2014 – 2018 Satisfaction Results, Campus Housing  
Year Campus Housing  
2014 34%  
2015 42%  
2016 47%  
2017 52%  
2018 61%  
Average 47%

(Data Source: Office of Institutional Research and the Quality Enhancement Plan, Survey of Graduating Seniors)

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 35000 - Residence Life

Unit Manager: Paige, Sheila

**Objective: DRAFT - Meeting Student Needs in On-Campus Housing: Student Satisfaction with Residence Life** - Meeting student needs in on-campus housing: Satisfaction with Residence Life on Survey of Graduating Seniors

Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>◆ At least 70% of the respondents will rate their satisfaction with the residence life as satisfied or very satisfied.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Satisfaction with Residence Life on Survey of Graduating Seniors</li> </ul>	<ul style="list-style-type: none"> <li>◆ Satisfaction with residence life, a question that was added to the SGS in 2016-2017 is another measure campus housing satisfaction. Residence life is normally interpreted as including activities that are of hosted in the residence halls and other factors such as treatment by residence life personnel. More study is needed to determine how graduating students interpret the phrase.</li> </ul> <p>A review of data for residence life reveals that students may be more satisfied with other aspects of the living-learning environment. Since the question was added in 2017, results have improved from 61 percent to 62.5 percent. In each of the three years, they are higher than those for "campus housing." The three-year (2017-2019) average, 62.2 percent, for residence life is lower than that of campus housing, 62.5</p>	<ul style="list-style-type: none"> <li>◆ These result show steady improvement within the unit. There has been an investment into additional Residence Life staff.</li> </ul> <p>Furthermore, the institution's plan to build two (2) new residence halls will be accompanied by the implementation of Living-Learning Communities (LLC) which is a new industry best-practice.</p> <ul style="list-style-type: none"> <li>◆ These result show an increase from 2017, but a decline from 2018 so there is a need for improvement within the unit. There has been an investment into additional Residence Life staff.</li> </ul> <p>Furthermore, the institution's plan to build two (2) new residence halls will be accompanied by the implementation of Living-Learning Communities (LLC) which is a new industry best-practice.</p>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

percent. Based on these results, improvements are needed in residence life.

2017 – 2019 Satisfaction Results, Residence Life  
2017 61%  
2018 63%  
2019 62.5%  
Average 62.2%

(Data Source: Office of Institutional Research and the Quality Enhancement Plan, Survey of Graduating Seniors)

- ◆ Satisfaction with residence life, a question that was added to the SGS in 2016-2017 is another measure of campus housing satisfaction. Residence life is normally interpreted as including activities that are hosted in the residence halls and other factors such as treatment by residence life personnel. More study is needed to determine how graduating students interpret the phrase.

A review of data for residence life reveals that students may be more satisfied with other aspects of the living-learning environment. Since the question was added in 2017, results have improved from 61

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

percent to 63 percent. In each of the two years, they are higher than those for “campus housing.” The two-year (2017 and 2018) average, 62 percent, for residence life is higher than that of campus housing, 57 percent. Based on these results, improvements are needed in residence life.

2017 – 2018 Satisfaction Results, Residence Life  
Year Residence Life  
2017 61%  
2018 63%  
Average 62%

(Data Source: Office of Institutional Research and the Quality Enhancement Plan, Survey of Graduating Seniors)

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 36000 - Student Engagement

Unit Manager: Dingle, Joseph

Objective: DRAFT - Effective Student Activities: # of Activities/Semester - Effective student activities: # of student activities/semester			
Intended Results	Assessment Measures	Actual Results	Use of Results
◆ At least 16 activities per semester	◆ # of student activities/semester		

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

**Planning Unit: 36000 - Student Engagement**

**Unit Manager: Dingle, Joseph**

**Objective: DRAFT - Effective Student Activities: Student Satisfaction** - Effective student activities: Satisfaction with Student Activities on Survey of Graduating Seniors

Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>◆ At least 70% of the respondents will rate their satisfaction with “Student Activities including intramural Sports and Student Government” as satisfied or very satisfied.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Satisfaction with Student Activities on Survey of Graduating Seniors</li> </ul>		

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 40000 - Administrative and Fiscal Affairs (AFA)

Unit Manager: Jones, Norman

Objective: DRAFT - Student Satisfaction with Administrative and Fiscal Affairs (Business Office) - Student Satisfaction on the Survey of Graduating Seniors			
Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>◆ At least 70% of the respondents will rate their satisfaction with the Business Office as satisfied or very satisfied.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Student Satisfaction on the Survey of Graduating Seniors</li> </ul>	<ul style="list-style-type: none"> <li>◆ The Business Office ratings for the combined scores for satisfied and very satisfied have steadily increased over the past five years. The second lowest score during the period, 64%, was received in 2015 with the lowest score, 57%, being received in 2016. Neither of these met the expected level of 70 percent. Ratings started to trend upward in 2017 with a score of 91% which was repeated in 2018. The best score, 95.0% was received in 2019. These three ratings brought the five-year average to 80%.</li> </ul>	<ul style="list-style-type: none"> <li>◆ In regular meetings of staff members who work in the Business Office, discussions of changes that were made in the past three years will be solicited, summarized, and appended to this report. New employees will receive a summary and will be expected to ensure that they perform as needed to keep the scores in the 90s.</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 40100 - Accounting

Unit Manager: Jones, Norman

Objective: DRAFT - Annual income and expenditures - Annual income and expenditures			
Intended Results	Assessment Measures	Actual Results	Use of Results
◆ Income for the fiscal year will exceed expenses by 10 percent.	◆ Comparison of income and expenses		

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 40100 - Accounting

Unit Manager: Jones, Norman

Objective: DRAFT - Budget - Expenses - Comparison of the budgeted expenses to the actual expenses			
Intended Results	Assessment Measures	Actual Results	Use of Results
◆ Actual expenses for the fiscal year will exceed budgeted expenses by at least 10 percent.	◆ Comparison of the budgeted income to the actual income		

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 40100 - Accounting

Unit Manager: Jones, Norman

Objective: DRAFT - Budget - Income - Comparison of budgeted income to actual income			
Intended Results	Assessment Measures	Actual Results	Use of Results
◆ Income for the fiscal year will exceed budgeted income by 10 percent	◆ Comparison of the budgeted income to the actual income		

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 41000 - Campus Police

Unit Manager: Morgan, Leroy

Objective: DRAFT - Campus Police - Student Satisfaction - Student satisfaction with Campus Police			
Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>At least 70% of the respondents will rate their satisfaction with the Campus Police as satisfied or very satisfied.</li> </ul>	<ul style="list-style-type: none"> <li>Student Satisfaction on the Survey of Graduating Seniors</li> </ul>	<ul style="list-style-type: none"> <li>On the 2019 Survey of Graduating Seniors, 71.8% of the respondents rated the Campus Police as very satisfied or satisfied. These results were 5.8 percentage points less than the 77.6% in 2018, and the 2017 results of 78.7% were slightly less than one (1) percentage point higher than the 2018 results. (See graph below.)</li> </ul>	<ul style="list-style-type: none"> <li>Three-year decreases in the results of the perceptions of protection provided by Campus Police officers is not acceptable. Hiring additional officers did not improve the results in 2018-2019. In 2019-2020, plans are to increase surveillance, coverage and cameras so that the results improve in the future.</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 41000 - Campus Police

Unit Manager: Morgan, Leroy

<b>Objective: DRAFT - Training and Assistance</b> - To gain more knowledge through training and remain proactive for the Students, Staff and Faculty			
<b>Intended Results</b>	<b>Assessment Measures</b>	<b>Actual Results</b>	<b>Use of Results</b>
<ul style="list-style-type: none"> <li>◆ At least 25% of the officers will attend at least one training session relevant to the work in the Campus Police Unit. Service logs will document the number of responses to requests for assistance.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Outcomes from training sessions and service logs for incident responses</li> </ul>	<ul style="list-style-type: none"> <li>◆ 100% of the officers have completed all required training session relevant to the Campus Police Unit. There were 28 request for assistance for the year. All assistance requests were documented in the Service logs.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Training sessions revealed weaknesses and strengths for individual officers. Resulting in individual training for weak areas. The majority of calls for assistance were from the residence halls. Resulting in increased patrolling and additional cameras installed in strategic areas.</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 42000 - Facilities Management and Environmental Services

Unit Manager: Lewis, Gather

Objective: DRAFT - Equipment - Complaints - Equipment availability complaints			
Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>◆ Campus-wide, no more than five (5) complaints will be logged regarding equipment availability.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Equipment availability complaints</li> </ul>	<ul style="list-style-type: none"> <li>◆ FMES did not meet the minimum five equipment complaints due to extreme high temperatures during the summer of 2019. Additionally some equipment failures were associated with parts not being readily available. Parts delivery of some parts were 15 to 30 days</li> </ul>	<ul style="list-style-type: none"> <li>◆ FMES reviewed data from the past year to identify areas and time of year the failures occurred. Tasked service providers to advise the college on measures to minimize downtime.</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 42000 - Facilities Management and Environmental Services

Unit Manager: Lewis, Gather

Objective: DRAFT - Equipment - Repairs - Equipment repairs completion			
Intended Results	Assessment Measures	Actual Results	Use of Results
◆ 80% of equipment repairs will be completed within two (2) weeks of a report being received.	◆ Equipment repairs completed within two (2) weeks of receiving a report.	◆ All repairs are tracked by "School Dude" web-based reporting system to monitor and improve service delivery. Our program was successful in that 95% of repairs were completed within a two (2) week period.	◆ FMES will continue to use "School Dude" to monitor repair times and improve service delivery.

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 42000 - Facilities Management and Environmental Services

Unit Manager: Lewis, Gather

Objective: DRAFT - Facilities - Maintenance - Facilities maintenance records to be used to document adequate maintenance.			
Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>◆ 80% of the facilities will be adequately maintained as defined in the Facilities Manual.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Maintenance records</li> </ul>	<ul style="list-style-type: none"> <li>◆ FMES identify deficiencies in fire safety, roofing systems, interior/exterior lighting, campus surveillance, mechanical, structural and grounds. Retained Certified contractors to repair systems to meet local, state and federal requirements.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Interior/exterior lights, and fire safety visual equipment were upgraded to LED systems. Resulting in longer life span of equipment and improved energy efficiency,</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 42000 - Facilities Management and Environmental Services

Unit Manager: Lewis, Gather

Objective: DRAFT - Facilities - Student Satisfaction - Student satisfaction with facilities			
Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>At least 70% of the respondents will rate their satisfaction with facilities as satisfied or very satisfied..</li> </ul>	<ul style="list-style-type: none"> <li>Student Satisfaction on the Survey of Graduating Seniors</li> </ul>	<ul style="list-style-type: none"> <li>79.5 percent of the graduating seniors rated facilities as very satisfactory or satisfied. This rating is an improvement over the previous year rating of 75 percent.</li> </ul>	<ul style="list-style-type: none"> <li>The college will continue to make improvement to common areas and flooring to improve this rating in the future.</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 42000 - Facilities Management and Environmental Services

Unit Manager: Lewis, Gather

Objective: DRAFT - Facilities - Student Satisfaction with laboratories - Student satisfaction with laboratory facilities			
Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>At least 70% of the respondents will rate their satisfaction with laboratory facilities as satisfied or very satisfied.</li> </ul>	<ul style="list-style-type: none"> <li>Student Satisfaction on the Survey of Graduating Seniors</li> </ul>	<ul style="list-style-type: none"> <li>The ratings of satisfied plus very satisfied from graduating seniors increased from 53.8% to 80% from 2015 to 2018, then decreased to 62.5% in 2019.</li> </ul>	<ul style="list-style-type: none"> <li>FMES will work with faculty and students in the Department of Mathematics, Science and technology to ensure that laboratories are improved. Results for this question will be reviewed to determine if results from other departments impacted the decreased rating.</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 44000 - Financial Aid

Unit Manager: Quinn, Consuelo

Objective: DRAFT - Financial Aid Effectiveness: % of Students Receiving Financial Aid - Financial Aid effectiveness: ?% of students receiving financial aid			
Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>◆ At least 95% of the students will receive some financial aid during the year.</li> </ul>	<ul style="list-style-type: none"> <li>◆ % of students receiving financial aid</li> </ul>	<ul style="list-style-type: none"> <li>◆ During the 2018-2019 academic year, 99% of the students received some form of financial aid. This exceeded the success goal of 95%.</li> </ul>	<ul style="list-style-type: none"> <li>◆ These results will be used to seek additional resources internally and externally for our students to meet their cost of attendance.</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 44000 - Financial Aid

Unit Manager: Quinn, Consuelo

Objective: DRAFT - Financial Aid Effectiveness: Average Student Award - Financial Aid effectiveness: ?Average student award			
Intended Results	Assessment Measures	Actual Results	Use of Results
◆ The average student award will be at least 90% of the average student's total annual projected budget	◆ Average student award	◆ The average student award will be at least 90% of the average student's total annual projected budget	◆ The results will be used to find additional assistance so that no student will be denied an education.

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 44000 - Financial Aid

Unit Manager: Quinn, Consuelo

**Objective: DRAFT - Financial Aid Effectiveness: Student Satisfaction of Package** - Financial Aid effectiveness: ?Student satisfaction with the financial aid package on Survey of Graduating Seniors

Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>◆ At least 60% of the respondents will rate their satisfaction with the financial aid package as satisfied or very satisfied.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Student satisfaction with the financial aid package on Survey of Graduating Seniors</li> </ul>	<ul style="list-style-type: none"> <li>◆ On the Survey of Graduating Seniors in 2018-2019, 95 percent of the respondents rated the financial aid package as satisfied or very satisfied. This value exceeds the expected criteria level of 60 percent and the values for the past two years when 81 percent gave the same ratings in 2016-2017, and 89 percent rated the package as satisfied or very satisfied in 2018 (see graph below).</li> </ul>	<ul style="list-style-type: none"> <li>◆ The goal in the Office of Financial Aid is to provide a high level of customer service to our students and parents to ensure that their experience at Paine College is a pleasant and rewarding one. Although the expected level of satisfaction was exceeded, the office will use these to continue making improvements, which will hopefully result in a goal of 100 percent.</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 44000 - Financial Aid

Unit Manager: Quinn, Consuelo

**Objective: DRAFT - Financial Aid Effectiveness: Student Satisfaction of Process** - Financial Aid effectiveness: ?Student satisfaction with the financial aid process on Survey of Graduating Seniors

Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>◆ At least 70% of the respondents will rate their satisfaction with the financial aid process as satisfied or very satisfied.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Student satisfaction with the financial aid process on Survey of Graduating Seniors</li> </ul>	<ul style="list-style-type: none"> <li>◆ On the 2018-2019 Survey of Graduating Seniors, 90 percent of the respondents rated their satisfaction with the financial aid process as satisfied or very satisfied. This value exceeds the expected criteria level of 70 percent and the results for the past two years which were 75 percent in 2016-2017 and 87 percent in 2017-2018 (see graph below).</li> </ul>	<ul style="list-style-type: none"> <li>◆ These results will be used to im-prove processes and provide a high level of customer service to our students and parents to ensure that their experience at Paine College is a pleasant and rewarding one.</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

**Planning Unit: 44000 - Financial Aid**

**Unit Manager: Quinn, Consuelo**

**Objective: DRAFT - Students Receiving Appropriate Financial Aid** - Students receiving appropriate Financial Aid: Total amount of non-institutional financial aid received by college

Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>◆ Paine College will receive at least \$6,000,000 of student financial aid from non-institutional resources.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Total amount of non-institutional financial aid received by college</li> </ul>	<ul style="list-style-type: none"> <li>◆ The amount of non-institutional resources, \$6,894,039 received for the 2018-2019 year exceeded \$6,000,000.00, which is over the success goal.</li> </ul>	<ul style="list-style-type: none"> <li>◆ These results will be used to continue to assist students by securing outside resources to fund their educational needs</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 45000 - Human Resources

Unit Manager: Griffin, Troyline

Objective: DRAFT - Response to questions in Human Resources - Staff evaluation of service survey (to be developed)			
Intended Results	Assessment Measures	Actual Results	Use of Results
◆ At least 70% of the respondents will report that their question was answered to their satisfaction on the first attempt.	◆ Staff evaluation of service survey (to be developed)		

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 45000 - Human Resources

Unit Manager: Griffin, Troyline

Objective: DRAFT - Satisfaction with Human Resources service time - Wait time for persons with appointments			
Intended Results	Assessment Measures	Actual Results	Use of Results
◆ No person with an appointment will wait to be seen by an HR staff person for more than 5 minutes beyond their appointment time.	◆ Human Resources daily time logs		

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 45000 - Human Resources

Unit Manager: Griffin, Troyline

Objective: DRAFT - Satisfaction with Human Resources services - Satisfaction with human resources services			
Intended Results	Assessment Measures	Actual Results	Use of Results
◆ At least 70% of the respondents will rate their satisfaction with human resources services as satisfied or very satisfied.	◆ Staff evaluation of service survey (to be developed)		

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 47000 - Auxiliary Services

Unit Manager: Jones, Norman

Objective: DRAFT - Food Services - Satisfaction - Satisfaction with food services as measured by the Survey of Graduating Seniors			
Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>At least 70% of the respondents will rate their satisfaction with food services as satisfied or very satisfied.</li> </ul>	<ul style="list-style-type: none"> <li>Student satisfaction on the Survey of Graduating Seniors and a new survey or other way to measure satisfaction from other levels of students</li> </ul>	<ul style="list-style-type: none"> <li>Satisfaction with food services is integral to the overall satisfaction of on-campus students. These services have been evaluated for many years using the Survey of Graduating Seniors. Ratings from the Survey are based on students who respond with satisfied and very satisfied. Results for the past five years are less than satisfactory. In no year was the expected 70 percent score achieved. Results are 38% in 2015, 35% in 2016, 52% in 2017, 53% in 2018, and 45.0% in 2019. These results are unacceptable and must be improved.</li> </ul> <p>(Data Source: Office of Institutional Research and the Quality Enhancement Plan, Survey of graduating Seniors)</p>	<ul style="list-style-type: none"> <li>These results document a need to have discussions with students to determine what the problems are with food services that are causing such low ratings. It is recommended that the unit create its own survey to obtain more detailed results and make improvements accordingly so that food service ratings will improve.</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 47000 - Auxiliary Services

Unit Manager: Jones, Norman

Objective: DRAFT - Lion's Cafe - Satisfaction - Satisfaction with the Lion's Café per the Survey of Graduating Seniors			
Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>At least 70% of the respondents will rate their satisfaction with the The Lion's Café (also serves as the Bookstore) as satisfied or very satisfied.</li> </ul>	<ul style="list-style-type: none"> <li>Student satisfaction on the Survey of Graduating Seniors and a new survey or other way to measure satisfaction from other levels of students</li> </ul>	<ul style="list-style-type: none"> <li>Results for the Lion's Shop were expected to be low, 44% in 2017, 65% in 2018, and 53.8% in 2019 for students who responded very satisfied or satisfied. The purpose of the Shop have been in a state of flux for the pass three years. A clearly defined purpose and strategies to achieve the purpose should be developed.</li> </ul>	<ul style="list-style-type: none"> <li>The lack of a clearly defined purpose for the Lion's Shop will be reviewed and developed as soon as possible. Further, stability in terms of staff members to service those who would like to use the Shop will be explored.</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 47000 - Auxiliary Services

Unit Manager: Jones, Norman

**Objective: DRAFT - Post Office - Satisfaction** - Satisfaction with the Post Office via the Survey of Graduating Seniors

Intended Results	Assessment Measures	Actual Results	Use of Results
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# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

<ul style="list-style-type: none"><li>◆ At least 70% of the respondents will rate their satisfaction with the Post Office as satisfied or very satisfied.</li></ul>	<ul style="list-style-type: none"><li>◆ Student satisfaction on the Survey of Graduating Seniors and a new survey or other way to measure satisfaction from other levels of students</li></ul>	<ul style="list-style-type: none"><li>◆ Postal services are an important aspect of student life for those who live on campus. Thus, Paine College maintains a campus Post Office to serve student needs. The addition of question to assess the level of satisfaction with the Post Office was added to the Survey of Graduating Seniors that is administered by staff in the Office of Institutional Research and the Quality Enhancement Plan was made for the 2017 administration. In 2017, seventy-seven percent (77%) of the candidates for graduation rated the Post Office as very satisfied or satisfied on the Survey that is administered by the Office of Institutional Research and the Quality Enhancement Plan. This rating was followed by 78% in 2018 and 67.5% in 2019. Though two (2) of the three (3) annual ratings were above the expected level of 70%, when they are coupled with an average of 74%, the College has documentation of the need to study postal services more closely.</li></ul>	<ul style="list-style-type: none"><li>◆ Results from the question on Postal Services will become the basis for a more comprehensive review of the services provided.</li></ul>
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# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 48000 - Information Technology

Unit Manager: Owens, Jeff

Objective: DRAFT - Effectiveness of Information Technology Services - This objective documents the request for unit services			
Intended Results	Assessment Measures	Actual Results	Use of Results
◆ 80% of the requests for services that fall within the list of services provided from ITS will be completed within two (2) weeks.	◆ Request for service logs		

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 48000 - Information Technology

Unit Manager: Owens, Jeff

Objective: DRAFT - Satisfaction with Information Technology (IT) - Student satisfaction with Information Technology services.			
Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>At least 70% of the respondents will rate their satisfaction with the Information Technology Services as satisfied or very satisfied.</li> </ul>	<ul style="list-style-type: none"> <li>Student Satisfaction on the Survey of Graduating Seniors administered by the Office of Institutional Research and the Quality Enhancement Plan</li> </ul>	<ul style="list-style-type: none"> <li>Information Technology staff members are providing satisfactory services as documented by the 90% in 2017, 93% in 2018, and 85.0% in 2019 who rated the services as "very satisfied" or "satisfied." Considering the fluctuations in the results, staff members will seek to improve services when possible so that improvement results will steady increase.</li> </ul> <p>(Data Source: Office of Institutional Research and the Quality Enhancement Plan, Survey of Graduating Seniors)</p>	<ul style="list-style-type: none"> <li>Results from this question that provides documentation for the quality of services provided by IT staff will continue to be monitored. All staff members will seek to provide improved services to students so that results will steadily improve.</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 48000 - Information Technology

Unit Manager: Owens, Jeff

Objective: DRAFT - Student Satisfaction with Computers and Computing Facilities - Student satisfaction with computers and computing facilities			
Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>At least 70% of the respondents will rate their satisfaction with the computers and computing facilities as satisfied or very satisfied.</li> </ul>	<ul style="list-style-type: none"> <li>Student Satisfaction on the Survey of Graduating Seniors administered by Office of Institutional Research and the Quality Enhancement Plan</li> </ul>	<ul style="list-style-type: none"> <li>In 2017, the Survey of Graduating Seniors was updated, and satisfaction with "computers and computing facilities" was replaced with "quality and availability of computers." Results for this new question are included in the discussion for this outcome. Three-year results for the sum of "very satisfied" and "satisfied" were 82 percent, 89 percent, and 88 percent for each year, respectively. These exceeded the expected value of 70 percent.</li> </ul> <p>(Data Source: Office of Institutional Research and the Quality Enhancement Plan, Survey of Graduating Seniors)</p>	<ul style="list-style-type: none"> <li>The Office of Information Technology will seek to continue to exceed the goal. Further, the intent of the staff member is to see steady increases in the results. To achieve the steady increases, staff members will work with unit leaders to ensure that computers and computing facilities are well-maintained.</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 50000 - Institutional Advancement (and Donor Relations)

Unit Manager: Carter, Helene

**Objective: DRAFT - Friend Raising and Fund Raising - Corporate/Foundation Gifts** - The purpose of this outcome is to track the number and average amounts of corporate and foundation gifts.

Intended Results	Assessment Measures	Actual Results	Use of Results
<p>◆ This donation categories are being revamped. The actual values will be added later.</p> <p>At least 50 corporations or foundations will donate to the college each fiscal year. The average corporate donation will be \$4,000.</p>	<p>◆ # corporate/foundation donations Average corporate/foundation donation</p>	<p>◆ Number of Corporate or Foundation Donors The number of corporate or foundation donors has fluctuated during the past three years. In 2016-2017, 52 agencies sent donations to Paine. The number of donors in this category decreased to 51 in 2017-2018 and 37 in 2018-2019. The three-year average was 47 donors. It is clear from these results that the college's fundraisers need to put more effort into raising funds from corporate and foundation donors.</p> <p>Average Gift from Corporate or Foundation Donors Total gifts of \$290,754 were received from 52 agencies in 2016-2017 for an average gift of \$5,591. Total gifts received in 2017-2018 were \$95,858 from 51 agencies for an average gift of \$1,880. In 2018-2019, the college received \$145,104 from 37 corporate of foundation donors for an</p>	<p>◆ Though the goal was achieved in 2016-2017 and 2017-2018, the results were disappointing for both the number of corporate and foundation donors in 2018-2019. They suggest the need to cultivate additional donors, especially those from corporations, foundations, and other businesses outside of Augusta. Thus, a plan needs to be developed to increase or at least stabilize the number of donors in these categories.</p>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

		average donation of \$3,922. Average gifts fluctuated during the period. Overall, an average of \$177,239 was raised from an average of 47 donors for an average of \$3,798.	
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# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 50000 - Institutional Advancement (and Donor Relations)

Unit Manager: Carter, Helene

**Objective: DRAFT - Friend Raising and Fund Raising - Individual (non-alumni) Donors** - The Vice President of Institutional Advancement and other IA staff members are responsible of cultivating relationships with individuals who are not Paine College alumni. The purpose of this outcome is to track the number of donations received from administrators, faculty, staff, former employees, friends, the President, president Emerita, public schools, and students.

Intended Results	Assessment Measures	Actual Results	Use of Results
<p>◆ At least 100 non-alumni individuals (administrators, faculty, staff, former employees, friends, the president, president Emerita, public schools, and students) will donate to the college each fiscal year.</p> <p>The average annual gift per donor in this category will be least \$250.00.</p>	<p>◆ Number of other (corporations, community individuals, faculty, staff, and students) donations</p> <p>Average other (corporations, community individuals, faculty, staff, and students) donation</p>	<p>◆ Paine College received a total of \$163,095 (\$7,160,703 in 2017-18 and \$333,151 in 2016-2017) from 708 (693 in 2017-2018 and 469 in 2016-17) donors classified as administrator, faculty, staff, former employee, friend, the president, president Emerita, public schools, and student. The donor goal was exceeded each year, and the average number of donors was 623 for the three-year period.</p> <p>The average donation was \$348 in 2018-19, much less than the \$10,333 in 2017-18 and much more than the \$471 average donation in 2016-17. Though less employees donated in 2017-18 compared to 2016-17, the average gift per donor was higher. The result was not the same in 2018-10. In both categories, the results was less.</p>	<p>◆ Since the goals for the number of donors and the average gift were exceeded in each year, the results suggest that the College is doing well receiving donations from employees (administrators, faculty, staff, former employees, friends, the president, president Emerita, public schools, and students). The increase was due to a special gift. A more detailed review of individual giving will also be undertaken. Special “come-back” solicitations will be made to those who skipped a year. Those who continued to make donations will be thanked and requested to consider increasing their donation in 2019-20.</p>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Though both the number of donors and the average donor gift fluctuated during the period of this study, it is time to consider increasing the goal since both goals were exceeded.

Year	Donors	Gifts
		Average Gift
FY17	708	\$333,151
		\$471
FY18	693	\$7,160,703
		\$10,333
FY19	469	\$163,095
		\$348
Mean	623	\$2,552,316
		\$3,717

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 50000 - Institutional Advancement (and Donor Relations)

Unit Manager: Carter, Helene

**Objective: DRAFT - Friend Raising and Fund Raising - Religious organizations (not distributions)** - The Vice President of Institutional Advancement and other IA staff members are responsible of cultivating relationships with religious organizations. The purpose of this outcome is to track the number of donations received from these entities.

Intended Results	Assessment Measures	Actual Results	Use of Results
<p>◆ At least 90 religious organizations will donate to the college each fiscal year Average annual gift per religious organization is at least \$5,000</p>	<p>◆ Number of religious organizations not including distributions Average annual giving per religious organization donor</p>	<p>◆ Paine College continues to be grateful for and depend upon donations from religious organizations. In 2018-19, 57 religious organizations donated to Paine College, the third year that the number of donors decreased. In 2017-2018, 64 religious organizations donated to Paine College. This value represents a 20 percent decrease from 2016-2017 when 80 religious organizations made donations. The three-year average is 67 religious organizations.</p> <p>The average annual gift from a religious organization in 2018-19 is \$1,573 (89,657/57) which compares to and is greater than the average of \$1,359 (\$86,960/64) in 2017-18. The \$1,242 (\$99,347/90) in 2016-17 is the smallest per donor average during the three-year period. The goal of an average of at least \$5,000 per religious organization donor was</p>	<p>◆ These results will be examined more closely to determine why there was a decrease in the number of donors. We will also develop and hold interfaith events to recognize churches outside of UMC and CME churches.</p> <p>These results coupled with the locations of the religious organizations will be used as the backdrop for developing ways to increase the number of solicitations to a wider audience that includes churches outside of Georgia. These efforts should also increase the average donation.</p>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

not achieved in either  
year.

Religious Organizations  
Year Donors Gifts  
Average Gift  
FY17 80 \$99,347 \$1,242  
FY18 64 \$86,960 \$1,359  
FY19 57 \$89,657 \$1,573  
Mean 67 \$91,988 \$1,391

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

**Planning Unit: 50000 - Institutional Advancement (and Donor Relations)**

**Unit Manager: Carter, Helene**

**Objective: DRAFT - Friend Raising and Fund Raising - Trustees** - The President and Vice President of Institutional Advancement are responsible of assisting members of the Board of Trustees in understanding their fiduciary responsibilities related to Paine College. They are to donate and solicit donations from others to ensure that the college's finances are sufficient to operate. The purpose of this outcome is to track the number of donations and the average size of the donations received from members of the Board of Trustees.

Intended Results	Assessment Measures	Actual Results	Use of Results
<p>◆ At least 100% will donate to the college each fiscal year; Average Trustee gift is at least \$2,000</p>	<p>◆ Number of Trustees who make donations; Average Trustee gift</p>	<p>◆ Fundraising is one of the responsibilities of members of the Board of Trustees. Therefore, the College has set a goal of receiving a donation from each trustee member each year. The 2016-17 Trustee donor rate was 75 percent from 21 of 28 Trustees. The 2017-2018 rate decreased to 68 percent even though the number of donors remained at 21. The sharp decrease in the percentage of donors was due to the increased number of Trustees, 31. The Board of Trustees numbered 27 by the April 2019 Annual Meeting. Trustee donors numbered 22 or 81 percent for the 2019 fiscal year. Reviewing the numbers and percentages suggests that there is room for improvement as the College seeks to reach its goal of having 100 percent of the Trustees to donate. A summary table of Trustee</p>	<p>◆ These results, achieving less than a 100 percent giving rate from Trustees, will be used as the background for developing a workshop designed to educate the Trustees on the importance of giving during each fiscal year as part of their fiduciary responsibility.</p>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

donors appears below.

Trustee Donor Results,  
2016-2017 – 2018-2019  
Fiscal Year Trustees  
Donors Percent  
2017 28 21 75%  
2018 31 21 68%  
2019 27 22 81%  
Mean 29 21 75%

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 52000 - Alumni Relations and Annual Fund

Unit Manager: Carter, Helene

**Objective: DRAFT - Alumni - Fund Raising: Average Alumni Gift** - The Director of Alumni Relations is responsible for cultivating relationships between alumni and the College and managing activities related to fundraising for the Annual Fund. The purpose of this outcome is to track fund-raising efforts.

Intended Results	Assessment Measures	Actual Results	Use of Results
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# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

<ul style="list-style-type: none"> <li>◆ Average annual gift per alumnus is at least \$500</li> </ul>	<ul style="list-style-type: none"> <li>◆ Average annual giving per alumnus</li> </ul>	<ul style="list-style-type: none"> <li>◆ Alumni giving and the number who donated increased annually from 2016-2017 to 2018-2019. Total gifts, number, and average, (\$2,136,191, 400, \$5,340) for 2018-2019 were significantly larger than the 2017-2018 results (\$455,549, 362, \$1,258) and those of 2016-2017 (\$326,486/335\$975). Thus, the goal of an average of \$500 was exceeded in all three years. A summary table appears below.</li> </ul> <div style="text-align: center; margin: 10px 0;"> <p>Summary of Alumni Donors, Total Gifts, and Average Gift, 2016-2017 to 2018-2019</p> <table style="margin: auto; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Year</th> <th style="text-align: left;">Donors</th> <th style="text-align: left;">Total Gifts</th> <th style="text-align: left;">Average Gift</th> </tr> </thead> <tbody> <tr> <td>2016-17</td> <td>335</td> <td>\$326,486</td> <td>\$975</td> </tr> <tr> <td>2017-18</td> <td>362</td> <td>\$455,549</td> <td>\$1,258</td> </tr> <tr> <td>2018-19</td> <td>400</td> <td>\$2,136,191</td> <td>\$5,340</td> </tr> </tbody> </table> </div> <ul style="list-style-type: none"> <li>◆ Alumni Gifts reached over a record \$2.1 Million due to a record gift made by one Alumnus/Alumna couple who made a single gift of \$1.8 Million to eliminate the debt on the HEAL Complex.</li> </ul>	Year	Donors	Total Gifts	Average Gift	2016-17	335	\$326,486	\$975	2017-18	362	\$455,549	\$1,258	2018-19	400	\$2,136,191	\$5,340	<ul style="list-style-type: none"> <li>◆ Though the College is pleased with the increase in the average annual gift per alumnus in each year, there is still room for improvement. These results document the need to increase the number of solicitations to alumni and to review the expectations of the office for the next year. These results also suggest a need to increase the goal for this outcome. They will be part of the conversations with alumni and the new Director of Alumni Relations and Annual Giving, once the individual is employed.</li> </ul>
Year	Donors	Total Gifts	Average Gift																
2016-17	335	\$326,486	\$975																
2017-18	362	\$455,549	\$1,258																
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# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 52000 - Alumni Relations and Annual Fund

Unit Manager: Carter, Helene

**Objective: DRAFT - Friend Raising and Fund Raising - Alumni** - The Director of Alumni Relations is responsible of cultivating relationships between alumni and the College and managing activities related to the fund raising for the annual fund. The purpose of this outcome is to track the number of alumni and their giving to the annual fund.

Intended Results	Assessment Measures	Actual Results	Use of Results
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# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

<ul style="list-style-type: none"> <li>◆ At least 400 alumni will donate to the college each fiscal year. The average annual gift per alumnus is at least \$1,000.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Number of alumni giving; average annual giving per alumnus</li> </ul>	<ul style="list-style-type: none"> <li>◆ Paine College reached its expected level of donations from 400 alumni in 2018-2019. This value compares to 91 percent (362) in 2017-2018 and 84 percent (335) in 2016-2017. The results document improvement in the number of alumni who donated in the current year (400, 100% of expected) when compared to the last to years (362 and 335). A summary table appears below.</li> </ul> <p style="text-align: center;">Number of Donors and Percent of Expected Level, 2016-2017 to 2018-2019</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Year #</th> <th>Donors</th> <th>% of Expected</th> <th>% less than Expected</th> </tr> </thead> <tbody> <tr> <td>2016-17</td> <td>335</td> <td>84%</td> <td>16%</td> </tr> <tr> <td>2017-18</td> <td>362</td> <td>91%</td> <td>9%</td> </tr> <tr> <td>2018-19</td> <td>400</td> <td>100%</td> <td>0%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>◆ Alumni Gifts reached over a record \$2.1 Million due to a record gift made by one Alumnus/Alumna couple who made a single gift of \$1.8 Million to eliminate the debt on the HEAL Complex.</li> </ul>	Year #	Donors	% of Expected	% less than Expected	2016-17	335	84%	16%	2017-18	362	91%	9%	2018-19	400	100%	0%	<ul style="list-style-type: none"> <li>◆ Since the goal was reached, staff members are looking at options for maintaining and continuing to increase the number of alumni who give to the College. One option for increasing the number of alumni donors continues to be increasing the number of alumni chapters. The results suggest a need to increase the goal for this outcome. These will be pursued as soon as a new director is hired. Improving these results will be one of the goals for the work of the new Director of Alumni Relations and Annual Giving.</li> </ul>
Year #	Donors	% of Expected	% less than Expected																
2016-17	335	84%	16%																
2017-18	362	91%	9%																
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# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 53000 - Communications and Marketing

Unit Manager: Carter, Helene

Objective: DRAFT - Effective Communications - social media interactions - Average number of interactions on social media			
Intended Results	Assessment Measures	Actual Results	Use of Results
<p>♦ August – May: Average 300 social media interactions per month June – July: Average 125 social media interactions per month</p>	<p>♦ Average number of interactions on social media messages/month</p>	<p>♦ Social Media Interactions Social media interactions are tracked monthly and summarized for two periods—academic year semesters (August – May) and summer months (June and July). The goal for social media interactions is an average of 300 per month during the academic year months of August through May. With averages of 1, 939, 2,167, and 1,880 annually from 2016-2017 through 2018-2019, the goal was exceeded. The writer must note that the May 2019 data was not available at the time this report was written.</p> <p>The summer goal is 125 social media interactions per month. This goal was exceeded in 2016-2017 and missed in 2017-2018. The data for 2018-2019 was not available at the time that this report was completed.</p> <p>Monthly traffic data on which the averages were based is included in the table below. These results</p>	<p>♦ 2018-2019 The current social media base is active and engaged. Social media advertising will be used to increase the reach of social media posts in order to gain more opportunities for engagement. We will use additional advertising and Facebook retargeting in order to increase the fan base and website traffic.</p> <p>2017-2018 The current social media base is active and engaged. Social media advertising will be used to increase the reach of social media posts in order to gain more opportunities for engagement. We will use additional advertising and Facebook retargeting in order to increase fan base and website traffic.</p> <p>2016-2017 The current social media base is active and engaged. Social media advertising will be used to</p>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

		<p>document that the goal was exceeded each month.</p> <p>A report with the monthly interactions is attached via Document Management.</p>	<p>increase the reach of social media posts in order to gain more opportunities for engagement. Adding additional social media net-works will also give more opportunity for social interactions. An alumni group will be incorporated on the Facebook fan page which will also in-crease engagement.</p>
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# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 53000 - Communications and Marketing

Unit Manager: Carter, Helene

Objective: DRAFT - Effective Communications - social media messages sent - Number of social media messages sent			
Intended Results	Assessment Measures	Actual Results	Use of Results
<ul style="list-style-type: none"> <li>August – May: Average 60 social media messages will be received per month</li> <li>June – July: Average 40 social media messages will be received per month</li> </ul>	<ul style="list-style-type: none"> <li>Number of social media messages sent/month</li> </ul>	<ul style="list-style-type: none"> <li>Social Media Messages, 2018-2019 The goal of an average of 60 media messages was during the academic year was slightly missed in 2016-2017, the initial year of this study Since that first year, results have improved with results of 96 and 60 in 2017-2018 and 2018-2019, respectfully. To improve the results for social media messages, additional social media messages were shared on each platform, and additional platforms were add with a variety of messages targeted to students, prospective students, parents, and the internal and external community. . The writer notes that the May 2019 data was not available at the time this report was written.</li> <li>Summer results of 20 in June and July in 2016-2017 were less than the expected goal of 40 social media messages. The goal was exceeded each month with results of 72 and 80 messages each</li> </ul>	<ul style="list-style-type: none"> <li>The social media plan will continue to include increased participation on Instagram to showcase our programs, the campus, current students and profile notable alumni. Social media will also be used to showcase recruitment drives, faculty-student interaction, community involvement and programs. Strategically crafted videos and animations will be leveraged to reach our target demographics.</li> </ul>

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

month. Averages were 20 and 76 for the two years, respectively. Data for June and July 2019 were not available at the time that this report was completed.

A report containing monthly results is attached via Document Management. These results document that monthly results fluctuated each month.

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

Planning Unit: 53000 - Communications and Marketing

Unit Manager: Carter, Helene

Objective: DRAFT - Effective Communications - website hits - Number of hits on website/month			
Intended Results	Assessment Measures	Actual Results	Use of Results
<p>◆ August – May: Average 2,424 website hits per month June – July: Average 1,538 website hits per month</p>	<p>◆ Number of hits on website/month (different numbers for summer and school year)</p>	<p>◆ Website Hits Website traffic is tracked monthly and summarized for two periods—academic year semesters (August – May) and summer months (June and July). The desired average of 2,424 hits during the academic year (August – May) was exceeded in the second and third years of this study. For each year, the number of hits almost doubled during the period of this study with an average of 9,446 reported for 2018-19 compared to 2,209 in 2016-17. The updated look of the Paine College website and its improved navigation system made a difference in website traffic. Monthly data appears in the table. The writer notes that the May 2019 data was not available at the time this report was written.</p> <p>Summer results exceeded the expectation of 1,538 website hits in 2016-2017 and 2017-2018 in each month except for June, 2017. Data for the</p>	

# Institutional Effectiveness by Planning Unit

Planning Year: 2018-2019

summer months in 2019 were not available at the time this report was written.

A report containing the monthly values is attached via Document Management.