INSTITUTIONAL EFFECTIVENESS PARADIGM (ASSESSMENT PLAN INCLUDED)

PAINE COLLEGE
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**FOUNDATIONAL STATEMENTS;
PLANNING, ASSESSMENT, AND EVALUATION
*POLICIES, GUIDELINES, AND PROCEDURES
MANUAL***

2018

**Revised and Approved by the Committee on Strategic Planning and Evaluation
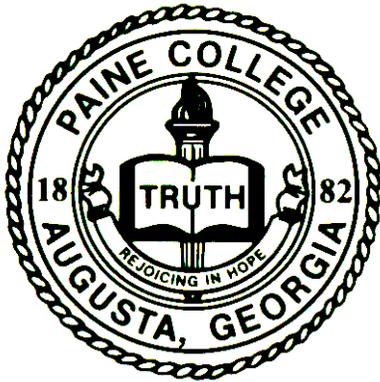October 9, 2018**

**Approved by the Board of Trustees
October 20, 2018**

PAINE COLLEGE

INSTITUTIONAL EFFECTIVENESS PARADIGM

FOUNDATIONAL STATEMENTS;
PLANNING, ASSESSMENT, AND EVALUATION
POLICIES, GUIDELINES, AND PROCEDURES MANUAL

2018

Committee on
Strategic Planning and Evaluation
(CSPE)

Office of the President
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Name	Position
TBN	Director, Tutorial Services
Mrs. Chellita Carlyle	Director, Upward Bound
Mrs. Symphoni Wiggins	Acting Registrar

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INSTITUTIONAL EFFECTIVENESS PARADIGM FOR PLANNING, ASSESSMENT, AND EVALUATION
POLICIES, GUIDELINES, AND PROCEDURES MANUAL

BRIEF HISTORY

Paine College was founded by the leadership of the Methodist Episcopal Church South (MECS), now United Methodist (UM) Church, and the Colored Methodist Episcopal Church, now Christian Methodist Episcopal (CME) Church. Paine was the brainchild of Bishop Lucius Henry Holsey, who first expressed the idea for the College in 1869. He asked leaders in the ME Church South to help establish a school to train Negro teachers and preachers so that they might in turn appropriately address the educational and spiritual needs of the people newly freed from the evils of slavery. Leaders in the ME Church South agreed, and Paine Institute came into being.

On November 1, 1882, the Paine Institute Board of Trustees, consisting of six members, three from each Church, met for the first time. They agreed to name the school in honor of the late Bishop Robert Paine of the MECS who had helped to organize the CME Church. In December, the Trustees selected Dr. Morgan Callaway as the first President of the College and enlarged the Board from six to nineteen members, drawing its new membership from communities outside of Georgia so that the enterprise might not be viewed as exclusively local. A $2,000 gift from a white minister, Reverend Atticus Haygood of the MECS and $16 raised penny by penny from former slaves by Bishop Holsey, a CME minister, became the financial basis for the founding of Paine College.

In 1883, a Charter of Incorporation for The Paine Institute was granted, and the Trustees elected Dr. George Williams Walker as its first teacher. In January 1884, classes began in rented

quarters located on Broad Street in downtown Augusta. The name of the institution was changed from "The Paine Institute" to "The Paine College" effective June 19, 1903 when a request to update the Charter of Incorporation was granted by the Superior Court of Richmond County. Since its inception, Paine College has had 16 presidents; during interim periods, Paine has been served by eight (8) chief administrators whose titles varied. Though Paine served predominately African American students, it was not until Dr. Lucius H. Pitts, an alumnus, was elected President of Paine College in 1971 that Paine College had its first Black President.

Paine became accredited by the Southern Association of Colleges and Secondary Schools in 1944 per the SACSCOC website. The College has maintained its full membership status in the Southern Association of Colleges and Schools to this date. Thus, Paine College is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Paine College. Since 2014, the institution has been on probation with SACSCOC. The College was approved by the University Senate of The Methodist Church in 1959.

As an institution supported by two (2) Methodist denominations, Paine College continues to ascribe to the beliefs and tenets of the Wesleyan tradition as practiced in the Methodist Church. The College remains a small, predominantly Black, coeducational, church-related school, gratefully related to its founding denominations and open to all.

INTRODUCTION

Paine College is a historically black, four-year liberal arts institution located in Augusta, Georgia. Since its inception in 1882, Paine College has been an effective and vital institution. It

has continually used its resources and employed appropriate strategies and processes to fulfill its Mission.

The processes of planning, implementation of activities, assessment, evaluation, and use of results that have evolved since the 1970's demonstrate the College's commitment to documenting institutional effectiveness. These processes continue to be used in all facets of the College to maximize the appropriate utilization of institutional resources—human, fiscal, and physical—to achieve the College's Vision of being recognized as a premier liberal arts institution of higher education.

In 2016-2017, Paine College constituents created and approved foundational statements—*Biblical Foundation* and the *Christian Philosophy of Education*—that combined with the components of the *Strategic Plan* undergird all operational activities and the institutional effectiveness (planning and evaluation) structure. The foundational statements make the relationship to the founding churches and our spiritual values in the fulfillment of our mission and educational philosophy explicit. All are reviewed and possibly updated annually to ensure that they remain current from both internal and external perspectives. Other major updates are the inclusion of the implementation strategies for the strategic objectives within the *Strategic Plan* and the outcomes for administrative units and academic major programs within the section on assessment. These changes prompted a name change from the title, **Paine College Planning and Evaluation Guidelines and Procedures Manual** to the new name, **Paine College Institutional Effectiveness Paradigm (IEP) for Planning, Assessment, and Evaluation Manual** (a.k.a., **Institutional Effectiveness Paradigm Manual** or **IEP**). In its current form, the **IEP** contains two main sections—Foundational Statements and a description of the Institutional Effectiveness Paradigm.

FOUNDATIONAL STATEMENTS

Faith Statement

Paine College was founded in 1882 through a cooperation of two Methodist bodies: the Colored Methodist Episcopal (CME) Church (now the Christian Methodist Episcopal Church) and the Methodist Church South (now The United Methodist Church). Paine was the brainchild of Bishop Lucius Henry Holsey, who asked leaders in the Methodist Episcopal Church South to help establish a school to train Negro teachers and preachers so that they might in turn appropriately address the educational and spiritual needs of the people newly freed from the evils of slavery. Leaders in the ME Church South agreed, and Paine Institute came into being. As a Methodist institution, Paine College ascribes to the beliefs and tenets of the Wesleyan tradition as practiced in the Methodist Church. Methodism has its roots as an evangelical renewal movement and a deep commitment to personal and social holiness.

The "Articles of Religion," the historic confessions of faith (i.e. both the "Apostles' Creed" and the "Nicene Creed"), in addition to the sermons and teachings of John Wesley, all state with unequivocal clarity, the profound truths that are inextricably connected to our Methodist heritage.

At Paine College among our spiritual values is an appreciation for our Methodist heritage in the fulfillment of our mission and educational philosophy.

The Bible Is the Word of God

We affirm that the Bible is the Word of God and "contains all things necessary to salvation." The Bible is primary, authoritative, and informative in all matters of faith and practice. There is nothing like the written Word of God for showing you the way to salvation through faith in Christ Jesus. Every part of Scripture is God-breathed, showing us truth, exposing our

rebellion, correcting our mistakes, and training us to live God's way. Through God's Word we are delicately crafted and equipped for salvation. (Article V)

The Triune Nature of God

"There is but one living and true God, everlasting", who is the creator of everything that is, and that God is made manifest in "three persons, of one substance, power, and eternity - the Father, the Son and the Holy Ghost." (Article I)

God the Father

God the Father is the Creator, who is the maker of heaven and earth, and everything that is seen and unseen. It is God's nurture that enabled us to have life.

God the Son

Jesus Christ is the Son of God. He was with the Father when the world was created. It is through his death, burial, and resurrection that humankind is redeemed from sin.

God the Holy Spirit

The Holy Ghost, being of one substance with the Father and the Son - is the Sustainer of humankind, who keeps us, directed in the way we should go, day to day. The Holy Spirit empowers us and gives us authority over our challenges. (Article IV - 1Timothy 1)

Sin

Sin is the "corruption of the human nature of every person that naturally is engendered of the offspring of Adam, whereby [humanity] is very far gone from original righteousness, and of [their] own nature inclined to evil, and that continually." (Article VII)

Free Will

The natural human condition "after the fall of Adam is such that man cannot turn and pre-pare himself, by his own natural strength and works, to faith, and calling upon God. We have no

power to do good works, acceptable to God, without the grace of God in Christ preventing us, that we may have a good will, and working with us, when we have good will." (Article VIII)

Sanctification

"Sanctification is that renewal of our fallen nature by the Holy Ghost, received through faith in Jesus Christ, whose blood of atonement cleanest from all sin; whereby we are not only delivered from the guilt, but washed from the pollution, saved from its power, and are enabled, through grace, to love God with all our hearts to walk in his holy commandments blameless." (Article XXV)

Justification

Our "righteousness is accounted before God only for the merit of our Lord and Savior Jesus Christ, by faith, and not for our own works or deservings. Wherefore, that we are justified by faith, only, is a most wholesome doctrine, and very full of comfort." (Article IX)

Eschatology

We believe that Jesus Christ died for the sins of the world, was buried and rose again on the third day. In the last days, he shall come again to "judge the quick and the dead" (Apostles Creed).

Satan

"The devices whereby the subtle god of this world (Satan) labors to destroy the children of God - or at least to torment whom he cannot destroy, to perplex and hinder them in running the race which is set before them – are numberless as the stars of heaven or the sand upon the seashore." (Sermons 42 "Satan's Devices")

Heaven and Hell

"All persons stand under the righteous judgment of Jesus Christ, both now and in the last day. We believe in the resurrection of the dead; the righteous to life eternal and the wicked to endless condemnation." (Article XII)

Christian Philosophy of Education

Paine College is a Historically Black College or University (HBCU) steeped in the Wesleyan Christian traditions and is committed to a liberal arts curriculum that focuses on ecumenism, multiculturalism, and critical learning. Its various degree programs are an outgrowth and commitment to this philosophy. Our educational mission is to equip students for leadership and service practicing social justice, peace, and transformation primarily in the African American community, in the nation, and in the world. Our educational vision strives to honor diversity by integrating global awareness throughout every phase of the curriculum.

Mission Statement

Paine College Mission Statement is reflective of the nature and purpose of the institution as a church-related liberal arts institution providing a high caliber education. The Mission Statement reflects the founding goals of the college and it is comprehensive in establishing the institution as grounded in Methodism and providing a basis for the institution's operational foci. The statement is current as it is periodically reviewed, evaluated and approved by the governing body with appropriate input from its various constituencies. The Mission also firmly ties the College to its Biblical Foundation Statement.

Our Mission

Paine College is a private institution steeped in the tenets of Methodism that provides a liberal arts education of the highest quality. The College emphasizes academic excellence, ethical and spiritual values, social responsibility, and personal development to prepare spiritually-centered men and women for positions of leadership and service.

Our Vision

Paine College shall build on its Methodist heritage to achieve recognition as a premier liberal arts institution of higher education.

Institutional Objectives

1. To maintain high academic standards by fostering excellence in scholarship and a commitment to teaching of high quality.

2. To stimulate students to develop the spirit of inquiry and enhance their ability to think critically to be productive self-sufficient citizens.

3. To provide special educational opportunities in the basic skills which are essential for collegiate achievement.

4. To educate students in the use of emerging technologies, problem-solving, and expanding the horizon of knowledge.

5. To foster an understanding and appreciation of the Black heritage, its contribution to contemporary American culture, and its relationship with other people.

6. To develop Christian character, to promote commitment to moral and spiritual values, and to cultivate understanding of and respect for other religious traditions.

7. To manage prudently and responsibly the human and fiscal resources essential for providing the atmosphere of academic excellence.

8. To maintain strong ties and interaction with the Augusta community regarding mutually beneficial educational and cultural goals.

9. To foster a commitment to Paine College by developing an appreciation of its worth and contributing to its support and uplift.

10. To prepare students to compete as professionals in the global community.

Ethical and Spiritual Values

Excellence

Paine College's administrators, faculty, and staff are committed to instruction and research that ensures the transfer of knowledge that develops critical thinking skills in the individual learner. The college also sets high standards and expectations in all other aspects of its functioning – programs, personnel, and infrastructure.

Appreciation of Heritage

The College community embraces, celebrates, and promotes the unique qualities and characteristics that make us what we are as individuals and as an institution.

Integrity

Relationships and practices are based on ethical behavior and social justice.

Fiscal Responsibility

Financial prudence must be practiced by all employees and students of the college. Our fundraising and spending must be motivated by an awareness of where we are fiscally and supported with well-documented objectives.

Service

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.

Strategic Plan, 2014 – 2019

This **Paine College Strategic Plan, 2014 – 2019** was developed by the Committee on Strategic Planning (CSPE) via sub-committees that reviewed its assigned components beginning the fall of 2012. The initial basis for the reviews were the periodic reports on the previous **Paine College Strategic Plan, 2008 – 2013** made by the responsible individuals during meetings of the

CSPE. Members of the sub-committees also completed research on topics related to their specific charge as documentation for the recommendations that eventually led to the new **Plan**. After the research was completed, drafts of sections were created and reviewed by the Administrative Council, the CSPE, and the college's constituent groups in town hall meetings. Votes by the CSPE, the Faculty, and the Board of Trustees resulted in the approved the goals, objectives, and strategic implementation plans that follow.

Goal 1. Institutional Effectiveness and Academic Program Expansion

Devise and implement flexible curricula that incorporate emerging developments in social and technical practices and innovation, and that include the many perspectives of a pluralistic society. Provide priority academic and professional development opportunities for residents of the region. Effect hands-on opportunities through diverse teaching strategies and technologies, including internships, practica, research, and public service experiences that expose them to the myriad of emerging thought and practice. Prepare students to compete in graduate and professional schools as well as in the work force.

Goal 2. Student Recruitment, Engagement, Success, and Global Citizenship

Redesign admission requirements to bring them in line with those of peer institutions and institutions with similar missions. Identify viable student recruitment markets, engage in aggressive recruitment strategies, provide effective student support services, and monitor student progress and outcomes. Require students to be engaged intellectually, socially, and spiritually to meet the demands of leadership in a global society. Prepare students to serve globally through experiences that enhance their intellectual, social, and spiritual development while also broadening their global connections through learning opportunities that include the programmatic study of countries and cultures of the world, international travel, study abroad opportunities, and exposure to people of diverse backgrounds.

Goal 3. Technology Infrastructure and Innovation

Build on the College's significant strides with regards to technology infrastructure. For example, an Enterprise Resource Planning (ERP™) system has been implemented, smart classrooms have been installed, videoconferencing equipment has been added, and a single sign-on system has been implemented. However, the College recognizes that for students to be competitive as they graduate, Paine College must use the latest technology and provide access to first rate training to all members of the community.

Goal 4. Facilities Enhancement

Maintain functional facilities and state-of-the-art equipment for teaching and living that attract students and improve their overall learning experience.

Goal 5. Productive Partnerships ("Friend" Raising)

Obtain additional resources (fiscal and other) necessary to support the College's mission and the scope of its programs and services. Devise and implement a viable structure for administrative, teaching, research, and service functions of the College and secure funding or reconfigure existing funding to support these functions. Secure funding to support high quality education and training services, relevancy, and outreach partnerships with government, regional public schools, business, and industry and community organizations.

Strategic Objectives

Goal 1. Institutional Effectiveness and Academic Program Expansion:

- Increase the number of grants and contracts for research, training, and public service
- Increase post graduate placement rates
- Align faculty and staff salaries with average salaries for faculty and staff in the Southeastern region
- Pursue national or special accreditation for select programs
- Implement graduate programs

Goal 2. Student Recruitment, Engagement, Success, and Global Citizenship:

- Increase the quality of the academic profile of new incoming students

- Increase enrollment and completion rates across select academic programs

- Increase the number of students awarded external scholarships, fellowships, internships, and honors

- Increase the recruitment of diverse national and international students, faculty and staff

- Identify prime student markets and recruit therefrom

- Increase the number of students who engage in international opportunities

- Increase student participation in leadership, academics, and service through campus organizations

- Maintain a student assembly attendance average of at least 75% for the year

- Incorporate 21st century skills, global citizenship and service learning in the formal curriculum

Goal 3. Technology Infrastructure and Innovation:

- Provide state-of-the-art technology and infrastructure for academic and administrative use

- Increase the number of smart classrooms

- Expand the electronic library access and holdings

- Implement technology to support paperless document sharing via the Enterprise Resource Planning™ system

- Establish a professional development training program

- Implement a campus-wide technology monitoring group (TAC – Technology Advisory Committee)

Goal 4. Facilities Enhancement:

- Implement the plan for strategic land acquisition

- Develop a plan for the acquisition of resources for academic facilities

- Establish and implement a campus beautification strategy

- Establish and implement "green" policies and practices

Goal 5. Productive Partnerships ("Friend" Raising):

- Increase community participation in campus-based activities

- Increase overall endowment via fundraising

- Increase revenue through strategic partnerships

- Increase revenue through grant approvals

- Increase non-institutional /non-discounted scholarships

- Increase endowment fund interest revenue

- Increase strategic agreements with government, business, and industry that lead to re-source development

The Paine College Board of Trustees adopted the Strategic Goals and Objectives on October 19, 2013 and reaffirmed them April 22, 2017.

Strategic Plan Implementation Processes

Goal 1. Institutional Effectiveness and Academic Program Expansion

Goal
Institutional Effectiveness and Academic Program Expansion

Objective
Increase the number of grants and contracts for research, training and public service.

Strategic/Action Plan
- The Paine College administration will issue a statement regarding its commitment to obtaining external funding and its support of those who seek funding to promote faculty growth and development and the success of students.

- Effective with the adoption of this strategic plan, all advertisements for new tenure-track faculty positions will list grantsmanship as a valued job skill.

- Chairs will regularly survey faculty members to identify faculty members who are pursuing or planning to pursue external grants and gather information necessary to coordinate these efforts.

- The appropriate faculty committee will investigate the need for new policies on college support for efforts to secure external funding and will consider how to integrate grantsmanship into the faculty evaluation system and the criteria for promotion and tenure.

- Establish working groups to mentor and support faculty grantsmanship.

- Set departmental goals for the number of proposals submitted annually.

- The Office of Sponsored Programs will conduct workshops during the academic year for the purpose of educating the college community on the availability of various grants and successful strategies for writing grants. The Office of Sponsored Programs will work with faculty members, chairs, and the VPAA to develop specific focus areas.

  o Cost: $1,000
  o Timeline: 2014 – 2019

Person/Division Responsible
Provost and Vice President of Academic Affairs

Assessment Procedure
- Average grants and contracts date over the past two years will be used to establish a baseline.

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- Trend data moving forward will be compared with the established baseline
- An overall increase in the number of grants and contracts received will represent success
- Minimum: 30% increase in the average number of grants and contracts submitted per faculty member and 50% in the average amount received
- The Provost and VPAA will determine the acceptable minimum level of performance.
- The faculty will be given the opportunity to comment.

Goal
Institutional Effectiveness and Academic Program Expansion

Objective
Increase post-graduate placement rates

Strategic/Action Plan
- Establish baseline data on post graduate placement rates and set measurable goals.

- Engage faculty in establishing relationships with specific organizations, agencies, industries, and graduate and/or professional program which increase opportunities for relationships that are aligned with majors.

- Encourage all majors to offer internship course(s) as a requirement or an elective.

- Engage in program review that establishes criteria for emerging markets and future trends.

  o Cost: $6,000
  o Timeline: 2014 – 2019

Person/Division Responsible
Provost and VPAA
Dean of Student Affairs and Enrollment Management

Assessment Procedure
- Average post-graduate placement rates over the past three years will be used to establish a baseline
- Trend data moving forward will be compared with the established baseline
- An overall increase in the average placement rate will represent success
- The minimum will be a 5% increase in the post-graduate rate per year
- The Provost and VPAA will determine the acceptable minimum level of performance.
- The faculty will be given the opportunity to comment.

Goal
Institutional Effectiveness and Academic Program Expansion

Objective
Align faculty and staff salaries with average salaries for faculty and staff in the Southeastern region

Strategic/Action Plan
- Employ an external agency to conduct a compensation study for faculty and staff and make recommendations.

- Implement findings of the compensation study.

  - Cost: $3,000
  - Timeline: 2018

Person/Division Responsible
Provost and VPAA
Vice President of Administrative and Fiscal Affairs

Assessment Procedure
- Faculty and staff salary data from similar institutions in our region will be compared with Paine's data.
- Compensation study date will be received and analyzed.
- Adequate funds will be provided to eliminate all salary inequities. Cost of living raises will be received yearly.
- The compensation study will be completed and a plan developed to eliminate faculty and staff salary inequities.
- The Provost and VPAA will determine the acceptable minimum.
- The faculty and staff council will be given an opportunity to comment.

Goal
Institutional Effectiveness and Academic Program Expansion

Objective
Pursue national or special accreditation for select programs

Strategic/Action Plan
- Identify all programs that have accrediting bodies.

- Examine criteria for special accreditation in the following areas:

- Accounting (Association to Advance Collegiate Schools of Business)

- Business Administration (Association to Advance Collegiate Schools of Business)

- Chemistry (American Chemical Society)

- Education (Council for the Accreditation of Educator Preparation)

- Media Studies (Accrediting Council on Education in Journalism and Mass Communication)

- Honors Program (National Collegiate Honors Council)

- Implement select criteria based on findings from preceding action plan

  o Cost: $18,000
  o Timeline: 2014 - 2018

Person/Division Responsible
Provost and VPAA
Academic Department Chairs

Assessment Procedure
- All statistical data brought to our attention as a result of reviewing accreditation criteria will be used.
- All questions related to the accreditation of each unaccredited program will be answered.
- The six unaccredited programs will receive full accreditation.
- Over the next five years, three of the six unaccredited programs will receive full accreditation.
- The Provost and VPAA will determine the acceptable minimum level.
- The faculty will be given the opportunity to comment.

Goal
Institutional Effectiveness and Academic Program Expansion

Objective
Implement new graduate and undergraduate programs

Strategic/Action Plan
- Review previously approved graduate programs for currency and relevancy and implement where appropriate.

- Review and submit substantive change prospectuses to SACS to offer graduate and online degrees.

  - Implement programs based on outcome of preceding strategy/action plan

  o Cost: $0
  o Timeline: 2014 – 2018

Person/Division Responsible
Provost and VPAA

Assessment Procedure
- Statistical data provided with previously approved programs will be reviewed for currency and relevancy.
- Substantive change prospectuses will be presented to SACS to offer graduate and online degrees
- Substantive change prospectuses will be approved and programs will be offered.
- One of the substantive change prospectuses will be approved and one program will be offered.
- The Provost and VPAA will determine the acceptable minimum level.
- The faculty will be given the opportunity to comment.

Goal 2. Student Recruitment, Engagement, Success, and Global Citizenship

Goal
Student Recruitment, Engagement, Success, and Global Citizenship

Objective
Increase the quality of the academic profile of new incoming students

Strategic/Action Plan
- Review the academic profile (including SAT/ACT scores, HSGPA, placement scores) of Paine College first-time freshmen (FTF) for the past ten (10) years (Data available through the Office of Institutional Research)
  - Cost: – $0
  - Timeline: January 2018

- Review the academic profile of FTF at peer and aspirational institutions
  - Cost: – $0
  - Timeline: January – February 2018

- Hold faculty round-table discussions led by the Enrollment Management Committee regarding prospective changes in the admissions criteria for new incoming students
  - Cost: - $0
  - Timeline: March 2018

- Establish benchmarks for FTF
  - Cost: - $0
  - Timeline: April 2018

- Target recruitment of students who graduate in the top 10% of their high school classes
  - Cost: – $0
  - Timeline: Spring 2018

- Promote academics and research for recruiting and developing well-rounded students
  - Cost: - $0
  - Timeline: Spring 2018

Person/Division Responsible
Provost and Vice President of Academic Affairs
Office of Institutional Research
Dean of Student Affairs and Enrollment Management
Admissions Recruiters

Assessment Procedures
- Determine academic profile data of FTF for previous 10-year period
- Monitory and report data of those students meeting benchmarks

- Perform statistical analyses to see if an improved academic profile is associated with increased retention and graduation rates.

Use of Assessment Results
- Results will be used to determine if new criteria for admission to the College should be implemented

Goal
Student Recruitment, Engagement, Success and Global Citizenship

Objective
Increase enrollment and completion rates across select academic programs

Strategic/Action Plan
- Redesign and Implement the New Project Breakthrough Retention Program
  o Cost: – None
  o Timeline: January 2017

- Formalize and implement the Project Breakthrough Success Advisor Structure
  o Cost: – None
  o Timeline: September 2017

- Partner with local high schools to build relationships for enrollment initiatives
  o Cost: - Free - $5,000
  o Timeline: September 2017
- Work with national alumni to increase recruitment initiatives
  o Cost: - Free - $10,000
  o Timeline: Spring 2018

- Coordinate admissions with academic departments to target specific professional conferences, which will yield students in key academic areas.
  o Cost: – $5,000
  o Timeline: Fall 2018

- Monitor student's academic progress to ensure academic success.
  o Cost: - Free - $40,000
  o Timeline: September 2017

Person/Division Responsible
Student Affairs and Enrollment Management
Provost and Vice President of Academic Affairs

Assessment Procedures
- Increase of net 100 students per year, as determined by FTE
  (Fall 2018: 450. Fall 2019: 550, Fall 2020: 650)
- Increase in First to Second Year persistence of 25%
- Increase in 4-year graduation rate of 25% by 2019
- Increase in 5 year graduation rate of 30% by 2019

Use of Assessment Results
- Increase academic support programs for students, who have academic challenges.
- Develop bridge programs for incoming students, who might have academic deficiencies at the time of acceptance.

- Develop better recruitment processes, which target academically gifted students in key academic areas

Goal
Student Recruitment, Engagement, Success, and Global Citizenship

Objective
Increase the number of students who engage in international opportunities

Strategic/Action Plan
- Identify and Name Coordinator of International Opportunities (e.g., Assign part-time responsibility for coordination of international opportunities to interested faculty/staff member)
    - Cost: – $0
    - Timeline: January 2017

- Have faculty/staff member research and create opportunities for international opportunities (e.g., at Africa University, joining study abroad organizations, etc.)
    - Cost: – $0
    - Timeline: Spring semester 2018

- Have faculty/staff member research and create scholarships for international opportunities for students
    - Cost: – $0
    - Timeline: Spring semester 2018

- Have faculty talk to students (in classes, student organization meetings, etc.) about the benefits (academic, intellectual, professional, intercultural, and personal growth) of study abroad opportunities
    - Cost: - $0
    - Timeline: September – October 2018

- Have alumni who participated in study abroad opportunities talk with currently enrolled interested students about their experiences
    - Cost: - $0
    - Timeline: Spring/Fall semester 2018

- Create fliers and posters regarding international opportunities to drawn attention
    - Cost: – $200
    - Timeline: Spring semester 2018

Person/Division Responsible
Coordinator of International Opportunities
Office of Academic Affairs

Assessment Procedures
- Obtain current baseline data of students engaged in international opportunities
- Collect data on how many students apply for international opportunities
- Collect data on how many students engage in international opportunities
- Create and administer survey to determine success of strategies employed

Use of Assessment Results
- Use results to determine if strategies are effective
  - If strategies are deemed "ineffective," vary strategies (e.g., use social media)

Goal
Student Recruitment, Engagement, Success, and Global Citizenship

Objective
Maintain a student assembly attendance average of at least 75% for the year

Strategic/Action Plan
- Security will ensure all residence hall doors are locked at designated time during Assembly
  - Cost: – $0
  - Timeline: Each Assembly during each semester

- All buildings on campus will be locked during Assembly
  - Cost: – $0
  - Timeline: Each Assembly during each semester

- Attendance will be taken at each Assembly
  - Cost: – $0
  - Timeline: Each Assembly during each semester

- Speakers for Assembly will be reviewed before accepting the task
  - Cost: – $0
  - Timeline: Each Assembly during each semester

- All residence hall directors will check for students in their residence halls who did not attend Assembly
  - Cost: – $0
  - Timeline: Each Assembly during each semester

Person/Division Responsible
Campus Pastor
Administrative Assistant to the Campus Pastor
Dean of Student Affairs and Enrollment Management
Resident Life Director
Residence Hall Directors
Campus Police
Registrar

Assessment Procedures
- Students will sign-in at each Assembly they attend
- Sign-in sheets will be submitted to Student Affairs
- Cumulative records maintained will indicate how many assemblies each student attended/missed

Use of Assessment Results
- Students who miss more than two (3) assemblies will have one-half semester credit added to their graduation requirements

Goal

Student Recruitment, Engagement, Success, and Global Citizenship

Objective

Incorporate 21st century skills, global citizenship and service learning in the formal curriculum

Strategic/Action Plan
- Identify interested faculty member to teach an interdisciplinary special topics class on global citizenship and service learning (The course will rotate between the academic departments.)
  - Cost: – $0
  - Timeline: Spring semester 2018

- Allow faculty member time to research and build a course as described above.
  - Cost: – $0
  - Timeline: Fall 2018

- Create fliers and other marketing materials for the course
  - Cost: - $250.00
  - Timeline: Spring semester 2018

- Once enrolled in the class, have students create a final global citizenship/service learning project.
  - Cost: - $0
  - Timeline: Fall 2018 (or later)

Person/Division Responsible

Office of Academic Affairs
Faculty Teaching Course

Assessment Procedures
- Monitor data of number of students enrolled in the class.
- Use rubric to assess the quality of the final project
- Survey students to evaluate the course/instructor (Same procedure as with other classes)

Use of Assessment Results
- Monitor data of number of students enrolled in the class.
- Review course evaluations to determine the quality of the classroom and the need for classroom changes (Target three [3] lowest ratings as areas of improvement.

Goal 3. Technology Infrastructure and Innovation

Goal
Technology Infrastructure and Innovation

Objective
Provide state-of-the-art technology and infrastructure for academic and administrative use.

Strategic/Action Plan: Conduct meeting with all Technology Action Committee (TAC) members to review and upgrade 20% of all technology platforms for academic, infrastructure and administrative committee.

- Move Jenzabar from Paine College server room to a "hosted" location. This will allow the administrative staff 24/7 instant access to Jenzabar in a hosted environment.

- Purchase new tablets for module managers, thereby creating a mobile culture and greater collaboration between Jenzabar modules at Paine College.

- Update SharePoint as a resource for all administrative, faculty and staff to use as data storage and collaboration as needed.

- Establish success/failure measures for all administrative staff relative to the use of the newly deployed technology (How many are actually using the technology?).
    - Cost: $77,000
    - Timeline: September 2014 – June 2019

- Commit technology resources to our online program (CAPS) and use companies such as Comcourse and Synergis as a model to enhance our online classes.

- Restructure 25% of all on-ground classrooms into a virtual classroom environment.

- Purchase classroom software for faculty to better manage and monitor our students' progress during exams and in class projects.

- Provide technology for students to purchase e-books by selecting the appropriate hosted bookstore solution.
- Build collaboration portals for the two schools at Paine College.
- Blackboard Connect—Will provide a feature rich platform for faculty, to enhance their capability to create courses independent of the Blackboard Administrator, and use technology such as E-alert, videos and blogs to communicate with students
    - Cost: Unknown
    - Timeline: September 2014 – June 2019

Person/Division Responsible:
Director of Information Technology
Technology Action Committee (TAC)

Assessment Procedures:

- Monitor quarterly usage of various technology for all academic and administrative teams.
- Gather survey data to determine the level of proficiency with the technology.

Use of Assessment Results:
- Data gathered from monitoring the use of technology will be given to senior level management team for evaluation of academic and administrative team members (i.e., department chairs, CSPE leadership team).
- Use assessment results to make relevant changes for key stakeholders. (i.e., purchase more user-friendly equipment).
- Continue to monitor life cycle of all state-of the-art-technology and infrastructure systems to ensure equipment and software is current within the Paine College five-year plan (2014 – 2019).

Goal
Technology Infrastructure and Innovation

Objective
Increase the number of smart classrooms

Strategic/Action Plan: Conduct meeting with all Technology Action Committee (TAC) members to review total number of classrooms (44), and upgrade a minimum of 25% for greater efficiency and collaboration in the classroom. Consistently ensure that all equipment is working properly in all classrooms.

- Classroom count—smart classrooms (10)

- Electronic classrooms (34)
  - *Administrative and Academic Technology*

- Conduct survey with committee members to determine their knowledge and preferences of "smart classroom' technology.

- Meet with all committee members to reveal survey data that will determine the technology needs relative to Jenzabar and PaineNet, Microsoft Suite, and technology software such as Adobe Premium, SharePoint and Blackboard.

- Provide webinars for the committee members on the variety of 'smart classrooms."

- Bring various vendors to campus to display "smart classroom" technology in order to help make collaborative intelligent decisions.

- Establish success/failure measures for all committee members relative to the use of the newly deployed technology (how many are actually using the "smart classroom" technology).
  - Cost: $8,000
  - Timeline: September 2014 – June 2019

Person/Division Responsible:
Director of Information Technology
Technology Action Committee (TAC)

Assessment Procedures:
- Conduct surveys from students each semester on the faculty use of "smart classroom" technology to enhance student learning.
- Gather survey data from faculty to determine the level of proficiency with the technology

Use of Assessment Results:
- Data gathered from monitoring use of "smart classroom" technology will be given to senior level management team for evaluation of academic and administrative team members (i.e., department chairs, CSPE leadership team).

- Continue to monitor life cycle of all "smart classroom" technology to ensure equipment and software is current within Paine College five-year plan (2014 – 2019).

Goal
Technology Infrastructure and Innovation

Objective
Expand the Electronic Library Access and Holdings

Strategic/Action Plan
Provide resources and services that will support 50% of each school (Professional Studies; Arts/Sciences) in collections necessary for accreditation of the programs in all academic disciplines, and assure accessibility to all, while incorporating supplemental electronic subscriptions and document delivery services useful for research needs.

- Consult faculty or department chairs for title recommendations.
- Consult the Library Committee's focus group for input, feedback, and suggestions
- Choose and purchase academic titles relevant to curriculum and add to catalog.
- Increase electronic subscriptions for all disciplines annually.
- Strengthen the liaison program that educates faculty and students on resources useful for research needs.
- Establish new document delivery services to supplement interlibrary loan.
- Establish vendor accounts for payment of deliverables.

    - Cost: – $15,950
    - Timeline: September – October 2015

    - Cost: – $16,205
    - Timeline: September – October 2016

    - Cost: - $16,450
    - Timeline: September – October 2017

    - Cost: - $16,715
    - Timeline: September – October 2018

    - Cost: – $16,970
    - Timeline: September – October 2019

Person/Division Responsible
Library Director
Reference and Instruction Specialist

Assessment Procedures
- Statistical data of increase electronic books by 2% from previous years, [Start number = approximately 85,000]; and from library reports for interlibrary loans from past three years, [2011 – 2013] will be used to establish baseline data.

- Data from vendor statistical reports and databases, library statistical reports will be assessed and analyzed to demonstrate achievement of results.

- A yearly increase of 2% or more in electronic holdings, document deliverables, and turn-around time will represent successful results.
- Of the 50% of resources that will be provided to the schools (Professional Studies, and Arts/Sciences), a minimum of 25% will support each.
- The Library Director, and the Reference and Instruction Specialist will determine the acceptable (minimum) level of performances.
- Faculty members from each department will be consulted for input via the Library Committee's focus group to allow them to access and assess the new services and resources. After a month trial, the committee will convene to assess the usage statistics and satisfaction of products and services.

Use of Assessment Results
The findings will be used to help determine:
- what disciplines may need strengthening,
- electronic titles to add to the library online catalog,
- explore using other vendors, and for increasing or decreasing the library's budgets

Goal
Technology Infrastructure and Innovation

Objective
Implement technology to support paperless document sharing via the Enterprise Resource.

Strategic/Action Plan:
- Conduct meeting with the Technology Action Committee (TAC) to discuss the paperless document concept enterprise wide, with the strategic plan to increase the use from zero to 100% in each department.

Administrative /Academic Technology
- Explain concept that will reduce reliance on paper, improve efficiency, lower labor costs and integrate data and documents across each department.

- Choose a minimum of two (2) departments within administrative and academic computing to be a test bed for "paperless document' software for 30 days.

- Bring various vendors to Paine College to showcase their products, i.e., Docu-tech, Jenzabar, Pollock.

- Ensure that the product is Microsoft or Apple, and compatible with our enterprise software (Jenzabar), which will provide a greater collaboration between departments at Paine College.

- Purchase data storage server or cloud server that will accommodate all documents

  - Cost: $90,000
  - Timeline: September 2014–June 2019

Person/Division Responsible:
Director of Information Technology
Technology Action Committee

Assessment Procedures:
- Create survey for all departments to determine their efficiency and collaboration enterprise wide.
- Gather survey data to determine the level of proficiency with the technology.

Use of Assessment Results:
- Data gathered from survey will be shared with senior level management team for evaluation of academic and administrative team members (i.e., department chairs, CSPE leadership team, President's Cabinet).
- Senior management will use assessment results to make relevant changes for key stakeholders.

- Continue to monitor life cycle of "paperless document" technology to ensure software is current within Paine College five-year plan (2014 – 2019).

Goal
Technology Infrastructure

Objective
Establish a professional development training, retraining and assessment program.

Strategic/Action Plan:
- Conduct quarterly training for all faculty and staff on the Microsoft Suite of products and current enterprise software (Jenzabar).
- Hire professional development/management trainer to conduct training exercises and workshops with faculty and staff, i.e., Skillsets Online and Encore Technology.
    - Cost: $25,000
    - Timeline: December 2014 – March 2019

    - Create a knowledge base portal on SharePoint as a resource for all faculty and staff to use as needed.
    - Establish success/failure measures for all faculty and staff relative to the use of the knowledge base portal, i.e., FAQs How To).
        - Cost: Estimated cost: $10,000
        - Timeline: June 2019

Person/Division Responsible:
Director of Information Technology
Technology Action Committee

Assessment Procedures:
- Monitor quarterly training process for all faculty and staff.
- Gather survey data to determine the level of proficiency with the application on their desktop.

Use of Assessment Results:
- Data gathered from monitoring training programs will be given to senior level management team for evaluation of faculty and staff (i.e., department chairs, CSPE leadership team).

Goal 4. Facilities Enhancement

Goal
Facilities Enhancement

Objective
Develop a plan for strategic land acquisition (purchase and/or donated property within one to three miles radius)

Strategic/Action Plan:
- Consult Strategic plan and College Master Plan for guidance on acquisitions
  - Cost: – $0
  - Timeline: Spring 2018

- Form a committee to research and target properties
  - Cost: – $0
  - Timeline: August 2018

- Develop a plan to identify properties that fit the guidelines of Master Plan and Strategic Plan
  - Cost: - $0
  - Timeline: October 2018

- Develop and implement plan for land acquisition process
  - Cost: -
  - Timeline: December 2018

- Develop a reporting process for Administrative Council to review acquisition process
  - Cost: – $0
  - Timeline: Spring 2019

- Identify funding resources for land acquisition
  - Cost: - $0
  - Timeline: April 2019

- Secure approval of Administrative Council and Board of Trustees for Acquisition of targeted properties
  - Cost: -
  - Timeline: October 2019

Person/Division Responsible
Vice President of Administrative and Fiscal Affairs

Assessment Procedures
- Review minutes from strategic planning and master plan committee meetings for land acquisition guidelines
- Review committee meeting minutes to research and target properties

- Monitor strategic planning and master plan guidelines through committee minutes to formulate properties acquisition lists
- Review committee minutes to prioritize list of properties and to implement the acquisition process
- To identify funding sources
- To evaluate targeted acquisitions to be submitted to the appropriate bodies for approval.

Use of Assessment Results
- Funding will be used to evaluate progress and achievement of desired targets
- Results will be used to determine opportunities for continuous improvement and growth
- Results will be used to formulate, prioritize, and implement the acquisition process of targeted properties
- To identify funding sources
- To evaluate targeted acquisitions to be submitted to the appropriate bodies for approval.

Goal
Facilities Enhancement

Objective
Establish and implement a campus beautification strategy

Strategic/Action Plan
- Solicit bids from appropriate contractors/vendors
  - Cost: – $0
  - Timeline: July 2017

- After bids are received, interview and select one contractor/vendor to perform the needed grounds keeping services
  - Cost: - $0
  - Timeline: September – July 2017

- Provide detailed "Grounds Keeping Service Specifications" to the successful contractor/vendor. This will include: Grounds clean-up (pre-season and pre-school),Garden Maintenance (inspection of existing plant material, weeding, control of pests of diseases in turf and garden, mulching/pine straw, pruning, edging, mowing grass, maintenance of the Baseball Field, and trimming)
  - Cost: - $0
  - Timeline: July 2017

- Implementation of the "Grounds Keeping Service Specifications" to the successful contractor/vendor
  - Cost: - $78,000/year
  - Timeline: 12-month period beginning July 2017 – June 2018

Person/Division Responsible
Interim Director of Facility Management
Special Assistant to the President

Assessment Procedures
- Implementation procedures will follow the agreed upon detailed "Grounds Keeping Service Specifications"
- The "Grounds Keeping Service Specifications" will be used to monitor the work of the contractor/vendor
- A written report/summary will be submitted by the contractor/vendor to the Interim Director of Facility listing accomplishments and observations. Reporting will include time, date, and list of mowing services performed. It will also include a report of dying or damaged plant material or trees and results from observations of pest control.

Use of Assessment Results

- Results will be used to evaluate the effectiveness of the "Grounds Keeping Service Specifications"
- Use the results to determine if the "Grounds Keeping Service Specifications" need to be modified in some way

Goal
Facilities Enhancement
The goal of Paine College's Purple and White Gold Goes Green campaign is to increase environmentally sustainable actions and behaviors among students, faculty and staff to conserve energy and resources by using education and the implementation of energy saving devices, renewable energy sources, and the exploration of new practices and technologies.

Objective
Establish and implement "green" policies and practices
In developing an energy conservation plan for Paine College will use the following approach; identify and prioritize the problem areas where energy is being lost or inefficiently used, and systematically correct the prioritized problems within the limits of the Paine College fiscal year budget.

Strategic/Action Plan
Installation of energy and resource saving devices and controls will be directed primarily to the buildings with the most need. Plant Operations will be involved directly with energy management improvements and resource management. Changes in daily practice will also become an integral part of energy and resource management for Paine College. These changing practices will guide the system towards decreasing energy and resource consumption. It is our intention to make our buildings as energy efficient as possible without decreasing the integrity of the teaching environment or compromising health and safety.

- Repair HVAC (Heating, Ventilation and Air Conditioning) Library
  - Cost: – $12,000
  - Timeline: October 2017

- Educate employees and students on energy conservation and recycling
  - Cost: – $0
  - Timeline: October 2018

- Apply for grants to support and promote energy conservation
  - Cost: – $0
  - Timeline: December 2018
- Install LED Lights campus wide to reduce electrical usage and maintenance cost
  - Cost: – $18,000
  - Timeline: December 2019

- New HVAC (Heating, Ventilation and Air Conditioning) Psychology building install electrical and HVAC upgrades to reduce energy consumption and save resources.
  - Cost: - $18,000
  - Timeline: October 2017

- Install light sensors in offices and classrooms. When the sensor detects no person is in the room it will automatically turnoff the lights
  - Cost: $32 per sensor
  - Timeline: December 2018

- Repair HVAC (Heating, Ventilation and Air Conditioning) Library
  - Cost: – $12,000
  - Timeline: October 2017

Person/Division Responsible
Plant Operations

Assessment Procedures
- Reduce energy cost by 10% by 2019
- During spring break, Thanksgiving, Christmas and other periods of closure reduce heating and cooling temperatures in every building that is not in use. Two weeks prior to each break Plant Operations will monitor meters to determine usage. After the period of closure Plant Operations will recheck meters to determine the usage and reduce heating and cooling temperatures in every building that is not in use.

Use of Assessment Results
- Results will be used to evaluate the effectiveness of the "Purple and White Goes Green"
- Use the results to determine if the "Purple and White Goes Green" need to be modified in some way
- Results will be used to evaluate progress and achievement of desired targets
- To identify funding sources

Goal 5. Productive Partnerships and "Friend Raising"

Goal
Productive Partnerships and "Friend Raising"

Objective
Increase community participation in campus-based activities

Strategic/Action Plan
- Establish a committee to focus on increasing community participation in campus-based activities designed to present a favorable inside view of the College that will increase public support.
  - Cost:- $1,000
  - Timeline: July 2014- June 2015

- Establish a committee to serve as Ambassadors who will identify potential media, public school and corporate partners for the College.
  - Cost:- $1,000
  - Timeline: July 2015 - June 2016

- Establish a master list of campus-based activities and review attendance in past years.
  - Cost:- $1,000
  - Timeline: July 2015 - June 2016

- Establish a marketing campaign to increase community awareness of campus- based activities.
  - Cost: $15,000 each year
  - Timeline: January 2016

- Establish service learning partnership with community partners that will benefit the students and the participating business and/or organization.
  - Cost: $2,500 each year
  - Timeline: October 2017 – August 2018

Person/Division Responsible
Assistant Vice President of Institutional Advancement

Assessment Procedures
- Committee focused on increasing community participation in campus-based activities will review campus master list of community-based activities and review the past years' attendance. Committee will hold focus group meetings with the College's constituents (alumni, friends, donors, faculty, staff, students, administration) to identify types of campus-based activities that will best benefit the College and have the potential of increase community participation. Committee will provide a list of community partners that will be willing to participate in service-learning activities.

Use of Assessment Results

- After reviewing campus-based activities attendance, committee should be able to determine if more community people participated in activities. Upon holding focus group meetings with constituents, a list of campus-based activities will be prioritized and rated according to (a) potential benefits and outcomes, (b) number of potential participants. After meeting with Ambassadors and committee, community partners will be identified to host students in service-learning projects and activities.

Goal
Productive Partnerships and "Friend Raising"

Objective
Increase overall endowment via fundraising

Strategic/Action Plan
- Review and report findings of the College's overall endowment market value, revenue sources that comprise the endowment and any restricted Scholarships that are grouped with the endowment.
    - Cost: - $5,000 per year
    - Timeline: Annually – 2015, 2016, 2017 and 2018

- Advancement Office continues meetings with the Fiscal Affairs Office in order to review the College's investment portfolio.
    - Cost: - $ 0
    - Timeline: Ongoing

- Develop new strategic plan for increasing overall endowment with a primary focus on Endowed Scholarships, Facilities and Academic Programs
    - Cost:- $ 0
    - Timeline: February 2017

- Make improvements to College's current real property and gift acceptance committee.
    - Cost:- $ 0
    - Timeline: On-going

Person/Division Responsible
Assistant Vice President of Institutional Advancement

Assessment Procedures
- Analyze and Report findings and determine if any changes need to be made to the reporting practices.
- Report Status of monthly meetings and outcomes of quarterly reports from Endowment Portfolio.
- Report outcomes of the Strategic Plan for increasing overall endowment.
- Document Committee meetings and reporting progress of the committee.

Use of Assessment Results
- Analyze and Report findings and determine if any changes need to be made to the reporting practices.
- Determine if the monthly meetings are effective and do changes need to be made in the Endowment Portfolio.
- Determine if the Strategic Plan for increasing endowment is achieving the objective and if needed, establish other procedures to meet the objectives

- Was the strategic plan effective and do policies and procedures meet the College's objectives.

Strategic Plan
Implementation Process

Goal
Productive Partnerships and "Friend Raising"

Objective
Increase revenue through strategic partnerships

Strategic/Action Plan
- Review and update Paine College database.
  - Cost: - $3,500 annually
  - Timeline: Annually and on-going

- Research donor prospects for potential major donors.
  - Cost: - $ 2,500
  - Timeline: Annually

- Provide opportunities for constituents to introduce college to potential "friends".
  - Cost: - $2,500
  - Timeline: Annually

- Establish process for communication with new and continued "friends".
  - Cost: - $5000
  - Timeline: Annually

- Meet monthly with campaign managers to review campaign goals and objectives.
  - Cost: - $0
  - Timeline: Annually

- Plan and implement two special fundraising events to increase revenue.
  - Cost: - $18,000
  - Timeline: Annually

Person/Division Responsible
Assistant Vice President of Institutional Advancement

Assessment Procedures
- Examine content of database information.
- Determine if constituents have introduced college to new Friends.
- Review audits of yearly database.
- Gather outcomes from monthly meetings with campaign managers.
- Gather and track revenue income vs. expenses from new fundraising events.
- Gather outcomes of new friends and new gifts generated from fundraising events.

Use of Assessment Results

- Examine if the potential "friends" database list grew during year.
- Use outcomes from fundraising events to develop new VIP database.
- Use outcomes from introductions of new Friends to establish a President's Circle of Donors.

Goal
Productive Partnerships and "Friend Raising"

Objective
Increase revenue through grant approvals

Strategic/Action Plan
- Enable faculty access to search database for grant applications as a means to locate grant opportunities
  - Cost: $7,000
  - Timeline: Renew annually

- Prepare and deliver grant writing workshops to faculty and staff to improve writing skills and proposal outcomes
  - Cost: $3,000
  - Timeline: 2 per semester (4 annually - $750.00 per session)

- Show financial and organizational capacity for handling large grants and avoid compliance issues by implementing a Paine College Guidebook for Grants Management (web-based tool).
  - Cost: $8,000
  - Timeline: Annual maintenance fee

- Coordinate four (4) trips to Washington, DC to network with federal agencies and sub-committees for various federal agencies to leverage "friend raising" into grant opportunities.
  - Cost:$15,000
  - Timeline: January, April, August and November (annually)

- Coordinate visitations with local and state representatives to network for funding opportunities.
  - Cost: $3,500
  - Timeline: Once per month – 12 times Annually

Person/Division Responsible
Assistant Vice President of Institutional Advancement

Assessment Procedures
- Measure usage of grant search database by number of logins and searches by faculty. Correlate faculty usage to successful proposals.
- Collect surveys from grant writing workshop attendees to measure helpfulness of topics and ideas for future workshops.
- Document all new opportunities learned from Washington, DC trips and from visitations with Georgia local and state representatives and sub-committees. Add all new contacts and information gathered to database.
- Track all successful proposals.
- Reconcile outcomes, income revenue, expenses for all successful grants and proposals.

Use of Assessment Results
- Compare number of proposals submitted annually to previous three year average.
- Compare number of awards annually to previous three year average.
- Compare dollar amount of awards to previous three year average.
- Use successful proposals to leverage future proposals and funding requests.

Goal
Productive Partnerships and "Friend Raising"

Objective
Increase non-institutional/non-discounted scholarships

Strategic/Action Plan
- Develop plan to increase the non-discounted scholarships by first reviewing all institutional non-discounted scholarships working in concert with Fiscal Affairs Office.
  - Cost: $0
  - Timeline: On-going

- Establish five additional partnerships that would provide non-institutional/non-discount scholarship opportunities.
  - Cost: $1500
  - Timeline: On-going

- Cultivate internal departments to present proposals to add additional non-institutional/non-discount scholarships.
  - Cost: $5000
  - Timeline: Annually

Person/Division Responsible
Assistant Vice President of Institutional Advancement

Assessment Procedures
- Analyze and report findings from the research.
- Determine the prospects for cultivation.
- Document meetings with prospective partners.
- Convene with internal departments to assess outcomes and proposals.
- Convene with external partners to assess outcomes and benefits for both parties.
- Acknowledge partners for their participation.

Use of Assessment Results
- Determine if the meetings established additional opportunities for non-institutional/non-discounted scholarships.
- Determine if the partnerships with external partners are lucrative compared to time spent cultivating same partners.
- Determine number of new friends and respective gift amounts from newly established external partnerships.
- Determine number of non-institutional and non-discounted scholarships as a result of internal partnerships with internal departments.

Goal
Productive Partnerships and "Friend Raising"

Objective
Increase endowment fund interest revenue

Strategic/Action Plan
- Review and reconcile endowment fund accounts (in consultation/cooperation with the Office of Fiscal Affairs and with investment firm that holds the endowment).
  - Cost: $ 5,000.00
  - Timeline: 2015, 2016, 2017 and ongoing

- Contract with/through the current investment company (Morgan Stanley Smith Barney) to provide bi-annual individual account information to the Office for Endowed Scholarships and Planned Gifts for distribution to each account donor.
  - Cost: $20,000 (estimate)-(90 accounts)
  - Timeline: 2017-2018

- In consultation with Communications and Marketing, develop and publish "My Legacy" brochure for endowed scholarships and planned gifts.
  - Cost: $3000 (estimate for placement in the Communications and Marketing Budget) (Quantity to be determined with a minimum of 500 pieces)
  - Timeline: Budget – 2017-2018
  - Timeline: Distribution Date – May 2018

- Review/enhance prospect database for cultivation and solicitation
  - Cost: $0
  - Timeline: 2017

- Cultivation and solicitation of prospects to achieve a minimum of 10 new endowed scholarships. In addition, cultivate a minimum of 10 current donors to increase the corpus amount of current scholarships.
  - Cost: 7,500
  - Timeline: On-going through 2019

- Develop and implement stewardship action plan for 2017-2019 for endowment account donors, new endowed scholarship donors and "legacy" donors
  - Cost: $0
  - Timeline: December 2017

Person/Division Responsible
Assistant Vice President of Institutional Advancement

Assessment Procedures
- Completion of accurate reports of all endowment accounts.
- Access availability of Information Reports for each donor with an endowment account.
- Completion of Legacy brochure.

- Complete an accurate prospect data base.
- Accomplish and establish new endowment donors.

Use of Assessment Results
- Produce reports that show an increase in interest revenue by constituents.
- Produce stewardship reports that are distributed to donors.

Goal
Productive Partnerships and "Friend Raising"

Objective
Increase strategic agreements with government, business, and industry that leads to resource development

Strategic/Action Plan
- Arrange for student internships with government and private partners (SRR, SRNL, ADP, PotashCorp) – Summer or full-semester paid internships
  - Cost: $2,000 for meetings and travel (annually)
  - Timeline: Ongoing through 2019

- Hire Director of Major Gifts and Corporate Partnerships in 2018
  - Cost: $50,000 annually
  - Timeline: March 2018

Person/Division Responsible
Assistant Vice President of Institutional Advancement

Assessment Procedures
- Determine number of internship opportunities.
- Determine number of qualified student candidates.
- Determine number of applications submitted.
- Determine number of internships awarded.
- Feedback from student interns and partners.
- Confirm that students are prepared for internships.
- Confirm that curriculum matches industry needs.
- Collect general educational profile data on awarded students.
- Assess results from output of Major Gifts Officer

Use of Assessment Results
- Revise curriculum to better prepare students for internships
- Actively search for and solicit students that match previously awarded student profiles
- Use track record of internship awards to cultivate other industry/government organizations to partner with us.
- Based upon output from Major Gifts Officer, generate annual Assessment and Revenue Expectations for same Officer

INSTITUTIONAL EFFECTIVENESS PARADIGM

This **Paine College Institutional Effectiveness Paradigm (IEP) for Planning, Assessment, and Evaluation Manual** describes the philosophy of institutional effectiveness, the overall associated model, and explicit details for completing each step in the institutional effectiveness processes. These processes (planning, implementation, assessment, evaluation, and use of results) are developed, managed, and monitored by the Committee on Strategic Planning and Evaluation (CSPE), a standing College committee with representatives from faculty, administrative staff, and students that is chaired by the President. Included on the CSPE by title are

Administrative Council Members
President
Provost and Vice President of Academic Affairs
Vice President of Administrative and Fiscal Affairs
Assistant Vice President of Institutional Advancement
Dean of Student Affairs and Enrollment Management

Elected Members
An elected faculty member

Other Members
Student Government Association (SGA) President
Two (2) appointed student representatives
Two (2) appointed faculty members
Campus Pastor/Religious Life Director
Chair, Department of Business
Chair, Department of Education
Chair, Department of Humanities

Chair, Department of Mathematics, Sciences, and Technology
Chair, Department of Media Studies
Chair, Department of Social Sciences
Chief, Campus Police
Director, Athletics Director,
Title III Director, Financial Aid
Director, Institutional Research & the Quality Enhancement Plan
Director, Library and Learning Resources Center
Director, Information Systems
Director, Facilities Management and Environmental Services
Director, Student Support Services
Director, Tutorial and Enrichment Center
Director, Upward Bound
Liaison to the Southern Association of Colleges and Schools Commission on Colleges
Liaison to the Transnational Association of Christian Colleges and Schools
Registrar

This high-level committee also manages the development and monitoring of the Biblical Foundation Statement, Christian Philosophy of Education, Mission, Vision, Ethical Values and

Standards, and the Strategic Goals and Objectives. Due to these latter responsibilities, the Committee's primary focus is strategic planning, one aspect of institutional effectiveness at Paine College. The work of this group is cyclical in five-year periods, primarily, with biannual and annual aspects reflective of the activities of all institutional units. Detailed processes associated with strategic planning are described within the Planning section of this document.

Philosophy of Institutional Effectiveness

Paine College's philosophy of institutional effectiveness (IE) requires the Institution to engage in "ongoing, comprehensive, and integrated research-based planning and evaluation processes that (a) focus on institutional quality and effectiveness and (b) incorporate a systematic review of institutional goals and outcomes consistent with its mission. *(Institutional planning)*" as stated in the **Principles of Accreditation** of the Southern Association of Colleges and Schools. Thus, documentation of the level of achievement of Paine's Mission, Vision, and Strategic Goals and Objectives as well as any outcomes that are not associated with the Strategic Plan is the primary focus of institutional effectiveness. Typically, these additional outcomes are contained in the annual unit plans and measure all main College functions. Paine College is committed to measuring its effectiveness systematically by employing five (5) IE processes — **(1) Planning, (2) Implementation, (3) Assessment, (4) Evaluation** of activities and processes designed to achieve expected results (also called expected outcomes or outcomes), and **(5) Use of Results** to define needed improvements.

Institutional Effectiveness Model

Paine College's philosophy of institutional effectiveness is depicted in the **Institutional Effectiveness (IE) Model (with Action Steps)** in Figure 1. Each step in the **Model** applies to the work of the Committee on Strategic Planning and Evaluation, senior administrative units,

departments, programs, committees, and other administrative units. Also included in Figure 1 is a descriptive summary of the steps that are completed within each process. At all administrative levels, planning is the first step; units "close the loop" by using actual results coupled with institutional changes to define new strategic or annual outcomes that are consistent with the mission of the institution and the unit. Thus, actual results inform other processes in the model. Completion of the IE processes results in the College using a broad-based planning and continuous improvement process. Full explanations of each process are described in the sections that follow the **Model**.

Figure 1: Institutional Effectiveness Model
(with Action Steps)

Review Previous Results and
Institutional Changes
Define an issue that needs addressing
Adjust or Create Plans including
OUTCOMES with *intended results* and
assessment measures

PLANNING

Change
Activities
Track Changes
Compile
evidence that
*results were
used* to make
changes

USE OF RESULTS

CONTINUOUS

*Actual Results Inform
Other Processes*

IMPROVEMENT

IMPLEMENTATION

Define Action Steps
(also called
implementation
strategies or tasks)
Complete Action
Steps

EVALUATION

ASSESSMENT

Recap *Actual Results*
Analyze Results
Compare to Expected Results
Disseminate Results Report
Discuss Possible Changes

Collect Assessment Data
Buy or Create Assessments
Complete Assessments

Planning

Planning is a requirement for administrative units on all levels. As stated in the Introduction, the Paine College Strategic Plan, developed by the Committee on Strategic Planning and Evaluation (CSPE), is the College's highest-level planning document. The CSPE reviews the progress being made in attaining the strategic goals and their accompanying strategic objectives and directs units to make appropriate changes or modifications based on annual or five-year results.

Leaders of all campus entities (departments, programs, etc.) embrace the use of strategic, annual, and five-year planning and reporting as well as on-going assessment and evaluation as being critical to the basic functioning and well-being of the College. All units are required to define annual outcomes or objectives, many of which are directly related to the College's Mission, Vision, Institutional Goals, and Strategic Goals and Objectives. Other outcomes and objectives are operational and provide feedback that allows for making immediate changes. Annual unit-level planning processes are led by senior and mid-level administrators, and these plans address changes to be made to sustain or improve institutional performance.

Planning strategies are aligned with the budgeting process regardless of the funding source (institutional, private, federal, grants, or contracts). Before plans are developed for the current year, assessment and evaluation of the activities implemented the previous year are completed. Minimum components of the planning document are unit outcomes or objectives with intended results, action steps, tasks, or implementation strategies; selecting or creating measurement instruments or other data to be used; and defining assessment methods and criteria. Unit level planning documents are maintained in Strategic Planning Online (SPOL), the

College's cloud-based software solution. A full description of this software appears in this document before the appendices.

Planning Cycle

Various components and dates of the planning cycle are referred to throughout the sections of this manual. A summary of actions is contained in the Planning Calendar in Table 1. When a date occurs on a holiday, it is adjusted to the next workday. Updated versions of Table 1 are prepared each fall to reflect any needed adjustments. This calendar is used in collaboration with the Assessment Calendar in Appendix E which contains more detailed dates.

Table 1. Planning Calendar

Planning Action	Calendar/Date
Professional Development Plans (PDPs) due to vice presidents	August – 2nd Thursday
Previous academic year outcomes including actual assessment results and use of results completed by Department Chairs/Unit Supervisors and entered in Strategic Planning Online (SPOL) by SPOL Managers	August – 4th Thursday
Board of Trustees' Fall Report from vice presidents due to the Office of the President	September – Six (6) weeks prior to Fall Meeting
Combined IEP Assessment Report submitted to the Committee on Strategic Planning and Evaluation (CSPE) for review and planning	September – Meeting
Units implement and continually evaluate outcomes and activities	September – August
CSPE receives and reviews reports on the Strategic Plan	September – August
CSPE reviews and revises Institutional Effectiveness Paradigm	September
All PDPs due to the Office of the President	September – 1st Thursday
New academic year outcomes (SPOL language is objectives) through Assessment Measures completed Department Chairs/Unit Supervisors, entered into SPOL by SPOL Managers, and approved for review by Vice Presidents	September – 1st Thursday
Previous academic year outcome updates reviewed by Vice Presidents and ready for review by Office of the President	September – 2nd Thursday
New (current) year outcomes reviewed and approved by Vice Presidents; ready for review by Office of the President	September – 3rd Thursday
CSPE approves the Institutional Effectiveness Paradigm (IEP)	October Meeting (before Board Meeting)
President submits Strategic Plan update to the Board of Trustees	October Meeting

Planning Action	Calendar/Date
Board of Trustees reaffirms or approves the Strategic Plan, annually (contains the Biblical Foundation Statement, Christian Philosophy of Education, Mission, Vision, Institutional Objectives, and Ethical and Spiritual Values	October Meeting
Board of Trustees approves the Institutional Effectiveness Paradigm (IEP), annually (contains the Biblical Foundation Statement, Christian Philosophy of Education, Mission, Vision, Institutional Objectives, Ethical and Spiritual Values, Strategic Plan, and the Assessment Plan)	October Meeting
Board of Trustees approves the final budget	October Meeting
Board of Trustees approves new or revised policies where appropriate or legally required, annually	October or April Meeting
Budget packet for next fiscal year reviewed by the President and Vice President of Administration and Fiscal Affairs (initiates the budget process for the next year)	December
Budget packet approved by the President and submitted to CSPE for review	January
Mid-year faculty evaluations due to President if necessary	January – 2nd Thursday
Budget packets to support requests for the new year submitted to senior administrators and departments heads	February
Unit meetings regarding proposed budgets held with staff in the Office of Administrative and Fiscal Affairs	March
Budgets completed by senior administrators and department heads and returned to the Controller	March – 1st Thursday
Board of Trustees' Spring Report from vice presidents due to the Office of the President	March – Six (6) weeks prior to Spring Meeting
Proposed budget draft presented to the CSPE	April Meeting or 1st Thursday in April
Board of Trustees completes and reviews its self-evaluation, annually	April Meeting
President evaluated by the Board of Trustees	April Meeting
President submits draft budget to the Board of Trustees' Budget and Finance Committee who submits it to the Board of Trustees for tentative approval	April Meeting
President submits Strategic Plan update to the Board of Trustees	April Meeting
Board of Trustees reviews and approves institutional publications with new Board-approved policies, as appropriate	April Meeting
Faculty evaluations due to Provost and Vice President of Academic Affairs (includes current PDP review)	April – 2nd Thursday
Faculty Professional Development Plans (PDPs) for the next academic year due to department chairs	May – 1st Thursday in
Staff evaluations due to vice presidents (includes current PDP review)	May – 2nd Thursday

Planning Action	Calendar/Date
Tentative approved budgets submitted to senior staff and department heads	June
Staff PDPs due to supervisors	June – 1st Thursday
President submits Strategic Plan update to the Board of Trustees	July Meeting (if held)

Strategic Planning: Purpose and Processes

Strategic planning is future-oriented, and the President of the College provides top-down direction to the strategic planning process which involves comprehensive planning in all units of the College. As such, the primary purposes of strategic planning are to ensure that all aspects of the College and units work toward a common end and facilitate continual improvement of the College in all aspects. To accomplish these purposes, the Strategic Plan is concise, flexible, dynamic, and user-friendly. Key elements of the Plan are the Biblical Foundation Statement, Christian Philosophy of Education, Mission, Vision, Ethical Values and Standards, Strategic Goals and Objectives, and their implementation strategies.

Strategic planning relies upon constant attention by and discussion among members of the CSPE. After development and approval of the Strategic Plan, the Faculty reviews and approves the Plan; the President approves it and submits it to the Board of Trustees for annual approval during its April meeting. At the same time the President reports on the status of each goal and objective and recommended updates to the Board.

The Strategic Plan is based on a five-year span, with major revisions considered during reviews of information gathered from the results of annual reports in the fall and other reports in the spring or summer; input from the President; and recommendations from the Board of Trustees. Members of the President's Council and the Committee on Strategic Planning and Evaluation (CSPE) also review the College's performance in accomplishing strategic initiatives and offer advice on new or revised initiatives. The Strategic Plan is revised or adjusted every five years

or when necessary during the five-year span; it is available to guide unit level planning and Col-lege directions and operations. Senior administrators, who are assigned to manage, implement, and report on the goals and objectives of the Strategic Plan, report to the CSPE at least twice per year. All senior and mid-management unit leaders provide data for these reports as required.

Annual Unit Planning

Unit planning takes place at the departmental, program, and senior adminis-trative levels. Each unit executes the steps in the Institutional Effectiveness Model to develop its annual student learning outcomes, operational outcomes or objectives, program outcomes, or strategic objectives for the year. In general, these are called outcomes. While developing these outcomes, the following are taken into considera-tion:

- The College's Foundational Statements (Biblical, Christian Philosophy of Education, Mission, Vision, Institutional Objectives, and Ethical and Spiritual Values)

- The College's Strategic Goals and Objectives

- Assessment results of the previous planning period

- The plan for how the assessment results will be used

- Any external agency requirements

Before the September unit plan deadline, the chair, director, dean, vice president, or other unit leader meets with his or her administrator to discuss the feasibility of each annual outcome. In addition to face-to-face meetings, the administrator can read annual plans for his or her units in Strategic Planning Online (SPOL) and provide feedback within the program. When an out-come meets the administrator's satisfaction, the plans are marked approved in SPOL. They are now available for use by the unit leader, any intermediary administrators, and the appropriate

Vice President, who ensures that the President is informed of all outcomes. Each is also included in the list of annual outcomes that is summarized in this document. Paper forms (see Appendix C) are available, if needed, for initial planning and reporting; however, these do not take the place of entering the information into SPOL. The routing system for approving annual and five-year plans for all units and programs is contained in Appendix B.

The focus of activities for Academic Affairs and Student Affairs and Enrollment Management must be on evaluating changes in student knowledge, attitudes, skills, and behavior. Outcomes, their means of assessment, and the criteria for success for these expectations are detailed in the Assessment section of this document. When the activities of the unit do not directly influence student behavior, operational or program outcomes may be considered. Targeting assessment activities to operational procedures such as ordering supplies, re-employing faculty, or continuing to teach courses in the same manner is inappropriate. Outcomes must be targeted to making improvements in student learning or other aspects of the institution.

Plans for annual outcomes should be well-tailored and precise. It is generally expected that no more than three to five (3-5) expected student learning outcomes or objectives should be targeted for extensive implementation and assessment by each unit during any year. That number may include expected outcomes that are retained from the previous year. One or more methods of measuring progress toward achieving each expected result should be planned.

Budget Planning

All plans—strategic, long-range, unit, annual, or five-year—require resources to implement them. At Paine College, the financial stability of the institution rests with the Board of Trustees which approves a temporary budget during its April meeting and the annual final budget

during its October meeting. Supporting documentation for the summary budget includes five-year projections overall and for each unit.

Broad-based Engagement

To reach the culminating final approval stage in October requires several steps that engage campus-wide representatives and members of the Board of Trustees in the budget planning process. The Committee on Strategic Planning and Evaluation (CSPE) has primary responsibility for planning, assessment and evaluation activities at the College. This committee monitors all research and institutional effectiveness activities with the administrative responsibility for day-to-day operations being assigned by the President. Among the Committee's responsibilities (see the Committee's Operational Procedures) are to review and update the Paine College Institutional Effectiveness Paradigm (IEP), monitor the institutional budget cycle, and annually review and update the Strategic Plan, as needed.

The Budget and Finance Committee of the Board of Trustees works collaboratively with the President and the Vice President of Administrative and Fiscal Affairs to define long-range financial goals and funding strategies to achieve them, develop multi-year operating budgets that integrate strategic plan objectives and initiatives, and monitor the capital or cash contingency reserves. All are reviewed and approved (when necessary) by the Board of Trustees.

Separate from the actions of these three (3) groups are other College staff members that have pivotal roles in the development of the annual budget. They include the President, Vice President of Administrative and Fiscal Affairs, and members of the Administrative Council. Their roles are described in the budget process section as the steps are defined.

The Budgeting Process

The annual *budget planning process* for the next year begins with a review of the proposed budget packet in December of the current year by the President and the Vice President for Administrative and Fiscal Affairs. Budget categories are selected from salaries, benefits, stipends, supplies, printing, postage, telephone system, telephone tolls, equipment, construction (renovations), repairs and maintenance, maintenance contracts, equipment rental, travel, memberships, staff development, consultants, contractual services, computer software, and other depending upon the unit and the source of the funds (institutional or grant). The packet is approved by the president for submission to the Committee on Strategic Planning and Evaluation (CSPE) and includes

- Budget Development Memorandum
- FY YYYY Budget Narrative Master
- Master Auxiliary Programs – Initial Request
- Master EG Initiative Request
- Master Sponsored Programs – Initiative Request

After approval of the budget packet by the President and the CSPE in January, it is disseminated to senior staff for Academic Affairs, Student Affairs and Enrollment, Administrative and Fiscal Affairs, Institutional Advancement, Athletics, and Religious Life, as well as the department heads that report to them in February for completion by mid-March. Each area is responsible for documenting their requests using data (current and projected). Data includes, but is not limited to, enrollment projections and potential revenue. All budget requests are summarized into a single budget by the Controller and discussions are held as needed until a proposed tentative budget is agreed upon.

The proposed tentative budget is submitted to the CSPE for review before submission to the Board's Budget and Finance Committee. Prior to the April Board meeting, the Board's

Budget and Finance Committee meets, as needed, with the President and the Vice President for Administrative and Fiscal Affairs to review and prepare a recommendation for approval of the tentative budget by the full Board.

The Board approves a tentative budget in April. After reviewing actual data for enrollment and other revenues, the Administration submits a final proposed budget to the Board at its fall meeting in October for final approval. At the completion of the five-month process, the annual budgets, financial plans, and cash flows reflect positive, realistic outcomes. A summary of the steps that lead to the development of the final, approved budget appears in Table 2.

Table 2. Budget Planning Process Summary

Month	Activity
December	The budget packet for the proposed new fiscal year budget is prepared and reviewed by the President and the Vice President for Administrative and Fiscal Affairs.
January	The budget packet is approved by the President and presented to the Committee on Strategic Planning and Evaluation. Upon the review of the budget packet, changes, if any, are made by the controller.
February	Packets to support requests for budgets for the new fiscal year are transmitted to senior staff and department heads.
March	Packets containing requests for budgets are returned to the Office of the Controller by senior staff and department heads for compilation, conformity, comparison of budgets to actual and review by the President. A series of meetings are held with senior staff and department heads to discuss submitted budgets and to address concerns relative to final numbers proposed.
April	Proposed budget draft is completed by the controller for presentation to the Committee on Strategic Planning and Evaluation (CSPE). Upon review by the CSPE, the proposed budget is submitted to the President for final approval. Upon approval of the proposed budget by the President, it is submitted to the Board of Trustees Budget and Finance Committee for review and approval, after which it is submitted to the full Board of Trustees for tentative approval.
June	Tentatively approved budgets are submitted to senior staff and department heads for planning and implementation. Normally, expenses are limited to 25 percent of the budget until the final budget is approved in October by the Board of Trustees.
October	The President and the Vice President of Administrative and Fiscal Affairs review the current year's budgets to actual for presentation to the Board of Trustees Budget and Finance Committee for review and approval of changes or amendments if needed.

Sample budget packet forms appear in Exhibit 1.

Exhibit 1. Budget Packet

1a. FY Budget Memorandum

To:	Vice Presidents, Directors, Deans, and Department Heads via email
From:	First Name Last Name, Chief Financial Officer
Subject:	Budget information requested
Date:	March DD, YYYY

In preparation for the 2018-19 budget we are requesting information from each division of the college. Attached to this email is the information that your division needs to complete by noon on April 19, 2018.

For Education & General (E&G) units please find attached: account table and budget development. Please complete these for accuracy and completeness and return information to ebudget@paine.edu by noon, April 19, 2018.

For auxiliary units: the same attachments as above, plus non fee revenue estimates and internal rent/space verification. Please review and update these revenue projections and provide internal rent usage. Please send information to ebudget@paine.edu by noon, April 19, 2018.

For sponsored units: the same attachments as above by individual project. Please send information to ebudget@paine.edu by noon April 30, 2012.

As usual, our office will prepare cost estimates for fringe benefits changes proposed by the governor, utility cost changes, debt service changes, internal student scholarship funding, student bus service, agency service charge and facilities management changes. If you are aware of other cost increases that will impact the college, please send that information to the budget office email box at ebudget@paine.edu by noon April 19, 2018 to ensure funding. Please utilize the forms attached to this email to inform us of these projected cost increases.

Also attached are Auxiliary Enterprise Request instructions and templates. Auxiliary enterprise units will use this set of forms to request one-time funding from auxiliary services for projects with an estimated cost exceeding $25,000. The justification for these requests must include the reasons why this project cannot be funded from the unit's normal operating budget. The completed templates are due back to ebudget@paine.edu by noon April 19, 2018 to ensure funding. Copies of templates are posted on the Business and Finance website.

Currently the President is advising a cautious approach to creating a budget for the 2018-19. It is too early in the process to know what legislative actions will be taken to support the objectives of new higher education legislation while balancing with concerns about economic uncertainty. Although at this time we have no information as to additional funding available to PC we would still like to gather budgetary costs for proposed new or expanded programs approved by your division head and Vice President. So we are asking E&G and Auxiliary Units to submit budget requests for new or expanded programs for 2018-19. Please utilize the initiative forms attached to this email. Completed initiative forms should be submitted to our budget office email box at ebudget@paine.edu by noon April 19, 2018 for consideration.

If you have any questions or concerns about this request, please contact the budget office via email at ebudget@paine.edu or 821.6442. As always, thank you for your help.

1a. EG Initiative Request

Similar forms are available for auxiliary enterprises and sponsored programs.

Provide requested information	Response	
Initiative Priority Number:		
Initiative Title:		
Organization Name:		
Fiscal Year:		

Resources Summary		
The FTE and $ information which follows is created by an Excel calculation which carries these totals forward from subsequent sheets in this template.	FTE	$
Full-time Personnel	0.00	-
Part-time Personnel		-
Operating Expenditures		-
Equipment		-
Travel		-
Total Request	0.00	-

Request Justification		
Provide a concise description/justification for this initiative request.		
Why must this initiative be supported through the use of new funding?		
REQUIRED: Identify ONE University Goal to which this initiative relates. Describe how this initiative enables the unit to achieve its objectives in support of the specified characteristic and/or goal.		

prepared by:		
Name_____		
Telephone Number:_____		
Department name:		

	E&G Initiative Request			
	This information is carried forward from Sheet 1 of this template		Response	
	Initiative Priority Number:		0	
	Initiative Title:		0	
	Organization Name:		0	
	Fiscal Year:		0	
	Full-time Personnel			
Enter Dept ID number, position title, number of positions (FTE), account code and requested amount				
Dept ID Number	Position Title	FTE	Account Code	$
	Full-time Classified/Full-time IT Classified Positions:			
			5xxxxxx	
			5xxxxxx	
			5xxxxxx	
			5xxxxxx	
			5xxxxxx	
			5xxxxxx	
			5xxxxxx	
			5xxxxxx	
			5xxxxxx	
	Total Classified Positions	0.00		-
	Full-time Administrative/Full-time IT Administrative Positions:			
			5xxxxxx	
			5xxxxxx	
			5xxxxxx	
			5xxxxxx	
			5xxxxxx	
			5xxxxxx	
			5xxxxxx	
			5xxxxxx	
			5xxxxxx	
	Total Administrative Positions	0.00		-
	Full-time Faculty/Full-time IT Faculty Positions:			
			5xxxxxx	
			5xxxxxx	
			5xxxxxx	
			5xxxxxx	
			5xxxxxx	
			5xxxxxx	
			5xxxxxx	
			5xxxxxx	
			5xxxxxx	
			5xxxxxx	
	Total Faculty Positions	0.00		-
	Total Full-time Salary Costs	0.00		-
	Fringe Benefit Calculation			
	For Budget Purposes - This benefit estimation assumes the higher (TIAA) employer costs of a pre-July 1, 2018 hire date			
	Retirement System - Employer's share (5%)		5xxxxxx	-
	Social Security (7.65%)		5xxxxxx	-
	Group Life Ins (1.02%)		5xxxxxx	-
	Other benefits (2.75%)		5xxxxxx	-
	Total Full-time Benefits Costs			-
	Total Full-time Personnel Request			-

	0				
This information is carried forward from Sheet 1 of this template				Response	
	Initiative Priority Number:			0	
	Initiative Title:			0	
	Organization Name:			0	
	Fiscal Year:			0	
	Part-time Personnel				
Enter Dept ID number, position title, hourly rate, number of hours, and account code.					
The template will calculate the $ amount based on the rate and hours entered.					
Dept ID Number	Position Title	Hourly Rate	Hours	Account Code	$
	General Wages/IT General Wages:				
	Note:				0
	Minimum Wage is $7.25 effective 7/24/2009				0
					0
					0
					0
					0
					0
	Total				0
	Graduate Assistantships: $7,237				
					0
					0
					0
					0
	Total				0
	Student Wages:				
					0
					0
					0
					0
	Total				0
	Teaching & Research/IT Teaching & Research:				
	TA: $8,494				
					0
					0
					0
					0
					0
					0
					0
	Total				0
	Federal Work Study				0
					0
					0
					0
					0
	Total				0
	Total Part-time Wage Costs				0
	Fringe Benefit Calculation				
	This information is created by an Excel calculation				
	Social Security				0
	Total Full-time Personnel Request				0

Paine College
Budget Development Process

	E&G Initiative Request		
	This information is carried forward from Sheet 1 of this template	Response	
	Initiative Priority Number:	0	
	Initiative Title:	0	
	Organization Name:	0	
	Fiscal Year:	0	
	Operating Expenditures		
	Enter Dept ID number, operating expenditure description, expense account code and requested amount		
Dept ID Number	Operating Expenditure Description	Account Code	$
	Total Operating Expenditure Request		0

Paine College
Budget Development Process

Equipment Request

Provide requested information						Response
Organization Name:						#VALUE!
Phone Extension:						
Prepared By:						
Fiscal Year:						#VALUE!

Instructions

Enter priority, org number, description, R or N, quantity, single unit cost, and justification. The total request column is created by an Excel calculation.

Priority	Org Number	Narrative Description of Equipment	Replacement(R) or New(N)	Quantity	Single Unit Cost	Total Request	Justification
						$0.00	
						$0.00	
						$0.00	
						$0.00	
						$0.00	
						$0.00	
						$0.00	
						$0.00	
						$0.00	
						$0.00	
						$0.00	
						$0.00	
						$0.00	
						$0.00	
						$0.00	
						$0.00	
						$0.00	
						$0.00	
						$0.00	
						$0.00	
						$0.00	
						$0.00	
						$0.00	
						$0.00	
						$0.00	
						$0.00	
						$0.00	
						$0.00	
						$0.00	
						$0.00	
Total						$0.00	

Paine College
Budget Development Process

Travel Request						
Provide requested information					Response	
Organization Name:					#VALUE!	
Phone Extension:						
Prepared By:						
Fiscal Year:					#VALUE!	

Instructions						
Enter priority, org number, description, R or N, quantity, single unit cost, and justification. The total request column is created by an Excel calculation.						

Priority	Account Number	Narrative Description of Equipment	Quantity	Single Unit Cost	Total Request	Justification
					$0.00	
					$0.00	
					$0.00	
					$0.00	
					$0.00	
					$0.00	
					$0.00	
					$0.00	
					$0.00	
					$0.00	
					$0.00	
					$0.00	
					$0.00	
					$0.00	
					$0.00	
					$0.00	
					$0.00	
					$0.00	
					$0.00	
					$0.00	
					$0.00	
					$0.00	
					$0.00	
					$0.00	
					$0.00	
					$0.00	
					$0.00	
					$0.00	
					$0.00	
					$0.00	
Total					$0.00	

1b. FY Budget Narrative

FY 20XX (Next Year) Budget Narrative

Division/Department Name:

Part I: Divisional/Department

1) Discuss the financial health of your division/department using the June 30, 20XX (previous year) fiscal year as the basis. This discussion should include trend data for key financial and performance measures (i.e. cash, reserves, retention, graduation, enrollment, credit hours generated, etc.) What has the division/department done concerning pursuing and implementing efficiencies and other streamlining measures regarding its academic and overall institutional operations during the past three years?

2) Provide an update on the status of Public Private Ventures (PPVs). Have the underlying assumptions been achieved (i.e. enrollment, occupancy, etc.) If not, discuss how shortfalls will be addressed. (New Student Housing, etc.)

3) Discuss significant audit findings and materials weaknesses as noted by internal and external auditors for your division/department. What plans are underway to address and correct these findings? Be specific.

Part II: Fiscal Year 20XX (current year)

4) How were funds for fiscal year 20XX (current) used to address the divisional/department priorities? Specifically, discuss the progress to date, achievements, challenges, etc.

5) Each division/department submitted 10% reduction plans for FY 20XX (current, if applicable). Explain how the cuts affected your division/department.

6) How would your division/department address the possibility of an additional 2% cut and/or the impact of an enrollment decline?

Part III: Fiscal Year 20XX (next year)

7) Discuss the priorities, needs, challenges, and opportunities facing your division/department.

8) If additional funds is available in FY 20XX, what are the major budget priorities for your division/department? How will the funds be utilized to best serve students?

9) Do you anticipate enrollment challenges in the upcoming year (FY 20XX)? What actions are you taking to address these challenges?

10) Would you proposed an increases to mandatory fees for FY 20XX (*if applicable*). How do increases impact affordability for students?

11) What "mandatory fees" should we consider removing for Paine College?

75

12) What are your recommendations with respect to tuition increases for FY 20XX?   What is the rationale behind your recommendation?

13) Discuss new academic programs under consideration. How do the proposed programs line up with the goals of Paine College? How was the need for the programs determined?

Part IV: Facility Needs

14) Discuss how often the space in your building is used and/or underutilized?

15) Discuss the facility opportunities, needs and challenges facing your division/department.

Part V: Personnel

16) Do you project any staff/faculty retirements for FY 20XX?

17) What new positions are you requesting for FY20XX to include proposed salaries?

FY 20XX (Next Year) Budget Narrative

Part VI: Affordability

18) Does the division/department offer scholarships for students?

19) Does Institutional Advancement provide scholarships for students in your division/department? If so, provide number of students and amount awarded in FY20XX (previous year).

20) If Paine College move classes off campus what impact would these changes have on your division/department?

Name of Unit:

_____

Source of Salaries: *List only the persons employed in the above-named unit, including employees that are paid from sources (grants) other than college funds and any additional staffing needs not currently funded. Please name source of funds.*

Name	Source of Salary
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Signature _____   _____

Budget Supervisor   *Date*

Signature _____   _____

Department Chair, Vice President, or Dean   *Date*

1d. FY 18-19 Budget

		550	500
FTE ENROLLMENT		550	500
REVENUE			
	Tuition and Fees	$8,128,450.00	$7,389,500.00
	Auxiliary	$2,454,650.00	$2,231,500.00
	Organization/Churches	$175,000.00	$175,000.00
	Gifts	$2,720,030.00	$2,720,030.00
	Other Income	$665,878.00	$665,878.00
TOTAL REVENUE		$14,144,558.00	$13,181,908.00
EXPENDITURES			
	Personnel	$5,471,720.00	$5,471,720.00
	Benefits	$1,091,304.00	$1,091,304.00
	Materials & Supplies	$132,000.00	$132,000.00
	Utilities	$900,401.00	$900,401.00
	Travel	$162,500.00	$162,500.00
	Equipment	$317,500.00	$317,500.00
	Maintenance & Repairs	$330,300.00	$330,300.00
	Insurance	$313,308.00	$313,308.00
	Memberships & Fees	$75,000.00	$75,000.00
	Contracts & Consultants	$1,306,314.00	$1,306,314.00
	Scholarships & Awards	$1,236,099.00	$1,236,099.00
	Student Activates	$140,000.00	$140,000.00
	Miscellaneous	$333,000.00	$333,000.00
	Accreditation	$20,000.00	$20,000.00
	Interest Expense	$475,000.00	$475,000.00
	Depreciation	$690,000.00	$690,000.00
Total Expenditures		$12,994,446.00	$12,994,446.00
	Operating Surplus (Deficit)	$1,150,112.00	$187,462.00

Prepared by: Kevin Howard   Reviewed by: Dwayne Crew

Implementation

Implementation includes the development and completion of action steps or activities at the department, program, academic support, and administrative support levels. It also involves the completion of committee responsibilities. These activities may include, but are not limited to

    a.   defining unit assessment schedules and formats (internships, written examinations, presentations, surveys, focus groups, etc.)

    b.   refining acceptable levels of individual student or unit achievement or acceptable levels of individual and group performance,

    c.   establishing administration procedures, individual assignments, and due dates.

They engage students and others in actions designed to change behavior (i.e., acquisition of new information) or assist with growth toward other pre-determined educational results (e.g., use of leadership skills to effect environmental changes). When implementation activities are completed successfully, students and others improve knowledge, attitudes, skills, and behavior, and expected results defined in outcomes are achieved.

Assessment (including Assessment Plans)

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 accessed.

The CSPE and unit leaders monitor the activities by collecting and reviewing both objective and subjective data. Results from the assessments guide the Committee on Strategic Planning and Evaluation, and the units define and implement necessary changes. In the fall, all annual plan results and evaluations are submitted to the President through the College's cloud-based software, Strategic Planning Online (SPOL). The Office of Institutional Research and the Quality Enhancement Plan provides data and research information to all units of the college. This research ranges from quick responses to questions related to the official enrollment to information from assessments (e.g., Annual Survey of Graduating Seniors) that are completed by IR/QEP staff members. They also complete a comprehensive annual assessment report that summarizes the assessment results from the previous year and how they will be used in future planning.

In summary, 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 may change based on the needs and evaluations of the unit. Assessment strategies for student learning and ongoing outcomes are now summarized.

Student Learning Outcomes

Student learning outcomes are in place for every degree program. These outcomes are determined by the faculty as appropriate to the educational mission of Paine College. Assessment of these outcomes is embedded in course level measurements, graduate exit examinations, 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 planning. A summary of student learning outcomes by major is provided in Table 3.

Table 3. Student Learning Outcomes by Academic Department

3a. Biology Program and Student Learning Outcomes

Biology Program Student Learning Outcomes	Means of Assessment	Criteria for Success
2018-2019 Biology SLO 1: 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.	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. Biology majors will take the Biology ETS exam in their senior/rising senior year.	A score of 70% or more. An average score of 70% and above or score above national average in ETS biology.
2018-2019 Biology SLO 2: Identify the anatomy and taxonomy of plants, animals and Human organ systems.	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.	A score of 70% or more. An average score of 70% and above or score above national average in ETS biology.
2018-2019 Biology SLO 3: Demonstrate effective skills in the oral communication of scientific work at the undergraduate level.	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	A score of 70% or more by at least 70% of the students.

Biology Program Student Learning Outcomes	Means of Assessment	Criteria for Success
2018-2019 Biology SLO 4: Demonstrate effective skills related to analysis, synthesis, and evaluation of scientific work to include written paper.	Students will be assessed using the rubric developed by the MST faculty.	70 % of the students scoring 70% or more.

3b. Business Program and Student Learning Outcomes

Business Program Student Learning Outcomes	Means of Assessment	Criteria for Success
Student must demonstrate leadership skill in the positions of government, entrepreneurship, industry and community	The ETS	80% of Paine College Business students taking the MFT (ETS) exam will score near the mean of the national MFT score annually

Business SLO: Junior Exit	Means of Assessment	Criteria of Success
At the end of the study, student must have the skill set in business and the use of computer technology in Business Administration	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. Study guides re provided to all student via blackboard and student are informed at least two weeks prior to the test.	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.

Business SLO: Internship	Means of Assessment	Criteria of Success
C. Internship: Graduate of Business Program must demonstrate theoretical knowledge and practical experience through a program of co-operative education and internship	Intern on-site supervisors rank student's performance on a scale of 1 – 5: 5. Outstanding 4. Very Good 3. Effective 2. Marginal 1. Unacceptable	85 % of the students who interned in the community must earn a performance evaluation rating above average by their on-Site supervisor.

Business SLO: Internship	Means of Assessment	Criteria of Success
	The following variables Out-comes were analyzed: 1. Professionalism 2. Judgment 3. Planning 4. Communication 5. Teamwork 6. Competence	

Business SLO: CPC	Means of Measurement	Criteria of Success

Graduates of Business Program must demonstrate knowledge in the field of business administration	Common Program Competency in the field of business:
	
	Measures:
	  1. Testing
	  2. Rubric
		Eighty Percent of the graduates of the Business Program must pass all CPC courses with an average of "B" OR better grade.

3c. Chemistry Program and Student Learning Outcomes

Chemistry Program Student Learning Outcomes	Means of Assessment	Criteria for Success
2018-2019 Chemistry SLO 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.	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 ETS exam in their senior/rising senior year.	70 % of students scoring 70% or more on exam (At or above national average).
2018-2019 Chemistry SLO 2: A familiarity with and application of safety and chemical hygiene regulations and practices.	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.	70% of the students earning a score of 80% and above.
2018-2019 Chemistry SLO 3: Demonstrate effective skills in the oral communication of scientific work at the undergraduate level.	Chemistry Students will present at the seminar that is conducted on a weekly basis for the duration of the semester. A rubric developed	At least 70% of students will earn a score of 70 % or more.

Chemistry Program Student Learning Outcomes	Means of Assessment	Criteria for Success
	by the faculty is used for grading the presentations.	
2018-2019 Chemistry SLO 4: Demonstrate effective skills related to analysis, synthesis, and evaluation of scientific work to include written paper	Student will be assessed using the rubric developed by the MST faculty.	At least 70% of students will earn a score of 70% or more.

3d. Education Program and Student Learning Outcomes

Education Program Student Learning Outcomes	Means of Assessment	Criteria for Success
I. **Candidates will demonstrate proficiency in early childhood education content knowledge.**	**GACE I & GACE II Content Exam** Georgia Assessments for the Certification of Educators (GACE) tests measure the knowledge of specific content in K-12 educators. 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.	4. 80% of the candidates will master GACE I and GACE II Content Assessment at the Induction Level (220) on the first attempt.
II. **Candidates will cite research to demonstrate an understanding of student development and instruction.**	**edTPA** **Teacher Performance Assessment** edTPA is a performance-based assessment designed to engage candidates in demonstrating their understanding of teaching and student learning in authentic ways. The assessment is composed of four tasks: (1) Planning for literary instruction and assessment	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, & 15.

Education Program Student Learning Outcomes	Means of Assessment	Criteria for Success
	(2) Instructing and engaging students in literacy learning (3) Assessing students' literacy learning (4) Assessing students' mathematics learning.	
III. **Students will analyze the results of assessments as an integral part of the teaching process.**	**edTPA** **Teacher Performance Assessment** edTPA is a performance-based assessment designed to engage candidates in demonstrating their understanding of teaching and student learning in authentic ways. 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.	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, & 17.
IV. **Students will use reflection as a tool to evaluate the impact of instruction on student learning.**	**edTPA** **Teacher Performance Assessment** edTPA is a performance-based assessment designed to engage candidates in demonstrating their understanding of teaching and student learning in authentic ways. The assessment is composed of four tasks:	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, & 18.

Education Program Student Learning Outcomes	Means of Assessment	Criteria for Success
	(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.	
V. Candidates will demonstrate a moral imperative that all students can learn.	**Professional Disposition Index** Georgia Professional Standards Commission (GaPSC) requires Educator Preparation Programs to develop a Professional Disposition Assessment 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.	1. 80% of the candidates will score at least at the "Acceptable" level on the Professional Disposition Matrices on the first attempt.
VI. Candidates will demonstrate a commitment to social justice for all students.	**Personal/Professional Disposition Matrices** **Professional Disposition Index** Georgia Professional Standards Commission (GaPSC) requires Educator Preparation Programs to develop a Professional Disposition Assessment Professional dispositions are defined as the values, commitments, and professional ethics	6. 80% of the candidates will score at least at the "Acceptable" level on the Professional Disposition Matrices on the first attempt.

Education Program Student Learning Outcomes	Means of Assessment	Criteria for Success
	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.	
Program Outcome: Increase the enrollment of education majors	Data from the Office of Institutional Research will verify the enrollment of education majors in the Department of Education.	Increase the enrollment of education majors by 5% each year; Fall 2018 enrollment of education majors is 41
Program Outcome: Retain education majors	Official GACE score report	80% of education majors will pass the GACE PAA by the end of their sophomore year

3e. English Program and Student Learning Outcomes

English Program Student Learning Outcome	Means of Assessment	Criteria for Success
Graduates with a B.A. degree in English will write a research paper using Modern Language Association (MLA) format.	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.	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.
Graduates with a B.A. degree in English will express themselves effectively through speech by delivering an oral presentation of their literary research.	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,	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.

English Program Student Learning Outcome	Means of Assessment	Criteria for Success
	supporting details, and good use of grammar/mechanics.	
Graduates with a B.A. degree in English will recognize major authors and literary movements in world literature.	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.	70% of students will score 70% or higher on the Major Field Examination.
Apply the major methods of literary analysis	To meet this outcome, a major field essay examination, established by the English faculty from their respective specializations.	70% of students will score a 70% or better for one short answer question and the long essay on the major exam.

3f. History Program and Student Learning Outcomes

History Program Student Learning Outcome	Means of Assessment	Criteria for Success
Discuss the changes and continuity in historical and current events.	To meet this outcome a multiple-choice Senior Exit Exam will be administered with American and European questions selected from a standardized test.	Successful attainment of a 70% score or higher on the Senior Exit Exam after two attempts.

History Program Student Learning Outcome	Means of Assessment	Criteria for Success
Analyze historical event using social, cultural, economic, technological and political assessments.	To meet this outcome, students will assemble a PowerPoint presentation in Non-Western Civilization and will make an oral presentation.	Successful attainment of a score 70% or better on their first attempt on assignment on elements analyzing historical events.
Recognize key events and people in historical frames of reference including Georgia, the United States, and Non-Western civilizations.	To meet this outcome students will write a Senior Thesis Paper with a thesis defended by analysis of primary and secondary documents.	Successful attainment of a 70% score or higher on paper elements related to thesis development.
Develop a thesis statement regarding an historical event and present it to a group of peers.	To meet this outcome students will write a Senior Thesis Paper with a thesis defended by analysis of primary and secondary documents.	Successful attainment of a 70% score or higher on paper elements related to thesis development.
Distinguish and evaluate primary and secondary sources.	Pass a test consisting of having to differentiate primary and between secondary documents.	Successful attainment of a 70% score or higher on this test.
Know how to structure and write a research paper.	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 score or higher on paper based on a rubric

3g. Mathematics Program and Student Learning Outcomes

Mathematics Program Student Learning Outcomes	Means of Assessment	Criteria for Success
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.	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.	Measured by a performance level of an average 70% or higher on the mathematics senior exit examination.
2018-2019 Mathematics SLO 2: Demonstrate the ability to organize information and communicate the information effectively in writing including discipline specific writing skills.	A rubric designed by the faculty used for seminar presentations and major field paper.	By successfully completing their major, field paper at an average 70% level or higher.

Mathematics Program Student Learning Outcomes	Means of Assessment	Criteria for Success
2018-2019 Mathematics SLO 3: Demonstrate proficiency in oral presentations.	A rubric designed by the faculty used for seminar presentations	Performance on the major field presentation at an average of 70%b or higher.

3h. Media Studies Program and Student Learning Outcomes

Media Studies Program Student Learning Outcomes	Means of Assessment	Criteria for Success
SLO 1: To demonstrate career options in media and define personal and professional career goals.	MAC 491 Internship 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.	70% of students will be score 70% or higher on supervisor evaluations.
SLO 2: Demonstrate an understanding of media business management principles including audience analysis, content analysis, advertising, regulation, and media effects.	MAC 472 Public Relations Campaign Final Exam Project The students planned an on-campus Student Film Festival. Students were evaluated on set-up, planning, promotions, and budget.	70% of students will score 70% or higher on the Final Exam Project.
SLO 3: Students will apply the theories of communications and techniques of persuasion in building effective communication messages.	Senior Exit Exam #24 Questions 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.	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.
SLO 4: Demonstrate mastery in operating procedures for broadcast/video camera production including recording, lighting, and audio techniques.	Senior Level Projects MAC 462 Television Production	70% of students score 70% or higher on the senior level projects in MAC 462 Television Production II. Rubric for Project

Media Studies Program Student Learning Outcomes	Means of Assessment	Criteria for Success
	Students completed a Short Video/Film Project using techniques in video camera production, lighting and audio recording.	
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.	Senior Level Projects MAC 462 Television Production Students completed a Short Video/Film Project using techniques in video camera production, lighting and audio recording.	70% of students score 70% or higher on the senior level projects in MAC 462 Television Production. Rubric for Project

3i. Psychology Program and Student Learning Outcomes

Psychology Program Student Learning Outcomes	Means of Assessment	Criteria for Success
Describe and demonstrate the various statistical procedures/methods in collecting and analyzing data in Psychology.	Senior Exit Exam Senior Research	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.
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.	Senior Research & Presentation Internship Productivity (As applicable)	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.
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	Senior Exit Exam	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

Psychology Program Student Learning Outcomes	Means of Assessment	Criteria for Success
influenced the development of Modern Psychology		must have in order to be considered as passing or failing the exam.
Identify and describe the major theories of human development, personality, behavior, and the principles of learning.	Senior Exit Exam	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.
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.	Senior Exit Exam Senior Research Presentation	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.

3j. Philosophy and Religion Program and Student Learning Outcomes

Philosophy and Religion Program Student Learning Outcomes	Means of Assessment	Criteria for Success
Graduates with a degree in philosophy and religion with an emphasis in religion will: 1. Clearly present a personal statement of faith and values, applying knowledge of the Christian Faith.	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.	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.
2. Write an independent research document that reflects the student's capacity to do scholarly research on contemporary religious issues.	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	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.

Philosophy and Religion Program Student Learning Outcomes	Means of Assessment	Criteria for Success
	the Religion and Philosophy faculty.	
Identify the major doctrines and dogmas of Christianity and the major world religions.	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 students scoring 70% or higher on course embedded assessments and writing assignments
Apply critical thinking techniques to evaluate any religious doctrine or philosophical argument	PHI 240 Course-Embedded Assessment which was assessed by papers and exams. A final exam measured 25% of total grade.	80% of students scoring 70% or higher on course- embedded assessment
Take a comprehensive exit exam		

3k. Sociology Program and Student Learning Outcomes

Sociology Program Student Learning Outcomes	Means of Assessment	Criteria for Success
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.	Senior Exit Exam Internship (As applicable)	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.
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.	Senior Research & Presentation Internship Productivity (As applicable)	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.
Demonstrate cultural competency through examining how social categories and social systems—such	Senior Exit Exam Senior Research & Presentation	70% of the students will obtain an average score of 70 or better on each item that is

Sociology Program Student Learning Outcomes	Means of Assessment	Criteria for Success
as race, gender, sexuality, class, age, and citizenship status—interact to structure social action and create human diversity.		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.

Standardized Syllabus

Paine College's <u>comprehensive course syllabus format</u> (see Exhibit 2) 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 review.

Exhibit 2. Comprehensive Course Syllabus Format

Last Updated: 1-15-2018   Office of Academic Affairs

SYLLABUS

Course Name:
Time/Course Location:
Instructor:
Instructor Email:
Phone Number:
Office Location:
Office Hours:

Required Text(s) and Related Materials:
Author's last name, First Middle (Year). Title of book. Publisher location: Publisher Name.
ISBN:

I.   **Course Description:**

II.   **Course Objectives:**

Students will be able to**:**
- List course objectives here

III.   **Student Learning Outcomes:**

Upon completion of this course, students will___.

IV.   Course Assessments:

List all assessments that will be used. For example, class discussion, class attendance, bi-weekly assignments, mid-term and final examinations, quizzes, term paper, etc.

V.   Grading Scale:

List the contribution of <u>each </u>course assessment to the final grade.

VI.   Tentative Schedule:

VII.   Academic Policies: Academic Honesty:

Paine College recognizes honesty and integrity as necessary to the academic purpose and function of the institution. The college, therefore, expects from each student a high standard of individual honesty in all academic endeavors.

Academic dishonesty includes cheating on examinations, plagiarism, forgery, collusion, and credential misrepresentation, inclusive of Internet documents and sources. Students found guilty of academic dishonesty are subject to disciplinary action including loss of credit (a grade of "F" for the course), suspension, or immediate dismissal from the college at any time. (*Paine College Policy Manual Volume VI – Academic Policies*, page 25).

VIII.   Student Dress Code:

The Dress Code Policy is designed to assist students in making important and appropriate decisions regarding attire for various aspects of daily living to include classroom, business, and special events. Although the College respects students' rights to individual expression, its mission is to prepare young men and women for the professional workplace and to promote those standards, which reflect good taste.

Students should read and adhere to the student dress code. This policy will be enforced in this course (*Paine College Policy Manual Volume VII – Student Policies*, page 11-12).

IX.   Disability Services at Paine College:

It is the practice of Paine College to make reasonable accommodations for students with properly documented disabilities that may adversely impact academic performance. Written notification from Student Counseling Services is required within two weeks of the start of the course to receive full support. If you are eligible to receive an accommodation and would like to request it, please discuss it with the professor of record.

Students who have questions about student disability services at Paine College are invited to contact personnel in the Student Counseling Services Office, in the Peters Campus Center, Room 215 for a confidential discussion.

X. Technology:

All courses at Paine College are supported by BlackBoard™. A copy of this course syllabus is located on that site. Please see the Blackboard Administrator or the IT Department if you have any issues with Blackboard. Students are responsible for making sure they receive assignments from Blackboard.

XI. Attendance Policy

Students should attend ALL classes for courses in which they are registered. Faculty will begin recording student's absences from the class session immediately following the student's registration; however, students will be held responsible for all class work beginning with the first day of class.

Students will be allowed to be absent the equivalent of one class period (50 minutes) per credit value of the class plus two additional 50-minute periods. For example, a three (3) credit hour course meeting three times per week would allow a student a total of five absences. Absences incurred the day immediately preceding and the day immediately following a school holiday shall carry a double penalty.

Three tardies shall constitute one absence. A student is tardy when he or she misses less than fifteen minutes of a class session. If the student misses fifteen or more minutes of a class session, he or she is considered absent.

Absences for official school business shall not be counted against the allowed absences, providing the student presents proper documentation notifying the faculty person. Email notification may also be received from the Office of Academic Affairs.

When a student has exceeded the limit of the number of allowed absences, he or she may remain in class only at faculty discretion. The faculty will consider appropriate documentation for emergencies when such documentation is presented on the day the student returns to class.

XII. Additional Course Information:

Additional information will be posted on Blackboard in sections designated by the professor of record.

Ongoing Outcomes and Objectives

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) 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. Data such as retention rates, completion rates, graduation rates, job placement rates, and student success rates on state and other licensing exams are included in the list of outcomes and objectives used by senior units for this purpose appears in Table 4. All items in *italics* have the potential to have the data included in the Strategic Plan review.

Table 4. Ongoing Outcomes and Objectives by Senior Administrative Unit

4a. President's Office (PRO)

Outcomes: *PO*	Means of Assessment	Criteria for Success
Strategic Plan, 2019 – 2024	The updated Strategic Plan, 2019 – 2014 will be posted on the website	Updated Strategic Plan, 2019 – 2024 will be posted on the website by November 30, 2019
Satisfaction with the President's Office	Survey of Graduating Seniors	Satisfied or very satisfied with their interactions with the President's Office

4a1. Athletics (ATH)

Outcomes: *ATH*	Means of Assessment	Criteria for Success
Athlete retention: compliance	Student athletes in compliance	100% of student athletes will be found to be in compliance with all NCAA rules at the end of each semester.

Outcomes: *ATH*	Means of Assessment	Criteria for Success
Athlete retention by category	Student athletes retained by category (first-time freshmen, new transfer, and returning) by entrance year	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.
Athletics graduation	Graduation rate of student athletes by category (first-time freshmen and new transfer) by entrance year	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
Satisfaction with athletics	Survey of Graduating Seniors	70% of students will score Satisfied or Very Satisfied on "Intercollegiate Athletics"

4a2. Religious Life (RLF)

Outcomes: *RLF*	Means of Assessment	Criteria for Success
Assembly Attendance	Headcount of students present	75% average attendance (*Strategic Plan*)
Wesley Fellowship Meeting Attendance	Headcount of attendance at Wesley meetings	An average of 50% of the Wesley Fellowship attend meetings each semester
Student Engagement through Religious Life Activities	Headcount of attendance at Religious Life activities	An average of 35% of resident students at the college
Satisfaction with Religious Programs/Services	Student Satisfaction on the **Survey of Graduating Seniors**	At least 70% of the respondents will rate their satisfaction with the Religious Programs/Services as satisfied or very satisfied.

4b. Academic Affairs (AA)

Outcomes: *AA*	Means of Assessment	Criteria for Success
Course evaluations,2018-2019	Policy Manual (Vol. 4) –Appendix 4.5.3G: Student Evaluation Form	70% of the faculty will score 3 or above each semester
Faculty evaluation, including grants	Faulty Evaluation Scoring Form (Policy Manual (Vol. 4) – Appendix 4.5.3C	At least 70% of the faculty will score an average of 3.0 or above at the end of the year.

Outcomes: *AA*	Means of Assessment	Criteria for Success
Major field exam results	Pass rate on the first attempt when taking the major field examinations	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.
Student satisfaction with overall quality of instruction	Student Satisfaction on the Survey of Graduating Seniors	At least 70% of the respondents will rate their satisfaction with the overall quality of instruction as satisfied or very satisfied.
Student satisfaction with overall quality of their Paine College education	Student Satisfaction on the Survey of Graduating Seniors	At least 70% of the respondents will rate their satisfaction with the overall quality of their Paine College education as satisfied or very satisfied.

4b1. Center for Advanced Professional Studies (CAPS)

Outcomes: *LLRC*	Means of Assessment	Criteria for Success
Increase Enrollment	Conducting statistical analysis of enrollment patterns	Show an increase in enrollment by at least 10% of the students from the previous years' enrollment.
Retention: course offerings	Create a needs assessment matrix/chart to determine which classes need to be offered every 8 weeks to accommodate the students in the program	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.

4b2. Dual Enrollment Program (DEP)

Outcomes: *DEP*	Means of Assessment	Criteria for Success
DEP Enrollment	The unduplicated headcount of Dual Enrollment Program students will be used to determine the intended results for this outcome.	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.
Student Satisfaction	Dual Enrollment Program Survey (to be developed)	At least 70% of the respondents will rate their satisfaction with the Dual Enrollment Program as satisfied or very satisfied.

4b3. Institutional Research and the Quality Enhancement Plan (IR/QEP)

Outcomes: *IR/QEP*	Means of Assessment	Criteria for Success
Board of Trustees' Report – Fall	Submitted Fall 2018 Board of Trustees' Report to Academic Affairs	The Fall 2018 Board of Trustees' Report will be submitted to the Office of Academic Affairs
Board of Trustees' Report – Spring	Submitted Spring 2019 Board of Trustees' Report to Academic Affairs	The Spring 2019 Board of Trustees' Report will be submitted to the Office of Academic Affairs
Hire Two (2) new employees	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.	A data analyst and director of assessment and evaluation will be employed by January 1, 2019.
Time and Effort Reports to the Title III Office	The IAER Activity file will contain the date that each Time and Effort report was submitted; electronic and/or hard-copies will be maintained in the IAER office	Monthly Time and Effort Reports will be in the Title III Office by the 5th of the month from November 5th through October 5th.

Outcomes: *IR/QEP*	Means of Assessment	Criteria for Success
Title III Quarterly Reports	Title III Quarter #1 Report Title III Quarter #2 Report Title III Quarter #3 Report Title III Quarter #4 Report	Four (4) Title III quarterly reports with annual analysis in the 4th quarter report will have been submitted
Weekly Reports to Academic Affairs	The IAER activity file will contain the date that the weekly report was submitted to the Office of Academic Affairs.	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.

Outcomes: *Institutional Research*	Means of Assessment	Criteria for Success
Research activities	Annual Fact Book	Published on the website by the end of January
Research activities	Required surveys	All (#TBD) required surveys will be completed and submitted by the deadline
Updated Combined Faculty Data file	Updated Combined Faculty Data File	The updated Combined Faculty Data File will contain data for each semester or term, fall, spring and summer for the 2018-2019 year.
Updated Combined Graduate Data file	Updated Combined Graduate Data File	The updated Combined Graduate Data File will contain data for the 2018 graduating class.
Updated Combined Student Data file	Updated Combined Student Data File	The updated Combined Student Data File will contain data for each semester or term, fall, spring and summer for the 2018-2019 year.

Outcomes: *Assessment and Evaluation*	Means of Assessment	Criteria for Success
Community Service Activities: Staff	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 an a percentage calculated.	70% of the full-time staff members will participate in at least one community service activity in 2018-2019

Outcomes: *Assessment and Evaluation*	Means of Assessment	Criteria for Success
Institutional assessment	Faculty Survey of Student Engagement (FSSE) reports	35% of the full-time faculty will complete the FSSE 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.
Institutional assessment	National Survey of Student Engagement (NSSE)	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.
Institutional assessment	Survey of Graduating Seniors	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.
Paine College Institutional Effectiveness Paradigm (PCIEP)	Unit goals, objectives, and/or outcomes for each unit on the Paine College Organizational chart (s) Paine College Institutional Effectiveness Paradigm for Planning, Assessment, and Evaluation Policies, Guidelines, and Procedures Manual (PCIEP)	Complete set of goals, objectives, and/or outcomes for each senior and mid-level administrative unit Complete a 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

Outcomes: *Assessment and Evaluation*	Means of Assessment	Criteria for Success
		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).
Paine College Institutional Effectiveness Paradigm (PCIEP)	One assessment measure will be used. The document will be completed by the deadline or it will not.	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.

Outcomes: *Quality Enhancement Plan*	Means of Assessment	Criteria for Success
Quality Enhancement Plan (QEP): Common Curriculum data	QEP data from Common Curriculum Courses	QEP data from all Common Curriculum Courses for each semester will be downloaded from Blackboard
Quality Enhancement Plan (QEP): Impact Report	Progress on the QEP will be demonstrated through compiling of all available student scores, and at least one meeting of the QEP committee to evaluate progress.	Success will be demonstrated by up to date student results in the Impact Report draft and GEP committee meeting minutes.

4b4. Library and Learning Resources Center (LLRC)

Outcomes: *LLRC*	Means of Assessment	Criteria for Success
Library and Learning Resources Center checkouts	Fiscal year checkouts	With and increase FTE, the overall trend of decreasing checkouts will reverse itself within the next three years.
Library and Learning Resources Center collections	Inventory of collections	By the end of June each year, increase electronic books by 2% from the previous year.
Library and Learning Resources Center evaluation	Student Satisfaction on the Survey of Graduating Seniors	At least 70% of the respondents will rate their satisfaction with the Library and Learning Resources Center as satisfied or very satisfied.

Outcomes: *LLRC*	Means of Assessment	Criteria for Success
Library and Learning Resources Center expenses	Fiscal year expenses	Total expenses per fiscal year for non-personnel resources will be equal to or greater than the previous fiscal year.
Library and Learning Resources Center reference questions	Fiscal year reference questions	With an increase FTE, the overall trend of decreasing reference questions will reverse itself within the next three (3) years.

4b5. Registration and Records (RR)

Outcomes: *RR*	Means of Assessment	Criteria for Success
Faculty training	Faculty workshop survey	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.
Housing of electronic records	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	House all electronic records in one software system (Jenzabar) instead of two software systems (AS400 and Jenzabar)
Implementation of electronic forms	Electronic forms on the website and PaineNet	Electronic versions of all forms used in Registration and Records will be available on the Paine College website and PaineNet
Effective interaction with Registrar's Office	Student satisfaction with Registrar's Office on Survey of Graduating Seniors	At least 70% of the respondents will rate their satisfaction with the Registrar's Office as satisfied or very satisfied.

4b6. Sponsored Programs (SPG)

Outcomes: *SPG*	Means of Assessment	Criteria for Success
New grant applications	6.1. Grant writing and proposal development	6. The number of full-time faculty/staff

Outcomes: *SPG*	Means of Assessment	Criteria for Success
	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	submitting new grant applications (as PI or Co-PI) will increase by 10% by September 30, 2019.
Faculty and staff satisfaction with Sponsored Programs	Satisfaction survey for faculty and staff (to be developed)	At least 70% of the respondents will rate their satisfaction with the Sponsored Programs Office as satisfied or very satisfied.

4b7. Student Support Services (SSS)

Outcomes: *SSS*	Means of Assessment	Criteria for Success
Good academic standing	Academic standing reports from Registration and Records	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.
Graduation rate	Graduation reports from Registration and Records	27% of 2011-12 new participants served will graduate with a bachelor's degree or equivalent within six (6) years.

Outcomes: *SSS*	Means of Assessment	Criteria for Success
Persistence	Retention reports from Registration and Records	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.

4b8. Tutorial Services (TEC)

Outcomes: *TEC*	Means of Assessment	Criteria for Success
Student performance in English	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	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
Student performance in Math	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	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

4c. Administrative and Fiscal Affairs (AFA)

Outcomes: *AFA*	Means of Assessment	Criteria for Success
Annual income and expenditures	Comparison of income and expenses	Income for the fiscal year will exceed expenses by 10 percent.
Student satisfaction with Administrative and Fiscal Affairs	Student Satisfaction on the Survey of Graduating Seniors	At least 70% of the respondents will rate their satisfaction with the Business Office as satisfied or very satisfied.
Student satisfaction with Food Services	Student Satisfaction on the Survey of Graduating Seniors	At least 70% of the respondents will rate their satisfaction with the Food Services as satisfied or very satisfied.
Student satisfaction with The Lion's Café	Student Satisfaction on the Survey of Graduating Seniors	At least 70% of the respondents will rate their satisfaction with The Lion's Cafe as satisfied or very satisfied.
Student satisfaction with the Post Office	Student Satisfaction on the Survey of Graduating Seniors	At least 70% of the respondents will rate their satisfaction with the Post Office as satisfied or very satisfied.

4c1. Accounting (ACC)

Outcomes: *ACC*	Means of Assessment	Criteria for Success
Budget – Income	Comparison of budgeted income to the actual income	Income for the fiscal year will exceed budgeted income by at least 10 percent.
Budget - Expenses	Comparison of the budgeted expenses to the actual expenses	Expenses for the fiscal year will exceed actual expenses by at least 10 percent.

4c2. Facilities Management and Environmental Services (FMES)

Outcomes: *FMES*	Means of Assessment	Criteria for Success
Equipment – Complaints	Equipment availability complaints	Campus-wide, no more than five (5) complaints will be logged regarding equipment availability.
Equipment – Repairs	Equipment repairs	80% of equipment repairs will be completed within two (2) weeks of a report being received.

Outcomes: *FMES*	Means of Assessment	Criteria for Success
Facilities - Maintenance	Maintenance records	80% of the facilities will be adequately maintained as defined in the Facilities Manual.
Facilities – Student Satisfaction	Student Satisfaction on the Survey of Graduating Seniors	At least 70% of the respondents will rate their satisfaction with facilities as satisfied or very satisfied.
Facilities – Student Satisfaction with laboratories	Student Satisfaction on the Survey of Graduating Seniors	At least 70% of the respondents will rate their satisfaction with laboratory facilities as satisfied or very satisfied.

4c3. Financial Aid (FNAD)

Outcomes: *FNAD*	Means of Assessment	Criteria for Success
Students receiving appropriate Financial Aid	Total amount of non-institutional financial aid received by college	Paine College will receive at least $6,000,000 of student financial aid from non-institutional resources.
Financial Aid effectiveness	Average student award	The average student award will be at least 90% of the average student's total annual projected budget.
Financial Aid effectiveness	% of students receiving financial aid	At least 95% of the students will receive some financial aid during the year.
Financial Aid effectiveness	Student satisfaction with the financial aid process on Survey of Graduating Seniors	At least 70% of the respondents will rate their satisfaction with the financial aid process as satisfied or very satisfied.
Financial Aid effectiveness	Student satisfaction with the financial aid package on Survey of Graduating Seniors	At least 90% of the respondents will rate their satisfaction with the financial aid package as satisfied or very satisfied.

4c4. Human Resources (HR)

Outcomes: *HR*	Means of Assessment	Criteria for Success
Human Resources service time	Human Resources daily time logs	No person with an appointment will wait to be seen by an HR staff person for more than 5 minutes beyond their appointment time.

Outcomes: *HR*	Means of Assessment	Criteria for Success
Human Resources satisfaction	Staff evaluation of service survey (to be developed)	At least 70% of the respondents will report that their question was answered to their satisfaction on the first attempt.
Human Resources satisfaction	Staff evaluation of service survey (to be developed)	At least 70% of the respondents will rate their satisfaction with human resources services as satisfied or very satisfied.

4c5. Information Services (IS)

Outcomes: *IS*	Means of Assessment	Criteria for Success
Effectiveness of IS: Services offered	Request for service logs	80% of the requests for services that fall within the list of services provided from IS will be completed within two (2) weeks.
Effectiveness of IS: Special services	Request for service logs	70% of requests for services that do not fall within the list of services provided from IS will be completed within four (4) weeks if the request is accepted.
Student satisfaction with IS	Student Satisfaction on the Survey of Graduating Seniors	At least 70% of the respondents will rate their satisfaction with the Information Technology Services as satisfied or very satisfied.

4c6. Campus Police (CP)

Outcomes: *CP*	Means of Assessment	Criteria for Success
Student satisfaction with Campus Police	Student Satisfaction on the Survey of Graduating Seniors	At least 70% of the respondents will rate their satisfaction with the Campus Police as satisfied or very satisfied.
To gain more knowledge through training and remain proactive for the Students, Staff and Faculty.	Outcomes from training sessions and service logs for incident responses	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.

4d. Institutional Advancement (IA) Edit per SPOL

4d1. Alumni Relations and Annual Fund (AAAF)

Outcomes: *AAAF*	Means of Assessment	Criteria for Success
"Friend" raising: alumni	Number of alumni giving	At least 400 alumni will donate to the college each fiscal year
Funds raised: alumni average	Average annual giving per alumni	Average annual gift per alumnus is at least $1,000
"Friend" raising: Trustees	Number of Trustees who make donations	At least 100% will donate to the college each fiscal year
Funds raised: Trustee average	Average Trustee gift	Average Trustee gift is at least $2,000
"Friend" raising: religious organizations	Number of religious organizations not including distributions	At least 90 religious organizations will donate to the college each fiscal year
Funds raised: religious organizations average	Average annual giving per religious organization donor	Average annual gift per religious organization is at least $5,000
"Friend" raising: other	Number of other (community individuals, faculty, staff, and students) donations	The donation categories are being revamped. The actual values will be added later. At least _____ others (businesses or individuals) will donate to the college each fiscal year
Funds raised: other	Average other (community individuals, faculty, staff, and students) donation	The donation categories are being revamped. The actual values will be added later. Average annual gift per other donor is at least $_____

4d2. Communications and Marketing (CM)

Outcomes: *CM*	Means of Assessment	Criteria for Success
Effective Communications	Number of hits on website/month (different numbers for summer and school year)	August – May: Average 2,424 website hits per month June – July: Average 1,538 website hits per month

Outcomes: *CM*	Means of Assessment	Criteria for Success
Effective Communications	Number of social media messages sent/month	August – May: Average 60 social media messages will be received per month June – July: Average 40 social media messages will be received per month
Effective Communications	Average number of interactions on social media messages/month	August – May: Average 300 social media interactions per month June – July: Average 125 social media interactions per month
Effective Communications	Number of newspaper or magazine articles/month	August – May: Average 91 article mentions newspaper or magazine articles per month June – July: 53 article mentions newspaper or magazine articles per month
Effective Communications	Student satisfaction with Communications and Marketing on Survey of Graduating Seniors	70% of the respondents will rate their satisfaction with Communications and Marketing as satisfied or very satisfied.

4d3. Major Gifts (MG)

Outcomes: *MG*	Means of Assessment	Criteria for Success
"Friend" raising: corporations	Number of corporation donations	This donation categories are being revamped. The actual values will be added later. At least _____ corporations will donate to the college each fiscal year
Funds raised: corporations	Average corporation donation	This donation categories are being revamped. The actual values will be added later. Average annual gift per corporate donor is at least $_____

4e. Student Affairs and Enrollment Management (SAEM)

Outcomes: *SAEM*	Means of Assessment	Criteria for Success
Student degree completion: year to year	Year-to-Year Retention (Fall to Fall: All students and FTF)	70% or above

Outcomes: *SAEM*	Means of Assessment	Criteria for Success		
Student degree completion: 6-year and 8-year	6-year and 8-year Graduation rate (FTF)	6-year: 20% or above 8-year: 25% or above		
Enrollment	Enrollment by term	**Term**	**Enrolled**	**FTE**
		Fall	600	550
		Spring	550	500
		Summer	75	40
Effectiveness of SAEM services provided	Average value of each sub-unit on the Survey of Graduating Seniors	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.		
Success of Breakthrough Program	Percent of Breakthrough students attending required tutoring/semester	At least 50% of the Breakthrough students will attend required tutoring/semester.		
Success of Breakthrough Program	Attendance at counseling session/semester	Project Breakthrough students will attend at least 3 counseling sessions per semester.		
Success of Breakthrough Program	Percent who have been assigned a mentor	At least 100% of the Breakthrough students will have been assigned a mentor.		
Success of Breakthrough Program	Percent of Breakthrough students attending at least one counseling session/semester	At least 70% of the Breakthrough students will attend at least one counseling session/semester.		

4e1. Admissions and Recruitment (ADMR)

Outcomes: ADMR	Means of Assessment	Criteria for Success	
Effective admissions process: applications	# Applications	**Category**	**Applicants**
		First-time Freshmen	2,000
		Transfers	100
		Other	20
		Total	**2,120**
Effective admissions process: accepted	%Accepted	**Category**	**% Accepted**
		First-time Freshmen	1,000 (50%)
		Transfers	40 (40%)
		Other	15 (75%)
		Total	**1,055 (53%)**

Outcomes: ADMR	Means of Assessment	Criteria for Success	
Effective admissions process: enrolled	%Enrolled	**Category**	**% Enrolled**
		First-time Freshmen	150 (15%)
		Transfers	24 (60%)
		Other	8 (50%)
		Total	**182 (17%)**
Effective admissions process: satisfaction	Student satisfaction with Admissions in Orientation Survey	At least 80% of the respondents will rate their satisfaction with Admissions as satisfied or very satisfied.	

4e2. Career Services (CSC)

Outcomes: CSC	Means of Assessment	Criteria for Success
Effective Career Services: % of students receiving support	% of students receiving Career Services support per semester	Overall, 70% of students will receive service from the Office of Career Services.
Effective Career Services: graduate placement	Graduate placement rates	The job placement or graduate school rate for all seniors will be at least 40% or higher.
Effective Career Services: student satisfaction	Satisfaction with Career Services on Survey of Graduating Seniors	At least 80% of the respondents will rate their satisfaction with the Career Services as satisfied or very satisfied.
Effective Career Services: graduate school continuation	# and % of graduates continuing to graduate school within five (5) years by graduation year	At least 25% from each graduation class will continue their studies in a graduate program within 5 years of graduation.
G1. Soft and Professional Skills	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. 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.

Outcomes: CSC	Means of Assessment		Criteria for Success	
	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.		
G2. Career Development Process	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.	50% of the enrolled student population will engage in the career development process by September 30, 2019.
	2.2	Students will seek career counseling and major/career exploration.		
G3. Job-related Assistance	3.1	Students will be able to create and complete a professional resume.	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.
	3.2	70% of students surveyed will acknowledge increased confidence in ability to implement strategies for successful job search process including resumes and interviewing		

4e3. Counseling and Wellness (CWC)

Outcomes: CWC	Means of Assessment		Criteria for Success	
G4. Positive Mental Health and Wellness	4.1	The Counseling & Wellness Centers' Workshop sign-in sheets will document that at least five (5) workshops related to academic, emotional, social, and intellectual growth were provided to students each semester by September 30, 2019.	4.	At least 20% of the enrolled student population will receive information promoting positive mental health and wellness through at least ten (10) (five (5) per semester) counseling & wellness related workshops/events by September 30, 2019.
	4.2	The Counseling & Wellness Centers' workshop		

Outcomes: CWC	Means of Assessment	Criteria for Success
	sign-in sheets will document that at least 20% of the student population would have participated in counseling and wellness related programs/events. 4.3 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 gaining a usable skill and will be able to apply them to their academic or personal life by September 30, 2019. 4.4 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 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	

Outcomes: CWC	Means of Assessment	Criteria for Success
	counseling and wellness related programs/events will have reported that they were overall satisfied with the topic program/event.	
G5. Use of Counseling and Wellness Services	5.1 The Counseling & Wellness Centers' sign-in sheets will document that at least 15% of the enrolled student population utilized Counseling & Wellness services during the academic year by September 30, 2019.	5. At least 15% of the enrolled student population will be provided with services provided by The Counseling & Wellness Center by September 30, 2019.

4e4. Residence Life (RSL)

Outcomes: RSL	Means of Assessment	Criteria for Success
Meeting student needs in on-campus housing: # and %	# and % of students living on campus/year	At least 80% of the available housing spaces (# TBD) on campus will be occupied each semester.
Meeting student needs in on-campus housing: satisfaction with housing	Satisfaction with Housing on Survey of Graduating Seniors	At least 70% of the respondents will rate their satisfaction with the campus housing as satisfied or very satisfied.
Meeting student needs in on-campus housing: satisfaction with residence life	Satisfaction with Residence Life on Survey of Graduating Seniors	At least 70% of the respondents will rate their satisfaction with the residence life as satisfied or very satisfied.

4e5. Student Engagement (SEG)

Outcomes: SEG	Means of Assessment	Criteria for Success
Effective student activities: # activities/semester	# of events/attendance at events	To be determined
Effective student activities: satisfaction	Satisfaction with Student Activities on Survey of Graduating Seniors	At least 70% of the respondents will rate their satisfaction with "Student Activities including intramural Sports and Student Government" as satisfied or very satisfied.

Evaluation

Overall, evaluation is an interpretation of the success of the actions taken during the implementation and assessment processes (see section on Assessment). Evaluation begins when data is organized into a narrative summary, table, graph, or other exhibit. Each of these types of organizational strategies allows for ease of data analysis. There are two global categories of evaluation, formative and summative, that characterize the system of evaluation at Paine College.

Formative Evaluations

Formative evaluations cover periods of a semester or other calendar session through one year. On-going evaluations (also called unit evaluations or annual unit evaluations) provide data and information that allow units to monitor day-to-day operations, goals, outcomes, objectives in the Strategic Plan, and the budget. Besides providing data for review and analysis, they allow for making mid-course corrections.

Every unit evaluates its activities based on expected student learning outcomes or operational objectives during the academic year. Annual reports for each outcome in SPOL are submitted to the appropriate administrator in the fall to document the completion of annual reviews. Mid-year reports are completed in the spring by reporting the results and status reports within SPOL. These reports support budget requests, provide assessment results to date, include recommendations based on evaluations, and assist the administration with annual and (sometimes) strategic planning. To complete this section, we describe evaluation processes and procedures for policies, publications, administrative and support personnel, and faculty.

Evaluating and Revising Policies

Paine College policies are evaluated by the appropriate entity (Faculty, senior administrator, committee, etc.) for each policy. The seven-volume **Policy Manual** contains the following **Policy Manual Revision Policy** in Section 1.8.

Volumes II, III, V, VI and VII are revised as appropriate by the administration of the College through the approval of the President and where appropriate or legally required by the Board of Trustees on the recommendation of the President.

Amendments to the academic policies in the Volume VI (Academic Policies) and Volume IV (Faculty Handbook) are recommended by the appropriate committee or councils and are reviewed by the Provost and Vice President of Academic Affairs for presentation and approval by the President or through the President by the Board of Trustees as appropriate.

Revisions to the Governing Documents of the College (See Section 1.3), as well as to the Internal Governance Procedures of the College (See Section 1.6 and 1.7) shall follow the amendment process of the respective Constitutions and Bylaws with oversight by the President and Board of Trustees. All other revisions to the remainder of Volume I shall follow the procedures in paragraph one, above, of this Section 1.8.

Revision of the policies found in Volume IV (Faculty Handbook) follows the procedures outlined in Volume IV, Section 4.13.

The Board of Trustees reserves the rights laid out in Volume IV, Subsections 4.13 with respect to the entire Policy Manual of the College.

Evaluating and Revising Publications

Paine College publications are reviewed for accuracy by the appropriate entity (Faculty, senior administrator, committee, etc.) as defined in the publication. These publications include, but are not limited to the **Policy Manual**, a seven-volume set of documents which includes general institutional policies and those for faculty, staff, administrators, and students; **Manual of the Board of Trustees**; recruiting or promotional material, and the **Paine College Website**. The publications are included in the five (5) year review cycle (see Table 5). However, as changes occur, they may be reviewed and revised at other times.

Table 5. Publication Evaluation Schedule

Publication	Companion Document	Evaluation Period
Policy Manual, Volume I, Governance and Administrative Organization	Board of Trustees' Manual Faculty Bylaws Student Government Constitution and Bylaws Strategic Plan	Every five (5) years or earlier if warranted; next full review 2017-2018
Policy Manual, Volume II, Community Policies	N/A	Every five (5) years or earlier if warranted; next full review 2018-2019
Policy Manual, Volume III, Institutional-Wide Employment Policies	Faculty Handbook Staff Manual	Every five (5) years or earlier if warranted; next full review 2019-2020
Policy Manual, Volume IV, Faculty Personnel Policies	Faculty Handbook	Every five (5) years or earlier if warranted; next full review 2020-2021
Policy Manual, Volume V, Personnel Policies for Staff	Staff Manual	Every five (5) years or earlier if warranted; next full review 2021-2022
Policy Manual, Volume VI, Academic Policies	Faculty Handbook Student Handbook	Every five (5) years or earlier if warranted; next full review 2022-2023

Publication	Companion Document	Evaluation Period
Policy Manual, Volume VII, Student Life Policies	Student Hand-book	Every five (5) years or earlier if warranted; next full review 2023-2024
Academic Catalog	N/A	Every two (2) years or earlier if warranted (e.g., annual updates to the calendar and fees); next full review 2018-2019
Biblical Foundations	All Publications	Annual (April)
Mission Statement	All Publications	Annual (April)
Philosophy of Education	All Publications	Annual (April)
Ethical Values and Standards	All Publications	Annual (April)
Strategic Plan & Implementation Strategies	Strategic Plan	Every year
Library Manual	N/A	Every four (4) years or earlier if warranted; next full review 2021-2022
Website	N/A	Every five (5) years or earlier if warranted; next full review 2017-2018
25-year Master Plan	N/A	Every five (5) years
Emergency Action Plan	N/A	Every five (5) years
Deferred and Preventative Maintenance Plan	N/A	Every five (5) years
Financial Plan	N/A	Annually before the budget preparations begin

Administrative and Support Staff Personnel Evaluations

All administrative and support staff members have <u>job descriptions</u>, as described in **Volume V** of the **Policy Manual**.

5.1.6 Job Descriptions

Each job at Paine College, filled or vacant, has a written job description. The purpose of job descriptions is to clarify a position's responsibilities and duties and define the qualifications and requirements for performing those duties. Job descriptions are important and useful tools for recruitment, employee orientation and training, performance evaluation, and salary administration. It is important to ensure job descriptions are current and accurate.

To ensure complete and consistent information, job descriptions will typically include the following information:

1. Title of position;

2. Department or division;

3. Supervised by;

4. Supervisory responsibilities;

5. Job qualifications and requirements;

6. Essential job functions; and

7. Physical requirements.

All job descriptions must be approved by Human Resources.

5.1.6.1 Job Description Changes

In the event of significant and permanent changes to the employee's responsibilities, an employee may request a change to be made to the employee's job description. These requests can be submitted directly to Human Resources, with a copy provided to the employee's immediate supervisor. The employee is responsible for providing all required documentation to support the request.

(Paine College Policy Manual: Volume V – Page 4)

The same **Volume** contains evaluation processes for administrative and support personnel. The job descriptions are used to inform the employee's <u>professional development plan</u>

(PDP) as depicted in Exhibit 3 which is one component of the assessment of their effectiveness. Administrators, both senior and other, are evaluated in part based on their professional development plans under the direction of the vice presidents and the President. Other forms and processes provided by Human Resources personnel are also used. Support staff members are evaluated using appropriate processes and forms that are submitted to the President's Office via the senior administrator or mid-level administrator (when applicable) for the unit.

Exhibit 3. Professional Development Plan

<div align="center">

PAINE COLLEGE
PROFESSIONAL DEVELOPMENT PLAN

NON-INSTRUCTIONAL PERSONNEL

</div>

Name: _____   Position Title: _____
Department/   Fiscal Year:
Unit: _____   _____

INSTRUCTIONS: Set professional goals for the current fiscal year in area of assignment. Professional goals should be based on the department/unit in which you are assigned, the program(s) where you hold responsibility, management or a support function, and the goals and objectives set by the department/unit. Remember to consider Paine College's mission, vision and strategic goals as you are setting your goals[1] along with the same for your department/unit as well as areas which have been previously identified as "needs to improve" on your previous evaluation.

<div align="center">

Goals of the Name of Department/Unit

</div>

Goal #1:
_____
Goal #2:
_____
Goal #3:
_____
Goal #4
_____

<div align="center">

PROFESSIONAL GOALS

</div>

The fill in title of position will fill in appropriate phrase (e.g., improve his/her knowledge of the activities and required reports) by:

Goal Statement #1:
_____
Goal Statement #2:
_____
Goal Statement #3:
_____
Goal Statement #4:
_____

_____   _____   _____
Staff Member's Signature   Job Title   Date

_____   _____   _____
Supervisor's Signature   Supervisor's Title   Date

Evaluation of personnel is conducted on a cycle like annual planning. All personnel review their position descriptions, evaluations, and individual professional development plans (PDPs) from the previous year with their supervisor after which they create new PDPs based on their position for the upcoming year. Set in the professional development plan are professional goals that support the goals outlined in the annual unit plans. The form used for evaluating support and mid-level staff members is provided in Exhibit 5, the one for vice presidents and the dean appears in Exhibit 6, and the one used by the Board of Trustees for the President is shown in Exhibit 7. Board members are evaluated using the form in Exhibit 8 (Caveat: The self-evaluation for the Board of Trustees is completed anonymously).

Exhibit 4. Non-Instructional Personnel Performance Evaluation

```
PAINE COLLEGE
PERFORMANCE EVALUATION FORM

Non-Instructional Personnel and Staff
```
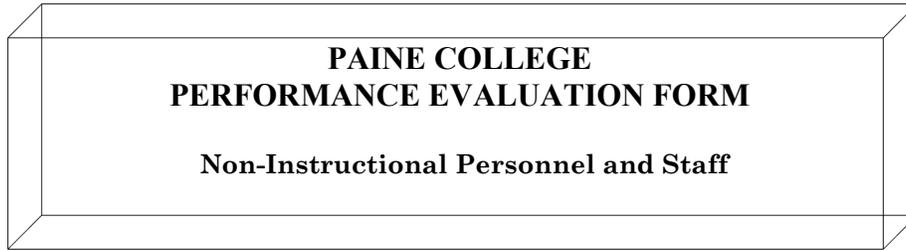
Paine College Mission Statement

Paine College is a private institution steeped in the tenets of Methodism that provides a liberal arts education of the highest quality. The College emphasizes academic excellence, ethical and spiritual values, social responsibility, and personal development to prepare spiritually-centered men and women for positions of leadership and service.

Paine College Vision

Paine College shall build on its Methodist heritage to achieve recognition as a premier liberal arts institution of higher education.

Name: _____ **Title:** _____ **Dept:** _____

Purpose of Evaluation:

1. Probationary ☐   *2. Mid-Year* ☐   *3. Annual* ☐   *4. Requested* ☐   *5. Termination*
☐

Appraisal Period: From _____ ***To*** _____

PROFESSIONAL DEVELOPMENT PLAN

Goal #1: Comment:	☐ **Exceeds Ex-pectations**	☐ **Meets Expec-tations**	☐ **Did Not Meet Expectations**
Goal #2: Comment:	☐ **Exceeds Ex-pectations**	☐ **Meets Expec-tations**	☐ **Did Not Meet Expectations**
Goal #3: Comment:	☐ **Exceeds Ex-pectations**	☐ **Meets Expec-tations**	☐ **Did Not Meet Expectations**
Other (Specify): Comment:	☐ **Exceeds Ex-pectations**	☐ **Meets Expec-tations**	☐ **Did Not Meet Expectations**
Other (Specify): Comment:	☐ **Exceeds Ex-pectations**	☐ **Meets Expec-tations**	☐ **Did Not Meet Expectations**

Employee's Comments: _____

_____

_____

_____

Job Knowledge: Demonstrates the knowledge and skills necessary to perform the job effectively.	☐ *Exceeds expectations*	☐ *Meets expectations*	☐ *Did Not Meet expectations*	☐ *Unable to evaluate (Refer to comments)*
Competency: Performs job with proficiency.	☐ *Exceeds expectations*	☐ *Meets expectations*	☐ *Did Not Meet expectations*	☐ *Unable to evaluate (Refer to comments)*
Planning and Scheduling: Plans and schedules work to accomplish strategic goals and objectives.	☐ *Exceeds expectations*	☐ *Meets expectations*	☐ *Did Not Meet expectations*	☐ *Unable to evaluate (Refer to comments)*
Quality of Work: Completes assignments in a thorough, accurate, and timely manner that achieves expected outcomes.	☐ *Exceeds expectations*	☐ *Meets expectations*	☐ *Did Not Meet expectations*	☐ *Unable to evaluate (Refer to comments*
Quantity of Work: Handles multiple responsibilities in an effective manner.	☐ *Exceeds expectations*	☐ *Meets expectations*	☐ *Did Not Meet expectations*	☐ *Unable to evaluate (Refer to comments)*
Initiative: Consistent self-starter; needs little supervision.	☐ *Exceeds expectations*	☐ *Meets expectations*	☐ *Did Not Meet expectations*	☐ *Unable to evaluate (Refer to comments)*
Commitment: Exhibits tenacity until job is completed.	☐ *Exceeds expectations*	☐ *Meets expectations*	☐ *Did Not Meet expectations*	☐ *Unable to evaluate (Refer to comments)*
Problem Solving/Creativity (1 – 2): (1) Identifies and analyzes problems. Formulates alternative solutions. Takes or recommends appropriate actions.	☐ *Exceeds expectations*	☐ *Meets expectations*	☐ *Did Not Meet expectations*	☐ *Unable to evaluate (Refer to comments)*
(2) Follows up to ensure problems are resolved.	☐ *Exceeds expectations*	☐ *Meets expectations*	☐ *Did Not Meet expectations*	☐ *Unable to evaluate (Refer to comments)*
Judgment: Utilizes job knowledge and sound reasoning to analyze situations, resolve challenges, and reach good decisions.	☐ *Exceeds expectations*	☐ *Meets expectations*	☐ *Did Not Meet expectations*	☐ *Unable to evaluate (Refer to comments)*

Teamwork: Maintains harmonious and effective work relationships with coworkers and constituents.	☐ *Exceeds expectations*	☐ *Meets expectations*	☐ *Did Not Meet expectations*	☐ *Unable to evaluate (Refer to comments)*
Cooperation: Shares information and resources with others to promote positive and collaborative work relationships.	☐ *Exceeds expectations*	☐ *Meets expectations*	☐ *Did Not Meet expectations*	☐ *Unable to evaluate (Refer to comments)*
Flexibility: Adapts to changing priorities and demands.	☐ *Exceeds expectations*	☐ *Meets expectations*	☐ *Did Not Meet expectations*	☐ *Unable to evaluate (Refer to comments)*
Interpersonal Skills: Deals positively and effectively with coworkers and constituents. Demonstrates respect for all individuals.	☐ *Exceeds expectations*	☐ *Meets expectations*	☐ *Did Not Meet expectations*	☐ *Unable to evaluate (Refer to comments)*
Communication (1 – 3): (1) Effectively conveys information and ideas orally	☐ *Exceeds expectations*	☐ *Meets expectations*	☐ *Did Not Meet expectations*	☐ *Unable to evaluate (Refer to comments)*
(2) Effectively conveys information and ideas in writing.	☐ *Exceeds expectations*	☐ *Meets expectations*	☐ *Did Not Meet expectations*	☐ *Unable to evaluate (Refer to comments)*
(3) Listens carefully and seeks clarification to ensure understanding	☐ *Exceeds expectations*	☐ *Meets expectations*	☐ *Did Not Meet expectations*	☐ *Unable to evaluate (Refer to comments)*
Other (Specify):	☐ *Exceeds expectations*	☐ *Meets expectations*	☐ *Did Not Meet expectations*	☐ *Unable to evaluate (Refer to comments)*
Other (Specify):	☐ *Exceeds expectations*	☐ *Meets expectations*	☐ *Did Not Meet expectations*	☐ *Unable to evaluate (Refer to comments)*
Compliance with orders, rules and instructions	☐ *Always complies*	☐ *Usually complies*	☐ *Complies sometimes*	☐ *Never complies*
Acceptance of Criticism	☐ *Accepts criticism well*	☐ *Usually accepts criticism well*	☐ *Accepts criticism well sometimes*	☐ *Detests criticism*

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Respect for authority	☐ *Highly respects authority*	☐ *Usually respects authority*	☐ *Respects authority sometimes*	☐ *Never respects authority*
Attendance Demonstrates consistency in attendance during work hours. Gives notification to supervisor and office manager.	☐ *Out-standing* attendance record	☐ *Rarely* absent	☐ *Repeat-edly* absent	☐ *Exces-sively* absent
Punctuality Demonstrates consistency in punctuality during work hours.	☐ *Out-standing* punctuality record	☐ *Rarely* Late (Cause re-lated)	☐ *Fre-quently* late	☐ *Habitu-ally* tardy
Other (Specify):	☐ *Exceeds expectations*	☐ *Meets ex-pectations*	☐ *Did Not Meet expec-tations*	☐ *Unable to evaluate (Refer to comments)*
Other (Specify):	☐ *Exceeds expectations*	☐ *Meets ex-pectations*	☐ *Did Not Meet expec-tations*	☐ *Unable to evaluate (Refer to comments)*

OVERALL RATING

Select the appropriate code equal to employee's overall performance and enter the number in the box… ☐

3 _____ Exceeds Expectation 2 _____ Meets Expectations 1 _____ Did Not Meet Expectations

Comments/Recommendations (Weak and/or Strong Points): _____

Evaluated By: _____   Date: _____

Supervisor's Comments: _____

Employee's Comments: _____

_____

_____

_____

I have read the above appraisal and understand that if I have any further questions, I may contact my manager to request a meeting.

Employee's Signature	Date
Supervisor's Signature	Date
Vice President's Signature	Date

Approved: 7.31.2012

Exhibit 5. Senior Personnel Performance Evaluation Form

<div align="center">

PAINE COLLEGE
PERFORMANCE EVALUATION
MANAGEMENT
(Supervisor Title Positions and Above)

</div>

PURPOSE OF EVALUATION

The primary purpose of a performance evaluation is to promote individual and institutional effectiveness and to ensure that employees are aware of the expectations of their supervisor and are informed of their progress as members of Paine College staff. Evaluations are completed upon completing 90-days of employment and on an annual basis unless a need for more frequent feedback on performance is warranted. This evaluation, which serves as an evaluation of progress and a discussion of expectations for the future, focuses on the objectives and goals of the individual and of the College.

DIRECTIONS FOR COMPLETION

This evaluation is confidential and will be presented to the employee by the supervisor (evaluator). The evaluator will be asked to assess employee performance based on the following criteria:

♦ **Supervisory Effectiveness**

   Effectively delegating, monitoring and following up with employees, effectively coaching, communicating, rewarding, and disciplining employees.

♦ **Leadership**

   Developing and communicating a clear strategic and management direction, communicating priorities, mentoring, role modeling team leadership and equitable decision-making.

♦ **Institutional and Departmental Cost Control and Awareness**

   Understanding and utilization of appropriate financial and budget resources and controls. Contribution of innovative suggestions for improving the efficiency of operations.

Considering the items listed above provide a narrative description of the employee's performance: strengths and knowledge of area; areas of needed improvement; and developmental plans including goals for the next year. Input from subordinates of the employee may also be considered. Comments should be related directly to the job description or assignment.

After completion of the evaluation, a conference should be held between supervisor and employee to discuss its content. The evaluation conference should be held in a quiet location where

supervisor and employee will be free to talk candidly without interruption or intrusion. The supervisor should attempt to establish a constructive tone in his or her comments, stressing improvement, development, and growth. The job description should be reviewed with the employee. Areas in which employee performance has declined should be documented and dealt with honestly.

These deficient areas should be targeted as opportunities for future improvement. Throughout the conference the employee should be encouraged to respond at any time, and at conference completion the employee should sign the evaluation form. Employees should be notified that their signature does not reflect their agreement with the assessment, but means that the assessment findings have been discussed with them.

After conducting the evaluation conference, the performance evaluation form should be reviewed and signed by the appropriate department head, or Dean. There should be communication between the evaluator and the employee on many occasions prior to the formal evaluation process. The actual response should not be a surprise to anyone involved if this communication has taken place.

The Performance Evaluation Forms should then be enclosed in a "Confidential" envelope and forwarded to the Human Resources. These completed forms will then become a permanent part of an employee's individual personnel file. If additional space is needed for any evaluation area, please attach comments on a separate page(s) and include these in the total evaluation package.

PREPARATION FOR COMPLETION

Preparation of this evaluation will be easier and the information it contains more valid if the supervisor follows some general guidelines.

A. Read the entire form completely before starting.

B. Familiarize yourself with the job description for this particular employee. The job description outlines the duties and responsibilities of the position while the evaluation seeks to measure how well those duties are performed.

C. Complete the form as objectively as possible, attempting throughout to avoid prejudice, bias, or favoritism.

D. Remember that excellence in one area does not necessarily imply excellence overall. Observe and evaluate the work performance in terms of individual performance.

E. In assessing overall employee performance, consider the total performance for the entire evaluation period. Remember that it is better not to consider only the single accomplishments, single failures, or only the most recent performance. Neither should individual instances of staff or brilliant performance be ignored. They should be considered in the context of total performance for the evaluation period.

F. Keep in mind that this is a written record of performance. As such, it may be used to substantiate a salary adjustment, promotion, warning, or termination. It provides written documentation for future action. It, therefore, should be completed as thoroughly, accurately, and fairly as possible.

PERFORMANCE EVALUATION

Name: _____ Title: _____

Department: _____ Date of Hire: _____

Evaluation Period: From: _____ To: _____

Type of Evaluation: New Hire/Probationary _____ Annual _____ Other _____

EMPLOYEE'S STRENGTHS/KNOWLEDGE OF AREA
(Indicate what aspects of the job were performed well. Give examples: completion of projects, meeting goals, etc.)

♦ _____

♦ _____

♦ _____

♦ _____

♦ _____

STUDENT CENTEREDNESS AND DIVERSITY
(Employee exhibits student-centeredness in performance of all job duties. The employee treats all others with respect; understands the impact of culture/background on the behavior of others; respects differences among the Life community and demonstrates inclusive behavior.)

♦ _____

♦ _____

♦ _____

♦ _____

♦ _____

IN WHAT AREA DOES EMPLOYEE NEED IMPROVEMENT?
(Indicate what improvements need to be made to enhance job performance.)

- ♦ _____

- ♦ _____

- ♦ _____

- ♦ _____

- ♦ _____

EMPLOYEE DEVELOPMENT PLAN
(What is the plan to build on performance and to support continued professional development? What actions can be taken to improve performance? List goals and objectives to be attained before the next evaluation period.)

- ♦ _____

- ♦ _____

- ♦ _____

- ♦ _____

- ♦ _____

SIGNATURES/COMMENTS

DEPARTMENT:

Supervisor Signature: _____   Date: _____

Dept. Head Signature: _____   Date: _____

Note: The date of signature should be the same as the evaluation date.

EMPLOYEE:

I have reviewed this evaluation and my job description with my supervisor and understand its content. My signature below does not necessarily mean I agree with the evaluation.

Signature: _____   Date: _____

Comments: _____

_____

rev. 9/2017

Exhibit 6. President's Personnel Performance Evaluation Form

The President of Paine College is the Chief Executive Officer (CEO) of the institution and reports directly to the Board of Trustees. As the CEO, the president is responsible for both the business management of the college and the administration of the academic programs. The president works in close collaboration with the Trustees and with a wide range of internal and external constituencies, providing overall leadership and direction for Paine College. The president is expected to build upon the existing strengths and traditions of the college. The president must formulate plans to deal with the weaknesses of and threats to the institution. The president is expected to nurture the human and financial resources of the college while providing the personal and professional leadership to guide its future course. The president should advance Paine College's role and influence in the higher education community.

More specifically, the president is expected to show professional qualities and leadership in the following areas:

Academic Leadership	Meets Expectations	Needs Improvement	Unable to Evaluate
• Understands the nature and purpose of undergraduate and graduate education.			
• Respects the qualities of good teaching as it relates to both liberal arts and professional courses.			
• Looks beyond the institution's role in education and fosters an environment for innovative business and economic development in the local community, the state, and beyond.			
• Encourages and pursues a setting for research and discovery.			
• Strives for the highest levels of achievement for all curricular and extracurricular activities.			

Administration	Meets Expectations	Needs Improvement	Unable to Evaluate
• Keeps the Board of Trustees apprised of developments within the institution, formulates plans and policies for Board consideration and approval, and implements the resulting board policies.			
• Works with an administration that has been purposely kept lean in comparison to the investment in academic resources.			
• Recruits, develops, and retains excellent administrators, delegating requisite authority to them and provides a climate in which they can function effectively.			
• Assumes fiscal responsibility for and oversees the financial operations of the college.			

Administration	Meets Expectations	Needs Improvement	Unable to Evaluate
• Is a creative problem solver who resolves conflicts in ways that builds bridges among potentially competing interest and differing points of view.			

Community Development	Meets Expectations	Needs Improvement	Unable to Evaluate
• Has a comprehensive understanding of the social, economic, cultural and political contexts in which Paine College serves the people of the nation.			
• Communicates the college's role in developing students with commitment to good citizenship and service to society.			
• Articulates the role of Paine College as a Methodist Church supported HBCU.			
• Knows and works with the leaders in the local government, businesses, non-profit organizations, churches, civic groups and educational institutions.			
• Is proud to show on the world stage that the students from Paine College are skilled, well educated, citizens of high moral character ready to take their place among the leaders of business, education, and government.			

Resource Acquisition	Meets Expectations	Needs Improvement	Unable to Evaluate
• Is a committed fundraiser who can inspire donations, from alumni, community supporters, corporations, and non-organizations.			
• Understands and operates the Capital Campaign for new growth and programs, and at the same time manages resources and acquires new funds for infrastructure maintenance.			
• Persuades state officials to increase the public investment and attract funding from federal sources.			

Evaluation and Planning	Meets Expectations	Needs Improvement	Unable to Evaluate
• Serves as ex-officio member of the Board of Trustees.			
• Commits to the rigorous completion of the current five-year plans.			

Evaluation and Planning	Meets Expectations	Needs Improvement	Unable to Evaluate
• Collaborates with the board in developing strategic priorities and goals for all parts of the College.			
• Articulates a clear academic and organizational vision of the college that defines its place among other institutions of the higher education.			
• Establishes procedures for a continuous planning process.			

Outreach	Meets Expectations	Needs Improvement	Unable to Evaluate
• Serves as an advocate for higher education at the international, national and state levels.			
• Promotes the name and legacy of Paine College at all appropriate times.			
• Is the college's most articulate spokesperson.			
• Communicates and interacts effectively with all constituencies of the campus community, including the alumni and the publc-at-large to carry out the Mission and Institutional Goals.			

The president of Paine College must be an inspiring leader who instills a passion for excellence among the faculty, administration, staff and students. The president must be able to articulate a compelling vision for Paine College that builds on its legacy and strengths and shows where the college will be in the years of their leadership and the future.

Evaluator's Comments/Recommendations (Weak and/or Strong Points) _____

_____

_____

_____

Evaluated By: _____Date: _____

President's Comments: _____

_____

_____

_____

I have read the above appraisal and understand that if I have any further questions, I may contact the Chair of the Board of Trustees to request a meeting.

President's Signature   Date

Board Chair's Signature   Date

Exhibit 7. Self-Evaluation for Board of Trustees

How Can We Do Better?

The Paine College Board of Trustees help ensure that the College successfully achieves its mission and vision. In order to understand our trustees' perceptions about the College and determine initiatives for improving leadership performance and effectiveness, the trustees are invited annually to complete a Self-Evaluation. The evaluation includes thirty-four questions that are designed to assess trustees' views of the current state of the College along with their knowledge about the Institution's direction, fundraising, finances, and strategic plan.

Steps and Guidelines
1. The Provost/Vice President for Academic Affairs and the Assistant Vice President of Institutional Advancement has access to the results.

2. The form was created in Google Docs. Respondents can reply anonymously. A response to each question is required to successfully complete the survey. Answers are evaluated on a scale from 1 (Disagree) to 5 (Agree).

3. The survey is administered to all Board of Trustees' members via a link shared in an email.

4. A follow up email is sent to all Board of Trustee members reminding them to complete the survey.

Survey Questions (attached – see next page)

Paine College: Board of Trustees' Self-Evaluation

Please rate numerically:
5 = Agree   4 = Agree Somewhat   3 = Neither Agree or Disagree   2 = Disagree Somewhat
1 = Disagree

*Required

1. **Board members are knowledgeable about the culture, history and values of Paine College. ***
Mark only one oval.

	1	2	3	4	5	
Disa-gree	◯	◯	◯	◯	◯	Agree

2. **The Board regularly reviews the mission and purpose of Paine College. ***
Mark only one oval.

	1	2	3	4	5	
Disa-gree	◯	◯	◯	◯	◯	Agree

3. **The Board spends adequate time discussing future needs and the direction of Paine College. ***
Mark only one oval.

	1	2	3	4	5	
Disa-gree	◯	◯	◯	◯	◯	Agree

4. **The Board assures that there is an effective planning process and is appropriately in-volved in the process.***
Mark only one oval.

	1	2	3	4	5	
Disa-gree	◯	◯	◯	◯	◯	Agree

5. **The Board has adopted and monitors the Strategic Plan. ***
Mark only one oval.

	1	2	3	4	5	
Disa-gree	◯	◯	◯	◯	◯	Agree

6. **The Board sets annual goals and priorities in conjunction with the President and monitors progress toward them.** *

Mark only one oval.

	1	2	3	4	5	
Disa-gree	◯	◯	◯	◯	◯	Agree

7. **The Board clearly understands its policy role and differentiates its role from those of the President and college staff.** *

Mark only one oval.

	1	2	3	4	5	
Disa-gree	◯	◯	◯	◯	◯	Agree

8. **The Board Policy Manual is up-to-date.** *

Mark only one oval.

	1	2	3	4	5	
Disa-gree	◯	◯	◯	◯	◯	Agree

9. **The Board assures that Paine College complies with relevant laws, regulations and the accreditation standards.** *

Mark only one oval.

	1	2	3	4	5	
Disa-gree	◯	◯	◯	◯	◯	Agree

10. **The Board is appropriately involved in the accreditation process.** *

Mark only one oval.

	1	2	3	4	5	
Disa-gree	◯	◯	◯	◯	◯	Agree

11. The Board maintains a positive working relationship with the President. *

Mark only one oval.

	1	2	3	4	5	
Disa-gree	◯	◯	◯	◯	◯	Agree

12. The Board clearly delegates the administration of Paine College to the President. *

Mark only one oval.

	1	2	3	4	5	
Disa-gree	◯	◯	◯	◯	◯	Agree

13. The Board sets and communicates clear expectations for the President's performance. *

Mark only one oval.

	1	2	3	4	5	
Disa-gree	◯	◯	◯	◯	◯	Agree

14. The Board periodically reviews the President's contract to assure appropriate support and compensation. *

Mark only one oval.

	1	2	3	4	5	
Disa-gree	◯	◯	◯	◯	◯	Agree

15. The Board regularly evaluates the performance of the President. *

Mark only one oval.

	1	2	3	4	5	
Disa-gree	◯	◯	◯	◯	◯	Agree

16. Board members actively support fundraising efforts for Paine College. *

Mark only one oval.

	1	2	3	4	5	
Disa-gree	◯	◯	◯	◯	◯	Agree

17. The Board is knowledgeable about Paine College programs and services. *

Mark only one oval.

	1	2	3	4	5	
Disa-gree	◯	◯	◯	◯	◯	Agree

18. The Board assures that the budget reflects the priorities of the strategic plan. *

Mark only one oval.

	1	2	3	4	5	
Disa-gree	◯	◯	◯	◯	◯	Agree

19. The Board regularly receives and reviews reports on the financial status of Paine College. *

Mark only one oval.

	1	2	3	4	5	
Disa-gree	◯	◯	◯	◯	◯	Agree

20. The Board reviews the Annual Audit and monitors responses to recommendations. *

Mark only one oval.

	1	2	3	4	5	
Disa-gree	◯	◯	◯	◯	◯	Agree

21. The Board adopts and monitors the implementation of a facilities master plan. *

Mark only one oval.

	1	2	3	4	5	
Disa-gree	◯	◯	◯	◯	◯	Agree

22. The Board maintains an adequate financial reserve. *

Mark only one oval.

	1	2	3	4	5	
Disa-gree	◯	◯	◯	◯	◯	Agree

23. **The Board understands its role and responsibilities.** *

Mark only one oval.

	1	2	3	4	5	
Disa-gree	◯	◯	◯	◯	◯	Agree

24. **The Board expresses its authority only as a unit.** *

Mark only one oval.

	1	2	3	4	5	
Disa-gree	◯	◯	◯	◯	◯	Agree

25. **Board members avoid conflicts of interest and the perception of such conflicts.** *

Mark only one oval.

	1	2	3	4	5	
Disa-gree	◯	◯	◯	◯	◯	Agree

26. **Once a decision has been made, Board members uphold the decision of the Board.** *

Mark only one oval.

	1	2	3	4	5	
Disa-gree	◯	◯	◯	◯	◯	Agree

27. **Board members maintain confidentiality of privileged information.** *

Mark only one oval.

	1	2	3	4	5	
Disa-gree	◯	◯	◯	◯	◯	Agree

28. **Board discussions and relationships reflect a climate of trust and respect.** *

Mark only one oval.

	1	2	3	4	5	
Disa-gree	◯	◯	◯	◯	◯	Agree

29. **Board meetings are conducted in an orderly and efficient manner.** *

Mark only one oval.

	1	2	3	4	5	
Disa-gree	◯	◯	◯	◯	◯	Agree

30. **Board meetings provide sufficient opportunity to explore key issues.** *

Mark only one oval.

	1	2	3	4	5	
Disa-gree	◯	◯	◯	◯	◯	Agree

31. **New board Members participate in a comprehensive orientation to Paine College and the Board.** *

Mark only one oval.

	1	2	3	4	5	
Disa-gree	◯	◯	◯	◯	◯	Agree

32. **Board members participate in trustee development activities.** *

Mark only one oval.

	1	2	3	4	5	
Disa-gree	◯	◯	◯	◯	◯	Agree

33. **As a Trustee, I am most concerned about** *

_____
_____
_____
_____
_____

34. **As a Trustee, I am most pleased about** *

_____

_____

_____

_____

_____

Faculty Evaluation

Faculty members engage in annual evaluation and a separate comprehensive evaluation that requires completion of a portfolio when applying for promotion in rank and tenure. Descriptions of each process and their forms are included in this document, the Faculty Handbook, and Volume IV of the Policy Manual. Actual forms for both processes are not included in this IEP, but are maintained in the Faculty Handbook and Volume IV of the Policy Manual.

Annual Faculty Evaluation

Annual evaluation policies and evaluation procedures for Paine College's faculty are outlined in Sections 4.5 of the **Faculty Handbook** and Volume IV of the **Policy Manual**. They cover specific details for instructional faculty, non-instructional faculty, and librarians and are provided below. All referenced forms are contained in the *Policy Manual, Volume IV* in the appendices numbered 4.5.3A – 4.5.3.4. They are not repeated in this document.

4.5   Annual Faculty Evaluation

Because faculty excellence is essential to the realization of the mission of Paine College, faculty performance is evaluated on an annual basis by the faculty member's supervisor. Academic Deans evaluate Department Chairs, and the Provost and Vice President of Academic Affairs evaluates the Director of the Library, and other Non-Classroom Faculty. In addition to annual evaluations, the Tenure and Promotion Committee also evaluates faculty performance in order to recommend faculty members for promotion in rank and/or tenure (tenure and promotion are two separate processes as outlined in Subsections 4.6.1: Promotion and 4.6.2: Tenure).

4.5.1   Purposes of Annual Faculty Evaluation

Annual faculty evaluation assists faculty members in their performance and in the process of retention, promotion and tenure as appended to this document. Properly

conducted, faculty evaluation will enhance all academic programs because it encourages faculty members to work toward:

1. Improving the instructional program in their areas of expertise, especially through effective teaching, advising, and assisting students.

2. Assuming responsibilities within their academic unit and discipline and in faculty committees and meetings.

3. Serving, when possible, on college-wide committees, which aim at improving academic conditions.

4. Performing service to the community-at-large.

5. Doing scholarly research, writing, and presentations which benefits teaching.

4.5.2 Principles of Faculty Evaluation

Our role as professionals at the College is defined by our statements of academic mission and academic beliefs as set forth in Volume I of the College Policy Manual. These beliefs are formed in turn by our role as professionals, as mentors to the students we serve, as teachers and scholars, as colleagues, and as servants to the community. These varying roles have helped to form the several principles underlying this Volume IV of the Paine College Policy Manual:

1. Excellent teaching and advising are required of all faculty members because the College's primary responsibility is to its students and to their academic advancement and growth.

   a. Time given to advising and assisting students is another fundamental principle in the identity of the College.

2. Direct involvement in campus activities is required of all full-time faculty members because the collaborative nature of our educational efforts demands time spent with one another and with our students.

3. The scholarship requirement reflects the twin judgments that College faculty members have a professional obligation to contribute to the dissemination of knowledge beyond the classroom. Further, they will remain current in their fields and improve their teaching if engaged in research, writing, and other scholarly activities.

4. The service requirement recognizes two important facets of a faculty member's status:

   a. That Colleges function most effectively when faculty members participate in governance and administration; and

   b. That society rightfully expects persons affiliated with higher education to play a significant role in their academic discipline and in public life in general.

A faculty member's qualifications and contributions must always be judged within a context that recognizes each person's particular strengths and the College's mission. A variety of evidence gives the best picture of whether a faculty member is performing adequately.

Those applying for promotion at the institution must be measured against the standards, as they are understood at the time of application, rather than at the time of hire. These important decisions must be made in light of the highest standards and not the lowest. As standards change over time, persons up for promotion will receive an adequate grace period and specific documentation required to meet the changing standards (see Section 4.6.).

To achieve the goals set forth in this Section, support of the faculty via faculty development must be considered an important institutional priority.

4.5.3   Annual Evaluation Procedures

4.5.3.1 Instructional Faculty

Each April 1, full-time instructional faculty members and ranked part-time instructional faculty members shall present to their Department Chair a Professional Development Plan (PDP) that is a documented self-assessment of each of the four criteria for evaluation. Appendices 4.5.3A through H gives the format and form for such an annual evaluation. Additional information regarding suggested scholastic and service activities that can enhance one's portfolio is set forth in Appendix 4.5.3I.

4.5.3.2   Non-Classroom Faculty

4.5.3.2.1   Deans, Department Chairs, and Other Non-Teaching Faculty

Each April 1, Deans, Department Chairs, or other Non-Teaching Faculty shall present to the Provost and Vice President of Academic Affairs, a Professional Development Plan (PDP) that is a documented self-assessment of each of the four criteria for evaluation. Appendices 4.5.3A through H gives the format and form for such an annual evaluation. Additional information regarding suggested scholastic and service activities that can enhance one's portfolio is set forth in Appendix 4.5.3I.

4.5.3.2.2   Librarians

Each April 1, librarians shall present to the Director of the Library a Professional Development Plan (PDP) that is a documented self-assessment of each of the four criteria for evaluation. Appendices 4.5.3A through H gives the format and form for such an annual evaluation. In the case of the annual evaluation of the Director of the Library, the PDP will be presented to the Provost and Vice President of Academic Affairs.

Because of the nature of librarianship, librarians substitute "effective librarianship" in the PDP for the criterion of "teaching and advising" required for

promotion in rank and tenure for other faculty members. Effective librarianship includes, but is not limited to, the following:

1. High quality of job performance;

2. Knowledge and its effective application in the librarian's area of specialty;

3. Knowledge of and effective application of general and accepted principles of librarianship;

4. Effective supervision of subordinate personnel and management of assets, where applicable;

5. Ability to communicate information needed by primary library users in an effective and professional manner, through individual interaction, through group instructional sessions, and through other appropriate means;

6. Contribution to the improvement of library operations and services through creative, innovative librarianship.

Librarians educate members of the College community in the use of library resources and services; provide information and bibliographic assistance to students and faculty; oversee the growth and direction of the library collection; and organize materials so that they are accessible. Librarians support the curriculum, information, instruction, and research needs of the Paine College community and foster intellectual growth and development. Included among their specific activities and responsibilities are:

1. Planning, Analysis, and Evaluation: Librarians plan, implement, and evaluate library policies and procedures, services, activities, and facilities.

2. Information Services: Librarians provide reference and information services to members of the Paine College community.

3. Library Instruction: Librarians educate patrons in the effective use of library materials and services. They provide individual instruction, single-class presentations geared to the needs of specific courses, and classroom instruction. Librarians also prepare written materials which enable patrons to educate themselves.

4. Collection Development: Librarians prepare and implement collection development policies in conjunction with instructional faculty and the academic administration. They select materials needed to support the College's curricular, informational, instructional, and research needs.

5. Bibliographic Access: Librarians catalog, classify, and index materials according to professional standards in order to provide logical and orderly access to the library's collections. They prepare bibliographic access tools designed to meet the needs of the College community.

6. Personnel: Librarians advise the Library Director and Director of Information Services and Library in the hiring and evaluation of colleagues and other personnel required to perform library functions.

7. College, Community, and Professional Service: Librarians serve on College and Faculty committees, participate in professional associations and community activities, and represent the library at meetings of library and other educational agencies.

(Paine College Policy Manual: Volume IV – Pages 18 – 19)

Exhibits for Faculty Evaluation

See *Policy Manual, Volume IV* in the appendices numbered 4.5.3A – 4.5.3I, pages

56 – 78.

Promotion in Rank and Tenure

When faculty members apply for promotion in rank or tenure, a second faculty evaluation

plan (see Rank and Tenure Policies and Guidelines in Volume IV of the **Policy Manual**) defines

the parameters for assessing the teaching effectiveness, scholarly activities, college service, and

community service of faculty members.

4.6 Promotion in Rank and Tenure

In determining whether a faculty member meets the specific rank and tenure criteria for promotion, faculty are to be judged in general with how they have aligned their activities with the Strategic Plan and helped Paine achieve its mission and vision through activities such as:

1. Increasing faculty scholarly productivity (i.e., grants, contracts and refereed publications) or creative works that increase interdisciplinary understanding across academic departments;

2. Developing research and sponsored programs that facilitate faculty research and grantsmanship (including contracts) in all academic areas;

3. Fulfilling the demands of the faculty evaluation inclusive of documenting teaching as measured by student learning, examples of which include:

   a. Standardized examinations coupled to content areas and approved by Paine College (e.g., Department of Business);

   b. Senior comprehensive examinations (measures content);

c. Senior field papers (measures ethics, public speaking, research methods, analysis, references, library and internet research); and

4. Participating in faculty research projects (measures collegiality);

5. Presenting papers at professional conferences (measures professionalism);

6. Research and service germane to the mission and vision of the College;

7. Continuing where feasible to pursue national and special accreditation of all academic programs;

8. Assessing and improving existing academic programs; and

9. Designing and implementing approved graduate programs.[17]

[17]Revised version of the Faculty Rank and Tenure Guidelines provided by the College: Introduction.

4.6.1 Promotion in Rank

1. Prior to applying for promotion, a faculty member shall have completed the number of years required for the requested promotion in rank (see paragraph 4.1.2.1). All faculty members applying for promotion in rank shall submit fully complete applications through the Department Chairs, to their Department's Promotion Review Committee (DPRC), and then to the Tenure and Promotion Committee (see paragraph 4.6.3.1 for DPGR Guidelines and paragraph 4.6.3.5 for Missing Data or Lost Years). All applications will be reviewed by DPRCs and Department Chairs prior to submission to the Tenure and Promotion Committee. Department Chairs applying for promotion in rank shall submit their applications to the Provost and Vice President of Academic Affairs for review prior to submission to the Tenure and Promotion Committee.

2. The Tenure and Promotion Committee shall inform the Provost and Vice President of Academic Affairs, the Department Chair and the applicant of its actions. The Provost and Vice President of Academic Affairs shall forward such action to the President along with the recommendation of the Provost and Vice President of Academic Affairs for the recommendation by the President and transmission to the Board of Trustees for final action.

3. In the event of an adverse decision by the Tenure and Promotion Committee, a faculty member may request an appeal in writing to the Provost and Vice President of Academic Affairs (see paragraph 4.6.3.4).

4. Minimum Scholastic Achievement: Meeting the "minimum requirements" for promotion (see paragraph 4.1.2.1 above) does not ensure that a faculty member applying for promotion will be successful. Each application for promotion shall be considered on its merits. However, in general, faculty members who

are requesting promotion and wish to be considered in good standing shall fulfill their academic obligations as articulated in their approved and signed annual PDPs.[18]

[18]Revised version of the Faculty Rank and Tenure Guidelines provided by the College: Section IV.

4.6.2 Tenure

1. Probationary Period: A person shall complete a probationary period of seven years of full-time teaching and hold the rank of Associate Professor or above prior to being eligible to make application for tenure. Full-time teaching at other institutions which are comparable to Paine College may be counted as part of this probationary period, except that normally three years shall be spent at Paine College, even if this extends the probationary period beyond seven years. However, if a distinguished person has tenure at another institution, the President and the Provost and Vice President of Academic Affairs after consulting with the Tenure and Promotion Committee may recommend tenure following at least one year's service at Paine College.

   a. Only those designated as full-time teaching faculty during the regular academic year shall accrue time toward qualification for tenure. This excludes part-time teaching, summer school teaching, teaching as graduate assistants, and teaching fellows while in graduate school.

   b. No full-time faculty member whose duties are primarily administrative shall be eligible for accumulation of years toward tenure although this person may be asked by the Provost and Vice President of Academic Affairs to teach one or two courses.

   c. Any non-tenured faculty member who accepts an appointment with the College as an administrator, shall not lose years accumulated toward tenure. However, the new appointment as an administrator shall be a non-tenured position. If the administrative position of the non-tenured person is terminated or the person's services are no longer needed in that capacity, the College may offer the person a position in that person's field or related field when an opening exists. However, administrators whose primary responsibilities do relate directly to teaching and who teach at least six hours per semester shall be eligible for accumulation of years toward tenure (for example, Department Chairs)

2. Applying for Tenure: All faculty members (except Department Chairs) applying for tenure shall submit their applications through Department Chairs, to their Department's Promotion Review Committee (DPRC) and then to the Tenure and Promotion Committee. A Department Chair applying for tenure shall submit an application to the committee through the Dean of their respective school. All applications will be reviewed for suggestions and input by the

applicant's Dean and the Vice President for Academic Affairs prior to submission to the Tenure and Promotion Committee.

3. Tenure Decisions: a. The Tenure and Promotion Committee shall inform the Provost and Vice President of Academic Affairs, the Dean of the School, the Department Chair, and the applicant of its action on each such applicant. The Provost and Vice President of Academic Affairs shall forward such action to the President, along with his/her own recommendation for the President's recommendation and transmission to the Board of Trustees for final action. b. Any full-time member of the faculty who holds the rank of Associate Professor or above and is recommended for Tenure and Promotion Committee and is recommended by the Provost and Vice President of Academic Affairs and approved by the President, and is approved for tenure by the Board of Trustees, and who has accepted a contract for the ninth year, may consider the appointment continuing and shall thereupon be designated as tenured.

4. Re-employment of Tenured Faculty: Any tenured person who resigns and subsequently accepts reemployment with the College shall retain rank but shall enter the new assignment without tenure. However, the College may, at its option and upon recommendation of the Provost and Vice President of Academic Affairs, grant credit toward tenure. The actual granting of tenure, however, even when full credit has been awarded, is not automatic, but requires the usual procedures.

5. Tenured Faculty Accepting Administrative Positions: Any tenured faculty person who accepts an appointment with the College as an administrator shall not lose tenure. The new appointment as an administrator shall be a non-tenured position. If the administrative position of the tenured person is terminated or the person's services are no longer needed in that capacity, the College shall offer the person a position in that person's field or a related field.[19]

4.6.2.1   Effects of Separation on Tenure

1. In general, retirement activities have no impact on tenure except from the standpoint of separation of service, resulting in a faculty member no longer holding tenure. Similarly, faculty members who resign or who are terminated no longer hold tenure.

2. Tenured faculty members terminated because of financial exigency or enrollment emergency will be entitled to first refusal for reinstatement to their positions if funds again become available (within two years) or if enrollment changes to halt the emergency enrollment determination. Upon reinstatement to the position, the faculty member's tenure status will also be reinstated.

3. In case of discontinuance of a department, program, or course of study, the termination of employment of any faculty member, tenured or non-tenured, with at least seven (7) years of service, may take place, provided that the faculty member is given written notice of such termination at least one (1) year

prior to the effective date of the termination. Termination of a non-tenured faculty member with less than seven (7) years of service may take place, provided that the faculty member is given written notice at least three (3) months prior to the termination date of the current term appointment

[19]Revised version of the Faculty Rank and Tenure Guidelines provided by the College: Section V.

(*Paine College Policy Manual: Volume IV* – Pages 18 – 21)

Assessment and review of the results are the responsibility of the Provost and Vice President of Academic Affairs with assistance from department chairs.

Exhibits for Faculty Promotion and Tenure Process

See *Policy Manual, Volume IV* in the appendices numbered 4.5.3.4, pages 79 – 81, Diagrams #1 – #3; no specific application form is provided for promotion and tenure.

4.6.3 *Promotion in Rank and Tenure Guidelines and Operational Procedures*

See *Policy Manual, Volume IV*, pages 21 – 25.

Summative Evaluations

Summative evaluations are long-term reviews and typically cover periods greater than one year (see format in Appendix F). Five-year summative assessment reports for selected administrative services, departments, programs (also see Academic Program Evaluation), 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 assess trends in evaluation results for outcomes and objectives. Evaluations of the subunits of each senior administrative unit are spread out over a five-year period. Comparisons to other institutions are encouraged.

Other formal evaluations, such as those by agencies listed below, occur in different intervals. Some are college-wide; others involve only faculty, students, and programs in a single area.

Known criteria from these external agencies serve as the guidelines when completing the relevant formal reports.

1. Association of Collegiate Business Schools and Programs

2. Commission on Black Colleges of The United Methodist Church

3. Council for the Accreditation of Teacher

4. Georgia Professional Standards Commission

5. Southern Association of Colleges and Schools Commission on Colleges

6. Transnational Association of Christian Colleges and Schools

7. United States Department of Education

8. University Senate of The United Methodist Church

Evaluations such as those for grants and *ad hoc* task forces may be formative or summative and may have periods other than those cited above.

A step in the evaluation process is to compare current data or information to the expected results defined in the outcomes or objectives whether strategic or annual. This comparative analysis becomes part of the report that is written, added to SPOL, and disseminated to appropriate units or committees to be used as described in the next section. Summative evaluations are completed for each major and program curriculum, the Common Curriculum, and academic majors and programs.

Curriculum Evaluation

The curriculum for each major or program is evaluated as program evaluations (see Common Curriculum and Program Evaluation later in this document) are completed every five years to determine program currency and viability unless there is a need to evaluate a department's curriculum for a specific reason (e.g., proposal for the addition of new courses). The outcome of

these assessments answers questions on the form (see Exhibit 3) that is designed to explore all

aspects of the course or program change.

Exhibit 8. Course/Program Modification Form

COURSE/PROGRAM MODIFICATION FORM

Date: _____

Course Number and Title: _____

Check One   [   ] Course to be deleted (III; XI; and XIII)
           [   ] Course to be added (I thru X; and XIII)
           [   ] Prefix change (III; XII; XIII)
           [   ] Proposed Course Level (1, 2, 3, or 4)

Credit Hours: _____
Lecture: _____
Lab: _____
Field Exp/Intern/Practicum Hours Required: _____
Location of Experience (   )

    I.   Why is this course being added to the curriculum?

    II.   If being added, explain thoroughly the faculty expertise needed and explain how faculty needs will be met.

    III.   Course description and prerequisites

    IV.   Identify any special classroom/facility needs and how these will be met.

    V.   Have library/learning resources needs/information literacy been discussed with the director?

VI.   Identify any special equipment needs

VII.   How will these be met?

VIII.   Itemize cost of equipment needed

IX.   Internship/Practicum, etc. Specify schools, agencies, etc. you will have written agreements with to ensure our students have experiences to allow for skill development/job training, etc.

X.   Explain how these will be planned (ex., internship handbooks), monitored, and evaluated.

XI.   Course deletion: Where will students obtain knowledge, skills, and dispositions usually gained from this course?

XII.   Prefix change or number change only

Common Curriculum Evaluation

The Paine College Common Curriculum defines the purpose and method of the College's requirement for basic education and is foundational to the liberal arts nature of the college. Content for the institutional outcomes is taught and assessed in the common curriculum course work (56 hours) required of every student. In terms of structure, the course work is organized in six thematic categories with specified outcomes. This structure is designed to create *coherence*, emphasize the value-based nature of the curriculum, and make the College's conception of its mission highly visible. Paine College assesses Common Curriculum outcomes annually using a combination of standardized tests, institutional tests, and embedded course assessments as summarized in Table 6. These annual evaluations coalesce into five-year summative reports when the department in which the courses are housed completes its five-year program review.

Table 6. Common Curriculum Outcomes

Common Curriculum Theme and Outcomes	Means of Assessment	Criteria for Success	Administered By Administration Period
1. *Fundamentals (9 hours)* [Hours−Courses: 1−EDU 101; 6−ENG 101 and 102 {both "C" or better}; and 2−PED 120, 121, 210 (select 2) or HED 225]			
A. Write clearly	Sophomore Proficiency Examination in English (SPEE)	70% or higher score on the SPEE	Humanities Department Spring Semester
B. Command of grammar and mechanics	COMFIT Standardized Assessment	70% of the students who take the COMFIT will score 70% or higher.	English Faculty Each Semester
C. Communicate orally	Research Paper Presentation. The presentation evaluation criteria included delivery, content, organization, grammar usage, and fielding questions.	70% of the students will score at least 70% on oral presentation.	English Faculty Each Semester
D. Comprehension of vocabulary	ENG 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	English Faculty Each Semester
E. Comprehension of reading materials	ENG 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.	At least 70% of the students will earn a score of 70 or above on the midterm examination.	English Faculty Each Semester
2. *Spiritual and Social Values (9 hours)* [Hours−Courses: 4−REL 230 and 231; 2−PHI 220; and 3−PHI 230 or 234]			
Understand the history and significance of faith and spirituality in the	PHI 220-Internally developed test	Students need to score 70% or	Philosophy and Religion Faculty

Common Curriculum Theme and Outcomes	Means of Assessment	Criteria for Success	Administered By Administration Period
development of the society and the individual	PHI 230-Internally developed test	better on course embedded test in both classes.	Each Semester
3. World Citizenship (15 hours) [Hours−Courses: 9−HIS 112, HIS 103, and HIS 104; 6−SPA 220 and 221 or FRE 220 and 221]			
A. Understand basic ideas, trends, and issues in the history of civilization	HIS 112 Internally developed test	70% of students scoring 70% or better on test	History Faculty Each Semester
B. Increase awareness of Black heritage	HIS 104 Internally developed test	70% of students scoring 70% or better on test	History Faculty Each Semester
C. Communicate orally across linguistic areas	FRE 220 or SPA 220 final oral exam	70% of students scoring 70% or better on oral exam	Foreign Language Faculty Each Semester
4. The Aesthetic Heritage (6 hours) [Hours−Courses: 3−ART 120 or MUS 120; and 3−ENG 232 or 332 or 333]			
Understand basic ideas, trends, and issues in the history of civilization	Course-embedded questions on the Final Exam	70% of students scoring 70% or better on course-embedded questions	Art, Music, and English Faculty Each Semester
5. Mathematics, Science, and Technology (14 hours) [Hours−Courses: 3−Mathematics and Science Majors: MAT 126 ("C" or better) or Other Majors: MAT 122 ("C" or better); 8−Science Majors: BIO 111 and 112 or CHE 120 and 121 (includes labs) or Non-Science Majors: BIO 102, ESC 101, PHS 101 or PHS 110; 3−All Majors: CSC 100]]			
A. Solve mathematics problems	a. Effective 2017-2018, four (4) embedded questions on the Mathematics final examination	Paine College Average compared with National Average	Mathematics Faculty Each Semester
B. Interpret quantitative data	b. Effective 2017-2018, four (4) embedded questions on the Mathematics final examination	Paine College Average compared with National Average	Mathematics Faculty Each Semester
C. Understand mathematical symbols and relationships	c. MAT 122 Course-embedded assessment	70% of students scoring 70% or better on assessment	Mathematics Faculty Each Semester
D. Use the Internet effectively	d. CSC 100 locally developed test	70% of students scoring 70% or better on assessment	Computer Faculty Each Semester

Common Curriculum Theme and Outcomes	Means of Assessment	Criteria for Success	Administered By Administration Period
E. Use essential computer applications effectively	e. CSC 100 locally developed test	70% of students scoring 70% or better on test.	Computer Faculty Each Semester
F. Understand scientific methods and processes	f. BIO 112, CHE 120, BIO 102, ESC 101, PHS 101 or PHS 110, course-embedded, locally developed test	70% of students scoring 70% or better on test.	Science Faculty Each Semester
G. Understand basic knowledge of the development of science	g. BIO 112, CHE 120, BIO 102, ESC 101, PHS 101 or PHS 110, course-embedded, locally developed test	70% of students scoring 70% or better on test.	Science Faculty Each Semester
H. Understand the environment	h. BIO 112, CHE 120, BIO 102, ESC 101, PHS 101 or PHS 110, course-embedded, locally developed test	70% of students scoring 70% or better on test.	Science Faculty Each Semester
6. *The Individual and Society* [Hours−Courses: 3−SOC 201 or PSY 201]			
Understand the basic principles of diversity	SOC 201 or PSY 201, course-embedded assessment	70% of students will earn a passing score on the final examination	Social Sciences Faculty Each Semester

Results from all assessments are shared with the appropriate unit. Other results are disseminated by the appropriate department chair to their faculty members and the Office of Academic Affairs. During department discussions, faculty members determine if recommendations for changes are warranted. When they are, the procedures for making curriculum changes are followed.

Academic Program Evaluation

All educational programs have identified student learning outcomes for students completing a degree in their field. These program level outcomes are listed in the Paine College **Catalog**

and are assessed through a variety of methods, including senior field papers, exit exams, course embedded assignments and tests, standardized exams, and licensure exams. <u>Course level student learning outcomes</u> are listed on course syllabi. They contribute to the program and institutional level student learning outcomes. Program assessment includes a review of the appropriateness and effectiveness of all three (3) levels of student learning outcomes primarily in five-year intervals.

Educational programs are on a five-year cycle for self-evaluation (see Appendix E for five-year evaluation calendar). The evaluation addresses two main questions. The first question is: "Does the program address the correct subjects and skills to prepare students for careers and further education in the specific field?" A shorthand version of this question is "Is the instruction correct for the right outcomes?" The second question is "How effectively are we teaching toward achieving these outcomes?" Even shorter would be to say that these are questions about the "what" and the "how." Assessing the quality of the program outcomes requires looking at results, as well as staying abreast of developments in the field. This can be accomplished by various methods including, but not limited to

- requesting input from professionals in the field
- surveys of employers and recent graduates
- job placement rates
- graduate school acceptances and
- licensure rates, when appropriate.

This analysis provides reflection for the review of program student learning outcomes or methods of delivery.

The second question relating to the effectiveness of the program is assessed primarily through student learning outcome results. Each degree program and the common curriculum

have identified student learning outcomes, at least one direct assessment method, and benchmark criteria. These assessments include but are not limited to

- senior capstone exams
- senior thesis papers
- course embedded assessments and
- standardized tests.

The review of the program evaluates the following areas (also see Appendix F):

- Fiscal Resources
- Faculty (teaching load, teaching effectiveness, scholarship)
- Other Resources and Support Services
- Recruitment, Admissions, Enrollment, Retention, Graduation, and Placement Head-count and Rates
- Constituency Satisfaction
- Curricular (major or common curriculum, if applicable) Effectiveness which provides reflection for the review of program student learning outcomes or methods of delivery

Due to the unique nature of each program, there is no set template for evaluation. However, each program is expected to outline the methods they used for evaluation, their conclusions based upon evidence, and their plan for improvement. This informs future department annual plans.

In addition to the student learning outcomes for major programs whose assessment results and use of results are tracked in Strategic Planning Online (SPOL) on an annual basis, the program outcomes contained in Appendix G with all details from planning to use of results are to be tracked and entered into SPOL annually for academic department reports under the specific department unit (Department: *Unit Name*). Annual results for student learning outcomes, Common Curriculum outcomes, and the ones in Appendix G will be summarized and discussed in the five-year report. These additional outcomes that include references to some of the items described earlier in this section and that are specific to academic programs with majors was developed in 2017-2018.

Use of Results

All offices disseminate and use evaluation results to plan and make adjustments in programs and operations. Note in the model (Figure 1) that actual results inform other processes such as planning, implementation, and assessment. Depending upon the results, further evaluation may be warranted. The steps described in this section are linked to the "Use of Results" process in the Paine College Institutional Effectiveness Model (Figure 1).

Assessment results are discussed at the appropriate levels to determine if changes to current practices are needed. Each office or unit receives and transmits assessment information, reviews recommendations, and defines strategies for making improvements in unit activities and in the College as a whole. Units are also responsible for tracking changes and using information to adjust plans which re-starts the institutional effectiveness processes during the next period (end of five-years for the Strategic Plan or annually in the fall for annual and other outcomes).

The CSPE coordinates and monitors the flow and use of assessment information primarily for the Strategic Plan while unit leaders coordinate and monitor the flow and use of assessment information at their respective levels (see organizational charts in Appendix A).

Institutional Effectiveness Paradigm Summary

The purpose of the institutional effectiveness paradigm which includes six (6) processes and 16 steps is to provide an organized structure for documenting how well all units of the College are functioning on an annual and long-term basis. All academic and non-academic units participate in the process. Annual plans go into effect at the beginning of the fall semester of each year and are aligned to general operations, the budget for the year, and the Strategic Plan. A comprehensive review of the action steps (see Table 7) and the complete IEP is completed every five years. Minor changes may be made in them before the five-year period has expired if

needed. In summary, the action steps for completing institutional effectiveness processes at Paine College are planning, implementation, assessment, evaluation, and use of results. Using the processes ensures that systematic reviews of institutional goals and outcomes are completed on a regularly scheduled basis.

Table 7. Action Steps for Completing Institutional Effectiveness Processes

Institutional Effectiveness Process	Action Steps
Planning	1. <u>Review</u> previous results and institutional changes. 2. <u>Define</u> an issue that needs to be addressed by the unit. 3. <u>Adjust or create</u> plans for improving the problem which are entered as an outcome with the intended results and assessment measures into Strategic Planning Online (SPOL).
Implementation	4. <u>Define</u> detailed action steps (also called implementation strategies or tasks) and enter them into SPOL. 5. <u>Carry out</u> the action steps or implementation strategies.
Assessment	6. <u>Collect</u> assessment data 7. <u>Buy or create</u> an assessment instrument or other description of the assessment. 8. <u>Complete</u> one or more assessments (triangulation is best practice).
Evaluation	9. <u>Recap</u> the actual results of the assessments. 10. <u>Analyze</u> the results. 11. <u>Compare</u> actual results to expected results. 12. <u>Disseminate</u> the results to all appropriate constituents. 13. <u>Discuss</u> possible changes with the appropriate constituents.
Use of Results	14. <u>Change</u> activities based on the analysis of results. 15. <u>Track</u> changes made based on the analysis. 16. <u>Compile</u> evidence that results were used to make changes.

After all processes have been completed, unit leaders and their colleagues re-start the steps from Planning or another process depending on the actual results.

USING STRATEGIC PLANNING ONLINE (SPOL)

The College has embraced using an electronic tool, Strategic Planning Online (SPOL), to document Institutional Effectiveness its processes. SPOL is a cloud-based "software solution that is specifically designed to help higher education institutions manage the key aspects of

institutional effectiveness and demonstrate compliance with best practices during the accreditation review process" as stated in the SPOL website. This tool requires all unit leaders to enter required information into at least six (6) major sections in the system as summarized below.

1. At every level, each administrative unit (see Appendix A) must have a mission that is linked to the Mission and Strategic Plan of the College.

2. Each unit must establish clear, unambiguous, and measurable goals that are related to the unit's mission. Additionally, each goal must be assessable in a manner that lets the unit know whether it is making progress toward achieving the goal.

3. Each unit must establish measurable anticipated outcomes/results for each goal.

4. Each unit must establish and describe clear implementation strategies (action plans) that describe how each goal is to be achieved.

5. Each unit must develop assessment procedures, measurement instruments, and/or other data to be used to assess the outcomes.

6. Each unit must use results from expected outcomes in the next planning cycle as documentation for continuing the area activities or changing them to achieve better results.

In summary, Table 8 contains a comparison of steps in the IE Model to the associated action steps that were initially described in Exhibit 1 and Table 7 compared to the SPOL section titles.

Table 8. Paine College IE Action Steps Compared to SPOL Section Titles

IE Process	Action Steps	Paine Outcome Plan or Report Title	SPOL Section Title
Planning	1. <u>Review</u> previous results and institutional changes. 2. <u>Define</u> an issue that needs to be addressed by the unit. 3. <u>Adjust or Create</u> plans including OUTCOMES with *intended results* and *assessment measures*.	<u>Deadline: 1ˢᵗ Thursday in September</u> ❖ Outcome Plan ❖ Means of Assessment ❖ Criteria for Success	<u>Objective Header</u> ❖ Objective ID (system) ❖ Title ❖ Planning Unit ❖ Original Planning Year ❖ Multi-year ❖ Purpose ❖ Status ❖ Description <u>Objective Details</u> ❖ *Planning Years, if Multi-Year* ❖ Strategic Plan or Other Goals ❖ Planning Unit Goals ❖ Objective Type ❖ Implementation Strategies (a.k.a. Tasks) ❖ Intended Results ❖ Assessment Measures
Implementation	4. <u>Define</u> action steps (also called implementation strategies or tasks). 5. <u>Complete</u> the action steps or implementation strategies.	<u>Deadline: 1ˢᵗ Thursday in September</u> ❖ Implementation Strategies defined ❖ Assessment Instrument or Other Data defined <u>Deadline: 1ˢᵗ Thursday in March</u> ❖ Proposed budget completed <u>Deadline: Last Day in April</u> ❖ Implementation Strategies	❖ Tasks defined ❖ Status Reports are entered as Tasks are completed or decisions are made (Paine College is not currently using the Budget Module in SPOL.)

IE Process	Action Steps	Paine Outcome Plan or Report Title	SPOL Section Title
Assessment	6. <u>Collect</u> assessment data 7. <u>Buy or create</u> an assessment instrument or other description of the assessment. 8. <u>Complete</u> one or more assessments (triangulation is best practice).	<u>Deadline: Last Day in April</u> ❖ Assessments purchased or created ❖ Other assessment data requested ❖ Assessment instruments administered ❖ Other assessment data received	❖ Status Reports (As assessments are purchased, created, and administered) ❖ Status Reports (as other assessment data is acquired) ❖ Documents uploaded if assessments are created ❖ Documents uploaded with other assessment data as it is acquired
Evaluation	9. <u>Recap</u> the *actual results* of the assessments. 10. <u>Analyze</u> the results. 11. <u>Compare</u> actual results to expected results. 12. <u>Disseminate</u> the results to all appropriate constituents. 13. <u>Discuss</u> possible changes with the appropriate constituents.	<u>Deadline: See each statement</u> ❖ Summary Results/Actual Results from assessment instruments and other data by last day of June ❖ Analysis of actual results and comparison to expected results by last day of July ❖ Reports, meeting minutes, emails, etc. disseminated to others by 4th Thursday in August	❖ Status Reports must be entered as summary results, analysis of actual results, reports, meeting minutes, emails, etc. are completed ❖ Documents uploaded into the system for each item

IE Process	Action Steps	Paine Outcome Plan or Report Title	SPOL Section Title
Use of Results	14. <u>Change</u> activities based on the analysis of results. 15. <u>Track</u> changes made based on the analysis. 16. <u>Compile</u> evidence that results were used to make changes.	<u>Deadline: 4th Thursday in August</u> Use of Results ❖ Meetings held to discuss results ❖ Summary of changes made based on results ❖ Compile evidence that results were used to make changes	❖ Actual Results are added if not included ❖ Use of Results is completed ❖ Units Impacted, if applicable ❖ Documents uploaded (minutes from analysis meetings, summary of changes made and why they were made, and other evidence of the activities completed)

Important elements underlying the six steps are (1) adhering to the College's Mission, (2) establishing measurable educational/student learning/operational/strategic outcomes, (3) making provisions for accurate assessment and (4) making effective use of results for projected outcomes.

GLOSSARY

Administrative Evaluation Plan – the individual assessment of all senior and mid-level administrators as administered by the President

CSPE – The Committee on Strategic Planning and Evaluation

Educational Effectiveness – phrase that describes the primary aim accreditation by the Transnational Association of Christian Colleges and Schools (TRACS)

Faculty Evaluation – the annual multi-part review administered by the Provost and Vice President of Academic Affairs, including portfolios, professional development plans (PDP), and assessments

Institutional Assessment – the title given to Section 12 of the expectations for accreditation in the *Accreditation Manual* of the Transnational Association of Christian Colleges and Schools; it outlines the requirements for the comprehensive *Assessment Plan*

Institutional Planning and Effectiveness – the title given to Section 7 of *The Principles of Accreditation: Foundations for Quality Enhancement* of the Southern Association of Colleges and Schools Commission on Colleges; it describes requirements for continuous improvement

Outcome – anticipated results of on-going functions or special projects. Outcomes can be for student learning, operational, or strategic expectations

PDPs – Professional Development Plans

SACSCOC – Southern Association of Colleges and Schools Commission on Colleges

SPOL- Strategic Planning Online, the software chosen by Paine College for capturing annual plans and compiling accreditation reports

Strategic Plan – The Strategic Plan is the main planning document for Paine College. In addition to the Strategic Goals and Objectives, it includes the Biblical Foundation Statement, Christian Philosophy of Education, Mission, Vision, and Ethical Values and Standards, all of which guide the day-to-day work of the Institution, the development of new initiatives, and interactions with Paine College constituents.

Strategic Planning – the title given to Section 13 of the expectations for accreditation in the *Accreditation Manual* of the Transnational Association of Christian Colleges and Schools; it outlines the requirements for the comprehensive institutional *Strategic Plan*

Student Achievement – the title given to Section 8 of *The Principles of Accreditation: Foundations for Quality Enhancement* of the Southern Association of Colleges and Schools Commission on Colleges; it describes requirements for student learning and student success

TRACS – Transnational Association of Christian Colleges and Schools

APPENDICES

Appendix A: Organizational Charts

Appendix B: Routing System for Approval of Annual and Five-Year Reports

Appendix C: Outcome Planning and Report Form

Appendix D: Assessment Calendar

Appendix E: Five-year Unit Evaluation Schedule

Appendix A: Organizational Charts

A1. Main

PAINE COLLEGE
ORGANIZATIONAL STRUCTURE

BOARD OF TRUSTEES

PRESIDENT

Faculty Athletics Representative

Executive Assistant to the President and Director of Planning and Evaluation
- Special Assistant to the President

Director of Title III Programs
- Assistant Director of Title III and Sponsored Programs
- Administrative Assistant/ Office Manager

Campus Pastor/ Religious Life Director/ Director of Wesley Fellowship

Director of Athletics
- Assistant Athletics Director for External Relations
- Assistant Athletics Director for Compliance and Communications
- Senior Woman Administrator
- Head and Assistant Coaches for Intercollegiate Sports
- Cheerleading Advisor
- Dance Team Advisor
- Athletic Training
- Student-Athlete Advisory Committee (SAAC)

Assistant Vice President of Institutional Advancement
- Advancement
  - Donor Research Gifts Management
  - Alumni Relations and Annual Fund
- Communications and Marketing
  - Website
- Development

Vice President of Administrative and Fiscal Affairs
- Accounting
  - Food Services (out-sourced)
- Campus Police
- Facilities Management and Environmental Services
  - Grounds-keeping (out-sourced)
- Financial Aid
- Human Resources
- Information Systems
- Purchasing
- Travel

Dean of Student Affairs and Enrollment Management
- Student Affairs
  - Career Services
  - Counseling and Wellness
  - +New Student Orientation
  - Residence Life
  - Student Engagement
  - +Student Activities
  - +Intramural Sports
  - +Student Government Association
- Enrollment Management
  - Admissions and Recruitment
- Events Coordination

Provost and Vice President of Academic Affairs

Associate Vice President of Academic Affairs
- School of Arts and Sciences
  - Department of Humanities
    - +Honors Program
  - Department of Mathematics, Sciences, and Technology
  - Department of Social Sciences
- School of Professional Studies
  - Department of Business
    - +ROTC
  - Department of Education
  - Department of Media Studies
- Center for Advanced Professional Studies (CAPS)
- Library and Learning Resources
- Institutional Research and the Quality Enhancement Plan
  - Assessment and Evaluation
  - Data Analysis

Registration and Veterans Affairs
- Registration and Records
  - Veterans Affairs
- Sponsored Programs
- Student Support Services
- Tutorial Services
- Upward Bound

Executive Assistant to the Provost and Vice President of Academic Affairs

Dual Enrollment

June 15, 2018

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A2. Academic Affairs

PAINE COLLEGE
ORGANIZATIONAL STRUCTURE
Academic Affairs

BOARD OF TRUSTEES

PRESIDENT

Faculty Athletics Representative

Executive Assistant to the President and Director of Planning and Evaluation

Special Assistant to the President

Director of Title III Programs
- Assistant Director of Title III and Sponsored Programs
- Administrative Assistant/ Office Manager

Campus Pastor/ Religious Life Director/ Director of Wesley Fellowship

Director of Athletics
- Assistant Athletics Director for External Relations
- Assistant Athletics Director for Compliance and Communications
- Senior Woman Administrator
- Head and Assistant Coaches for Intercollegiate Sports
- Cheerleading Advisor
- Dance Team Advisor
- Athletic Training
- Student-Athlete Advisory Committee (SAAC)

Provost and Vice President of Academic Affairs

Director of Student Support Services
- Tutorial Coordinator/ Academic Advisor
- Follow-up Specialist
- Administrative Assistant/ Budget Assistant

Director of Upward Bound
- Follow-up Specialist
- Counselor/Tutorial Coordinator
- Administrative Assistant

Director of the Collins-Callaway Library
- Circulation Manager
- Collection Management Librarian
- Information Curriculum Specialist
- Learning Resources Center Manager
- Librarian Assistants
- Secretary

Director of Sponsored Programs

Program Coordinator for the Center for Advanced Professional Studies (CAPS)

Director of Tutorial Services
- Administrative Assistant

Director of Institutional Research and the Quality Enhancement Plan
- Director of Assessment and Evaluation
- Data Analyst

- School of Arts and Sciences
  - Chair of the Department of Humanities
    + Honors Program
  - Chair of the Department of Mathematics, Sciences, and Technology
  - Chair of the Department of Social Sciences
- School of Professional Studies
  - Chair of the Department of Business
    + ROTC
  - Chair of the Department of Education
  - Chair of the Department of Media Studies
- Faculty
- Administrative Staff

Associate Vice President of Academic Affairs

Acting Registrar

- Assistant to the Registrar/ Veterans' Affairs Officer

Executive Assistant to the Provost and Vice President of Academic Affairs

Dual Enrollment

June 15, 2018

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A3. Administrative and Fiscal Affairs

PAINE COLLEGE
ORGANIZATIONAL STRUCTURE
Administrative and Fiscal Affairs

BOARD OF TRUSTEES

PRESIDENT

Faculty Athletics Representative

Executive Assistant to the President and Director of Planning and Evaluation

Special Assistant to the President

Director of Title III Programs
- Assistant Director of Title III and Sponsored Programs
- Administrative Assistant/ Office Manager

Campus Pastor/ Religious Life Director/ Director of Wesley Fellowship

Director of Athletics
- Assistant Athletics Director for External Relations
- Assistant Athletics Director for Compliance and Communications
- Senior Woman Administrator
- Head and Assistant Coaches for Intercollegiate Sports
- Cheerleading Advisor
- Dance Team Advisor
- Athletic Training
- Student-Athlete Advisory Committee (SAAC)

Vice President of Administrative and Fiscal Affairs

Director of Information Systems
- Manager of Administrative Computing and Client Services
- Network Manager
- PC Support Technician
- Helpdesk Coordinator
- Postal Manager

Human Resources Coordinator
- Payroll Manager (20%)

Director of Financial Aid
- Financial Aid Counselor(s)
- Default Loan Manager

Director of Facilities Management and Environmental Services
- Maintenance Supervisor
  - General Technicians
  - General Technician (PT)
- Grounds-keeping Manager (out-sourced)
- Lead Custodian
  - Custodians (FT)
  - Custodians (PT)
- Administrative Assistant

Chief of Campus Police
- Investigator
  - Lieutenants
  + Sergeants
  • Police Officers
  • Security Officers
- Administrative Assistant

Controller/ Chief Financial Officer
- Assistant Controller/Grant Accountant
  - Treasury Accountant
  - Accounts Payable Coordinator
  - Staff Accountant
- Food Services Manager (out-sourced)
- Cashier
- Payroll Manager (80%)
- Student Accounts Manager
  - Student Accounts Coordinator

Administrative Assistant/ Travel Coordinator

Purchasing Manager

Postal Manager

The Lion's Shop Manager

June 15, 2018

A4. Student Affairs and Enrollment Management

PAINE COLLEGE
ORGANIZATIONAL STRUCTURE
Student Affairs and Enrollment Management

BOARD OF TRUSTEES

PRESIDENT

Faculty Athletics Representative

Executive Assistant to the President and Director of Planning and Evaluation

Special Assistant to the President

Director of Title III Programs
- Assistant Director of Title III and Sponsored Programs
- Administrative Assistant/ Office Manager

Campus Pastor/ Religious Life Director/ Director of Wesley Fellowship

Director of Athletics
- Assistant Athletics Director for External Relations
- Assistant Athletics Director for Compliance and Communications
- Senior Woman Administrator
- Head and Assistant Coaches for Intercollegiate Sports
- Cheerleading Advisor
- Dance Team Advisor
- Athletic Training
- Student-Athlete Advisory Committee (SAAC)

Dean of Student Affairs and Enrollment Management

Assistant Dean of Student Affairs and Enrollment Management

Administrative Assistant

Admissions Coordinator
- Recruiters
- Office Assistant

Residence Life Coordinator
- Resident Directors
- Resident Assistants
- Administrative Assistant (shared)

Events Coordinator

Director of Student Engagement
- Administrative Assistant (shared)

Director of Counseling and Wellness Center
- Counselor and Commuter Advisor
- Administrative Assistant (shared)

Director of Career Services
- Administrative Assistant (shared)

June 15, 2018

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A5. Institutional Advancement

PAINE COLLEGE
ORGANIZATIONAL STRUCTURE
Institutional Advancement

BOARD OF TRUSTEES

PRESIDENT

Faculty Athletics Representative

Executive Assistant to the President and Director of Planning and Evaluation

Special Assistant to the President

Director of Title III Programs

○ Assistant Director of Title III and Sponsored Programs
○ Administrative Assistant/ Office Manager

Campus Pastor/ Religious Life Director/ Director of Wesley Fellowship

Director of Athletics

○ Assistant Athletics Director for External Relations
○ Assistant Athletics Director for Compliance and Communications
○ Senior Woman Administrator
○ Head and Assistant Coaches for Intercollegiate Sports
○ Cheerleading Advisor
○ Dance Team Advisor
○ Athletic Training
○ Student-Athlete Advisory Committee (SAAC)

Director of Communications and Marketing

Webmaster (contract position)

Assistant Vice President of Institutional Advancement

Assistant Director of Gifts and Database Management

Director of Major Gifts

Coordinator of Institutional Advancement and Donor Relations

Director of Alumni Relations and Annual Fund

Manager of Research and Donor Relations

June 15, 2018

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Appendix B: Routing System for Approval of Annual and Five-Year Reports

Planning - Unit Level	• Unit members meet and review previous year's unit outcomes and results.
Planning - Unit Level	• Members revise previous plans or draft new plans considering the College's Biblical Foundation Statement, Christian Philosophy of Education, Mission, Strategic Goals and Objectives, as well as unit level mission, plans and goals.
Planning - Unit Level	• Have the appropriate level supervisor approve the revised outcome plans
Implementation	• Complete all steps within the implementation section on the IE Exhibit
Use of Results	• Unit leader enters plan into Strategic Planning Online (SPOL).
Use of Results	• Unit plans are reviewed for alignment with strategic goals and approved by appropriate Vice President.
Use of Results	• Plans are available to the Office of the President.

Appendix C: Outcome Planning and Report Form

Time Period: August – July
(See Assessment Calendar for relevant submission dates.)

Unit/Division/Department: _____ **Year(s):** _____

Report Submitted by: _____ _____

Title of Reporter: _____ _____

Strategic Goal:

Unit/Division/Department Goal Statement *(use a new form when the Goal Statement changes)*:

(Planning: Complete columns 1 – 3 only by the first Thursday in September for the current year; Reporting: Complete columns 4 – 7 by the forth Thursday in August; update in SPOL by the dates indicated.)

1. Outcome	2. Means of Assessment	3. Criteria for Success	4. Assessment Results (submit attachments, if necessary)
a)			
b)			
c)			

5. Narrative Description of Results	6. Describe Use of Results for Improvement	7. Describe Evidence that Results are Used for Each Outcome (describe below AND attach appropriately labeled evidence)
a)	b)	
c)	d)	
e)	f)	

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Appendix D: Assessment Calendar

All units should disseminate assessment results throughout the year to members of their unit and to other units as deemed appropriate.

Month	Activities	Completed By
August	Compile summer session data for use in assessing intended results	All units
	Distribute five-year senior survey report to faculty	Office of Institutional Research and the Quality Enhancement Plan
	Initiate senior questionnaire administration for the current year	Office of Institutional Research and the Quality Enhancement Plan
	Generate registration reports	Offices of Institutional Research and the Quality Enhancement Plan, Registration, Student Affairs and Enrollment Management, Administrative and Fiscal Affairs, Financial Aid, Information Technology Services
	Administer placement tests	Student Affairs and Enrollment Management
	Assess fall orientation and testing activities	Student Affairs and Enrollment Management with Institutional Research and the Quality Enhancement Plan
	Review and revise Professional Development Plans (PDPs) and submit to the vice presidents	Supervisors
	Previous academic year outcomes and objectives reports including actual assessment results completed and entered in Strategic Planning Online (SPOL)	All units
September	Complete and submit previous year reports to the Offices of Planning and Evaluation and the President via SPOL	Vice Presidents and the Director of Planning and Evaluation
	New academic year objectives (through Assessment Measures) entered in SPOL by and approved for review by Vice Presidents; begin implementation of Outcome Plan activities	Department Chairs and other Unit Supervisors
	Submit PDPs to the Office of the President	Senior Administrators
	New academic year objectives (through Assessment Measures) entered in SPOL for approval by Offices of Planning and Evaluation and the President	Vice Presidents

All units should disseminate assessment results throughout the year to members of their unit and to other units as deemed appropriate.

Month	Activities	Completed By
	Review fall semester course offerings (add/drop, etc.)	Academic units
	Initiate faculty and staff evaluation	All units
	Complete revisions to the Strategic Plan	CSPE
	Complete fall report for the Board of Trustees and submit to the Office of the President	Vice Presidents
October	Administer Sophomore Proficiency Examination in English (SPEE)	Department of Humanities
	Distribute freshman report including placement test results and non-returnee report	Student Affairs and Enrollment Management with Institutional Research and the Quality Enhancement Plan
	Submit budget, Strategic Plan, and the Assessment Plan (see Institutional Effectiveness Paradigm) for current year to the Board of Trustees	President
	Approve budget, Strategic Plan, and the Assessment Plan (see Institutional Effectiveness Paradigm) for current year	Board of Trustees
	Initiate pre-planning for next year's budget	Vice President of Administrative and Fiscal Affairs
November	Complete pre-registration process	Students, advisors, faculty
	Order books based on pre-registration figures	Faculty
	Administer English Exit Examination (EEE) in composition courses	Department of Humanities
	Administer major field examinations by department deadlines	Major Disciplines
	Evaluate faculty for fall semester	Students
December	Compile fall semester data for use in evaluating student learning outcomes	All units
	Complete planning for spring semester	All units
January	Generate registration reports	Offices of Institutional Research and the Quality Enhancement Plan, Registration, Student Affairs and Enrollment Management, Administrative and Fiscal Affairs, Financial Aid, Information Technology Services
	Administer placement tests	Student Affairs and Enrollment Management

All units should disseminate assessment results throughout the year to members of their unit and to other units as deemed appropriate.

Month	Activities	Completed By
	Assess spring orientation and testing activities	Student Affairs and Enrollment Management with Institutional Research and the Quality Enhancement Plan
	Review spring semester course offerings (add/drop, etc.)	Academic units
	Initiate budget process for next academic year	Vice President of Administrative and Fiscal Affairs
	Complete mid-year faculty evaluations if necessary	Department Chairs
February	Submit faculty recommendations for contract renewal	Department Chairs and Provost and Vice President of Academic Affairs
	Distribute freshman report including placement test results and non-returnee report	Student Affairs and Enrollment Management with Institutional Research and the Quality Enhancement Plan
	Define or create unit assessments; purchase if needed	All units
	Complete unit budget proposals to be reviewed by the Vice President of Administrative and Fiscal Affairs	All units
	Initiate planning for next year's schedule of course offerings	Provost and Vice President of Academic Affairs
March	Submit proposed course offerings for next academic year	Academic Units
	Administer SPEE	Department of Humanities
	Complete budget proposal to be reviewed by the Board of Trustees	All units and sub-units
	Complete spring report for the Board of Trustees and submit to the Office of the President	Vice Presidents
	Mail report to the Board of Trustees	President
April	Complete pre-registration process	Students, advisors, and faculty
	Order books based on pre-registration figures	Faculty
	Deadline to administer all assessments	All Units
	Administer English Exit Examination in all composition courses	Department of Humanities
	Administer major field examinations by department deadlines	Major disciplines

All units should disseminate assessment results throughout the year to members of their unit and to other units as deemed appropriate.

Month	Activities	Completed By
	Complete senior questionnaire administration	Office of Institutional Research and the Quality Enhancement Plan
	Common Curriculum assessment	Institutional Research and the Quality Enhancement Plan with faculty
	Evaluate faculty for spring semester	Students
	Complete faculty evaluations (includes current PDP review)	Academic unit supervisors
	Submit Strategic Plan and outcome/objective updates to the Board of Trustees	President
	Approve tentative budget for next academic year	Board of Trustees
	President's evaluation	Board of Trustees
	Complete "Five-Year Evaluation Report"	Scheduled units
	Make faculty recommendations for merit pay	Academic unit supervisors and Provost and Vice President of Academic Affairs
May	Analyze graduation statistics	Academic units and Office of Institutional Research and the Quality Enhancement Plan
	Compile spring semester data for use in evaluating student learning outcomes	All units
	Submit PDPs to Division Chairs	Faculty Members
	Complete staff evaluations (includes current PDP review) with recommendations for merit pay	All unit supervisors
	Initiate development of Outcome Plans for next academic year, review Strategic Plan and "Five-year Evaluation Reports"	CSPE, IE Team
June	Submit PDPs to supervisors	Staff
	Generate registration reports	Offices of Institutional Research and the Quality Enhancement Plan, Registration, Student Affairs and Enrollment Management, Administrative and Fiscal Affairs, Financial Aid, Information Technology Services
	Summarize results from outcome assessment instruments and other data	All Units
	Submit Strategic Plan and outcome/objective updates to the Board of Trustees	President

All units should disseminate assessment results throughout the year to members of their unit and to other units as deemed appropriate.

Month	Activities	Completed By
	Administer placement tests	Student Affairs and Enrollment Management
	Assess summer orientation and testing activities	Student Affairs and Enrollment Management with Institutional Research and the Quality Enhancement Plan
	Evaluate summer session course offerings	Academic units
July	Administer English Exit Examination in all composition courses	Department of English and Foreign Languages
	Analyze actual outcome assessment results and comparison to expected results	All Units
	Distribute tentative budgets	Vice President of Administrative and Fiscal Affairs
	Submit senior survey report to senior administrators	Office of Institutional Research and the Quality Enhancement Plan

Appendix E: Five-year Unit Evaluation Schedule

E1: 2018-2019

To be Evaluated: 2018-2019	Title of Responsible Individual
Academic Programs	
Business Administration	Department Chair
Education	Department Chair
Support Units	
Academic Affairs support units (Library and Learning Resources Center and Student Support Services)	VP of Academic Affairs/Provost
Policies	
Volume II, Campus Community Policies	Chair of Policy and Procedure Committee
Publications	
Board Manual	Assistant Vice President of Institutional Advancement

E2: 2019-2020

To be Evaluated: 2019-2020	Title of Responsible Individual
Academic Programs	
Social Science	Department Chair
Common Curriculum	All Departments Chairs with Common Curriculum outcomes
Support Units	
Academic Affairs support units (Institutional Research and the Quality Enhancement Plan (IR/QEP and Tutorial Services)	VP of Academic Affairs/Provost
Administrative and Fiscal Affairs	VP of Administrative and Fiscal Affairs
Policies	
Volume III, General Institutional Employment Policies	Chair of Policy and Procedure Committee
Publications	
Web site	Assistant Vice President of Institutional Advancement

E3: 2020-2021

To be Evaluated: 2020-2021	Title of Responsible Individual
Academic Programs	
Business Administration	Department Chair
Mass Communications	Department Chair
Support Units	
Academic Affairs support units (Center for Advanced Professional Studies (CAPS), Dual Enrollment, and Registration and Records)	VP of Academic Affairs/Provost
Institutional Advancement	Director of Institutional Advancement`
Informational Technology	Director of Information Technology Services
Title III/Sponsored Programs	Director of Title III/Sponsored Programs
Policies	
Volume IV, Faculty Personnel Policies	Chair of Policy and Procedure Committee
Volume VI, Academic Policies	Chair of Policy and Procedure Committee
Publications	
Faculty Handbook	Provost and Vice President of Academic Affairs
Publication templates and style guides	Assistant Vice President of Institutional Advancement Director of Communications and Marketing

E4: 2021-2022

To be Evaluated: 2021-2022	Title of Responsible Individual
Academic Programs	
Humanities	Department Chair
Support Units	
Academic Affairs, the senior unit	VP of Academic Affairs/Provost
The President's Executive Team/Function, administrative operations and others as defined by the President	President
Religious Life activities	Chair, Committee on Religious Life
Athletics	Athletic Director
Policies	
Volume V, Staff and Administrator Personnel Policies	Chair of Policy and Procedure Committee
Volume VII, Student Policies	Chair of Policy and Procedure Committee Dean of Student Affairs and Enrollment Management

To be Evaluated: 2021-2022	Title of Responsible Individual
Publications	
Student Handbook	
Institutional Effectiveness Paradigm (IEP) for Planning, Assessment, and Evaluation Manual	Director of Assessment and Evaluation Director of Institutional Research and the Quality Enhancement Plan

E5: 2022-2023

To be Evaluated: 2022-2023	Title of Responsible Individual
Academic Programs	
Mathematics, Sciences and Technology	Department Chair
Support Units	
Student Affairs and Enrollment Management	Dean of Student Affairs and Enrollment Management
Policies	
Volume I, Governance and Administration Policies	Chair of Policy and Procedure Committee
Publications	
Catalog	Provost and Vice President of Academic Affairs Registrar

Appendix F: Five-year Unit Evaluation Format

F1: Five-Year Unit Evaluation Format (with questions)

Paine College
Five-Year Evaluation Report
(with questions)

Introduction including a description of the area, personnel (names of staff and students should be included in Outcome Reports; summary tables should be included in this report), and programs offered or services provided

Summary of Goals from the Strategic Plan or department

Objectives from the Strategic Plan

Summary of Expected Educational/Student Learning or Operational Outcomes extracted from Outcome Reports (Number the outcomes, identify whether they are Educational/Student Learning or Operational Outcomes, and identify the year(s) they were in place.)

Description of Actual Assessment Results including a summary of supporting assessment data for the last five years; list and describe for each outcome

Evaluation/Analysis of accomplishments; progress toward meeting the College's Mission, Vision, Strategic Goals, and Objectives and related Core Requirements, Comprehensive Standards, and Federal Regulations from the SACS☐ *Principles*, or other external standards; changes in programs, services, or staff; and problems encountered during the period since the last comprehensive evaluation

Use of Results, changes made in student learning or the unit, and actual or recommended solutions to problems

Evidence that Results Were Used to make improvements in student learning or the unit and feedback regarding improvements

Summary including plans for the next five years and <u>expected educational/student learning or operational outcomes</u> for next school term

Summary of Recommendations

Attachments
List the attachments in this section of the report. Scan documents such as letters into separate Microsoft Word files. Copy summary tables from Microsoft Excel or create tables in Word. Copy diagrams from the program (PowerPoint works great) you used to create them into a Word file. Label everything clearly.

F2: Five-Year Unit Evaluation Format (without questions)

<div align="center">

Paine College
Five-Year Evaluation Report

</div>

Introduction

Summary of Goals

Objectives

Summary of Expected Educational/Student Learning or Operational Outcomes (Number the outcomes, identify whether they are Educational/Student Learning or Operational Outcomes, and identify the year(s) they were in place.)

Description of Actual Assessment Results (List and describe for each outcome)

Evaluation/Analysis

Use of Results,

Evidence that Results Were Used

Summary

Summary of Recommendations

Attachments

Appendix G: Academic Program Outcomes

Paine College
Academic Program Outcomes

In addition to the student learning outcomes that are entered into SPOL within the major on an annual basis, the following program outcomes are to be entered annually for academic department reports under the specific department unit (Department: *Unit Name*). Annual results for student learning outcomes, Common Curriculum outcomes, and the ones below will be summarized and discussed in the five-year report.

Please label these outcomes as Dpt Unit Outcome ## - Outcome title
Example1: **MST Unit Outcome 01 – Enrollment**
Example2: **MST Unit Outcome 02 – Biology Enrollment**

Outcome (**Objective Title** in SPOL)	Means of Assessment (**Assessment Measures** in SPOL)	Criteria for Success (**Intended Results** in SPOL)
1. Department Enrollment	Secure official department enrollment from the Office of Institutional Research and the Quality Enhancement Plan	Maintain an enrollment that does not decline by 20% or more (per definition of TRACS *Financial Stability*)
2. Retention Rate	Secure official department retention headcount and percent from the Office of Institutional Research and the Quality Enhancement Plan	70% or more of the enrolled students will enroll the next fall term (per TRACS benchmark for 19.6 for overall compliance)
3. Completion Rate	Secure official department completion headcount, percentage of graduates, and percentage of first-time freshmen four, six, and eight years prior to the entry date	50% or more or 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
4. Placement Rate (for vocational programs)	Maintain placement data for all graduates at the department level; secure data from the Office of Career Services as needed	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
5. Instructional Faculty (#1) – # of full-time and # of part-time	**Instructional Staff Listing** tables for full-time and part-time faculty will be maintained annually by each department	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

Outcome (**Objective Title** in SPOL)	Means of Assessment (**Assessment Measures** in SPOL)	Criteria for Success (**Intended Results** in SPOL)
		to fulfill its mission (from TRACS IER#6a)
6. Instructional Faculty (#2) – Adequacy	Calculate department faculty/student ratio Calculate % of courses taught by full-time and part-time faculty members	Maintains a student/faculty ratio of 10 students/1 faculty member Full-time faculty will teach at least 60 percent of the department courses
7. Instructional Faculty (#3) – respect for institutional statements	Signatures on the institutional statement forms	All department faculty will sign the institutional statements indicating that they know, understand, and respect the mission, objectives and philosophy of the institution.
8. Instructional Faculty (#4) – Faculty Competence	1. Full-time faculty with at least a master's degrees that includes 18 hours in the teaching discipline 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	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 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
9. Appropriate Percentage of Full-Time Faculty	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	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
10. Course Evaluations	Policy Manual (Vol. 4) –Appendix 4.5.3G: Student Evaluation Form	70% of the faculty will score 3 or above each semester
11. Evaluation of Student Experiences	a. Department Exit Survey b. Survey of Graduating Seniors (SGS) c. Employer Survey	a. Departmental results should be used b. SGS departmental results can be provided c. Employers should be surveyed

Outcome (**Objective Title** in SPOL)	Means of Assessment (**Assessment Measures** in SPOL)	Criteria for Success (**Intended Results** in SPOL)
12. Curriculum Matrix	Annual review (comparison of mapped program learning outcomes to course learning outcomes)	Meeting minutes will document that program learning outcomes are mapped correctly to the course learning outcomes for each department major
13. Course Syllabi	Compare each syllabus to the approved format	100% of the syllabi will be constructed according to the approved syllabus format
14. Comparability of Degree Programs	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.	Develop these based on the major program
15. Library Resources	Compare library resources to the requested resources annually	85% of the requested resources were ordered, catalogued, and available for use annually
16. Adequate Budget (see table below)	Comparison of budgeted expenses to actual expenses	At least 75% of the budgeted amounts were spent each year

Reminders/Comments:
1. Institutional assessment information and evaluation of student learning outcomes at both the program and course levels must be included annually
2. Common Curriculum outcomes need to be added to SPOL within the Department: *Name of Department*
3. Instructional Faculty outcomes above were extracted from the SPOL Accreditation Manual that was downloaded by AMS fall 2017
4. Budgeted Expenses Compared to Actual Expenses

Year	Budgeted Expenses	Actual Expenses	% Spent
2014-2015			
2015-2016			
2016-2017			
2017-2018			
2018-2019			
5-year Total			
5-year Average			

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