

INSTITUTIONAL EFFECTIVENESS PARADIGM (IEP)



**FOUNDATIONAL STATEMENTS
INSTITUTIONAL OBJECTIVES
July 1, 2020 – June 30, 2025**

**STRATEGIC PLAN
July 1, 2020 – June 30, 2025**

**ASSESSMENT PLAN
July 1, 2020 – June 30, 2021**

**Approved by the Committee on Strategic Planning and Evaluation
October 5, 2020**

**Approved by the Board of Trustees
October 24, 2020**

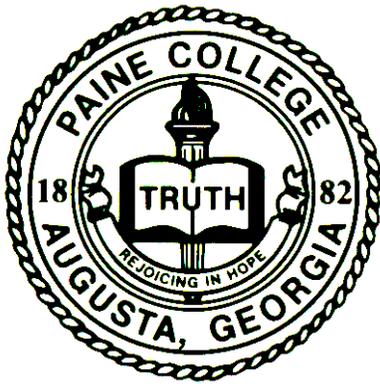
PAINE COLLEGE

**INSTITUTIONAL EFFECTIVENESS PARADIGM FOR
PLANNING, ASSESSMENT, AND EVALUATION**

**FOUNDATIONAL STATEMENTS
INSTITUTIONAL OBJECTIVES
July 1, 2020 – June 30, 2025**

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**ASSESSMENT PLAN
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**Committee on
Strategic Planning and Evaluation
(CSPE)**

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COMMITTEE ON STRATEGIC PLANNING AND EVALUATION (CSPE)

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Mr. Norman Jones	Vice President of Administrative and Fiscal Affairs
Ms. Helene Carter	Vice President of Institutional Advancement and Liaison to the Transnational Association of Christian Colleges and Schools (TRACS)
Dr. Aisha Williams	An elected faculty member
TBN	Student Government Association (SGA) President
TBN	Two (2) appointed student representatives
TBN	
Dr. Francis Agbemade	Two (2) appointed faculty members
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Mrs. Symphoni Wiggins	Registrar

*TBN: The position is currently vacant.

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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. Paine College was accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate degrees until May 2020. Paine College is a member of the Transnational Association of Christian Colleges and Schools (TRACS) [15935 Forest Road, Forest, VA 24551; Telephone: (434) 525-9539; e-mail: info@tracs.org], having been awarded Accredited Status as a Category II institution by the TRACS Accreditation Commission on October 27, 2020. This status is effective for a period of five years. TRACS is recognized by the United States Department of Education (ED), the Council for Higher Education Accreditation (CHEA), and the International Network for Quality Assurance Agencies in Higher Education (INQAAHE). The Accredited Status is retroactive to the first day of the 2020 Summer Term or Semester for your institution, May 18, 2020. This is in accordance with TRACS Board Policy BP305. 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. Undergirded by a Common Curriculum composed of liberal arts general education courses, Paine College offers seven (7) major programs in fields leading to two degrees: Bachelor of Arts (B.A.) and Bachelor of Science (B.S.). Major programs and their degrees awarded are

1. Biology (B.S.)
2. Business Administration (B.S.)
3. History (B.A.)
4. Mass Communications (B.A.)
5. Mathematics (B.S.)
6. Psychology (B.A.)
7. Sociology (B.A.)

The processes of planning and implementation of activities related to 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, physical, and technological—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—*Faith* (initially *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. Further, at Paine College among our *Ethical and Spiritual Values* (see below) appreciation for our Methodist heritage in the fulfillment of our mission and educational philosophy.

The *Faith Statement* contains nine (9) components.

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 - 1 Timothy 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 prepare 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 cleansed 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

The institution operates within a biblically-based Christian philosophy of education. Practices and methods emanate from that underlying philosophy of education. The Board adopted Christian philosophy of education is periodically assessed and reflected in the curriculum and operations of the institution.

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.

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.

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 our Methodist Heritage and respect for other religious traditions.
7. To manage prudently and responsibly the human, fiscal, physical, and technological 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.

STRATEGIC PLANNING

Historical Overview

This **Paine College Strategic Plan, 2014 – 2019** was developed by the Committee on Strategic Planning (CSPE) via sub-committees. 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 and the Board of Trustees resulted in the approved goals, objectives, and strategic implementation plans for 2014 - 2019.

During the 2018-2019 academic-year reviews of the Strategic Plan, CSPE members realized that some individuals thought that the ending date for the **Plan** was October 2019 or later since there is one December 2019 ending date. Also, for various reasons, many of the strategic action items had not been completed. Therefore, the Committee voted to request that the

Strategic Plan, 2014 – 2019 be extended through June 2020 with the new dates being 2014 – 2020. This would allow more time for completion of the objectives and their strategic action plans and provide more information to use for creating a better, new **Plan** for the next five years, **2020 – 2025**. One additional concern was the alignment of the objectives and strategic action plans with the annual budget that is tentatively approved during the meeting of the Board of Trustees in April. Therefore, the Committee also voted to change the date of submission to and review by the Board of Trustees to the April meeting with the first review of the new **Plan** being scheduled for the April 2020 meeting. As the document was being completed in Spring 2020, the Administration found itself focused on preparing to operate and teach students remotely due to the COVID-19 pandemic. Thus, the Board of Trustees agreed to vote on the Plan in October 2020 and to have it retroactive to July 2020.

STRATEGIC PLAN, 2020 – 2025

Introduction

This **Paine College Strategic Plan, 2020 – 2025** was developed by the Committee on Strategic Planning (CSPE) via sub-committees that reviewed their assigned components beginning the fall of 2018. The initial basis for the reviews were the periodic reports on the previous **Paine College Strategic Plan, 2014 – 2019** 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 and the Board of Trustees resulted in the approved the goals, objectives, and strategic tasks that follow.

As the goals, objectives, and strategic action processes that contained the strategic action plans, it was determined that an update to the presentation format of the components of the **Strategic Plan** was

needed. The objectives were not in priority order, the dates were not specific in some instances and were not in order, and the resources (financial, human, physical, or other) needed did not allow for ease of alignment with the budget. Thus, the format of the goals, strategic objectives, and the strategic action plans, now called strategic tasks contains the following components:

- ❖ Strategic Goal #: Short title that describes the primary purpose of the goal
- ❖ Brief statement of the contents of the objectives in the goal
- ❖ Strategic Objectives: Global statements that provide direction for achieving the strategic goal
- ❖ Institutional Objective(s) impacted: See Institutional Effectiveness Paradigm for list; if none, state such; if needed, submit recommendations for updating the institutional objective
- ❖ Research Results Including Baseline Data: Source with data or other documentation of the need to include the strategic objective
- ❖ Assessment Benchmarks in date order: Measures that document achievement of the strategic objective and, ultimately, the strategic goal
- ❖ Actions to Achieve Benchmarks: Steps to obtain data or information for the measures being used to accomplish the objective and ultimately, the goal (called implementation strategies in SPOL)
- ❖ Time Frames with specific dates: Beginning and ending month, day, and year; most dates will be gradual
- ❖ Responsible Position(s): Person(s), by title, who ensures that the objectives are completed in the established time periods
- ❖ Resources Needed: Financial, human, physical, technological, and other resources that will be used to accomplish the goal and objectives

Inclusion of these components will allow for determining what, specifically, is to be accomplished, who is to ensure the accomplishment, the time period of the objective and its tasks, ease of budget alignment, and ensure that the Strategic Plan meets the specifications of accrediting bodies.

Strategic Goals, Objectives, and Assessment Benchmarks

Strategic Goal 1. Academic Program Enhancements and 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 students to the myriad of emerging thought and practice. Prepare students to compete in graduate and professional schools as well as in the work force.

Strategic Objective G1-OA. Strengthen all major programs and concentration areas.

Institutional Objectives Impacted: To maintain high academic standards by fostering excellence in scholarship and a commitment to teaching of high quality.		Research Results Including Baseline Data: The academic catalog specifies eight majors with the suspension of three academic programs as of fall semester 2020. The majors offered are in business administration, elementary education, history, biology, mathematics, psychology, sociology, and mass communications. There is an eight-semester course of study for all majors but not the concentrations.			
Assessment Benchmarks <i>Strategic Objective G1-OA</i>	Actions to Achieve Benchmarks	Time Frame		Responsible Position(s)	Resources Needed
		From	To		
1. Specify all major programs.	1.1 Verify majors identified.	07/01/20	08/31/20	Provost and Vice President of Academic Affairs Vice President of Student Affairs Academic Department Chairs	Financial: Cost of pro-rating and any cost for hiring credentialed faculty; tentative needs; \$100,000 Human: Person power/time/capacity to get work done and or review. Technology: Personnel to achieve electronic
2. Verify that there is an eight-semester program of study for each major.	2.1. Identify and clarify the eight - semester programs of study for the major.	07/01/20	09/15/20		
3. That major core requirements are specified on the program sheet and in the catalog.	3.1. Specify any major core requirements.	07/01/20	08/05/20		

Institutional Objectives Impacted: To maintain high academic standards by fostering excellence in scholarship and a commitment to teaching of high quality.		Research Results Including Baseline Data: The academic catalog specifies eight majors with the suspension of three academic programs as of fall semester 2020. The majors offered are in business administration, elementary education, history, biology, mathematics, psychology, sociology, and mass communications. There is an eight-semester course of study for all majors but not the concentrations.			
Assessment Benchmarks <i>Strategic Objective GI-OA</i>	Actions to Achieve Benchmarks	Time Frame		Responsible Position(s)	Resources Needed
		From	To		
					management goals and equipment/to manage tasks
4. All mention of emphasis in program/catalog is deleted.	4.1. Eliminate all emphasis designations.	07/01/20	07/30/20		
5. Verify that there is an eight-semester program of study for approved concentrations.	5.1. Specify any concentrations and develop the modified program of study for all concentrations.	07/01/20	09/15/20		
6. The focus/mission of each major is specified in the catalog with a unique focus for the concentration.	6.1 Ensure that all concentrations are designed with a focus in mind that specifies what the graduate with a given concentration will know and be able to do.	07/01/20	08/01/20		
7. Credentialed faculty will be employed to provide the necessary high-quality instruction for each major and/or the major with a designated concentration.	7.1 Ensure that credentialed faculty are employed to provide instructors for the major and/or the major with a designated concentration.	08/01/20	08/15/20		
8. The program review subcommittee will develop criteria for the determination of program termination or continuation with criteria for continuance.	8.1 For any existing programs, invest in the program to bring program into compliance with these strategic actions.	08/01/20	06/30/25		
9. The Policy Manual and College Catalog will reflect said changes.	9.1 Policy Manual and College Catalog are updated to reflect these changes.	07/01/20	06/30/25		

Strategic Objective G1-OB. Design and implement new academic majors/programs.

<p>Institutional Objectives Impacted: To maintain high academic standards by fostering excellence in scholarship and a commitment to teaching of high quality. To educate students in the use of emerging technologies, problem-solving, and expanding the horizon of knowledge.</p>		<p>Research Results Including Baseline Data: Based on research conducted concerning the needs of 21st century applicants, the following program areas are being deliberated along with others for potential consideration in the sub-committee: Communications, Values and ethics, Hospitality management, Teaching majors, Cyber Security, and Psychology.</p> <p>Further discussion is in progress concerning the following: an interdisciplinary B.A. program in Ethics and Justice Studies, B.S. in Teaching Spanish in Secondary schools, B.S. in Hospitality Management, Travel Management, and other: certificate programs (cybersecurity, theology or ministry, journalism), an associate degree, graduate programs in business – MBA and teaching – MAT.</p>			
Assessment Benchmarks <i>Strategic Objective G1-OB</i>	Actions to Achieve Benchmarks	Time Frame		Responsible Position(s)	Resources Needed
		From	To		
1. A written report summarizing the finding of the needs of the community will be on file and reviewed.	1.1 Conduct study of community needs for skilled professionals and career workers	07/01/20	10/01/20	Provost and Vice President of Academic Affairs Vice President and Dean of Student Affairs Appropriate Academic Department Chairs	Financial: Faculty costs as determined. Human: Person power time/capacity to complete research needs and to get task completed. Physical: None Technology: None Personnel: Instruction as needed. Other: None
2. A list of 21st century major programs will be presented to the faculty for consideration and reviewed by the administration.	2.1 Identify the 21st century programs specified in the research as the most sought -after college graduates	07/01/20	10/1/20		
3. Task Force will scrutinize data and will make a report to faculty and submit report to the administration.	3.1 Identify a task force to scrutinize data and other information and to prioritize majors for the college to pursue	11/01/20	11/30/20		
4. Administration approval will be obtained.	4.1 Obtain administration approval to move forward after developing a case for support	01/11/21	01/31/21		
5. The major will be developed.	5.1 Develop the major	01/11/21	01/31/21		

<p>Institutional Objectives Impacted: To maintain high academic standards by fostering excellence in scholarship and a commitment to teaching of high quality. To educate students in the use of emerging technologies, problem-solving, and expanding the horizon of knowledge.</p>		<p>Research Results Including Baseline Data: Based on research conducted concerning the needs of 21st century applicants, the following program areas are being deliberated along with others for potential consideration in the sub-committee: Communications, Values and ethics, Hospitality management, Teaching majors, Cyber Security, and Psychology.</p> <p>Further discussion is in progress concerning the following: an interdisciplinary B.A. program in Ethics and Justice Studies, B.S. in Teaching Spanish in Secondary schools, B.S. in Hospitality Management, Travel Management, and other: certificate programs (cybersecurity, theology or ministry, journalism), an associate degree, graduate programs in business – MBA and teaching – MAT.</p>			
Assessment Benchmarks <i>Strategic Objective G1-OB</i>	Actions to Achieve Benchmarks	Time Frame		Responsible Position(s)	Resources Needed
		From	To		
6. Approval sought from faculty, administrative and BOT.	6.1 Obtain Board of Trustee Approval/Administration Approval	02/01/21	06/31/24		
7. The major will be publicized, marketed and implemented.	7.1 Implement the major which can be identified from the list given, fiscal, faculty, equipment, space, etc. considerations. Note: Maximum of 3 new programs a) Unless some existing programs are eliminated b) Maximum of one (1) new program every 1 1/2 years.	04/30/21	06/30/25		

Strategic Objective G1-OC. Establish an organizational structure that is academically compatible for major programs and is economically defensible and responsible.

<p>Institutional Objectives Impacted: To maintain high academic standards by fostering excellence in scholarship and a commitment to teaching of high quality. To stimulate students to develop the spirit of inquiry and enhance their ability to think critically to be productive self-sufficient citizens. To manage prudently and responsibly the human and fiscal resources essential for providing the atmosphere of academic excellence.</p>		<p>Research Results Including Baseline Data: Currently one (1) of (6) departments have majors and full concentrations that equal four or more (criterion (a) only), two (2) departments have a minimum enrollment of active majors of 100 or more (criterion (b)), four (4) of six (6) departments have five or more faculty (criterion (3)), and no department generates 2000 or more credit hours generated (CHGs) per semester with no less than 1500 from 300/400 level courses (criterion (d)).</p>			
<p>Assessment Benchmarks <i>Strategic Objective G1-OC</i></p>	<p>Actions to Achieve Benchmarks</p>	<p>Time Frame</p>		<p>Responsible Position(s)</p>	<p>Resources Needed</p>
		<p>From</p>	<p>To</p>		
<p>1. A department must meet the following criteria. a. Majors and full concentrations that equal four or more b. Minimum enrollment of active majors of 100 or more c. Five or more faculty. d. As a unit, generate 2000 or more credit hours generated (CHGs) per semester with no less than 1500 from 300/400 level courses.</p>	<p>1.1 Work in conjunction with actions to achieve benchmarks for objective G1-OB, # 1,2, and 3. 1.2 Monitor and produce progress reports on the students of existing departments. 1.3 Request strategic actions from existing departments to become compliant. 1.4 If not compliant, go back to the faculty for re-organization 1.5 Re-organize to a school, division, department etc. structure with a cohesive/complimentary grouping of programs/units that meet all criteria.</p>	<p>08/20/20</p>	<p>08/01/22</p>	<p>Provost and Vice President of Academic Affairs Vice President and Dean of Student Affairs Academic Department Chairs</p>	<p>Financial: 240,000 for faculty positions. 100,000 for supplies and equipment. Human: Minimum of 6 new faculty and re-organization of departments. Physical: Structures and spaces to accommodate re-organization for instruction, support and faculty workspaces. Technology: \$100,000 for technology for support new programs instruction and faculty technology needs. Personnel: TBD Other: None</p>

Strategic Objective G1-OD. Pursue national and/or specialized accreditation for selected programs.

Institutional Objectives Impacted: To maintain high academic standards by fostering excellence in scholarship and a commitment to teaching of high quality. To educate students in the use of emerging technologies, problem-solving, and expanding the horizon of knowledge.		Research Results Including Baseline Data: Currently only one program is accredited: Business (ACBSP). The institution’s budget will need to reflect any investments in disciplinary accreditation.			
Assessment Benchmarks <i>Strategic Objective G1-OD</i>	Actions to Achieve Benchmarks	Time Frame		Responsible Position(s)	Resources Needed
		From	To		
1. Business and Teacher Education will remain credited through respective accrediting agencies/discipline.	1.1 Appropriate annual reports will be submitted in a timely manner.	08/01/20	06/30/25	Provost and Vice President of Academic Affairs Vice President and Dean of Student Affairs Chair and Faculty of Select Program or Department	Financial: \$125,000 cost of dues, new faculty, meeting and accreditation visit. Human: Faculty to maintain accreditation and to pursue accreditation by new program. Physical: As required by standards of the accrediting body. Technology: \$15,000 cost of technology to support accreditation requirement and the hardware and software for assessment/program effectiveness.
	1.2 Appropriate documents will be paid when unit is invoiced.	08/01/20	06./30/25		
	1.3 Self-study reports will be submitted as required.	03/01/21	03/01/25		
	1.4 Faculty will attend appropriate updates of standards and interpretations.	08/01/20	04/30/25		
	1.5 Units will prepare for and undergo accredited visits to continue accreditation.	08/01/20	06/30/24		
2. One additional program will pursue and achieve accreditation through the appropriate disciplinary organization	2.1 Institutions will assign remaining programs to identify program to pursue accreditation.	08/15/20	01/31/21		
	2.2 Program will attend meeting of the accrediting body to your understanding of standards.	01/01/21	04/15/25		
	2.3 Program will submit pre-accreditations documents and meet pre-conditions.	02/15/21	03/15/22		
	2.4 Program will submit self-study	08/15/22	03/15/23		
	2.5 Program will host mock visit.	09/01/23	11/10/23		
	2.6 Program will make adjustments and submit for accreditations.	01/01/21	04/30/25		

Strategic Objective G1-OE. Develop and implement online courses and certifications.

Institutional Objectives Impacted: To maintain high academic standards by fostering excellence in scholarship and a commitment to teaching of high quality. To educate students in the use of emerging technologies, problem-solving, and expanding the horizon of knowledge.		Research Results Including Baseline Data: Currently only a few hybrid courses are available. There are no programs offered fully online.			
Assessment Benchmarks <i>Strategic Objective G1-OE</i>	Actions to Achieve Benchmarks	Time Frame		Responsible Position(s)	Resources Needed
		From	To		
1. Online courses will be developed and offered for common core curriculum courses in selected humanities, and social sciences courses.	1.1 Identify selected courses to be offered online from the common core.	09/01/20	11/01/20	Provost and Vice President of Academic Affairs Vice President and Dean of Student Affairs Department Chairs Commissioned Faculty	Financial: \$77,000 cost of course development and Blackboard updates. Human: Faculty to develop courses: cost for development included in financial cost. Physical: \$50,000 at least one classroom updated, ex. sound proofing, etc. for course delivery. Technology: Cost included in quote to cover equipment upgrade.
	1.2 Commission a faculty member to develop the desired course in each area.	11/15/20	03./15/21		
	1.3 Develop and distribute the institutional online course offerings handbook.	03/21/21	04/21/24		
	1.4 Establish the online courses committee to manage online course accountability. interpretations.	08/01/22	12/01/22		
	1.5 Courses publicized and offered.	01/11/23	06/30/25		
2. Online courses will be developed and offered in courses in the major with the exception of high-failure courses and those with a laboratory component. (At least two per area).	2.1 Each department will identify a minimum of two courses to be developed for online offerings.	09/01/20	11/01/20		
	2.2 Program faculty will be commissioned to develop the program courses.	11/15/20	03/15/21		
	2.3 The online course offerings handbook will be distributed to program faculty.	03/21/21	04/21//22		
	2.4 All online course faculty will meet with the online course committee to review accountability.	08/21/22	12/01/22		

Institutional Objectives Impacted: To maintain high academic standards by fostering excellence in scholarship and a commitment to teaching of high quality. To educate students in the use of emerging technologies, problem-solving, and expanding the horizon of knowledge.		Research Results Including Baseline Data: Currently only a few hybrid courses are available. There are no programs offered fully online.			
Assessment Benchmarks <i>Strategic Objective G1-OE</i>	Actions to Achieve Benchmarks	Time Frame		Responsible Position(s)	Resources Needed
		From	To		
	2.5 Course selected and offered.	01/04/23	06/30/25		

Strategic Objective G1-OF. Design and implement graduate programs.

Institutional Objectives Impacted: To maintain high academic standards by fostering excellence in scholarship and a commitment to teaching of high quality. To stimulate students to develop the spirit of inquiry and enhance their ability to think critically to be productive self-sufficient citizens. To educate students in the use of emerging technologies, problem-solving, and expanding the horizon of knowledge.		Research Results Including Baseline Data: Currently, Paine College is not approved to offer graduate programs.			
Assessment Benchmarks <i>Strategic Objective G1-OF</i>	Actions to Achieve Benchmarks	Time Frame		Responsible Position(s)	Resources Needed
		From	To		
1. Design and introduce to course offerings graduate courses (560 level courses)	1.1 Secure approval through the appropriate accreditation bodies for offering graduate level courses.	02/01/21	03/01/22	Provost and Vice President of Academic Affairs Vice President and Dean of Student Affairs Academic Department Chairs	Financial: \$10,000 cost of Development and Consultants Human: Person/power/time/capacity to complete development and approval needs; Physical: TBD Technology: \$10,000 upgrades as required for program implementation and delivery.
	1.2 Develop selected courses at the graduate level.	04/01/22	05/01/23		
	1.3 Have course reviewed and approved through appropriate channels/ faculty, committees, Administration, and BOT.	08/01/23	11/01/24		
	1.4 Begin offering courses.	01/01/25	06/30/25		
2. Develop and begin offering certification/degree programs at the graduate level. (500 level courses)	2.1 Secure approval through the appropriate accreditation bodies for offering certification/degree programs.	04/01/22	08/01/22		
	2.2 Develop certificate/degree programs as appropriate.	08/01/22	09/01/23		

Institutional Objectives Impacted: To maintain high academic standards by fostering excellence in scholarship and a commitment to teaching of high quality. To stimulate students to develop the spirit of inquiry and enhance their ability to think critically to be productive self-sufficient citizens. To educate students in the use of emerging technologies, problem-solving, and expanding the horizon of knowledge.		Research Results Including Baseline Data: Currently, Paine College is not approved to offer graduate programs.			
Assessment Benchmarks <i>Strategic Objective G1-OF</i>	Actions to Achieve Benchmarks	Time Frame		Responsible Position(s)	Resources Needed
		From	To		
	2.3 Secure approval through all institutional channels.	10/01/23	12/30/23		
	2.4 Begin delivery of program.	08/01/24	06/30/25		

Strategic Objective G1-OG. Design and implement formal faculty development plan.

Institutional Objectives Impacted: To maintain high academic standards by fostering excellence in scholarship and a commitment to teaching of high quality. To educate students in the use of emerging technologies, problem-solving, and expanding the horizon of knowledge. To prepare students to compete as professional in the global community.		Research Results Including Baseline Data: Currently, faculty development is available but not through a formal plan. Faculty development occurs through our opening faculty conference, faculty travel, and webinars.			
Assessment Benchmarks <i>Strategic Objective G1-OG</i>	Actions to Achieve Benchmarks	Time Frame		Responsible Position(s)	Resources Needed
		From	To		
1. Develop a formal Faculty Development Plan and operate accordingly. (faculty updates and credentials, travel, etc.)	1.1 Develop the guidelines for faculty development activities.	08/01/20	12/01/20	Provost and Vice President of Academic Affairs Vice President and Dean of Student Affairs Academic Department Chairs	Financial: \$50,000 annually Human: Pending selection Physical: Technology: Pending selection and type of activity.
	1.2 Distribute the faculty development delivery plan to faculty.	01/01/21	06/30/25		
	1.3 Establish faculty development selection priorities.	01/01/22	06/30/25		
	1.4 Establish faculty development participant accountability measures and deliverables.	01/01/23	06/30/25		
	1.5 Implement cohort activities.	01/01/23	06/30/25		

Strategic Goal 2. Promote student success by strengthening recruitment, enrollment, retention, and graduation rates

The quality of student recruitment, a high-level of student engagement, student success and student awareness of global citizenship will be achieved through strategic development of student behaviors, practices, habits, and involvement. Institutional programs and services will be expanded to prepare students with the necessary skills to be fully engaged, successful, global learners to fulfill the institution’s mission.

Strategic Objective G2-OA. The Office of Admissions will refocus their efforts to increase enrollment.

Institutional Objectives Impacted: (1) To maintain high academic standards by fostering excellence in scholarship and a commitment to teaching of high quality. (2) To provide special educational opportunities in the basic skills which are essential for collegiate achievement.		Research Results Including Baseline Data: The Office of Admissions has only four (4) staff members to recruit and communicate with prospective new students. To increase enrollment additional personnel is needed.			
Assessment Benchmarks Strategic Objective G2-OA.	Actions to Achieve Benchmarks	Time Frame		Responsible Position(s)	Resources Needed
		From	To		
1. Improve the functionality of the Admissions Office to enhance recruitment efforts.	1.1 Hire two (2) additional Admissions Office personnel	07/01/21	07/31/21	Coordinator of Human Resources President Provost Vice President of Academic Affairs Vice President of Administrative Fiscal Affairs Admissions Office	Financial: \$100,000.00 Human: Current Personnel Technology: Computers Other: Pending Budget Approval for positions in FY 2021-2022
	a. Prepare Job Descriptions for additional Admission Office personnel				
	b. Advertise Positions				
	c. Review Applications				
	d. Interview Applicants				
e. Select Applicants	07/01/21	07/15/21			
		07/15/21	07/20/21		
		07/20/21	07/25/21		
		07/30/21	08/05/21		
2. Strengthen collaboration efforts between the Admissions and Financial Aid Offices to assist students with the completion of the admissions and financial aid processes on a consistent basis.	2.1 Staff members meet to review all applicable forms needed	07/01, annually	07/15, annually	Office of Admissions; Office of Financial Aid; Office of Administrative and Fiscal Affairs	Financial: Human: Current Personnel Physical: None Technology: Computers; color copier; color printer Other: Purchase of Technology
	a. Prepare packets of all required forms				
	b. List scholarship opportunities				
	c. Schedule two (2) information sessions per semester to assist students				
		07/01, annually	07/15, annually		
		10/01, annually	06/30, annually		

Institutional Objectives Impacted: (1) To maintain high academic standards by fostering excellence in scholarship and a commitment to teaching of high quality. (2) To provide special educational opportunities in the basic skills which are essential for collegiate achievement.		Research Results Including Baseline Data: The Office of Admissions has only four (4) staff members to recruit and communicate with prospective new students. To increase enrollment additional personnel is needed.			
Assessment Benchmarks Strategic Objective G2-OA.	Actions to Achieve Benchmarks	Time Frame		Responsible Position(s)	Resources Needed
		From	To		
					Pending Budget Approval in FY 2021-2022
3. Increase collaborations with secondary education programs (i.e. Upward Bound)	3.1 Prepare invitational letters to Program Directors	08/01, annually	06/30, annually	Provost and Vice President of Academic Affairs Vice President and Dean of Student Affairs Vice President of Administrative and Fiscal Affairs Director of Upward Bound Other pre-college Program Directors Admissions Office Staff Director of Financial Aid	Financial: \$1,000.00 Human: College Personnel Technology: Computers; Laptops Other: College Paraphernalia for tour attendees, T-shirts; packets for recruitment Purchase of Technology and Paraphernalia Pending Budget Approval in FY 2021-2022
	3.2 Invite students/parents to the campus for an informational session/tour	10/01/20	06/30/25		
	3.3 List available scholarship opportunities	07/01/20	06/30/25		
	3.4 Assist with admission application and FAFSA	10/01/20	06/30/25		
	3.5 Utilize Social Media to communicate with prospective students	07/01/20	06/30/25		
4. Increase the number of Student College Ambassadors.	4.1 Prepare Ambassadors Job Descriptions and Training Program			Provost and Vice President of Academic Vice President of Student Affairs Vice President of Administrative	Financial: \$500.00 Human: College Personnel Physical: None Technology: Computers; Laptops; Printers
	a. Advertise Position	08/01/21	08/15/21		
	b. Review Applications	08/15/21	08/20/21		
	c. Interview Applicants	08/25/21	08/31/21		
	d. Prepare Letters of Acceptance	09/01/21	09/04/21		

Institutional Objectives Impacted: (1) To maintain high academic standards by fostering excellence in scholarship and a commitment to teaching of high quality. (2) To provide special educational opportunities in the basic skills which are essential for collegiate achievement.		Research Results Including Baseline Data: The Office of Admissions has only four (4) staff members to recruit and communicate with prospective new students. To increase enrollment additional personnel is needed.			
Assessment Benchmarks Strategic Objective G2-OA.	Actions to Achieve Benchmarks	Time Frame		Responsible Position(s)	Resources Needed
		From	To		
	e. Hold Orientations	09/05/21	09/10/21	and Fiscal Affairs Director of Student Engagement Student Government Association Coordinator of Human Resources	Other: Polos (College Ambassadors) Purchase of Technology and Polos Pending Budget Approval in FY 2021-2022

Strategic Objective G2-OB. Increase enrollment by 25% by 2025. (5% per year 2020-2025)

Institutional Objectives Impacted: To maintain high academic standards by fostering excellence in scholarship and a commitment to teaching of high quality. To stimulate students to develop the spirit of inquiry and enhance their ability to think critically to be productive self-sufficient citizens. To educate students in the use of emerging technologies, problem-solving, and expanding the horizon of knowledge.		Research Results Including Baseline Data: The head-count enrollment for Fall, 2013 was nine hundred twenty-four (924) students. The head-count enrollment for Fall, 2019 was four hundred forty-eight (448) students. This is a difference of four hundred seventy-six (476) students or 48% decline in six years.			
Assessment Benchmarks Strategic Objective G2-OB	Actions to Achieve Benchmarks	Time Frame		Responsible Position(s)	Resources Needed
		From	To		
1. Use data indicators and measurements of student success and student failure to develop a plan to increase student success and persistence	1.1 Review/utilize early warning processes	10/01, annually	06/30, annually	Office of Academic Affairs, Tutorial and Enrichment Center (TEC),	Financial: \$0 Human: Current personnel Physical: None
	1.2 Use midterm grades for academic coaching	10/01, annually	06/30, annually		
	1.3 Create academic plan of action	10/01, annually	06/30, annually		

Institutional Objectives Impacted: To maintain high academic standards by fostering excellence in scholarship and a commitment to teaching of high quality. To stimulate students to develop the spirit of inquiry and enhance their ability to think critically to be productive self-sufficient citizens. To educate students in the use of emerging technologies, problem-solving, and expanding the horizon of knowledge.		Research Results Including Baseline Data: The head-count enrollment for Fall, 2013 was nine hundred twenty-four (924) students. The head-count enrollment for Fall, 2019 was four hundred forty-eight (448) students. This is a difference of four hundred seventy-six (476) students or 48% decline in six years.			
Assessment Benchmarks Strategic Objective G2-OB	Actions to Achieve Benchmarks	Time Frame		Responsible Position(s)	Resources Needed
		From	To		
	1.4 Engage student in tutoring, supplemental instruction, academic skill workshops	10/01, annually	06/30, annually	Registrar’s Office, Faculty	Technology: Institution Databases and computers Other: None
2. Use placement testing data to gauge developmental course/academic needs.	2.1. Connect student with courses per testing data indications	10/01, annually	10/30, annually	Office of Academic Affairs Office of Administrative and Fiscal Affairs Tutorial and Enrichment Center Registrar’s Office Faculty	Financial: \$10,000 Human: Office of Admissions, TEC, Faculty, and Staff Physical: Designated classroom space Technology: 25 Computers Other: Purchase of Technology Pending Budget Approval in FY 2021-2022
	2.2. Connect student with academic supportive resources	10/01, annually	10/30, annually		
	2.3. Monitor, track, and advise as needed per student outcomes	10/01, annually	10/30, annually		
3. Implement robust enrollment counseling and advising processes to promote enrollment intensity.	3.1 Financial aid literacy workshops	10/01, annually	06/25, annually	Office of Academic Affairs Tutorial and Enrichment Center (TEC)	Human: College Personnel Technology: Computers
	3.2 Intrusive/proactive advising per policy	10/01, annually	06/25, annually		
	3.3 Utilize academic action plans or learning plans to address academic skill deficiency	10/01, annually	06/25, annually	Registrar’s Office Faculty Student Affairs	
	3.4 Engage student early in career exploration opportunities	10/01, annually	06/25, annually		

Strategic Objective G2-OC. Increase the first year retention rate by 5% per year for 2020-2025.

<u>Institutional Objectives Impacted:</u> To maintain high academic standards by fostering excellence in scholarship and a commitment to teaching of high quality. To stimulate students to develop the spirit of inquiry and enhance their ability to think critically to be productive self-sufficient citizens. To educate students in the use of emerging technologies, problem-solving, and expanding the horizon of knowledge.		<u>Research Results Including Baseline Data:</u> 2019-2020 data regarding grants or contracts to be added.					
Assessment Benchmarks Strategic Objective G2-OC		Actions to Achieve Benchmarks		Time Frame		Responsible Position(s)	Resources Needed
				From	To		
1. Enhance academic support and tutorial services for students under a 2.0 G.P.A.	1.1	Map courses with high D, W, F rates with tutorial plans	10/01, annually	07/30, annually	Office of Academic Affairs Tutorial and Enrichment Center (TEC) Registrar’s Office	Financial: \$2,500 Human: Current personnel Technology: Current computers Other: Faculty/staff cooperation/participation	
	1.2	Provide academic skill area weekly workshops	10/01, annually	07/30, annually			
	1.3	Provide tutoring services in residential living communities per resources	10/01, annually	07/30, annually			
2. Progressively track identified student academic semester progress	2.1	Contact students via advisement for unsatisfactory progress through Early warning	10/01, annually	07/30, annually	Office of Academic Affairs Tutorial and Enrichment Center (TEC) Registrar’s Office	Human: Current personnel	
	2.2	Collaborate with faculty for grade checks/class progress	10/01, annually	07/30, annually			
	2.3	Review weekly attendance reports	10/01, annually	07/30, annually			
	2.4	Reinforce student action plans as needed	10/01, annually	07/30, annually			
3. Enhance first year student engagement through campus collaboration	3.1	Expand role/partnership of Residence life and TEC staff for meaningful workshops/programming	10/01, annually	07/30, annually	Office of Academic Affairs Tutorial and Enrichment Center (TEC) Registrar’s Office Student Affairs	Financial: \$1,000 Human: Current personnel	
	3.2	Require all first year students to attend weekly student engagement activities	10/01, annually	07/30, annually			

Institutional Objectives Impacted: To maintain high academic standards by fostering excellence in scholarship and a commitment to teaching of high quality. To stimulate students to develop the spirit of inquiry and enhance their ability to think critically to be productive self-sufficient citizens. To educate students in the use of emerging technologies, problem-solving, and expanding the horizon of knowledge.		Research Results Including Baseline Data: 2019-2020 data regarding grants or contracts to be added.			
Assessment Benchmarks Strategic Objective G2-OC	Actions to Achieve Benchmarks	Time Frame		Responsible Position(s)	Resources Needed
		From	To		
	3.3 Connect student engagement with reflective learning with faculty	10/01, annually	07/30, annually		

Strategic Objective G2-OD. Increase the graduation rate by fifty (50%) percent by 2025.

Institutional Objectives Impacted: To maintain high academic standards by fostering excellence in scholarship and a commitment to teaching of high quality. To stimulate students to develop the spirit of inquiry and enhance their ability to think critically to be productive self-sufficient citizens. To provide special educational opportunities in the basic skills which are essential for collegiate achievement. To educate students in the use of emerging technologies, problem-solving, and expanding the horizon of knowledge.		Research Results Including Baseline Data: The full-time, first-time freshmen entering Fall, 2013 was two hundred fifty-two (252) students. Students graduating in 4 – 6 years was twenty-four (24) students. The total graduates in 2015 was one hundred-one (101) graduates. Twenty-nine (29) students graduated in 2019.			
Assessment Benchmarks Strategic Objective G2-OD	Actions to Achieve Benchmarks	Time Frame		Responsible Position(s)	Resources Needed
		From	To		
1. First-time freshmen will transition from high school to college smoothly	1.1 Hire Director of First Year Experience and Counselor			Provost and Vice President of Academic Affairs Vice President of Administrative and Fiscal Affairs	Financial: \$170,000 Human: Four (4) new positions Physical: Offices for new positions Technology: Desk Top Computers/Printers
	<ul style="list-style-type: none"> a. Prepare Job Descriptions for the Director and Counselor b. Advertise Positions c. Review Applications d. Interview Applicants e. Select Applicants 	07/01/21	07/31/21		
	1.2 Hire a Director of Enrollment Management	07/01/21	07/15/21	Vice President and Dean of Student Affairs Department Chairs Faculty Members	Pending Budget Approval for positions in FY 2021-2022
		07/15/21	07/20/21		
		07/20/21	07/25/21		
		07/30/21	08/05/21		

Institutional Objectives Impacted: To maintain high academic standards by fostering excellence in scholarship and a commitment to teaching of high quality. To stimulate students to develop the spirit of inquiry and enhance their ability to think critically to be productive self-sufficient citizens. To provide special educational opportunities in the basic skills which are essential for collegiate achievement. To educate students in the use of emerging technologies, problem-solving, and expanding the horizon of knowledge.		Research Results Including Baseline Data: The full-time, first-time freshmen entering Fall, 2013 was two hundred fifty-two (252) students. Students graduating in 4 – 6 years was twenty-four (24) students. The total graduates in 2015 was one hundred-one (101) graduates. Twenty-nine (29) students graduated in 2019.			
Assessment Benchmarks Strategic Objective G2-OD	Actions to Achieve Benchmarks	Time Frame		Responsible Position(s)	Resources Needed
		From	To		
	<ul style="list-style-type: none"> a. Prepare Job Descriptions for the Director and Counselor b. Advertise Positions c. Review Applications d. Interview Applicants e. Select Applicants 	07/01/21	07/31/21		
		07/01/21	07/15/21		
		07/15/21	07/20/21		
		07/20/21	07/25/21		
		07/30/21	08/05/21		
2. Consistent advising through general education core curriculum and major field requirements	2.1 Provide timely schedule of courses for preregistration for fall and spring <ul style="list-style-type: none"> a. Schedule required advising sessions with Academic Advisor at least two (2) per semester b. Review the Course Needs and Degree Audit section in <i>Paine Net</i> with Advisees c. Provide intensive fall and spring advisement for juniors and seniors 	10/01, annually	01/31, annually	Provost and Vice President of Academic Affairs Vice President and Dean of Student Affairs Department Chairs Faculty Advisors Registrar	Human: Faculty Advisors, Students, Faculty, Registrar Physical: Faculty Offices Technology: Current Laptops/Printers Other: None
		10/01, annually	06/30, annually		
		10/01, annually	06/30, annually		

Institutional Objectives Impacted: To maintain high academic standards by fostering excellence in scholarship and a commitment to teaching of high quality. To stimulate students to develop the spirit of inquiry and enhance their ability to think critically to be productive self-sufficient citizens. To provide special educational opportunities in the basic skills which are essential for collegiate achievement. To educate students in the use of emerging technologies, problem-solving, and expanding the horizon of knowledge.		Research Results Including Baseline Data: The full-time, first-time freshmen entering Fall, 2013 was two hundred fifty-two (252) students. Students graduating in 4 – 6 years was twenty-four (24) students. The total graduates in 2015 was one hundred-one (101) graduates. Twenty-nine (29) students graduated in 2019.			
Assessment Benchmarks Strategic Objective G2-OD	Actions to Achieve Benchmarks	Time Frame		Responsible Position(s)	Resources Needed
		From	To		
3. Early identification of potential drop-outs or stop-outs	3.1 Receive referrals from faculty members of students with deficiencies 3.2 Assign tutorial services 3.3 Schedule regular sessions with the Director of Enrollment Management. 3.4 Schedule advising sessions with academic advisor	10/01, annually	06/30, annually	Provost and Vice President of Academic Affairs Vice President and Dean of Student Affairs Department Chairs Faculty Members	Human: Administrators and Faculty Physical: Personnel Offices Technology: Current Laptops/Printers
4. Improve the functionality of the Office of Financial Aid to enhance scholarship opportunities and intensive additional financial resources	4.1. Assign financial aid counselor prior to fall enrollment a. Require students to visit the Scholarship Room three (3) times per semester to apply for outside scholarships b. Counsel students on defaulting on loans c. Collaborate with community agencies on providing outside scholarships, internships, etc. d. Increase the number of merit-based and need-based scholarships available to eligible students	10/01, annually	06/30, annually	Provost and Vice President of Academic Affairs Vice President and Dean of Student Affairs Vice President of Administrative and Fiscal Affairs Director of Financial Aid Financial Aid Counselors Community Agencies	Financial: \$1,000.00 (Honoraria for speakers pending Budget Approval in FY 21-22) Human: Administrators, Financial Aid Personnel, and Community Supporters Technology: Laptops/Printers

Strategic Objective G2-OE. Increase student engagement through the implementation of service learning.

Institutional Objectives Impacted: To maintain high academic standards by fostering excellence in scholarship and a commitment to teaching of high quality. To stimulate students to develop the spirit of inquiry and enhance their ability to think critically to be productive self-sufficient citizens.		Research Results Including Baseline Data: Currently there are no service-learning programs at the College			
Assessment Benchmarks Strategic Objective G2-OE	Actions to Achieve Benchmarks	Time Frame		Responsible Position(s)	Resources Needed
		From	To		
1. Verify a list of faculty, students, and community representatives for an advisory and planning committee.	1.1 Form an advisory and planning committee 1.2 Identify faculty for service-learning planning and advisory committee 1.3 Identify students for service-learning planning and advisory committee 1.4 Identify community representatives for service-learning planning and advisory committee	07/01/21	08/30/21	Provost and Vice President of Academic Affairs Vice President and Dean of Student Affairs Vice President of Administrative and Fiscal Affairs Department Chairs Faculty Members	Financial: \$500.00 (Printing Needs – flyers, brochures, etc.) Human: Faculty, Students, and Community Supporters Physical: Meeting Rooms Technology: Laptops/Printers; purchase of Technology Pending Budget Approval in FY 2021-2022
2. A list of conferences, workshops, scholarship opportunities, etc., will be maintained.	2.1 Attend service-learning conferences and workshops a. Publicize faculty accomplishments & involve faculty in professional activities (e.g., workshops & conferences) b. Publicize recipients of student scholarships that recognize service learning c. Organize sponsor recognition events for agencies and agency personnel	07/01, annually	06/30, annually	Provost and Vice President of Academic Affairs Vice President and Dean of Student Affairs Vice President of Administrative and Fiscal Affairs Department Chairs Faculty Members	Financial: \$2,000.00 (Conference registrations, travel, room/board, etc.) Human: Faculty, Students, and Community Supporters Technology: Laptops/Printers, purchase of Technology Pending Budget Approval in FY 2021-2022.

Institutional Objectives Impacted: To maintain high academic standards by fostering excellence in scholarship and a commitment to teaching of high quality. To stimulate students to develop the spirit of inquiry and enhance their ability to think critically to be productive self-sufficient citizens.		Research Results Including Baseline Data: Currently there are no service-learning programs at the College			
Assessment Benchmarks Strategic Objective G2-OE	Actions to Achieve Benchmarks	Time Frame		Responsible Position(s)	Resources Needed
		From	To		
					Other: Conference Attendance, pending budget approval in FY 2021-2022
3. Verify that there is a list of grants opportunities, agencies, and faculty mentors for service-learning.	3.1 Apply for grants 3.2 Identify interested faculty & faculty mentors 3.3 Establish service-learning scholarships. 3.4 Compile list of agencies interested in service learning. Secure funding for site-based student coordinators	07/01, annually	06/30, annually	Provost and Vice President of Academic and Student Affairs Vice President Administrative and Fiscal Affairs Department Chairs Faculty Members	Financial: \$2,000.00 Human: Faculty, Students, and Community Supporters Physical: None Technology: Laptops/Printers Other: None Purchase of Technology Pending Budget Approval in FY 2021-2022
4. The focus/mission of service learning will include entities from the campus, and community agencies.	4.1. Arrange campus speakers and forums on service learning a. Promote development of general education, sequential, and interdisciplinary service-learning courses b. Include past students from service-learning courses in the recruitment of new students c. Collaborate with community agencies on programming, grant proposals, and	07/01, annually	06/30, annually	Provost and Vice President of Academic Affairs Vice President and Dean of Student Affairs Vice President of Administrative and Fiscal Affairs Department Chairs Faculty Members	Financial: \$1,000.00 (Honorarium for speakers) Human: Faculty, Students, and Community Supporters Technology: Laptops/Printers, purchase of technology pending budget approval in FY 2021-2022

Institutional Objectives Impacted: To maintain high academic standards by fostering excellence in scholarship and a commitment to teaching of high quality. To stimulate students to develop the spirit of inquiry and enhance their ability to think critically to be productive self-sufficient citizens.		Research Results Including Baseline Data: Currently there are no service-learning programs at the College			
Assessment Benchmarks Strategic Objective G2-OE	Actions to Achieve Benchmarks	Time Frame		Responsible Position(s)	Resources Needed
		From	To		
	conferences.				
5. A written report summarizing the findings of the service-learning program will be compiled and reviewed.	5.2. Collect data within institution (e.g. no. of courses, no. of faculty teaching service-learning courses, no. of students enrolled, & no. of agency partnerships). 5.3. Collect data on student involvement (e.g. enrollment, withdrawal rates). 5.4. Collect data on faculty involvement (e.g. no. of faculty involved in faculty development activities, no. of faculty offering service-learning courses). 5.5. Monitor training and supervision of students at agency.	07/01, annually	06/25, annually	Provost and Vice President of Academic Affairs Vice President and Dean of Student Affairs Vice President of Administrative and Fiscal Affairs Department Chairs Faculty Members Director of Institutional Research and the Quality Enhancement Plan	Financial: \$2,000.00 Human: Faculty, Students, and Community Supporters Physical: Meeting Rooms Technology: Laptops/Printers, purchase of technology pending budget approval in FY 2021-2022

Strategic Goal 3. Improve Infrastructure and Innovation

Improve the College’s infrastructure needs to support strategic goals by providing enhanced educational experiences both inside and outside the classrooms as well as providing the needed technologies and facilities to support the Paine College Community.

Strategic Objective G3-OA. Upgrade Layer 1 Cabling

Institutional Objectives Impacted: 4. To educate students in the use of emerging technologies, problem-solving, and expanding the horizon of knowledge.		Research Results Including Baseline Data: 1. There is still CAT 5 cabling all over the campus which slows down data transfers 2. To take advantage of the new equipment they must be replaced.			
Assessment Benchmarks Strategic Objective G3-OA	Actions to Achieve Benchmarks	Time Frame		Responsible Position(s)	Resources Needed
		From	To		
1. Monitor performance of equipment to ensure increased performance.	1.1 Inventory buildings 1.2 Consult with Vendors to receive best quote to replace Category 5 cables with Category 6 cables 1.3 Order additional equipment from approved vendors 1.4 Install technology	10/21/21	10/21/25	Director of Information Services Vendors	Financial: \$180,000 Human: Contract our to vendor

Strategic Objective G3-OB. Update Jenzabar to a hosted solution

Institutional Objectives Impacted: 4. To educate students in the use of emerging technologies, problem-solving, and expanding the horizon of knowledge.		Research Results Including Baseline Data: Jenzabar hosted solution can update and maintain the database and web server.			
Assessment Benchmarks Strategic Objective G3-OB	Actions to Achieve Benchmarks	Time Frame		Responsible Position(s)	Resources Needed
		From	To		
1. This should save resources and Increase the production of a small IT department	1.1 Review cost and implantation plan to ensure cost benefit to college. 1.2 Ensure budget will accommodate this change 1.3 Work with vendor to implement hosted database solution.	10/21/23	10/21/25	Director of Information Services	Financial: \$45,000 to \$50,000 annually Human: vendor Technology: Jenzabar
2. College overall performance should improve by having seamless	2.1 Implement quarterly training 2.2 Increase Jenzabar user's group meetings	10/21/23	10/21/25	Director of Information Services	Human: Current staff Technology: Jenzabar

Institutional Objectives Impacted: 4. To educate students in the use of emerging technologies, problem-solving, and expanding the horizon of knowledge.		Research Results Including Baseline Data: Jenzabar hosted solution can update and maintain the database and web server.			
Assessment Benchmarks Strategic Objective G3-OB	Actions to Achieve Benchmarks	Time Frame		Responsible Position(s)	Resources Needed
		From	To		
updates of our ERP and better engagement with Jenzabar.				Paine College Staff	

Strategic Objective G3-OC. Upgrade internet service provider (ISP) to 1 gigabits per second (GBPS) ISP

Institutional Objectives Impacted: 4. To educate students in the use of emerging technologies, problem-solving, and expanding the horizon of knowledge.		Research Results Including Baseline Data: 1. The college plans to increase enrollment over the next 5 years. 2. Distant learning and remote access will be needed for the future.			
Assessment Benchmarks Strategic Objective G3-OC	Actions to Achieve Benchmarks	Time Frame		Responsible Position(s)	Resources Needed
		From	To		
1. This should increase internet speeds and performance throughout the campus from 100 MBPS to 1 GBPS. (MBPS =megabits per second)	1.1 Select current or new vendor to install fiber 1.2 Sign contract	10/21/23	10/21/23	Director of Information Services	Financial: \$24,000 annually Human: Vendor-Internet Service Provider Technology: Fiber
2. When enrollment increases the college will already have the network infrastructure in place to accommodate research and lab activities	2.1 Program network infrastructure to maximize performance. 2.2 Ensure computer refresh for all academic labs	10/21/20	10/21/23	Director of Information Services	Human: Current Staff

Strategic Objective G3-OD. Upgrade comcast cable to IP T.V. IP (Internet Protocol)

Institutional Objectives Impacted: 4. To educate students in the use of emerging technologies, problem-solving, and expanding the horizon of knowledge.		Research Results Including Baseline Data:			
		<ol style="list-style-type: none"> 1. Research showed that Accounts Payable’s had multiple contracts and bills with comcast 2. We found that students prefer to watch content on mobile devices 3. The billing should be cut by almost 40 percent by using IP T.V. 			
Assessment Benchmarks Strategic Objective G3-OD	Actions to Achieve Benchmarks	Time Frame		Responsible Position(s)	Resources Needed
		From	To		
1. The number of bills from comcast should cut by 80 percent and simplify Paine’s relationship with Comcast.	<ol style="list-style-type: none"> 1.1 Close out old cable accounts on main campus 1.2 Sign new contract 1.3 Install fiber 	10/21/23	10/21/23	Director of Information Services	Financial: \$4,400 monthly Human: Vendor-Comcast
2. Students satisfaction with content from comcast will be enhanced by being able to enjoy television outside of the dorms	2.1 Ensure WIFI capabilities are adequate	10/20/23	10/21/23	Information Services Office Staff	Human: Current Staff
3. The bill should be cut by over \$5000 a month	3.1 Perform a sufficient cost analysis to ensure savings	10/20/23	10/21/23	Information Services Office Staff	Human: Current Staff

Strategic Goal 4. Facilities Enhancement

Land acquisition will provide the College with assets for growth and expansion to meet future education and administrative needs. Acquire land for to accommodate future growth and expansion of academic facilities as necessary. (moved from Institutional Objective by AMS) To implement a comprehensive plan to improve aesthetics of the campus landscaping presentation. Eliminate hazards associated with landscape and hardscape areas throughout the campus. Identify and prioritize the problem areas where energy is being lost or inefficiently used. Improve the overall environmental conditions and student learning experience. To provide the College with a definitive guide for growth and expansion based on present future needs for expansion and renovations.

Strategic Objective G4-OA. Develop and implement a plan for strategic land acquisition (purchase and/or donated property within one to three miles radius)

Institutional Objectives Impacted: 7. To manage prudently and responsibly the fiscal, human, physical, and technological resources essential for providing the atmosphere of academic excellence.		Research Results Including Baseline Data: Properties are to be studied to determine and verify that it meets the criteria for the College goals for expansion and growth.			
Assessment Benchmarks Strategic Objective G4-OA	Actions to Achieve Benchmarks	Time Frame		Responsible Position(s)	Resources Needed
		From	To		
1. Consult Strategic Plan and College Master Plan for guidance on acquisitions	1.1 Review minutes from strategic planning and master plan committee meetings for land acquisition guidelines	07/01/20	07/01/25	Vice President of Administrative and Fiscal Affairs Director of Facilities Management and Environmental Services	Financial: \$100,000.00 Human: Committees; VPAFA; FMES
2. Form a committee to research and target properties	2.1 Committee members will be appointed by the Vice President of Administrative and Fiscal Affairs				
3. Develop a plan to identify properties that fit the guidelines of Master Plan and Strategic Plan	3.1 Review committee minutes to research and target properties				
4. Develop and implement plan for land acquisition process	4.1 Monitor strategic and master plan guidelines through committee minutes to formulate property acquisition list				
5. Develop a reporting process for Administrative Council and Board of Trustees to review and approve acquisition process	5.1 The Vice President of Administrative and Fiscal Affairs will submit targeted properties to the appropriate bodies for approval				
6. Identify funding resources for land acquisition	5.1 Various grants will be identified as potential sources for land acquisitions				

Strategic Objective G4-OB. Develop a plan for the acquisition of resources for academic facilities

Institutional Objectives Impacted: 7. To manage prudently and responsibly the fiscal, human, physical, and technological resources essential for providing the atmosphere of academic excellence.		Research Results Including Baseline Data: Properties are to be studied to determine and verify that it meets the criteria for the College goals for expansion and growth.			
Assessment Benchmarks Strategic Objective G4-OB	Actions to Achieve Benchmarks	Time Frame		Responsible Position(s)	Resources Needed
		From	To		
1. Identify land	1.2 Land near Paine College within one to three miles	07/01/20	07/01/25	Vice President of Administrative and Fiscal Affairs Director of Facilities Management and Environmental Service	Financial: \$50,000.00 Human: Committees VPAFA; FMES
2. Receive approval from Administrative Council	2.2 Administrative Council will approve and identify use of land				
3. Obtain funding for acquisition	3.5 Develop internal and external sources of funding				
4. Purchase Property	4.2. Obtain Board of Trustees approval and complete purchasing process				

Strategic Objective G4-OC. Establish and implement a campus beautification strategy

Institutional Objectives Impacted: 7. To manage prudently and responsibly the fiscal, human, physical, and technological resources essential for providing the atmosphere of academic excellence.		Research Results Including Baseline Data: Ensure the contractor is in compliance with specifications requirements established by the College.			
Assessment Benchmarks Strategic Objective G4-OC	Actions to Achieve Benchmarks	Time Frame		Responsible Position(s)	Resources Needed
		From	To		
1. Solicit bids from appropriate Contractors/vendors	1.1 Facilities Management will provide specifications to potential contractors	07/01/20	07/01/21	Vice President of Administrative and Fiscal Affairs	Financial: \$12,000.00 Human: Landscaping Service contractor; VPAFA; FMES
	1.2 Facilities Management will review bids				

Institutional Objectives Impacted: 7. To manage prudently and responsibly the fiscal, human, physical, and technological resources essential for providing the atmosphere of academic excellence.		Research Results Including Baseline Data: Ensure the contractor is in compliance with specifications requirements established by the College.			
Assessment Benchmarks Strategic Objective G4-OC	Actions to Achieve Benchmarks	Time Frame		Responsible Position(s)	Resources Needed
		From	To		
2. Interview and select a contractor to perform the landscaping service as specified	2.1 Facilities Management will recommend a contractor to the VP of Administrative and fiscal Affairs			Director of Facilities and Environmental Service	
3. Review detailed specifications with the selected contractor	3.1 The selected contractor and Paine College representative will sign the service contract				
4. Implementation of the service contract	4.1. The landscaping service specifications will be used to monitor the performance of the selected contractor				

Strategic Objective G4-OD. Establish and implement “green” policies and practices

Institutional Objectives Impacted: 7. To manage prudently and responsibly the fiscal, human, physical, and technological resources essential for providing the atmosphere of academic excellence.		Research Results Including Baseline Data: Review utility bills for fiscal year 2019-2020 to establish a trend for future savings.			
Assessment Benchmarks Strategic Objective G4-OD	Actions to Achieve Benchmarks	Time Frame		Responsible Position(s)	Resources Needed
		From	To		
1. Repair heating, ventilation and air conditioning systems to achieve maximum efficiency	1.1 Facilities Management will retain contractors to complete necessary repairs 1.2 Facilities Management will review bids for repairs	07/01/20	07/01/21	Director of Facilities Management and Environmental Services	Financial: \$85,000.00 Human: FMES; VPAFA; Service Contractor

Institutional Objectives Impacted: 7. To manage prudently and responsibly the fiscal, human, physical, and technological resources essential for providing the atmosphere of academic excellence.		Research Results Including Baseline Data: Review utility bills for fiscal year 2019-2020 to establish a trend for future savings.			
Assessment Benchmarks Strategic Objective G4-OD	Actions to Achieve Benchmarks	Time Frame		Responsible Position(s)	Resources Needed
		From	To		
2. Educate employees and students on energy conservation	2.1 Facilities Management will recommend guidelines and procedures for best practices			Vice President of Administrative and Fiscal Affairs	
3. Apply for grants to support and promote energy conservation	3.1 Research grants to assist with funding				
4. Install LED lighting campus wide to reduce energy consumption and maintenance cost	4.1. Replace existing lighting with LED by building				

Strategic Objective G4-OE. Utilize School Dude to manage and track service work orders to consistently meet or exceed completions rates as outlined in the preventative Maintenance plan.

Institutional Objectives Impacted: 7. To manage prudently and responsibly the fiscal, human, physical, and technological resources essential for providing the atmosphere of academic excellence.		Research Results Including Baseline Data: Reviewed data for the 2019-2020 fiscal year in the system to determine the success or failure to meet requirements for completions of work orders.			
Assessment Benchmarks Strategic Objective G4-OE	Actions to Achieve Benchmarks	Time Frame		Responsible Position(s)	Resources Needed
		From	To		
1. Meet or exceed response and completion time for routine repairs and services. Current goals are 24 hours for emergencies, 3 days for priority and 5 days for routine repairs.	1.1 Hire skilled maintenance personnel to decrease outsourcing for repairs 1.2 Utilize the School Dude web based program to track work orders	07/01/20	07/01/25	Director of Facilities Management and Environmental Services (FMES) Vice President of Administrative and Fiscal Affairs (VPAFA)	Financial: \$90,000.00 Human: VPAFA; FMES Technology: School Dude web-based system

Institutional Objectives Impacted: 7. To manage prudently and responsibly the fiscal, human, physical, and technological resources essential for providing the atmosphere of academic excellence.		Research Results Including Baseline Data: Reviewed data for the 2019-2020 fiscal year in the system to determine the success or failure to meet requirements for completions of work orders.			
Assessment Benchmarks Strategic Objective G4-OE	Actions to Achieve Benchmarks	Time Frame		Responsible Position(s)	Resources Needed
		From	To		
2. Minimize downtime for mechanical systems	2.1 Perform preventive maintenance service 2.2 Maximize efficiency of existing mechanical systems 2.3 Replace aging systems with energy efficient systems	07/01/20	07/01/25	Director of Facilities Management and Environmental Services (FMES)	Financial: \$200,000.00 Human: Mechanical Service contractor; Facilities Management Physical: None Technology: None Other: None
3. Faculty, staff and student participation	3.2 Initial training 3.3 Recurring training	07/01/20	07/01/25	Director of Facilities Management and Environmental Services	Human: FMES Technology: School Dude web-based system

Strategic Objective G4-OF. Update the College Master Plan to identify proposed improvements, enhancements and expansions.

Institutional Objectives Impacted: 7. To manage prudently and responsibly the fiscal, human, physical, and technological resources essential for providing the atmosphere of academic excellence.		Research Results Including Baseline Data: Review the current master plan proposals for renovations and expansions.			
Assessment Benchmarks Strategic Objective G4-OF	Actions to Achieve Benchmarks	Time Frame		Responsible Position(s)	Resources Needed
		From	To		
1. Update the College Master Plan	1.1 Form a committee to identify changes, updates, and expansions	07/01/20	06/30/21	Vice President of Administrative and Fiscal Affairs	Financial: \$75,000.00 Human: Architect; Committee members; VPAFA; FMES
	1.2 Select an Architectural Engineering Firm via a bid process	07/01/21	06/30/22	Director of Facilities	

Institutional Objectives Impacted: 7. To manage prudently and responsibly the fiscal, human, physical, and technological resources essential for providing the atmosphere of academic excellence.		Research Results Including Baseline Data: Review the current master plan proposals for renovations and expansions.			
Assessment Benchmarks Strategic Objective G4-OF	Actions to Achieve Benchmarks	Time Frame		Responsible Position(s)	Resources Needed
		From	To		
	1.3 Interview faculty, staff, and students for input	07/01/22	06/30/23	Management and Environmental Services	Physical: Current and proposed land acquisition
	1.4 Initiate and complete a draft for Administrative Council approval	07/01/23	03/31/23		
	1.5 Obtain approval from the Board of Trustees	04/01/24	10/19/24		

Strategic Goal 5. Campus Police and Safety

To create an environment through comprehensive programs and administrative policies and procedures that is responsive to the personal, social, emotional and physical needs of students, faculty and staff. To create an environment through comprehensive programs and administrative policies and procedures that is responsive to the personal, social, emotional and physical needs of students, faculty and staff.

Strategic Objective G5-OA. To ensure a campus environment that is safe and conducive to optimum learning by improving the Campus Police and Security staff through an ongoing, comprehensive mandatory training program for current and new hires.

Institutional Objectives Impacted: 7. To manage prudently and responsibly the fiscal, human, physical, and technological resources essential for providing the atmosphere of academic excellence.		Research Results Including Baseline Data: Review the current safety plan to make changes, amendments or additions to meet the current College needs.			
Assessment Benchmarks Strategic Objective G4-OA	Actions to Achieve Benchmarks	Time Frame		Responsible Position(s)	Resources Needed
		From	To		
1. Campus safety plan	1.1 The College Campus safety plan is evaluated and updated annually 1.2 Form a committee to review the current plan 1.3 Any changes, amendments or additions will be approved by Administrative Council	07/01/20	07/01/25	Vice President of Administrative and Fiscal Affairs Director of Facilities Management and Environmental Services Chief of Police/Campus Safety	Human: Committee

Strategic Objective G5-OB. To maintain and enhance crime prevention, security, and safety

Institutional Objectives Impacted: 7. To manage prudently and responsibly the fiscal, human, physical, and technological resources essential for providing the atmosphere of academic excellence.		Research Results Including Baseline Data: Review data from fiscal 2019-2020 to track criminal activity on campus to develop crime prevention measures.			
Assessment Benchmarks Strategic Objective G4-OB	Actions to Achieve Benchmarks	Time Frame		Responsible Position(s)	Resources Needed
		From	To		
1. Campus security report	1.1 Publish and distribute by August 15 annually a report on security polices crime statistics 1.2 Form a committee to review the findings in the report 1.3 The committee will make recommendations and research ways to promote crime prevention	07/01/20	07/01/21	Vice President of Administrative and Fiscal Affairs Director of Facilities Management and Environmental Services Chief of Police/Campus Safety	Human: Chief of Police/Campus Safety, Committee

Strategic Goal 6. Strengthen Financial Operations

Strengthen the College’s financial operations and planning system by maintaining a stable balance between resources and spending through the coordination, integration, and monitoring of the annual planning, evaluation and budgeting processes, thereby, yielding a fiscally solvent operation.

Strategic Objective G6-OA. Improve accounting and procurement procedures

Institutional Objectives Impacted: 7. To manage prudently and responsibly the fiscal, human, physical, and technological resources essential for providing the atmosphere of academic excellence.		Research Results Including Baseline Data: The results of the budget prepared, FY 21 to FY 20, reflect improvements in the development of a budget that is complete and sustainable. The budget was right-sized through significant and difficult reductions. It ensures the two primary revenue resources are realistic and foreseeable expenses all inclusive. For enrollment that represents projected revenue reflective of the significant decrease in enrollment, and for fundraising it represents revenue based on prior three years' average.			
Assessment Benchmarks Strategic Objective G6-OA	Actions to Achieve Benchmarks	Time Frame		Responsible Position(s)	Resources Needed
		From	To		
1. Develop a financial plan that is assessed on an annual basis to support the College's plans for growth and success.	1.1 Establish a committee to develop strategies to increase the College's financial resources through a. Enrollment growth b. Fundraising c. Other revenue sources	07/01/20	02/28/21	Vice President of Administrative and Fiscal Affairs	Human: Committee Staffing
	1.2 Develop and implement procedures to assess, evaluate, and identify revisions needed to ensure success.	02/01/21	02/15/21		
		02/01/22	02/15/22		
		02/01/23	02/15/23		
		02/01/24	02/15/24		
	1.3 The Administrative Council approves the financial plan and assessment procedures	02/16/21	03/31/21		
		02/16/22	03/31/22		
		02/16/23	03/31/23		
		02/16/24	03/31/24		
	1.4 Implement the plan	07/01/21	06/30/22		
07/01/22		06/30/23			
07/01/23		06/30/24			
07/01/24		06/30/25			
1.5 Assess the plan (twice per year with dates possibly changing to coincide with budget planning)	07/01/22	07/14/22			
	07/01/23	07/14/23			
	07/01/24	07/14/24			
	07/01/25	07/14/25			

Institutional Objectives Impacted: 7. To manage prudently and responsibly the fiscal, human, physical, and technological resources essential for providing the atmosphere of academic excellence.		Research Results Including Baseline Data: The results of the budget prepared, FY 21 to FY 20, reflect improvements in the development of a budget that is complete and sustainable. The budget was right-sized through significant and difficult reductions. It ensures the two primary revenue resources are realistic and foreseeable expenses all inclusive. For enrollment that represents projected revenue reflective of the significant decrease in enrollment, and for fundraising it represents revenue based on prior three years' average.			
Assessment Benchmarks Strategic Objective G6-OA	Actions to Achieve Benchmarks	Time Frame		Responsible Position(s)	Resources Needed
		From	To		
	1.6 Revise the plan as needed for implementation in the next year.	07/15/22 07/15/23 07/15/24 07/15/25	07/31/22 07/31/23 07/31/24 07/31/25		
2. Submit a detailed budget for the coming fiscal year to the Board of Trustees for review and approval at the April board meeting.	2.1 Open the annual budget process	12/01, annually	12/20, annually	Vice President of Administrative and Fiscal Affairs Budget Committee	Human: Staffing Technology: SharePoint
	2.2 Present budget packet to the Committee on Strategic Planning and Evaluation (CSPE)	01/21, and annually until 2025	01/21, and annually until 2025		
	2.3 Transmit budget packets to senior staff and department heads	02/21, and annually until 2025	02/21, and annually until 2025		
	2.4 Budget meetings held with staff after budget packets are returned	03/21, and annually until 2025	03/21, and annually until 2025		
	2.5 Proposed budget is drafted by the Controller, presented to CSPE, President, and the Board of Trustees	04/21, and annually until 2025	04/21, and annually until 2025		
	2.6 Tentatively approved budgets submitted to senior staff and department heads	06/21, and	06/21, and		

Institutional Objectives Impacted: 7. To manage prudently and responsibly the fiscal, human, physical, and technological resources essential for providing the atmosphere of academic excellence.		Research Results Including Baseline Data: The results of the budget prepared, FY 21 to FY 20, reflect improvements in the development of a budget that is complete and sustainable. The budget was right-sized through significant and difficult reductions. It ensures the two primary revenue resources are realistic and foreseeable expenses all inclusive. For enrollment that represents projected revenue reflective of the significant decrease in enrollment, and for fundraising it represents revenue based on prior three years' average.			
Assessment Benchmarks Strategic Objective G6-OA	Actions to Achieve Benchmarks	Time Frame		Responsible Position(s)	Resources Needed
		From	To		
		annually until 2025	annually until 2025		
	2.7 Final budget approved by the Board of Trustees	10/15 annually	10/30 annually		
3. An annual fiscal year audit will be completed by September 15 th annually.	3.1. Personnel in the Office of Administrative and Fiscal Affairs will process timely transactions, conduct monthly reconciliations and quarterly analyses to identify potential fiscal exceptions.	7/1/20, annually	6/30/21, annually	Chief Financial Officer Controller Audit Firm	Financial: \$180,000 Human: Staffing Technology: Jenzabar
	3.2. A CPA firm will be selected	06/1, annually	06/15, annually		
	3.3. Requested reports will be provided to the auditing firm	06/16 annually	07/15 annually		
	3.4. A draft audit will be received in the Office of Administrative and Fiscal Affairs	06/16 annually	09/01 annually		
	3.5. The final audit will be received in the Office of Administrative and Fiscal Affairs	06/16 annually	09/15 annually		

Institutional Objectives Impacted: 7. To manage prudently and responsibly the fiscal, human, physical, and technological resources essential for providing the atmosphere of academic excellence.		Research Results Including Baseline Data: The results of the budget prepared, FY 21 to FY 20, reflect improvements in the development of a budget that is complete and sustainable. The budget was right-sized through significant and difficult reductions. It ensures the two primary revenue resources are realistic and foreseeable expenses all inclusive. For enrollment that represents projected revenue reflective of the significant decrease in enrollment, and for fundraising it represents revenue based on prior three years' average.			
Assessment Benchmarks Strategic Objective G6-OA	Actions to Achieve Benchmarks	Time Frame		Responsible Position(s)	Resources Needed
		From	To		
4. Upgrade the College's ERP system, Jenzabar, to the latest version and ensure that all applicable units receive training	4.1. Secure funding 4.2. Coordinate implementation 4.3. Coordinate training	01/03/21	03/31/21	Chief Financial Officer Other functional units	Financial \$200,000 Human; Staffing, Budget managers and Administrative Council members
5. Strengthen fiscal operations.	5.1 Implement cloud storage filing for certain fiscal operations (journal entries, purchasing accounts payable, cashiering) 5.2 Implement ACH processing for vendors 5.3 Implement the Budget module 5.4 Implement vendor history for wire and draft payments	11/01/20	06/30/21	Controller	Financial: \$2,000 (scanners) Human: Controller's Office staffing Technology: Adobe Pro software
6. Strengthen Internal Controls and enhance operational efficiency and effectiveness	6.1 Review and update fiscal policies and procedures to ensure regulatory compliance and enhance operational efficiency through best practices	07/01/20	06/30/25	Chief Financial Officer Controller	Human: staffing

Strategic Goal 7. Productive Partnerships (“Friend” Raising)

Friend Raising impacts the ability of the Advancement’s Office to Fundraise. Getting to know people and developing healthy relationships with potential donors and current donors lead to sizable donations and healthy partnerships that are beneficial to all parties involved. Alongside donations, the most valuable commodity a donor can share is a healthy relationship.

Strategic Objective G7-OA. Increase revenue through strategic partnerships

Institutional Objectives Impacted: To maintain strong ties and interaction with the Augusta community regarding mutually beneficial educational and cultural goals.		Research Results Including Baseline Data: The local American Red Cross confirmed they needed more large spaces in the City of Augusta from which to operate to serve the community. In an article by Wesley Brown, dated Feb 12, 2015, <i>What Augusta Learned from the 2014 Ice Storm</i> , nearly half of Augusta’s approved shelters were without alternate power sources. In 2020, many of the shelters are still without emergency power sources, but some have been pre-wired to receive power generators.			
Assessment Benchmarks <i>Strategic Objective G7-OA</i>	Actions to Achieve Benchmarks	Time Frame		Responsible Position(s)	Resources Needed
		From	To		
1. Develop and establish a partnership with the American Red Cross that will raise the visibility of Paine College in the community in a positive light while creating a revenue stream.	1.1 Schedule the meeting with the American Red Cross.	07/01/20	07/31/20	VP of Institutional Advancement Director of Corporate Development Director of Plant Operations Athletic Director Emergency Preparedness Task Force	Physical: Meeting space
	1.2 Meet with the American Red Cross at the HEAL Complex to conduct tour of the building.	07/01/20	07/31/20		
	1.3 Develop the written Memorandum of Understanding (MOU).	10/01/20	11/30/20		
	1.4 Get the MOU Approved by the President	11/30/20	12/31/20		
	1.5 Get the MOU approved by the American Red Cross.	12/31/20	01/31/21		
2. Establish a partnership with the Emergency Management Division that falls under the City of Augusta	2.1 Meet with Chief Christopher James, Augusta Fire Department, and with Executive of	09/01/20	10/15/20	VP of Institutional Advancement	Physical: Meeting space, the HEAL Complex

Institutional Objectives Impacted: To maintain strong ties and interaction with the Augusta community regarding mutually beneficial educational and cultural goals.		Research Results Including Baseline Data: The local American Red Cross confirmed they needed more large spaces in the City of Augusta from which to operate to serve the community. In an article by Wesley Brown, dated Feb 12, 2015, <i>What Augusta Learned from the 2014 Ice Storm</i> , nearly half of Augusta’s approved shelters were without alternate power sources. In 2020, many of the shelters are still without emergency power sources, but some have been pre-wired to receive power generators.			
Assessment Benchmarks <i>Strategic Objective G7-OA</i>	Actions to Achieve Benchmarks	Time Frame		Responsible Position(s)	Resources Needed
		From	To		
Fire Department to secure endorsement of a Disaster Relief Site at the HEAL Complex.	Emergency Management Division.			Director of Plant Operations Athletic Director	
	2.2 Conduct a tour of the HEAL Complex with the Augusta Fire Department, Emergency Management Division Staff.	09/20/20	10/20/20		
	2.3 Develop a written letter of support on behalf of the Fire Chief for him to endorse the College’s pursuit of the Disaster Relief Site	10/15/20	11/01/20		
	2.4 Secure the signed letter of support	11/20/20	12/01/20		
3. Establish a partnership with Bank of America to secure underwriting for a Hybrid Interactive SMART Classroom technology that will be installed on campus for classroom instruction.	3.1 Establish line of communication with Bank of America representative.	07/01/20	08/15/20	Vice President of Institutional Advancement Director of Sponsored Programs Information Services. Staff Vice President of Administrative and Fiscal Affairs	Technology: Google Research
	3.2 Develop proposal or grant application for funding for the Hybrid SMART Classroom technology.	08/15/20	08/31/20		
4. Establish an ongoing dialogue with 10 City of Augusta Commissioners and the Mayor of Augusta to	4.1. Generate a contact list of the Augusta Commissioners and the Mayor of Augusta.	09/01/20	09/30/20	Vice President of Institutional Advancement	Financial: \$2,500 Physical: Meeting space

Institutional Objectives Impacted: To maintain strong ties and interaction with the Augusta community regarding mutually beneficial educational and cultural goals.		Research Results Including Baseline Data: The local American Red Cross confirmed they needed more large spaces in the City of Augusta from which to operate to serve the community. In an article by Wesley Brown, dated Feb 12, 2015, <i>What Augusta Learned from the 2014 Ice Storm</i> , nearly half of Augusta’s approved shelters were without alternate power sources. In 2020, many of the shelters are still without emergency power sources, but some have been pre-wired to receive power generators.			
Assessment Benchmarks <i>Strategic Objective G7-OA</i>	Actions to Achieve Benchmarks	Time Frame		Responsible Position(s)	Resources Needed
		From	To		
improve relationships between the College and the Augusta Commission.	4.2. Invite each Commissioner to a lunch or breakfast meeting to meet the President.	10/01/20	12/31/20	Director of Corporate Development President	
	4.3. Follow-up with a Paine College Progress Report to each Commissioner and the Mayor every quarter.	11/01/20	11/01/20		
	4.4. Invite the Mayor and each Commissioner to campus events.	11/15/20	7/1/2021		

Strategic Objective G7-OB. Increase Community Participation in Campus-based Activities

Institutional Objectives Impacted: To maintain strong ties and interaction with the Augusta community regarding mutually beneficial educational and cultural goals.		Research Results Including Baseline Data: In 2017, Paine College had a working list of over 125 media outlets that were reachable via email and regular mail.			
Assessment Benchmarks <i>Strategic Objective G7-OB</i>	Actions to Achieve Benchmarks	Time Frame		Responsible Position(s)	Resources Needed
		From	To		
1. Establish a <u>Communications and Marketing Plan</u> that will call for strengthening relationships with Media Outlets located in Augusta and outside of Augusta that will	1.1 Develop a comprehensive list of Media Outlets that include Radio, TV, Print, Electronic, Podcasts.	09/01/20	12/30/20	VP of Institutional Advancement Director of Corporate Development Department Chair for Media Studies	Financial: 1,500.00 Technology: Computer, Google
	1.2 Develop a calendar plan for distribution of special	10/01/20	11/30/20		

Institutional Objectives Impacted: To maintain strong ties and interaction with the Augusta community regarding mutually beneficial educational and cultural goals.		Research Results Including Baseline Data: In 2017, Paine College had a working list of over 125 media outlets that were reachable via email and regular mail.			
Assessment Benchmarks <i>Strategic Objective G7-OB</i>	Actions to Achieve Benchmarks	Time Frame		Responsible Position(s)	Resources Needed
		From	To		
benefit Paine College and the Media Outlets.	announcements and informational pieces to media outlets. 1.3 Host a Media Day at Paine College designed to inform local, regional and national media outlets about Paine’s Progress and announce new developments. Host the first event once per semester starting Spring 2021.	12/01/20	01/31/21	Media Studies Student(s) Webmaster	
2. Invite the Paine College Media Studies Department to create internships with Media Outlets.	2.1 Convene with the Media Studies Department Chair to discuss ways to develop beneficial internships and partnerships with Media Outlets. 2.2 Develop an Internship protocol and guidelines with the Media Studies Department Chair. 2.3 Invite select media outlets to participate.	11/01/20 01/01/21 04/01/21	12/12/20 01/30/21 04/15/21	Vice President of Institutional Advancement Director of Corporate Development Media Studies Department Chair Media Studies Students Career Services	Financial: \$1,500

Strategic Objective G7-OC Increase strategic agreements with government, business, and industry that lead to resource development

Institutional Objectives Impacted: 7. To manage prudently and responsibly the fiscal, human, physical, and technological resources essential for providing the atmosphere of academic excellence.		Research Results Including Baseline Data: Paine College membership with the ADP Scholarship/Internship Program was discontinued in 2016. Paine College has less than 5 beneficial partnerships that produce internships, scholarships & funding.			
Assessment Benchmarks <i>Strategic Objective G7-OC</i>	Actions to Achieve Benchmarks	Time Frame		Responsible Position(s)	Resources Needed
		From	To		
1. Develop six (6) partnerships annually with corporations and businesses that will generate funding opportunities, scholarships and internships.	1.1 Research corporations, businesses that will enter into beneficial partnerships with Paine College to produce overall funding, scholarships and internships.	08/01/20	07/31/21	VP of Institutional Advancement Director of Corporate Development President, Provost	Financial: \$10,500.00 (transportation, printing, software) Human: Researcher @ salary of \$7,500 Technology: Research software, Jenzabar,
	1.2 Develop an ongoing Prospect Research plan to secure data on corporations and businesses.	09/01/20	04/30/21		
	1.3 Develop solicitation materials that will target corporations and businesses.	09/01/20	07/31/21		
	1.4 Contact corporations and businesses to solicit partnerships.	10/01/20	07/31/21		
	1.5 Meet with corporations and businesses to cultivate partnerships	10/01/20	07/31/21		

Strategic Objective G7-OD. Increase the number of endowed scholarships

Institutional Objectives Impacted: To manage prudently and responsibly the human and fiscal resources essential for providing the atmosphere of academic excellence.		Research Results Including Baseline Data: Historically, the Advancement Office has established an average of two (2) new Endowed Scholarships annually. Currently, the General Endowment is valued at \$7.5 million.			
Assessment Benchmarks <i>Strategic Objective G7-OD</i>	Actions to Achieve Benchmarks	Time Frame		Responsible Position(s)	Resources Needed
		From	To		
1. Cultivate 5 new Endowed Scholarships per year @ 5 x \$15,000 = \$75,000	1.1 Identify prospective donors who will donate \$15,000 to establish an Endowed Scholarship.	09/01/20	12/15/20	Vice President of Institutional Advancement	Financial: \$1,500 (services)

Institutional Objectives Impacted: To manage prudently and responsibly the human and fiscal resources essential for providing the atmosphere of academic excellence.		Research Results Including Baseline Data: Historically, the Advancement Office has established an average of two (2) new Endowed Scholarships annually. Currently, the General Endowment is valued at \$7.5 million.			
Assessment Benchmarks <i>Strategic Objective G7-OD</i>	Actions to Achieve Benchmarks	Time Frame		Responsible Position(s)	Resources Needed
		From	To		
	1.2 Develop a solicitation brochure and letter targeting prospective donors. 1.3 Meet with prospective donors to cultivate endowed scholarships.	11/15/20	01/15/21	Director of Community and Corporate Development Director of Alumni Relations President Trustees under the Capital Campaign Webmaster Graphics Designer	
2. Increase general endowment by \$1.5 million over a period of 12 months.	2.1 Identify prospective major donors who will donate to the College's endowment. 2.2 Develop solicitation brochure and solicitation packet of materials that will appeal to major donors. 2.3 Meet with potential donors to cultivate major gifts for the endowment.	10/01/20	09/30/21	VP of Institutional Advancement Director of Alumni Relations Webmaster & Graphics Designer Director of Corporate Development Director of Gifts and Acknowledgement	Financial: \$5,000 Technology: Website, Research software

Institutional Objectives Impacted: To manage prudently and responsibly the human and fiscal resources essential for providing the atmosphere of academic excellence.		Research Results Including Baseline Data: Historically, the Advancement Office has established an average of two (2) new Endowed Scholarships annually. Currently, the General Endowment is valued at \$7.5 million.			
Assessment Benchmarks <i>Strategic Objective G7-OD</i>	Actions to Achieve Benchmarks	Time Frame		Responsible Position(s)	Resources Needed
		From	To		
3. Build donor confidence that will lead to increase donations to the endowment.	3.1 Employ 2 consultants who will work with the Advancement and Fiscal Affairs Offices to reconcile the performance reports for 12 high-performing endowed scholarships and general endowed funds. 3.2 Once the reports are developed, share with the donors. 3.3 Invite the donors to increase their giving to their respective endowed funds.	01/01/21	03/31/21	Vice President of Institutional Advancement Vice President of Administrative and Fiscal Affairs President Consultants Director of Gifts Acknowledgement	Financial: \$7,500.00 (over a 3-mo period)

Strategic Goal 8. Forecast a “Right-sized” Workforce Based on a Stabilized Enrollment

Attaining and maintaining financial stability is a major goal for Paine College. While examining data and information from several sources, Paine College’s administrators determined that it was time to operate the College more from a business perspective. Paine College has begun to implement a Business Plan whose purpose is to establish a short-term and long-term plan that balances out operations with projected income to eliminate deficit spending and grow the endowment. It also calls for stabilizing the enrollment and operating primarily within a budget based primarily on tuition and fees.

Strategic Objective G8-OA. Through discussion and data analysis, arrive at projected enrollment numbers projected out three years for adequate plan implementation.

Institutional Objectives Impacted: 7. To manage prudently and responsibly the human, fiscal, physical, and technological resources essential for providing the atmosphere of academic excellence.		Research Results Including Baseline Data: The enrollment over the past five years ... with an average of ... Enrollment for Fall 2020 was affected by the COVID-19 pandemic.			
Assessment Benchmarks <i>Strategic Objective G8-OA</i>	Actions to Achieve Benchmarks	Time Frame		Responsible Position(s)	Resources Needed
		From	To		
1. Establish a projected enrollment in February of each year to be used in determining the budget for the upcoming fiscal year.	1.1 Obtain and utilize trend data for establishing enrollment projected figures.	08/01, annually	01/31, annually	Director of IRQEP	Human: Current staff Technology: Jenzabar, Blackboard A41, etc.
	1.2 Utilize the projection provided by Admissions and Recruitment at the beginning of the academic year to determine variance between the trends and the figure provided by that unit.	01/03, annually	01/31, annually	Admissions Director Recruitment Coordinator	Human: Current staff Technology: Jenzabar, Blackboard A41, etc. Other:
	1.3 Utilizing the ISIRS provided by financial aid, ascertain the status of the projections based on FAFSAs received by the end of February annually.	10/01, annually	01/31, annually	Director of Financial Enrollment and Sustainability Committee	Human: Current staff Technology: Jenzabar, Financial Aid Technology Resources
	1.4 Utilizing the monitoring form produced weekly by the Admissions and Recruitment Office, determine if projections provided by the same unit are realistic.	10/01, annually	01/31, annually	Enrollment and Sustainability Committee Director of Admissions Recruitment Coordinator	Human: Current Staff Technology: Jenzabar, Blackboard A41, etc.
	1.5 Secure from the Business Office a projected budget separate from the one to be presented to the Business Office based on realistic projections from items 1.1 – 1.4.	10/01, annually	02/28, annually	Vice President of Administrative and Fiscal Affairs	Human: Current staff Technology: Jenzabar

Institutional Objectives Impacted: 7. To manage prudently and responsibly the human, fiscal, physical, and technological resources essential for providing the atmosphere of academic excellence.		Research Results Including Baseline Data: The enrollment over the past five years ... with an average of ... Enrollment for Fall 2020 was affected by the COVID-19 pandemic.			
Assessment Benchmarks <i>Strategic Objective G8-OA</i>	Actions to Achieve Benchmarks	Time Frame		Responsible Position(s)	Resources Needed
		From	To		
	1.6 Compare data from 1.5 for compliance with mandates in the financial section of the August 31, 2020 Business Plan.	03/01, annually	03/31, annually	Institutional Budget Committee (President, Vice President of Administrative and Fiscal Affairs, Provost and Vice President of Academic Affairs, and TBN) as appointed by the President	Human: Current staff Technology: Jenzabar

Strategic Objective G8-OB. Project a budget figure on which faculty size informs enrollment necessities and enrollment drives faculty size.

Institutional Objectives Impacted: 7. To manage prudently and responsibly the human, fiscal, physical, and technological resources essential for providing the atmosphere of academic excellence.		Research Results Including Baseline Data: Current costs per student exceeds \$20,000 for the eleven majors. Fixed costs on an annual basis exceed \$2.3 million. Competitive bidding has not been adhered to in the awarding of contracts.			
Assessment Benchmarks <i>Strategic Objective G8-OB</i>	Actions to Achieve Benchmarks	Time Frame		Responsible Position(s)	Resources Needed
		From	To		
1. Fixed costs of the institution shall be reduced annually, and in no case shall they exceed 12 percent of the projected income (as stipulated in the budget).	1.1 The total amount in fixed costs for loans in the annual budget should not exceed \$1 million annually, and in no case shall they exceed 12 percent of the projected	04/01, preceding year annually	03/31, current year annually	Vice President of Administrative and Fiscal Affairs	Financial: An amount not to exceed 12 percent of the annual projected income Human: Current staff Technology: Jenzabar

Institutional Objectives Impacted: 7. To manage prudently and responsibly the human, fiscal, physical, and technological resources essential for providing the atmosphere of academic excellence.		Research Results Including Baseline Data: Current costs per student exceeds \$20,000 for the eleven majors. Fixed costs on an annual basis exceed \$2.3 million. Competitive bidding has not been adhered to in the awarding of contracts.			
Assessment Benchmarks <i>Strategic Objective G8-OB</i>	Actions to Achieve Benchmarks	Time Frame		Responsible Position(s)	Resources Needed
		From	To		
	income (as stipulated in the budget).				
	1.2 Routine fixed costs (electricity, lawn, maintenance, etc.) are to be monitored and reduction strategies implemented.	07/01, annually	06/30, annually	Vice President of Administrative and Fiscal Affairs Director of Facilities Management and Environmental Services	Financial: Total from previous budget Human: Current staff Technology: Jenzabar
	1.3 Implement a rigid and structured bid procedure to be adhered to prior to issuing any contracts for services or purchases.	07/01, annually	06/30, annually	Vice President of Administrative and Fiscal Affairs	Human: Current staff Technology: Jenzabar
2. Salaries and wages shall not exceed 25 to 30 percent of the total budget.	2.1 Instructional costs shall be less than \$10,000 per student annually and lowered as enrollment grows.	04/01, preceding year annually	03/31, current year annually	Vice President of Administrative and Fiscal Affairs Provost and Vice President of Academic Affairs	Human: Current staff Technology: Jenzabar
	2.2 Credit hours generated shall determine the necessity of reductions in faculty or elimination of programs/departments.	02/01, annually	03/31 annually	Provost and Vice President of Academic Affairs	Human: Current staff Technology: Jenzabar

Strategic Objective G8-OC. In the formulation of the budget, the percentage attributed to fundraising in the determination of projected income shall not exceed more than the average of the prior three (3) years.

Institutional Objectives Impacted: 7. To manage prudently and responsibly the human, fiscal, physical and technological resources essential for providing the atmosphere of academic excellence.		Research Results Including Baseline Data: Currently, fundraising over the past three years has not exceeded \$2 million and for the past year was \$1.4 million inclusive of allocations received annually from churches, etc. Currently, the baseline is established on the amount approved for the 2020-2021 budget, \$2,015,245.			
Assessment Benchmarks <i>Strategic Objective G8-OC</i>	Actions to Achieve Benchmarks	Time Frame		Responsible Position(s)	Resources Needed
		From	To		
1. Implement and continue on an annual basis an on-campus fundraising committee.	1.1 Establish the internal fundraising committee.	07/01, annually	06/30, annually	Vice President of Institutional Advancement Internal Fundraising Committee Vice President of Administrative and Fiscal Affairs	Financial: \$160,000 Human: New fundraising staff Physical: Office space for new hires Technology: Computer and other resources, Jenzabar
	1.2 Identify roles and responsibilities.				
	1.3 Establish priorities				
	1.4 Establish ad-hoc groups consisting of faculty and administrators				
	1.5 Develop fundraising packages including case for support				
	1.6 Expand and enhance personnel in the office of Institutional Advancement				
	1.7 Establish GoFundMe accounts or a similar structure				
	1.8 Identify targets for the purpose of making the “ask” for fundraising endeavors.				
	1.9 Improve the marketing and promotion of the College.				

The Paine College Board of Trustees adopted the **Strategic Plan** including the Strategic Objectives and their Action Benchmarks on October 24, 2020, retroactive to July 1, 2020.

INSTITUTIONAL EFFECTIVENESS PARADIGM

This **Paine College Institutional Effectiveness Paradigm (IEP) for Planning, Assessment, and Evaluation Manual** contains a description of 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 and Student Affairs

Vice President of Administrative and Fiscal Affairs

Vice President of Institutional Advancement

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, Center for Advanced Professional Studies

Director, Facilities Management and Environmental Services

Director, Financial Aid

Director, Information Technology

Director, Institutional Research & the Quality Enhancement Plan

Director, Library and Learning Resources Center

Director, Student Support Services

Director, Title III

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 Faith 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.

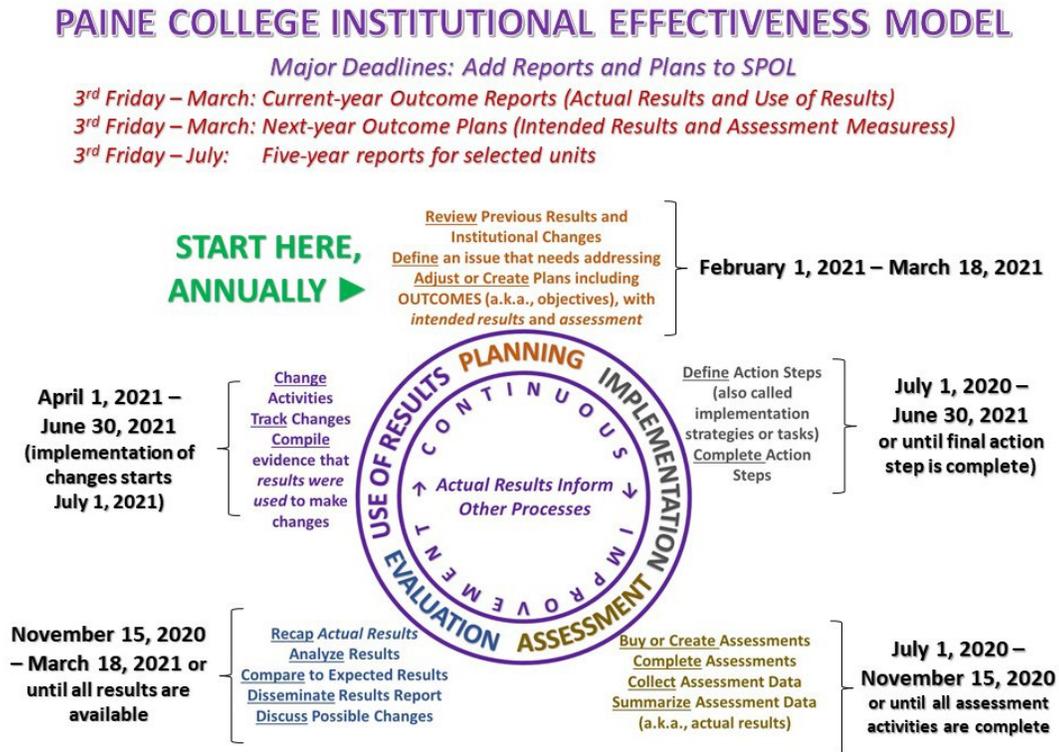
Philosophy of Institutional Effectiveness

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 and Due Dates)**



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

This section of this manual describes components and dates in the planning cycle with a summary in Table 1. The Planning Calendar. Dates that occur on a holiday are adjusted to the next workday. Updated versions of Table 1 are prepared each fall to reflect any needed adjustments. Documents in **bold print** are major items that must be completed as scheduled. This calendar is used in collaboration with the Assessment Calendar in Appendix D.

Table 1. Planning Calendar, 2020-2021

Planning Action	Calendar/Dates	Projected Specific Date (all dates subject to change)
Units implement and continually evaluate outcomes and activities	1 July – 30 June	July 1, 2020 – June 30, 2021

Planning Action	Calendar/Dates	Projected Specific Date (all dates subject to change)
Professional Development Plans (PDPs) due to vice presidents	August – 2 nd Thursday	August 13, 2020
PDPs due to the Office of the President	September – 1 st Thursday	September 3, 2020
Board of Trustees' Fall Report from vice presidents due to the Office of the President	September – Six (6) weeks prior to Fall Meeting	September 4, 2020
Outcome assessment and use of results for the previous academic year reviewed by Vice Presidents; ready for review by Office of the President	September – 2 nd Thursday	September 10, 2020
IEP Assessment Report (combined) for previous year presented to the Committee on Strategic Planning and Evaluation (CSPE) for review and planning	September Meeting	September 14, 2020
Outcomes for new (current) year reviewed and approved by Vice Presidents; ready for review by Office of the President	September – 3 rd Thursday	September 17, 2020
Institutional Effectiveness Paradigm (IEP) (includes Strategic Plan, 2020 – 2025, and Assessment Plan, 2020-2021) approved by the CSPE before Board of Trustees' approval	Fall 2020 Only: October Meeting (before Board Meeting)	October 5, 2020
	Regular Date = March meeting before the April meeting of the Board of Trustees	March 8, 2021
President submits Institutional Effectiveness Paradigm (IEP), July 1, 2020-June 30, 2021 (includes Strategic Plan, 2020 – 2025, and Assessment Plan, 2020-2021) progress report and recommendations to the Planning and Development Committee of the Board of Trustees	October Meeting	October 16, 2020
Board of Trustees approves new or revised policies where appropriate or legally required, annually	October Meeting	October 17, 2020
Chair of Planning and Development Committee of the Board of Trustees submits Institutional Effectiveness Paradigm (IEP), July 1, 2020 – June 30, 2021 (includes Strategic Plan, 2020 – 2025, and Assessment Plan, 2020-2021) progress report and recommendations to the Board of Trustees for approval	October Meeting	October 17, 2020

Planning Action	Calendar/Dates	Projected Specific Date (all dates subject to change)
Board of Trustees approves the Institutional Effectiveness Paradigm (IEP), annually (contains the Faith Statement; Christian Philosophy of Education; Mission; Vision; Ethical and Spiritual Values; Institutional Objectives; Strategic Plan; procedures for planning, implementation, assessment [including the Assessment Plan], evaluation, and use of results)	October Meeting	October 17, 2020
Board of Trustees approves the final budget	October Meeting	October 17, 2020
Institutional Effectiveness Paradigm reviewed and revised as needed by CSPE	November – October Meetings	November 9, 2020 to October 8, 2020
Strategic Plan progress reports submitted to CSPE	November – August Meetings	November 9, 2019 to August 9, 2021
Budget (proposed) 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	<i>December 4, 2020</i>
Mid-year faculty evaluations due to President if necessary	January – 2 nd Thursday	<i>January 4, 2021</i>
Budget (proposed) packet approved by the President	January	<i>January 15, 2021</i>
Budget (proposed) packets to support requests for the new year submitted to senior administrators and departments heads	February	<i>February 3, 2021 (until complete)</i>
Budget (proposed) training for new budget managers	February – 2 nd week	<i>February 8, 2021</i>
Budget (proposed) due to vice presidents from mid-level managers	March – 1 st week	<i>March 5, 2021</i>
Unit meetings regarding proposed budgets held with staff in the Office of Administrative and Fiscal Affairs	March	<i>March 5, 2021 (until complete)</i>
Board of Trustees' Spring Report from vice presidents due to the Office of the President	March – Six (6) weeks prior to Spring Meeting	<i>March 12, 2021</i>
Budget (proposed) completed by senior administrators and department heads and returned to the Controller	March – 2 nd week	<i>March 12, 2021</i>
Budget (proposed) reviewed by the President	March – 3 rd week	<i>March 19, 2021</i>
Outcomes (SPOL language is objectives) for new academic year through assessment measures completed by department chairs/unit supervisors, entered into Strategic Planning Online (SPOL) by SPOL managers, and approved for review by Vice Presidents	March – 3 rd Friday	<i>March 19, 2021</i>
Outcomes for previous academic year including actual assessment results and use of results completed by department chairs/unit supervisors and entered in SPOL by SPOL Managers	March – 3 rd Friday	<i>August 19, 2021</i>

Planning Action	Calendar/Dates	Projected Specific Date (all dates subject to change)
Faculty evaluations due to Provost and Vice President of Academic and Student Affairs (includes current PDP review)	April – 2 nd Thursday	April 8, 2021
Budget (proposed) packet submitted to CSPE for review	April – 2 nd week	April 12, 2021
Board of Trustees approves new or revised policies where appropriate or legally required, annually	April Meeting	April 17, 2021
Board of Trustees completes and reviews its self-evaluation, annually	April Meeting	April 17, 2021
Board of Trustees reviews and approves institutional publications with new Board-approved policies, as appropriate	April Meeting	April 17, 2021
Budget (proposed) submitted by the President to the Board of Trustees' Budget and Finance Committee who submits it to the Board of Trustees for tentative approval	April Meeting	April 17, 2021
President evaluated by the Board of Trustees, annually	April Meeting	April 17, 2021
Strategic Plan progress report submitted by President to the Board of Trustees	April Meeting	April 17, 2021
Strategic Plan (SP) update submitted by the President to the Board of Trustees	April Meeting	April 17, 2021
Faculty Professional Development Plans (PDPs) for the next academic year due to department chairs	May – 1 st Thursday in	May 6, 2021
Staff evaluations due to vice presidents (includes current PDP review)	May – 2 nd Thursday	May 13, 2021
Staff PDPs due to supervisors	June – 1 st Thursday	June 3, 2021
Five-year evaluation reports completed by scheduled units (see Appendix E: Five-year Unit Evaluation Schedule)	July – 3 rd Friday	July 16, 2021
Budgets (tentative approved) submitted to senior staff and department heads	July	<i>July 1, 2021 (until complete)</i>
Committee on Strategic Planning and Evaluation reaffirms or approves the Faith Statement; Christian Philosophy of Education; Mission; Vision; Ethical and Spiritual Values; Institutional Objectives	April Meeting every three years	April 2023
Board of Trustees reaffirms or approves the Faith Statement; Christian Philosophy of Education; Mission; Vision; Ethical and Spiritual Values; Institutional Objectives	April Meeting every three years	April 2023

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 College 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 administrative 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 consideration:

- The College’s Foundational Statements (Faith, 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 outcome 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. The routing system described

above for approving annual and five-year plans for all units and programs is contained in Appendix B. The format as used in SPOL is given in Appendix C.

The focus of activities for Academic Affairs and Student Affairs 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 include 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 others 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
- Request Worksheet Summary
- 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

Ex1a. FY Sample Memorandum

From: First Last <flast @paine.edu>
Sent: Tuesday, March 17, 2020 10:03 PM
To: Last , First< flast @paine.edu>
Subject: Last , First shared "Budet Worksheet FY 21 QEP 3550" with you.



Last , First **shared a file with you**

Your budget is due Thursday March 19 by 5PM or you will not have a budget for review for 2020-2021 allocations. See instructions for completion.

 Budet Worksheet FY 21 Dep ###

 This link will work for anyone in Paine College.

/outlook.office365.com/mail/deeplink?version=20200928003.07&popoutv2=1

Ex1b. Budget Request Worksheet Summary

Paine College FY 21 Departmental Budget Request Worksheet Summary								
0 Department Name		Budget Manager						
Pool Account	Pool Account Title	FY 2020 Expenses	FY 2021 Exp as of MM-3X-21	FY 2021 Budget	Requested Change	FY 2022 Requested Budget	% Increase	
60000	Salaries and Wages	-	-	-	-	-	0.00%	
61000	Benefits	-	-	-	-	-	0.00%	
62000	Travel	-	-	-	-	-	0.00%	
63000	Supplies and Miscellaneous	-	-	-	-	-	0.00%	
64000	Services, Contractual and Other	-	-	-	-	-	0.00%	
65000	Other Operating Expenses	-	-	-	-	-	0.00%	
67000	Scholarships and Fellowships	-	-	-	-	-	0.00%	
	Total	-	-	-	-	-	0.00%	

Ex 1b. Request Worksheet Justification

Paine College FY 21 Departmental Budget Worksheet Justifications		
<p>In the Amount column, enter the total amount requested for FY 21 Excluding Benefits, round amounts to the nearest \$100 or \$1,000 whenever possible</p> <p>If additional space is needed in the Justification and Comments section,</p> <ol style="list-style-type: none"> 1. Click and drag the bottom of the row to be increased or 1. Click in the section you want to increase, 2. Select Format from the Home menu tab 3. Select Row height and increase the number in the box by 10 and press enter. (Example, if the number shows 31, enter 41 and press enter) <p>Do not enter an amount for Salaries and Wages, that amount will be calculated from the information entered in the Salaries and Wages worksheet below.</p>		
Budget Justification & Comments	Strategic Goal & Objective	Amount
60000 Salaries and Wages		-
<p>Example:</p> <ol style="list-style-type: none"> 1. New faculty position requested to meet accrediting requirements. \$40K 2. The vacant professor position needs to be filled to strengthen curriculum offerings 3. Adjunct Wages 		
61000 Benefits		-
<p>Benefits is a calculated field and will rarely require an amount to be entered.</p>		
62000 Travel		
<p>Example:</p> <p>Travel for one staff to attend the annual Small College Conference \$2k</p> <p>Travel to present a paper at the Business Leader's Conf \$ \$2.5K</p>		
63000 Supplies		
<p>Example:</p> <p>Basic supplies needed to facilitate operations of the English department</p>		
64000 Services Contractual and Other		
<p>Example:</p> <p>Annual maintenance fee for ERP system \$\$150K</p> <p>Accounting and Audit Fees \$125K</p> <p>Lawn Service contract \$100K</p>		
65000 Other Operating Expenses		
<p>The text entered in this box will wrap and the box will expand to accommodate full narrative to allow for sufficient Budget Justification and Comments. If you wish to start a new paragraph within this box for this line item, hold the ALT key and press enter.</p>		
67000 Scholarships and Fellowships		
<p>The text entered in this box will wrap and the box will expand to accommodate full narrative to allow for sufficient Budget Justification and Comments. If you wish to start a new paragraph within this box for this line item, hold the ALT key and press enter.</p>		
Total Requested Budget		-

Round to the nearest 10, 100, or 1000 whenever possible

Ex1d. Budget Request Expense Account Codes

**Paine College Expense Account Codes
Grouped by Pool Account**

Pool Account	Pool Account Title	Expense Account	Expense Account Title		
60000	Salaries and Wages	50010	Salaries		
		50025	Tutors		
		50245	Adjunct Faculty		
61000	Benefits	50020	Benefits		
62000	Travel	50170	Travel		
		50650	Recruiting		
		50820	Student Travel		
63000	Supplies	50050	Materials		
		50060	Supplies		
		50090	Postage		
		50120	Equipment		
		50150	Equipment Rental		
		50388	Dug-Out Team Expenses		
		50690	Awards		
		50725	Gas Card Fees		
		64000	Services, Contractual and Other	50070	Printing
				50100	Telephone System
				50101	Cable/Internet
				50130	Repairs and Maintenance
				50133	Construction (Renovations)
				50140	Maintenance Contracts
				50180	Entertainment
				50183	Contractual Services
				50211	Maintenance and repairs
50219	Insurance				
50220	Student Insurance				
50230	Advertising				
50240	Consultants/Contractual				
50380	Officials				
50570	Food Contracts				
50710	Legal Fees				
50720	Audit Fees				
50740	Landscaping Contract				
51005	Bank Charges				

Paine College Expense Account Codes
Grouped by Pool Account

Pool Account	Pool Account Title	Expense Account	Expense Account Title
65000	Other Operating Expenses	50030	Stipends
		50036	Participant Support Costs
		50075	Inventory Resale
		50190	Memberships
		50195	Registration/Entry Fees
		50250	Commencement
		50299	Other
		50370	Honors Day
		50400	Student Council
		50410	Campus Social Activities
		50411	New Retention Activities
		50440	Coronation
		50445	Orientation
		50450	Special Events
		50462	Homecoming
		50490	Discretionary
		50585	Property taxes
		50790	Cultural Activities
		50840	Student Activity Fee
		66000	Utilities
51000	Interest Expense		
51029	Contingency		
52000	Accreditation		
50207	Utilities Late Fees		
67000	Scholarships and Fellowships	50208	Electric
		50209	Water
		50210	Gas
		50040	Student Stipends
		50550	Scholarships
68000	Depreciation Expense	50900	Room and Board
		50901	Phoenix Scholarship
		51030	Depreciation Expense

Ex1e. FY 21-25 Five-Year Budget Projections

Paine College
Five-Year Budget Projections

	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025
Revenue					
Tuition & Fees (Gross)	\$ 2,733,864	\$ 4,885,984	\$ 6,864,055	\$ 7,521,545	\$ 7,521,545
Government Grants & Contracts	3,383,837	3,383,837	3,383,837	3,383,837	3,383,837
Private gifts and grants	6,780,998	4,400,000	3,000,000	2,000,000	2,000,000
Other Income	75,000	75,750	76,508	77,273	79,000
Auxiliary Services	715,962	1,382,752	1,975,360	2,897,194	2,897,194
Endowment Income	130,000	133,900	137,917	142,055	146,316
Total Revenue	13,819,661	14,262,223	15,437,676	16,021,903	16,027,892
EXPENSES					
Personnel					
Salaries and Wages	4,010,193	4,300,000	4,885,000	5,129,250	5,129,250
Fringe Benefits	768,855	903,000	1,025,850	1,077,143	1,077,143
Total Personnel	4,779,048	5,203,000	5,910,850	6,206,393	6,206,393
Travel & Related Exp	131,000	140,000	160,000	175,000	175,000
Supplies	284,134	285,000	300,000	400,000	400,000
Utilities	704,000	730,000	750,000	800,000	800,000
Services	1,644,360	1,651,386	1,708,989	1,712,673	1,718,662
Scholarships	622,064	900,000	1,200,000	1,300,000	1,300,000
Debt Service	1,318,604	1,014,000	1,014,000	1,014,000	1,014,000
Other	302,614	305,000	310,000	330,000	330,000
Depreciation	650,000	650,000	700,000	700,000	700,000
Subtotal	10,435,824	10,878,386	12,053,839	12,638,066	12,644,055
Government Grants & Contracts	3,383,837	3,383,837	3,383,837	3,383,837	3,383,837
Total Expenses	\$ 13,819,661	\$ 14,262,223	\$ 15,437,676	\$ 16,021,903	\$ 16,027,892

Comments

Private gifts and grants

2021 - A major fundraising campaign is planned to address the revenue shortfall caused by COVID-19 and accreditation concerns

Salaries and Wages

2023 Salary & Fringes - restore salary reductions from 2016 and fund vacant positions
2024 Salary & Fringes increase attributable to a 5% COLA adjustment

Auxiliary Services Revenue

2024 Increase in Aux Rev - Projected increase in enrollment and occupancy rate

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 2020-2021 Assessment Plans)

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; annual unit plans; five-year evaluation plans; and student learning outcomes at the course, program, and institutional levels as reflected in academic and support services.

Every aspect of the College is regularly assessed as defined in the *Assessment and Evaluation* sections of the IEP. On a global scale, these include the administration, academics and

student learning, student services, finances, and facilities and equipment. More specifically, individuals, procedures, activities, non-academic units, academic programs, elements of the physical plant, and associated fiscal actions, whether the primary users are students, faculty, or staff members are all accessed. These results culminate in an annual *Institutional Effectiveness Paradigm Assessment Report* after the year ends with summaries of completion rates and highlights being presented to the Committee on Strategic Planning and Evaluation (CSPE) for review and planning. Actual results and use of the results for the defined unit outcomes are added to Strategic Planning Online as they become available and are used in planning and budget preparation for the next year. The final deadline to submit all data and information is listed in the Planning Calendar.

The Committee on Strategic Planning and Evaluation (CSPE) and unit leaders monitor the activities by collecting and reviewing both objective and subjective data. Results from the assessments guide the Committee, and unit personnel define and implement necessary changes. By the end of July, all annual plan evaluations including assessment results and their use are submitted to the President through the College's cloud-based software, Strategic Planning Online (SPOL) and in an Assessment Report to the CSPE in a regular meeting. The Paine College community consisting of the Board of Trustees, campus constituents, and the external community receive the Assessment Report via a posting on the College's website.

To assist unit leaders in preparing their assessment reports, staff members in the Office of Institutional Research and the Quality Enhancement Plan (IR/QEP) provide 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..

In summary, Paine College assesses its effectiveness through on-going analysis of results from outcomes and objectives designed to measure all College functions. Many are linked to the Strategic Plan and are reviewed and approved 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. Institutional objectives and Strategic Plan goals and objectives are evaluated based on their mapping to other outcomes.

Common Curriculum (general education) outcomes, academic program student learning outcomes, academic program outcomes, course learning outcomes on the syllabus, and ongoing outcomes and objectives for non-academic units are now discussed. Some have been updated based on prior year results. All have been updated to include the institutional objective to which it is linked.

Common Curriculum Outcomes

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 (communications, computer literacy, critical thinking, spiritual and philosophy, global awareness, and financial literacy) 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. These annual evaluations coalesce into five-year summative reports when the department in which the courses are housed completes its five-year program review. In the 2018-2019 academic year, a full review of the Common Curriculum outcomes and the courses through which learning takes place was completed. The results of this review are provided in Table 3. Links to institutional objectives have been added to the table. These outcomes are also included in the electronic tracking system for outcomes, Strategic Planning Online, within the unit that is responsible for its implementation. Institutional objectives (IO #) are assigned to each individual Common Curriculum outcome and appear in column #1 at the end of the outcome.

Table 3. Common Curriculum Outcomes: Total Credit Hours = 56

Common Curriculum Outcome	Common Curriculum Courses (I = Introduced D = Developing M = Mastery)	Assessment Measures
<p>1a: Oral Communication: Students will be able to prepare (macrostructure) and deliver (microstructure) audience-centered speeches/presentation using effective verbal and non-verbal skills. IO #3</p>	<p>ENG 101 & ENG 102 (I & D) ART 120 or MUS 120 (I) FRE 220 or SPA 220 (I) FRE 221 or SPA 221 (D) ENG 232 (D) ENG 240 (M)</p>	<p>1a: Oral Communication: <i>Students will be able to prepare (macrostructure) and deliver (microstructure) audience-centered speeches/presentation using effective verbal and non-verbal skills.</i></p> <p>Assignment: Prepare a summary of your research paper to take 5 to 7 minutes. This presentation is to be shared with your classmates in the classroom. For the purposes of Spring 2020, please upload your presentation in video format to the forum on Discussion Board created for this purpose. The grade value of this assignment has increased to 10 points (equivalent to an essay), so please do your best to ensure quality. Consult the rubric at the end of this document.</p>
<p>1b: Written communication: Students will be able to produce writing that responds appropriately to a variety of rhetorical contexts, which flows logically, has relevant supporting details, ethically incorporates credible sources, and uses the</p>	<p>ENG 101 (I) ENG 232 (D) ENG 102 (D & M)</p>	<p>1b: Written Communication: <i>Students will be able to produce writing that responds appropriately to a variety of rhetorical contexts, which flows logically, has relevant supporting details, ethically incorporates credible sources, and uses the correct structures of composition (grammar, syntax, vocabulary, punctuation, etc.).</i></p> <p>Assignment: Students will be administered the Sophomore Proficiency English Exam (SPEE) at the end of the sophomore year or at the completion of</p>

Common Curriculum Outcome	Common Curriculum Courses (I = Introduced D = Developing M = Mastery)	Assessment Measures
correct structures of composition (grammar, syntax, vocabulary, punctuation, etc.). IO#3		ENG 102. The assessment rubric is attached to the syllabus.
<p>1c: Computer Literacy: Students will be able to use different operating systems and the appropriate software applications (MS Word, Excel, PowerPoint, access) to complete tasks and produce information. IO #3, #4</p>	CSC 100 (I, D, & M)	<p>1c: Computer Literacy) <i>Students will be able to use different operating systems and the appropriate software applications (MS Word, Excel, PowerPoint, access) to complete tasks and produce information.</i></p> <p><u>Assignments</u></p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  Fundrasing Flyer Design1.docx </div> <div style="text-align: center;">  Capstone Bookstore Database.docx </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;">  PowerPoint Successful Presentatio </div> <div style="text-align: center;">  Street designer Clothing Worksheet.xl </div> </div> <p><u>Rubric</u></p> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;">  MS Word Rubric1.docx </div> <div style="text-align: center;">  Ms Excel Rubric1.docx </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;">  Microsoft PowerPoint Rubric1.docx </div> <div style="text-align: center;">  Microsoft Access Database Rubric1.doc </div> </div>
<p>2a: Critical Thinking (Quantitative Reasoning & Scientific Method): Students will be able to apply the steps of the scientific method to research (data collection, data analysis/interpretation and making decisions) and clearly represent the problem and its solution visually. IO #2, #4</p>	<p>Science Majors: PSY 201 or SOC 201 (I) BIO 111 & CHE 120 (I & D) BIO 112 & CHE 121 (M)</p> <p>Non-Science Majors: PSY 201 or SOC 201 (I) BIO 102, PHS 101, & ESC 101 (D & M)</p>	<p>2a: Critical Thinking & Quantitative Reasoning <i>Students will be able to apply the steps of the scientific method to research (data collection, data analysis/interpretation and making decisions) and clearly represent the problem and its solution visually.</i></p> <p>The Laboratory experiment on Catalase enzyme has been selected to assess outcome #2a (critical thinking and quantitative reasoning). This experiment studies the effects of substrate concentration, enzyme concentration, temperatures, and pH. The experiment will be conducted for data analysis, interpretation and graphic presentation for writing the scientific report. The student should see instruction in the lab manual.</p>

Common Curriculum Outcome	Common Curriculum Courses (I = Introduced D = Developing M = Mastery)	Assessment Measures
		A common rubric developed by the Mathematics, Science and Technology faculty will be used to assess this assignment to aid in assessment of the student learning outcome and is attached to the syllabus.
<p>2b: Critical Thinking Mathematical Models (Problem Solving): Students will be able to solve problems using mathematical models, algebraic formulas, and statistical methods. IO #2, #4</p>	<p>Math Majors: MAT 126 (I & D M (Algebraic Formulas Piece))</p> <p>Non Math Majors: MAT 122 (I & D M (Algebraic Formulas Piece))</p>	<p>2b: Critical Thinking & Quantitative Reasoning <i>Students will be able to solve problems using mathematical models, algebraic formulas, and statistical methods.</i></p> <p>The critical thinking and quantitative reasoning outcome #2b will be assessed using eight worked problems in the final examination. It will be based on exponential, logarithmic and trigonometric functions, conic sections and polar graphing. This assessment is graded on a 100-point scale.</p> <p>To demonstrate competency, students must make 70% or higher on the above 8 questions within the final exam.</p>
<p>3a: Spiritual & Philosophy (Moral Argument): Students will be able to create a moral argument based on a global perspective, considering the varying structure of systems. IO #6</p>	<p>PHI 220 (I & D) PHI 230 or PHI 234 (M)</p>	<p>3a: Spirituality and Philosophy: Moral Argument: <i>Students will be able to create a moral argument informed by a global perspective, considering the varying structures and systems.</i></p> <p>Common Curriculum Assignment: Write a claim about a moral or ethical issue using a philosophical system. By using religious or philosophical positions, such as the Abrahamic tradition or the Categorical Imperative, formulate an argument to substantiate your claim. Please see the rubric for this assignment on the last page of this syllabus.</p>
<p>3b: Spiritual & Philosophy (Scope of Religion & Faith in Social Relationships): Students will be able to discuss the scope of religion and faith in social relationships. IO #6</p>	<p>REL 230 (I) PHI 230 or PHI 234 (D) REL 231 (M)</p>	<p>3b: Spiritual & Philosophy (Scope of Religion and Faith in Social Relationships) <i>Students will be able to discuss the scope of religion and faith in social relationships.</i></p> <p>Visitation Assignment: All students must visit a place of worship that is different from their own, if they identify with a religion. Preferably, the religion represented by the chosen place of worship will be one of the religions covered in this course. Following the visit, student must write a 2-page essay about the experience and submit a supporting documentation such as a program or church bulletin from the place of worship. If no printed documentation is provided, this must be mentioned in the Essay.</p>

Common Curriculum Outcome	Common Curriculum Courses (I = Introduced D = Developing M = Mastery)	Assessment Measures
<p>4a: Global Awareness & Social Values (Comparisons b/n cultures): Students will be able to analyze the similarities and differences between cultures and heritages by including customs, practices, historic relevance, diversity, artistic expression and values through written and oral communication. IO#5, #10</p>	<p>ART 120 or MUS 120 (I) HIS 104 (D) HIS 112 (M)</p>	<p>4a: Global Awareness & Social Values (Comparisons b/n cultures)</p> <p><i>Students will be able to analyze the similarities and differences between cultures and heritages by including customs, practices, historic relevance, diversity, artistic expression and values through written and oral communication.</i></p> <p>Short Research Paper: In order to fulfill the common curriculum outcome, a student should examine two historical artifacts of two global civilizations (Examples: Egyptians, Mayans), one from each civilization, and write a paper comparing the two selected works. The student should write an original work three pages in length. The paper should be double-spaced and use the Times New Roman format. This assignment will be 10% of your grade.</p> <p>The two artifacts should be from civilizations covered in class. The artifacts should not be famous paintings such as the Mona Lisa or works of architecture like the Taj Mahal. The starting point for information can be the course textbook, but the student needs to consult and list three sources from museums, art galleries (etc.) websites that showed the source. The student should also not copy and paste from the Internet.</p>
<p>4b: Global Awareness & Social Values (Foreign Language): Students will be able to develop registers within a foreign language to present in writing and orally. IO#5, #10</p>	<p>FRE 220 or SPA 220 (I & D) FRE 221 or SPA 221 (M)</p>	<p>4b: Global Awareness & Social Values—Foreign Language <i>Students will be able to develop registers within a foreign language to present in writing and orally</i></p> <p>Una fiesta espectacular: You are an exchange-student studying abroad in Argentina. In an e-mail to your best friend in the U.S. (not less than 150 words), describe an exciting party organized for you by your host family. When was the party organized? Who were the invited guests? What kind of food and drinks were served at the party? Also, talk about anything particularly interesting that happened at the party. NB: Use appropriate register and sequencing words to express your ideas in paragraphs</p> <p>Global Awareness & Social Values—Foreign Language). Immersion linguistique à Québec You are doing a French language immersion program at Université Laval, Saint-Foy, Québec, Canada. Write a letter (about 200 words) to your pen pal describing an excursion organized by your host family: describe the</p>

Common Curriculum Outcome	Common Curriculum Courses (I = Introduced D = Developing M = Mastery)	Assessment Measures
		places you visited. Means of transportation. Any foods/drinks during the excursion? Also, describe things that particularly caught your attention during the excursion. NB: Use appropriate register and sequencing words to express your ideas in paragraphs.
<p>4c: Global Awareness & Social Values (Citizenship): Students will be able to apply principles of ethics, social development, and health and wellness in their daily attitudes, behaviors, and interactions while participating in a local/community-based project using a theoretical framework. IO#8</p>	<p>PHI 220 (I) PED 120 (D) PED 121 (D & M) HED 225 (D) EDU 101 (M)</p>	<p>4c: Global Awareness & Social Values-Citizenship <i>Students will be able to apply principles of ethics, social development, and health and wellness, in their daily attitudes, behaviors, and interactions while participating in a local/community-based project</i></p> <ol style="list-style-type: none"> Interactive/Technology Collaborative Project Project Reflection Reflect on the process, procedures, challenges, and successes of your role in the Interactive/Technology collaborative project. Write at least a one-page reflection to describe how participation in this project has enriched some behaviors that you will carry with you as you matriculate through your career at Paine College. A rubric will be provided. Select one faculty member to complete survey Monkey Ethical Behavior Questionnaire.
<p>5a: Financial Literacy: Students will be able to apply core financial management principles and procedures in various contexts. IO#7</p>	<p>EDU 101 (I, D, & M)</p>	<p>5c: Financial Literacy <i>Students will be able to apply core financial management principles and procedures in various contexts.</i></p> <ol style="list-style-type: none"> Financial Literacy Pre-Post Assessment: https://www.financialeducatorsCouncil.org/national-financial-capability-test/ The students will complete a pre-assessment prior to engaging in the financial literacy module. Upon complete of the five weeks of instruction, the students will complete the financial literacy post assessment. To document knowledge and skills acquisition, students are expected to gain at least a thirty percent increase on the post assessment. 30% Maintain a weekly budget for the five weeks of the module. The students will be assigned to collaborative groups who will meet virtually weekly to plan and evaluate the budget. The budget journey will be submitted at the end of the five weeks. 20%
<p>ADD support item *check email)</p>		

Program (Major) 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. Following an extensive review by all academic departments, the summary of program student learning outcomes by major is provided in Table 4. The effective date for these revised program student learning outcomes is Fall 2019. Links to institutional objectives have been added to the table. These are also included in Strategic Planning Online, the electronic tracking system for outcomes. Institutional objectives (IO # =) are assigned to each individual program student learning outcome and appear in column #1 at the end of the outcome.

Table 4. Program (Major) Student Learning Outcomes by Academic Department

Department of Business

4a. Program: Business Administration (B.S.) Student Learning Outcomes

Business Administration Program Learning Outcomes	Method and Measure of Assessment	Criteria for Success	Evidence of Assessment 2 Instruments & Notes
<p>1. Content Knowledge and Problem Solving: Upon completion, graduates with a bachelor’s degree in Business Administration will be able to demonstrate a conceptual understanding of leadership, accounting, economics, management, finance, and entrepreneurship to evaluate business problems and recommend appropriate business solutions. IO#1, #2</p>	<p>To assess this outcome, students must complete a norm-referenced assessment (ETS Major Field test for Business).</p>	<p>To meet this outcome, at least 80% of the students will achieve a score of 152 (national mean) or greater.</p>	<ul style="list-style-type: none"> ETS sample examination.

Business Administration Program Learning Outcomes	Method and Measure of Assessment	Criteria for Success	Evidence of Assessment 2 Instruments & Notes
<p>2. Technical Skills: Upon completion, graduates with a bachelor's degree in Business Administration will be able to effectively utilize and integrate information and technology-based solutions within the business administration context. IO#3, #4</p>	<p>To assess this outcome, students must complete a Junior Exit Exam/Project which includes the creation of spreadsheets, databases and use of search engines. The assessment method will be measured utilizing a 100-point rubric (on a 3-point scale).</p>	<p>To meet this outcome, at least 80% of students will achieve a score of 70% or greater on this Junior Exit Exam/Project.</p>	<ul style="list-style-type: none"> • Junior Exit Exam/Project) • Rubric
<p>3. Communication: Upon completion, graduates with a bachelor's degree in Business Administration will be able to produce clearly written analyses and research. IO#9</p>	<p>To assess this outcome, students will write and present both a case study and strategic plan. The assessment method will be measured utilizing an 80-point rubric (Strategic Plan) and 100-point rubrics (Case Study) which will evaluate the following areas: Organization, Analysis of issues, recommendations for implementation and use of APA Writing Guidelines.</p>	<p>To meet this outcome, at least 70% of students will achieve a score of 70% or greater on the case study and strategic plan.</p>	<ul style="list-style-type: none"> • Case Study Description • Case Study Rubric • Strategic Plan Description • Strategic Plan Rubrics
<p>4. Communication: Upon completion, graduates with a bachelor's degree in Business Administration will be able to deliver clear, well organized, persuasive oral presentations. IO#8</p>	<p>To assess this outcome, students will present both a case study and strategic plan. The assessment method will be measured utilizing an 18-point (3-point scale) rubric (Strategic Plan) and a 100-point rubric (Case Study) which will evaluate the following areas: Organization, Delivery, Responses to Q&A and Visual Support.</p>	<p>To meet this outcome, at least 70% of students will achieve a score of 70% or greater on the case study and strategic plan presentation.</p>	<ul style="list-style-type: none"> • Case Study Description • Case Study Rubric • Strategic Plan Description • Strategic Plan Rubrics
<p>5. Practical Experience: Upon completion, graduates with a bachelor's degree in Business Administration will be able to apply theoretical knowledge and practical experience in business through a program of cooperative education and internship. IO#6</p>	<p>To assess this outcome, the intern on-site supervisor will rate the student's performance. The student's performance will be measured by utilizing a 100-point rubric (on a 3-point scale) that will evaluate the student's professional presence, business acumen, communication, attitude, etc.</p>	<p>To meet this outcome, at least 85% of students will achieve a score of 70% or greater on the on-site supervisor performance evaluation.</p>	<ul style="list-style-type: none"> • On-Site Supervisor Evaluation Form
<p>6. Upon completion, graduates with a bachelor's degree in Business Administration and a concentration in Accounting will be able to analyze, record and summarize financial statements.</p>	<p>Analysis of Financial Statements</p>	<p>To meet this outcome, 80% of the students concentrating in accounting will earn 75% or better in a accounting problem</p>	<ul style="list-style-type: none"> • Case studies

Business Administration Program Learning Outcomes	Method and Measure of Assessment	Criteria for Success	Evidence of Assessment 2 Instruments & Notes
IO#7			
7. Upon completion, graduates with a bachelor's degree in Business Administration and a concentration in Accounting will be able to use the audited financial statement to make economic decision. IO#7	Review of Generally Accepted Accounting Principles (GAAP) for decision making	At least (80%) of Accounting student will know the process of auditing an organization accounting system	<ul style="list-style-type: none"> • Workbook audited activities
8. Upon completion, graduates with a bachelor's degree in Business Administration and a concentration in Accounting will be able to proficiently use of accounting information systems. IO#7	Spreadsheet and other accounting Software	Ninety percent (90%) of Graduates of Accounting must know how to use a accounting software packages.	<ul style="list-style-type: none"> • Applied hands-on Projects and Assignment utilizing a accounting software packages
9. Upon completion, graduates with a bachelor's degree in Business Administration and a concentration in International Business will be able to demonstrate mastery in both political and economic forces in the global context. IO#8	Profile analysis	Eighty (80%) of Graduates of IB will develop a multidimensional matrix by profiling countries based by their political and economic orientation	<ul style="list-style-type: none"> • Global Edge Tutorial Software Simulation Package • Country Profile Assignment •
10. Upon completion, graduates with a bachelor's degree in Business Administration and a concentration in International Business will be able to demonstrate ability to profile countries and regions by economic development. IO#5	Profile Countries and Regions based on United Nations Definition of Economic Development	Eighty (80%) Graduates of IB will profile countries and regions by their economic development based upon the United Nations Economic Development definition	<ul style="list-style-type: none"> • Trending Pattern of Economic Growth and Trade alignments
11. Upon completion, graduates with a bachelor's degree in Business Administration and a concentration in International Business will be able to demonstrate fundamental knowledge of intercultural understanding in business. IO#10	Name knowledge, Cultural self-assessment, cross-cultural assessment projects	Eighty (80%) of IB Graduates will integrate intercultural theory in a research project for political economy assessment.	<ul style="list-style-type: none"> • Geert-Hofstede -Cross Cultural Differences • Geert Hofstede Four Dimension Clustering

Business Administration Program Learning Outcomes	Method and Measure of Assessment	Criteria for Success	Evidence of Assessment 2 Instruments & Notes
<p>12. Upon completion, graduates with a bachelor's degree in Business Administration and a concentration in Management will be able to analyze work incidents/problems and recommend practical solutions. IO#7</p>	<p>Assessment of Case Analyses</p>	<p>Management students will receive greater than 80% average on case analyses assigned.</p>	<ul style="list-style-type: none"> Rubric Assigned
<p>13. Upon completion, graduates with a bachelor's degree in Business Administration and a concentration in Management will be able to successfully conduct effective research. IO#2</p>	<p>Assessment of Research Projects in major courses</p>	<p>Eighty (80%) of Management students will conduct at least one research project for each theoretical major curriculum course validity)</p>	<ul style="list-style-type: none"> Rubric Assigned
<p>14. Upon completion, graduates with a bachelor's degree in Business Administration and a concentration in Management Information Systems will be able to develop programming using programming languages both C++ and COBOL. IO#3</p>	<p>Software Development and Methodology Skill: Structural Program Dev. Computer-adaptive testing (CAT)</p>	<p>Ninety (90%) MIS students will successfully plan, code, and execute a real-world problem into a free error programming language</p>	<ul style="list-style-type: none"> Design and Execute program Employ the right software at the right time Debug and implement error free program
<p>15. Upon completion, graduates with a bachelor's degree in Business Administration and a concentration in Management Information Systems will be able to apply data modeling techniques (such as normalization and ER diagramming) to create a database model. IO#4</p>	<p>Database Construction and Design Skill: Access Modeling SQL Modeling</p>	<p>At least (80%) of MIS student will demonstrate mastery of Database construction from development to utilization</p>	<ul style="list-style-type: none"> Create, Query, Retrieve and Modify Data and Extract the right data
<p>16. Upon completion, graduates with a bachelor's degree in Business Administration and a concentration in Management Information Systems will be able to design and administer a local area network including the creation of users, installation of</p>	<p>Hardware/Network Development Methodology Skill</p>	<p>Eighty percent (80%) of Graduates of MIS must know how to configure a window server application.</p>	<ul style="list-style-type: none"> Configure simple security system utilizing the Computer laboratory system for as a laboratory practice

Business Administration Program Learning Outcomes	Method and Measure of Assessment	Criteria for Success	Evidence of Assessment 2 Instruments & Notes
software, establishment of security constraints, configuration of print services and configuration of clients. IO#4			<ul style="list-style-type: none"> Lab Work: Assigned administrative privilege to alter clients use
17. Upon completion, graduates with a bachelor's degree in Business Administration and a concentration in Marketing will be able to develop a marketing plan. IO#2	Assessment of Marketing Plan	Ninety (90%) of all Marketing students will be able to produce an effective marketing plan.	<ul style="list-style-type: none"> Evaluate Problem and application Rubric
18. Upon completion, graduates with a bachelor's degree in Business Administration and a concentration in Marketing will be able to conduct effective marketing research. IO#1	Assessment of Marketing Research Projects in major courses	Eight-five (85%) of all Marketing students will be able to create an effective marketing research model.	<ul style="list-style-type: none"> Data Gathering and analysis (Survey Questionnaire)
19. Upon completion, graduates with a bachelor's degree in Business Administration and a concentration in Marketing will be able to be socially responsible with good ethical marketing behavior. IO#10	Field observation via internships and Case studies.	Seventy-five (75%) of Marketing students will be able to know positive social responsibility and ethical behavior through successful group projects and marketing research.	<ul style="list-style-type: none"> Group projects Learning Mentoring Internship Experience

Department of Humanities

4b. Program: History (B.A.) Student Learning Outcomes

History Program Learning Outcomes	Method and Measure of Assessment	Criteria for Success	Evidence of Assessment 2 Instruments & Notes
1. Content Knowledge: Upon completion, graduates with a bachelor's degree in History will be able to identify historical and current events from the United States and Non-Western civilizations. IO#1, #4, #10	To assess this outcome, students must complete a norm-referenced assessment (ACAT History Examination). The examination contains 50 questions.	To meet this outcome, at least 70% of the students will achieve a score at or above the national average on the ACAT History Examination.	<ul style="list-style-type: none"> ACAT Test Description

History Program Learning Outcomes	Method and Measure of Assessment	Criteria for Success	Evidence of Assessment 2 Instruments & Notes
2. Critical Thinking and Reasoning: Upon completion, graduates with a bachelor's degree in History will be able to evaluate historical and current events using social, cultural, economic, technological and political assessments. IO#1, #4, #10	To assess this outcome, students must complete a norm-referenced assessment (ACAT History Examination). The examination contains 50 questions.	To meet this outcome, at least 70% of the students will achieve a score above the national average on the ACAT History Examination.	<ul style="list-style-type: none"> ACAT Test Description
3. Research: Upon completion, graduates with a bachelor's degree in History will be able to produce clearly written and concise historical analyses and research. IO#1, #4, #10	To assess this outcome, students must conduct research and compose a Senior Thesis. This assessment method will be measured utilizing a 100-point rubric that will evaluate discipline specific language, standard organization around a central message, and format use of sources and supporting material/sources.	To meet this outcome, at least 70% of the students will achieve a score of 70% or greater on the Senior Thesis.	<ul style="list-style-type: none"> Senior Thesis Description Senior Thesis Rubric
4. Communication: Upon completion, graduates with a bachelor's degree in History will be able to deliver clear, well-organized, formal oral presentations of conducted research. IO#1, #4, #10	To assess this outcome, students must defend their Senior Thesis. This assessment method will be measured utilizing a 100-point rubric that will evaluate professional presence, precision of language, comprehension of subject-related material, utility of technical terms, logic of arguments, use of eye contact, tone, articulation, and effectiveness of answering questions.	To meet this outcome, at least 70% of the students will achieve a score of 70% or greater on the Senior Thesis Defense.	<ul style="list-style-type: none"> Senior Thesis Defense Description Senior Thesis Defense Rubric

Department of Mathematics, Sciences, and Technology

4c. Program: Biology (B.S.) Program Student Learning Outcomes

Biology Program Learning Outcomes	Method and Measure of Assessment	Criteria for Success	Evidence of Assessment 2 Instruments & Notes
1. Theory and Knowledge: Upon completion, graduates with a bachelor's degree in Biology will be able to examine problems involving the fundamental principles and concepts of biology, molecular biology, and ecology. IO#4, #10	To assess this outcome, students must complete a 150-question Senior Exit Examination designed and graded by the departmental faculty.	To meet this outcome, at least 70% of the students will achieve a score of 70% or greater on the Senior Exit Examination.	<ul style="list-style-type: none"> 150 question examination (see document attached)

Biology Program Learning Outcomes	Method and Measure of Assessment	Criteria for Success	Evidence of Assessment 2 Instruments & Notes
<p>2. Theory and Knowledge: Upon completion, graduates with a bachelor's degree in Biology will be able to examine various components relating to the anatomy and taxonomy of plants, animals, and human organ systems. IO#4, #10</p>	<p>To assess this outcome, students must complete a 150-question Senior Exit Examination designed and graded by the departmental faculty.</p>	<p>To meet this outcome, at least 70% of the students will achieve a score of 70% or greater on the Senior Exit Examination.</p>	<ul style="list-style-type: none"> • 150 question examination (see document attached)
<p>3. Critical Thinking and Reasoning: Upon completion, graduates with a bachelor's degree in Biology will be able to solve scientific problems using quantitative and qualitative reasoning. IO#2</p>	<p>To assess this outcome, students must complete a norm-referenced assessment (ETS Major Field Exam). Solely the quantitative component of the ETS Major Field Exam will be used to directly assess this outcome.</p>	<p>To meet this outcome, at least 70% of the students will achieve a score above the national average on the ETS Major Field Exam.</p>	<ul style="list-style-type: none"> • Sample ETS Major Field Question
<p>4. Research: Upon completion, graduates with a bachelor's degree in Biology will be able to conduct scientific, ethical, and publishable research. IO#4</p>	<p>To assess this outcome, students must conduct research and compose a Major Field Research Paper. This assessment method will be measured utilizing a 100-point rubric (on a 10-point scale) that will evaluate discipline specific language, the strength and clarity of results, methodology and experimental design, standard organization around a central message, and scientific data supporting material/sources.</p>	<p>To meet this outcome, at least 70% of the students will achieve a score of 70% or greater on the Major Field Research Paper.</p>	<ul style="list-style-type: none"> • Description of Major Field Paper • Research Rubric
<p>5. Communication: Upon completion, graduates with a bachelor's degree in Biology will be able to deliver clear, well-organized, oral presentations of conducted research. IO#4</p>	<p>To assess this outcome, students must present their scientific findings from their Major Field Research Paper. This assessment method will be measured utilizing a 100-point rubric (on a 10-point scale) that will evaluate professional presence, precision of language, comprehension of subject-related material, utility of technical terms, logic of arguments, use of eye contact, tone, articulation, and effectiveness of answering questions.</p>	<p>To meet this outcome, at least 70% of the students will achieve a score of 70% or greater on this Major Field Research Paper oral presentation.</p>	<ul style="list-style-type: none"> • Description of Major Field Paper • Research Rubric (oral presentation)

4d. Program: Mathematics (B.S.) Student Learning Outcomes

Mathematics Program Learning Outcomes	Method and Measure of Assessment	Criteria for Success	Evidence of Assessment 2 Instruments & Notes
<p>1. Theory and Knowledge: Upon completion, graduates with a bachelor's degree in Mathematics will be able to solve problems in calculus, linear algebra, and differential equations. IO#4, #10</p>	<p>To assess this outcome, students must complete a 56-question comprehensive examination designed and graded by the departmental faculty. Twenty-four (24) specific questions in the areas of calculus, linear algebra, and differential equations will be used to directly assess this outcome.</p>	<p>To meet this outcome, at least 70% of the students will achieve a score of 70% or greater on the examination.</p>	<ul style="list-style-type: none"> • 56-question Examination (see document attached)
<p>2. Critical Thinking and Reasoning: Upon completion, graduates with a bachelor's degree in Mathematics will be able to determine the validity of a given argument and construct mathematical proofs independently. IO#2</p>	<p>To assess this outcome, students must complete a fifty-six (56) question comprehensive examination designed and graded by the departmental faculty. Thirty-two (32) specific questions in the areas of Discrete Mathematics, Real Analysis, and Modern Algebra will be used to directly assess this outcome.</p>	<p>To meet this outcome, at least 70% of the students will achieve a score of 70% or greater on the examination.</p>	<ul style="list-style-type: none"> • 56-question Examination (see document attached)
<p>3. Research: Upon completion, graduates with a bachelor's degree in Mathematics will be able to conduct scientific, ethical, and publishable research. IO#4</p>	<p>To assess this outcome, students must conduct research and compose a Major Field Research Paper. This assessment method will be measured utilizing a 100-point rubric that will evaluate the discipline specific language, the strength and clarity of results, methodology and experimental design, standard organization around a central message, and scientific data supporting material/sources.</p>	<p>To meet this outcome, 70% of students will achieve a score of 70% or greater on the Major Field Research Paper.</p>	<ul style="list-style-type: none"> • Description of Major Field Paper • Research Rubric
<p>4. Communication: Upon completion, graduates with a bachelor's degree in Mathematics will be able to present scientific, ethical, and publishable research. IO#4</p>	<p>To assess this outcome, students must present their scientific findings from their Major Field Research Paper. This assessment method will be measured utilizing a 100-point rubric which will evaluate professional presence, precision of language, comprehension of subject-related material, utility of technical terms, logic of arguments, use of eye contact, tone, articulation, and effectiveness of answering questions.</p>	<p>To meet this outcome, 70% of students will achieve a score of 70% or greater on the Major Field Research Paper oral presentation.</p>	<ul style="list-style-type: none"> • Description of Major Field Paper • Research Rubric (oral presentation)

Department of Media Studies

4e. Program: Mass Communications (B.A.) Student Learning Outcomes

Mass Communications Program Learning Outcomes	Method and Measure of Assessment	Criteria for Success	Evidence of Assessment 2 Instruments & Notes
<p>1. Content Knowledge: Upon completion, graduates with a bachelor's degree in Media Studies will be able to create a public relations campaign using public relations and media principles including audience and content analysis, advertising, regulation, media effects, persuasion, and Public Relations Society of America (PRSA) Code of Ethics. IO#4, #6</p>	<p>To assess this outcome, students must:</p> <ol style="list-style-type: none"> 1. Complete a Public Relations Campaign or Case Study. This assessment method will be measured utilizing 100-pt rubric (20-point scale) that will evaluate development and implementation strategic issues; and 2. Complete a 75-question examination designed and graded by department faculty. 	<p>To meet this outcome, at least 70% of students will score at least a 70% average on the Public Relations Campaign and examination.</p>	<ol style="list-style-type: none"> 1. Public Relations Campaign or Case Study 2. Examination
<p>2. Technical Skills: Upon completion, graduates with a bachelor's degree in Media Studies will be able to demonstrate mastery of operating procedures for broadcast/video camera production including use of recording, lighting, and audio techniques. IO#3</p>	<p>To assess this outcome, students must create a short five-minute video project using the appropriate equipment. This assessment method will be measured utilizing a 200-point rubric (on a 20-point scale).</p>	<p>To meet this outcome, at least an 70% of students will score at least a 70% or greater on the video project.</p>	<ol style="list-style-type: none"> 1. Video Project Description 2. Video Project Rubric
<p>3. Technical Skills: Upon completion, graduates with a bachelor's degree in Media Studies will be able to demonstrate mastery of multimedia-production, editing, and special effects including the use of digital elements, photos, sound, video, text, and advanced Internet research in digital reporting. IO #4</p>	<p>To assess this outcome, students must create a short five-minute video project using the appropriate equipment. This assessment method will be measured utilizing a 200-pt (20-pt scale) rubric that will evaluate content, organization of the story, voice-pacing editing, music, images/titles, video clarity, and lighting.</p>	<p>To meet this outcome, at least 70% of students will score at least a 70% or greater on the video project.</p>	<ol style="list-style-type: none"> 1. Video Project Description 2. Video Project Rubric

Mass Communications Program Learning Outcomes	Method and Measure of Assessment	Criteria for Success	Evidence of Assessment 2 Instruments & Notes
<p>4. Drama Technical Production: Upon completion, graduates with a bachelor's degree in Media Studies will be able to incorporate fundamental technical theatre techniques involving public speaking, performance acting, directing lighting, set, costume and sound design, and stage management in the commercial production of a theatrical stage play. IO#3, #10</p>	<p>To assess this outcome, students must produce a one act play. This assessment method will be measured utilizing a 100-point rubric (20-pt scale) that evaluates story, theme, concept, movement, color, and style used in costumes and props.</p>	<p>To meet this outcome, at least 70% of students will score at least a 70% or greater on the drama technical production.</p>	<ol style="list-style-type: none"> 1. One Act Play assignment description 2. One Act Play Rubric
<p>5. Theatrical Performance: Upon completion, graduates with a bachelor's degree in Media Studies will be able to perform a monologue rich in African American history and classical and modern theatrical works. IO#5, #2</p>	<p>To assess this outcome, students must choose and perform a contemporary African American monologue. This assessment method will be measured utilizing a 100-point rubric (on a 20-point scale) which will evaluate memorization, characterization, emotions, tempo, movement, projection, rhythm, diction, and vocal variety.</p>	<p>To meet this outcome, at least 70% of students will score at least a 70% or greater on the theatrical performance.</p>	<ol style="list-style-type: none"> 1. Monologue assignment description 2. Monologue assignment rubric
<p>6. Internship & Practical Experience: Upon completion, graduates with a bachelor's degree in Media Studies will be able to apply theoretical knowledge and practical experience in media through a program of cooperative education and/or internship. IO#10, #8, #6</p>	<p>To assess this outcome,</p> <ol style="list-style-type: none"> 1. The student's on-site supervisor must rate their performance. The student's performance will be measured by utilizing 100-point (20-pt scale) rubric that will evaluate the student's professional presence, media acumen, communication, attitude, etc. 2. The student must create Final Internship Portfolio which will chronicle the student's internship experiences. This assessment method will be measured utilizing a 100-point rubric (on a 20-point scale). 	<p>To meet this outcome, at least 70% of students will score a 70% or greater on the supervisor's evaluation and internship portfolio.</p>	<ol style="list-style-type: none"> 1. Supervisor Internship Evaluation Rubric 2. Internship Portfolio Rubric

Department of Social Studies

4f. Program: Psychology (B.A.) Student Learning Outcomes

Program Learning Outcomes	Method and Measure of Assessment	Criteria for Success	Evidence of Assessment (2 Instruments & Notes)
1. A graduate with a Bachelor's Degree in Psychology will be able to describe the basic psychological principles involved in human development in a variety of settings (environmental). IO#1	There will be a question on the Senior Exit Exam on the topic of Human Development and the ETS Subject test will also include questions on Principles on Development.	Students will achieve a score of at least 70% on the question on the Senior Exit Exam and the ETS Test in Psychology (on Development questions).	Senior Exit Exam Questions
2. A graduate with a Bachelor's Degree in Psychology will be able to demonstrate the basic skills in Psychological Research by submitting and presenting a well-organized Research Paper. IO#1, #2	Senior Field Paper: Senior Field Paper: A student will submit and present a paper that shows the required components of Research (APA) that includes an introduction, hypotheses, data collection and conclusion.	A student have an evaluation of 3.5 on both the written and the presentation.	Completed Senior Research Paper
3. A graduate with a Bachelor's Degree in Psychology will be able to identify and describe the major and basic theories related to learning, history of psychology, and abnormal behavior. IO#1	SEE: Specific questions on the Exit Exam is used to assess each area. -ETS: The subject test in Psychology will be used to assess performance in each area.	A student must have a minimum of 70 % on Exit Exam and ETS in each area.	Senior Exit Exam Question/ETS scores
4. A graduate with a Bachelor's Degree in Psychology will be able to describe differences in exceptional behavior and methods of helping individuals in each category. IO#1	-SEE: A separate question on the Senior Exit Exam is used to assess this area. -ETS: The subject test in Psychology will be used to assess performance in each area	A student must receive a minimum score of 70% on this question in the Exit Exam.	Senior Exit Exam Questions/ETS scores
5. A graduate with a Bachelor's Degree in Psychology will be able to identify and describe the basic principles and types in area of Psychological testing. IO#1	-SEE: A specific question on the Exit Exam will assess this area. -ETS: The results from the ETS in Psychology will be used in the assessment	A student must have a score of at least 70% on both the Senior Exit Exam and the ETS test in the area (in Psychology).	Senior Exit Exam Questions/ETS scores

Program Learning Outcomes	Method and Measure of Assessment	Criteria for Success	Evidence of Assessment (2 Instruments & Notes)
6. A graduate with a Bachelor's Degree in Psychology, with a concentration in Counseling will be able to describe and identify the major approaches to Crises Management. IO#1	-SEE: A separate questions on the Exit Exam will assess this area. -ETS: The results from the ETS test in Psychology will be used in the assessment.	A student must have a score of at least 70% on both the Senior Exit Exam and the ETS test in this section (in Psychology).	Senior Exit Exam Questions/ETS scores
7. A graduate with a Bachelor's Degree in Psychology, with a concentration in Counseling will be able to describe the major characteristics of the different approaches to therapy. IO#1	-SEE: A separate questions on the Exit Exam will assess this outcome. -ETS: The results from the ETS test in Psychology will be used in the assessment	A student must have at least 70% score on both the Exit Exam and ETS area test.	Senior Exit Exam Questions/ETS scores

Update 4g. Program: Sociology (B.A.) Student Learning Outcomes

Course Student Learning Outcomes and the Standardized Syllabus

Paine College's comprehensive course syllabus format (see Exhibit 2) includes course-level student learning outcomes that are not included in this Assessment Plan. While changes can be made as deemed appropriate by the faculty, these outcomes are part of the annual and five-year summative program reviews as they are linked to the program student learning outcomes which are linked to the institutional objectives.

Exhibit 2. Comprehensive Course Syllabus Format

Last Updated: 8-29-2019

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 each 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 Unit 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 5. All items in *italics* have the potential to have the data included in the Strategic Plan review.

Table 5. Ongoing Outcomes and Objectives by Senior Administrative Unit

5a. President’s Office (PRO)

Outcomes: PO	Means of Assessment	Criteria for Success
Strategic Plan, 2020 – 2025 IO #1 - #10	The updated Strategic Plan, 2019 – 2014 will be posted on the website	Updated Strategic Plan, 2020 – 2025 will be posted on the website by July 1, 2020
Satisfaction with the President’s Office IO #1 - #10	Survey of Graduating Seniors	At least 70 percent of the respondents will report satisfied or very satisfied with their interactions with the President’s Office\.

5a1. Athletics (ATH)

Outcomes: ATH	Means of Assessment	Criteria for Success
Athlete retention: compliance IO #2	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.
Athlete retention by category IO #2	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 IO #2	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 IO #2	Survey of Graduating Seniors	70% of students will score Satisfied or Very Satisfied on “Intercollegiate Athletics”

5a2. Religious Life (RLF)

Outcomes: RLF	Means of Assessment	Criteria for Success
Assembly Attendance IO #6	Headcount of students present	75% average attendance (<i>Strategic Plan</i>)
Wesley Fellowship Meeting Attendance IO #6	Headcount of attendance at Wesley meetings	An average of 50% of the Wesley Fellowship attend meetings each semester
Student Engagement through Religious Life Activities IO #6	Headcount of attendance at Religious Life activities	An average of 35% of resident students at the college
Satisfaction with Religious Programs/Services IO #6	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.

5b. Academic Affairs (AA)

Outcomes: AA	Means of Assessment	Criteria for Success
Course evaluations, 2019-2020 IO #7	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 IO #1, #7	Faculty 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.
Major field exam results IO #1	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 IO #1	Student Satisfaction on the Survey of Graduating Seniors	At least 80% 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 IO #1	Student Satisfaction on the Survey of Graduating Seniors	At least 80% of the respondents will rate their satisfaction with the overall quality of their Paine College education as satisfied or very satisfied.
Effectiveness of SA services provided IO #2, #4, #6, #8, #10	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 as satisfied or very satisfied.

5b1. Admissions and Recruitment (ADMR)

Outcomes: ADMR	Means of Assessment	Criteria for Success	
		Category	Applicants
Effective admissions process: applications IO #7	# Applications	Category	Applicants
		First-time Freshmen	2,500
		Transfers	200
		Other	50
		Total	2,750
Effective admissions process: accepted IO #7	% Accepted	Category	% Accepted
		First-time Freshmen	1,700 (70%)
		Transfers	80 (40%)
		Other	38 (75%)
		Total	1,818 (66%)
Effective admissions process: enrolled IO #7	% Enrolled	Category	% Enrolled
		First-time Freshmen	340 (20%)
		Transfers	48 (60%)
		Other	19 (50%)
		Total	407 (22%)
Effective admissions process: satisfaction IO #7	Student satisfaction with Admissions in Orientation Survey	At least 80% of the respondents will rate their satisfaction with Admissions as satisfied or very satisfied.	

5b2. Center for Advanced Professional Studies (CAPS)

Outcomes: CAPS	Means of Assessment	Criteria for Success
Increase enrollment IO #3, #7	Conducting statistical analysis of enrollment patterns	Enrollment 40 students in CAPS for 2019-2020.
Retention IO #1	Retention rate	The CAPS retention rate will be 50 percent or more.

5b3 – 5b8. Academic Department Effectiveness Outcomes – See Appendix E for Department Schedules

Five-year summative evaluation reports assess trends in actual results for personnel (numbers, adequacy, competence, and institutional statements), budgets, outcomes, and objectives. Comparisons to other institutions are required for academic program units. The outcomes (see Table 5b1) are **updated annually** and the five-year report is completed in the summer following the end of the specific five-year period (see Appendix E for the five-year evaluation report completion year and report years, Appendix F for a general report format, and Appendix G for more details regarding the Academic Program Outcomes.

When a unit is required to complete an accreditation or grant report, the unit is allow to follow the outline for that report and submit it as their five-year report. For 2020-2021, this applies to the Department of Business Administration who is completing an accreditation report to be

submitted to the Association of Collegiate Business Schools and Programs (ACBSP). Outcomes defined for this report appear in Table 5b2.

Table 5b1. Academic Department Effectiveness Outcomes

Department Effectiveness Outcomes	Means of Assessment	Criteria for Success
1. 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 <i>Financial Stability</i>)
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
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 from the Office of Institutional Research and the Quality Enhancement Plan	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 to fulfill its mission (from TRACS IER#9.1)
6. Instructional Faculty (#2) – Adequacy	<ul style="list-style-type: none"> a. Calculate department faculty/student ratio b. Calculate % of courses taught by full-time and part-time faculty members 	<ul style="list-style-type: none"> a. Maintains a student/faculty ratio of 10 students/1 faculty member b. 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.

Department Effectiveness Outcomes	Means of Assessment	Criteria for Success
8. Instructional Faculty (#4) – Faculty Competence	a. Full-time faculty with at least a master’s degrees that includes 18 hours in the teaching discipline	a. 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
	b. Full-time faculty without the minimum degree credential are evaluated to ensure that they have demonstrated competencies that are equivalent to the required degree	b. 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	a. At least 50% of courses in each term are taught by full-time faculty
	b. # faculty, # with a terminal degree, % of faculty for each major with a terminal degree	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	a. Departmental results should be used
	b. Survey of Graduating Seniors (SGS) (Obtain data from the Office of Institutional Research and the Quality Enhancement Plan)	b. SGS departmental results can be provided
	c. Employer Survey	c. Employers should be surveyed
12. 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 <i>Financial Stability</i>)
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	Develop these based on the major program

Department Effectiveness Outcomes	Means of Assessment	Criteria for Success
	internships/practica and capstone courses, if applicable.	
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

When a unit is required to complete an accreditation or grant report, the unit is allow to follow the outline for that report and submit it as their five-year report. For 2020-2021, this applies to the Department of Business Administration who is completing an accreditation report to be submitted to the Association of Collegiate Business Schools and Programs (ACBSP). Outcomes defined for this report appear in Table 5b2.

Table 5b2. Business Department Accreditation Outcomes, 2019 – 2021

Business Department Accreditation Outcomes	Means of Assessment	Criteria for Success
1. ACBSP Standard 1 - Leadership - The business unit must have systematic leadership processes that promote performance excellence and continuous improvement. Values and expectations must be integrated into the business unit's leadership process to enable the business unit to address its societal responsibilities and community involvement.	<ol style="list-style-type: none"> 1. Evidence of Leadership Processes that Support Continuous Quality Improvement 2. Evidence that the Leadership Process is across the business unit 3. Provide evidence of the analysis of data produced by the above described processes 4. Provide evidence of key actions taken by the business unit's leaderships to improve the teaching and learning environment based on the above results. 	Produce a Self-Study report by the Business Unit that demonstrate leadership support that will satisfy the accreditation standard as required by the visiting site ACBSP accreditation members in the Fall, 2021
2. ACBSP Standard 2 - Strategic Planning - The business unit must have a systematic process for developing a strategic plan that leads to continuous improvement. The strategic plan must include implementation goals and progress measures.	<ol style="list-style-type: none"> 1. Institutional-Business Unit Mission & Vision Alignment 2. Stakeholder Input 3. Show how business unit communicates the strategic plan throughout the business unit. 4. Demonstrate deployment and how it was strategically implementation. 	Develop a strategic plan that produces an outcome result when implemented based on stated goals.

Business Department Accreditation Outcomes	Means of Assessment	Criteria for Success
	5. Show performance and Process Effectiveness Results 6. Show continuous improvement based on strategic planning model	
3. ACBSP Standard 3 - Student and Stakeholder Focus - The business unit must have a systematic process to determine requirements and expectations of current and future students and other key stakeholders. The process must measure stakeholder participation and satisfaction and use the results for continuous improvement.	1. List the business unit’s key student segments 2. List the business unit’s key stakeholders additional key stakeholders 3. Describe how the business unit determines key student and stakeholder requirements 4. Describe the systematic process the business unit uses to respond to complaints from students and other key stakeholders	The following information must be provided for this standard to be met: 1. A list of student segments served. 2. A list of other stakeholders beside students. 3. A list if methods used to communicate with students and stakeholders 4. A list of improvements made from knowledge gained from students and stakeholders. 5. Use Table 3.1 Student and Stakeholder Groups to provide this evidence
4. ACBSP Standard 4 - Student Learning Assessment - Standard 4 - Student Learning Assessment The business unit must have a systematic student learning outcomes assessment process and plan that leads to continuous improvement. Student learning outcomes must be developed and implemented for each accredited program, and the results must be communicated to stakeholders.	Collection, Analysis, and Use of Assessment Data	Report assessment performance activities deployed during the self-study year for each program seeking accreditation or re-affirmation. Include the current use of results by identifying the specific improvement actions taken/changes made based on data obtained from the assessment for the program outcome.
5. ACBSP Standard 5 - Faculty Focus - The business unit must have a systematic process to ensure current and qualified faculty members by: 1) fostering	A systematic process to ensure current and qualified faculty members by: • Fostering teaching excellence	Synthesis of Manageable Parts

Business Department Accreditation Outcomes	Means of Assessment	Criteria for Success
<p>teaching excellence, 2) aligning faculty credentials and skill sets with current and future program objectives, 3) evaluating faculty members based on defined criteria and objectives, and 4) ensuring faculty development including scholarly and professional activity.</p>	<ul style="list-style-type: none"> • Aligning faculty credentials and skill sets with current and future program objectives • Evaluating faculty members based on defined criteria and objectives • Ensuring faculty development including scholarly and professional activities 	
<p>6. ACBSP Standard 6 - Curriculum - The business unit must have a systematic process to ensure continuous improvement of curriculum and program delivery. The curriculum must be comprised of appropriate business and professional content to prepare graduates for success.</p>	<ol style="list-style-type: none"> 1. Curriculum summary tables 2. Program Delivery data 3. Continual improvement of academic quality documentation 4. Faculty Deployment data 	<p>The criteria for success is</p> <ol style="list-style-type: none"> 1. continuous curriculum improvement 2. continuous improvement of program delivery 3. continuous improvement of academic quality 4. appropriate faculty deployment
<p>7. ACBSP Standard 7 - Business Unit Performance - The business unit must have a systematic process to identify and track key student performance measures for the purpose of continuous improvement. The business unit must ensure adequate resources and services to support its programs.</p>	<p>List key Student Performance Tracking Processes on your performance, including business student achievement such as:</p> <ol style="list-style-type: none"> 1. Attrition and retention, 2. Graduation, 3. Job placement rates, 4. Acceptance into graduate programs, 5. Successful transfer of credit <p>Show Evidence of Education Support Processes provided to ensure student success (e.g., library, computer lab, tutoring, registration, bookstore, other).</p>	<p>Show and provide evidence of continual improvement of academic quality.</p>

5b9. Dual Enrollment Program (DEP)

Outcomes: <i>DEP</i>	Means of Assessment	Criteria for Success
Dual Enrollment Program Enrollment IO #7	Number of enrollees	Enroll at least 10 students per semester
Student Satisfaction IO #7	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.

5b10. Institutional Research, Assessment, and Evaluation (IRAE)

Outcomes: <i>Institutional Research</i>	Means of Assessment	Criteria for Success												
Academic Program Review Files: five-year enrollment, retention, and six-year completion files IO #1, #7	Review official institutional enrollment, retention, and completion files from the Office of IRQEP; discuss overall results in terms of the intended results. Program results appear in academic program reviews.	Files documenting (1) maintenance of an enrollment that does not decline by 20% or more (per definition of TRACS Financial Stability), 70% or more of the enrolled students will enroll the next fall term (per TRACS benchmark for 8.10 for overall compliance), and 50% or more of the first-time freshmen who enrolled in the department four, six or eight years earlier graduated.												
Research activities: Annual Fact Book IO #1, #7	Annual Fact Book	Published on the website by the end of January												
Research activities: Required surveys IO #1, #7	Required surveys will be defined, completed, and submitted.	All (#TBD) required surveys will be completed and submitted by the deadline												
Student degree completion: Graduation Rate, 6-year and 8-year IO #1, #7	6-year and 8-year Graduation rate (FTF)	6-year: 20% or above 8-year: 25% or above												
Student degree completion: Enrollment IO #1, #7	Enrollment by term	<table border="1"> <thead> <tr> <th>Term</th> <th>Enrolled</th> <th>FTE</th> </tr> </thead> <tbody> <tr> <td>Fall</td> <td>500</td> <td>450</td> </tr> <tr> <td>Spring</td> <td>450</td> <td>440</td> </tr> <tr> <td>Summer</td> <td>50</td> <td>40</td> </tr> </tbody> </table>	Term	Enrolled	FTE	Fall	500	450	Spring	450	440	Summer	50	40
Term	Enrolled	FTE												
Fall	500	450												
Spring	450	440												
Summer	50	40												
Student degree completion: Retention, year to year IO #1, #7	Year-to-Year Retention (Fall to Fall: All students and FTF)	60% or above												

Outcomes: <i>Institutional Research</i>	Means of Assessment	Criteria for Success
Updated Combined Faculty Data file IO #1, #7	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 2019-2020 year.
Updated Combined Graduate Data file IO #1, #7	Updated Combined Graduate Data File	The updated Combined Graduate Data File will contain data for the 2019 graduating class.
Updated Combined Student Data file IO #1, #7	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 2019-2020 year.

Outcomes: <i>Assessment and Evaluation</i>	Means of Assessment	Criteria for Success
Institutional assessment - Faculty Survey of Student Engagement (FSSE) reports IO #1, #7	% of full-time faculty who complete FSSE; written FSSE report	35% of the full-time faculty will complete the FSSE by May 30, 2020 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) IO #1, #7	% of the freshmen and seniors who were enrolled both fall and spring semesters who complete the NSSE survey by May 30, 2020; written reports based on the instruments	25% of the freshmen and seniors who were enrolled both fall and spring semesters will complete the NSSE survey by May 30, 2020 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 (SGS) IO #1, #7	The measurement criteria for the OIR/QEP is whether or not the survey was edited, administered, and disseminated. A synopsis report will be written by the Director of Assessment and Evaluation and posted on the IR/QEP webpage.	The Survey of Graduating Seniors for 2019-2020 will be administered and results will be available in the OIR/QEP by the end of May 2020. Expected levels of achievement will be defined by the units that use the results.

Outcomes: Assessment and Evaluation	Means of Assessment	Criteria for Success
Paine College Institutional Effectiveness Paradigm (PCIEP) IO #1, #7	Paine College Institutional Effectiveness Paradigm (PCIEP) (includes the Strategic Plan and the Assessment Plan)	The Paine College Institutional Effectiveness Paradigm (PCIEP) for Planning, Assessment, and Evaluation Policies, Guidelines, and Procedures Manual will be updated for use in 2019-2020.
Paine College Institutional Effectiveness Paradigm (PCIEP) Assessment Report IO #1, #7	The Paine College IEP assessment report will be completed by the deadline or it will not.	Each unit will have entered the actual results with their use for all 2019-2020 by August 22, 2019. A single document with outcome and other assessment results for all constituents to use while planning for the 2019-2020 Academic Year will be available.
Community Service Activities: Staff IO #8	Using a list of the full-time staff members who were employed at least six months between September 1, 2019 and July 15, 2020 coupled with the SurveyMonkey results from a staff survey on community service participation, the number of participants will be counted and a percentage calculated.	70% of the full-time staff members will participate in at least one community service activity in 2019-2020
Strategic Planning Online (SPOL – Maintain it!) IO #1, #7	(1) SPOL Planning Unit Managers will have been updated as needed. (2) The SPOL calendars will be updated to include the 2020-2021 year by June 1, 2020. (3) Assistance using SPOL will have been provided as needed.	Each unit will enter all aspects of an outcome into SPOL no later than August 22, 2019 for 2018-2019 and 2019-2020. The SPOL calendar will be updated to include the 2020-2021 year.

5b11. Library and Learning Resources Center (LLRC)

Outcomes: LLRC	Means of Assessment	Criteria for Success
Library and Learning Resources Center checkouts IO #2, #4	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 IO #2, #4	Inventory of collections	By the end of June each year, increase electronic books by 2% from the previous year.

Outcomes: LLRC	Means of Assessment	Criteria for Success
Library and Learning Resources Center evaluation IO #2, #4	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.
Library and Learning Resources Center expenses IO #2, #4	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 IO #2, #4	Fiscal year reference questions	With an increase FTE, the overall trend of decreasing reference questions will reverse itself within the next three (3) years.

5b12. Registration and Records (RR)

Outcomes: RR	Means of Assessment	Criteria for Success
Faculty training IO #1	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 IO #7	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 IO #4	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 IO #2	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.

5b13. Sponsored Programs (SPG)

Outcomes: SPG	Means of Assessment	Criteria for Success
New grant applications IO #7	6.1. Grant writing and proposal development skills will be strengthened through grant writing training/proposal development workshops 6.2. Faculty will be assisted by the Director of Sponsored Programs in locating available grants through the PIVOT Grant Search Database 6.3. Services such as pre-and post-award services, budget assistance, compliance advice, and post-award program management will be provided to grant PIs/Co-PIs	6. The number of full-time faculty/staff submitting new grant applications (as PI or Co-PI) will increase by 10% by September 30, 2019.
Faculty and staff satisfaction with Sponsored Programs IO #7	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.

5b14. Student Support Services (SSS)

Outcomes: SSS	Means of Assessment	Criteria for Success
Good academic standing IO #1, #3	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 IO #10	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: <i>SSS</i>	Means of Assessment	Criteria for Success
Persistence IO #1, #3	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.

5b15. Tutorial Services (*TEC*)

Outcomes: <i>TEC</i>	Means of Assessment	Criteria for Success
Student performance in English IO #2, #3, #4, #10	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 IO #2, #3, #4, #10	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

5b16. Career Services (CSV)

Outcomes: CSV	Means of Assessment	Criteria for Success
Effective Career Services: % of students receiving support IO #2	% of students receiving Career Services support per semester	Overall, 50% of students will receive service from the Office of Career Services.
Effective Career Services: graduate placement IO #2	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 IO #2, #10	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 IO #2, #10	# 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 IO #2, #8, #10	<p>1.1 Recruit at least 30 employers/grad schools in fields aligned with current academic programs to participate in on-campus career fairs and networking events.</p> <p>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.</p> <p>1.3 70% of students surveyed will demonstrate increase knowledge of job search process (resumes, interviewing, etc.) topics presented and resources available in Career Services.</p>	<p>1. At least 50% of the enrolled student population will develop soft and professional skills necessary for students to function successfully in the workplace and community by September 30, 2019.</p>
G2. Career Development Process IO #2, #10	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	2. 50% of the enrolled student population will engage in the career development process by September 30, 2019.

Outcomes: CSV	Means of Assessment	Criteria for Success
	<p>in choosing a career and/or major.</p> <p>2.2 Students will seek career counseling and major/career exploration.</p>	
G3. Job-related Assistance IO #10	<p>3.1 Students will be able to create and complete a professional resume.</p> <p>3.2 70% of students surveyed will acknowledge increased confidence in ability to implement strategies for successful job search process including resumes and interviewing</p>	<p>3. 50% of the enrolled student population and 10 alumni will receive assistance from the Office of Career Services for job search, resume assistance, interview preparation, and career counseling by September 30, 2019.</p>

5b17. Counseling and Wellness (CWC)

Outcomes: CWC	Means of Assessment	Criteria for Success
G4. Positive Mental Health and Wellness IO #3, #4	<p>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.</p> <p>4.2 The Counseling & Wellness Centers' workshop sign-in sheets will document that at least 20% of the student population would have participated in counseling and wellness related programs/events.</p> <p>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</p>	<p>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.</p>

Outcomes: CWC	Means of Assessment	Criteria for Success
	<p>a usable skill and will be able to apply them to their academic or personal life by September 30, 2019.</p> <p>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.</p> <p>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.</p> <p>4.6 The Counseling & Wellness Centers’ survey assessments will document that at least 85% of those who participated in counseling and wellness related programs/events will have reported that they were overall satisfied with the topic program/event.</p>	
<p>G5. Use of Counseling and Wellness Services IO #3, #4</p>	<p>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.</p>	<p>5. At least 15% of the enrolled student population will be provided with services provided by The Counseling & Wellness Center by September 30, 2019.</p>

5b18. Residence Life (RSL)

Outcomes: RSL	Means of Assessment	Criteria for Success
Meeting student needs in on-campus housing: # and % IO #2, #4, #7	# 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 IO #9	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 IO #3, #5, #6, #8, #10	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.

5b19. Student Engagement (SEG)

Outcomes: SEG	Means of Assessment	Criteria for Success
Effective student activities: # activities/semester IO #2, #5, #6, #8, #9, #10	# of events/attendance at events	To be determined
Effective student activities: satisfaction IO #2, #4, #5, #6, #9, #10	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.

5c. Administrative and Fiscal Affairs (AFA)

Outcomes: AFA	Means of Assessment	Criteria for Success
Annual income and expenditures IO #7	Comparison of income and expenses	Income for the fiscal year will exceed expenses by 10 percent.
Student satisfaction with Administrative and Fiscal Affairs IO #7	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 the Post Office IO #7	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.
Budget – Income IO #7	Comparison of budgeted income to the actual income	Income for the fiscal year will exceed budgeted income by at least 10 percent.

Outcomes: AFA	Means of Assessment	Criteria for Success
Budget - Expenses IO #7	Comparison of the budgeted expenses to the actual expenses	Expenses for the fiscal year will exceed actual expenses by at least 10 percent.

5c1. Facilities Management and Environmental Services (FMES)

Outcomes: FMES	Means of Assessment	Criteria for Success
Equipment – Complaints IO #7	Equipment availability complaints	Campus-wide, no more than five (5) complaints will be logged regarding equipment availability.
Equipment – Repairs IO #7	Equipment repairs	80% of equipment repairs will be completed within two (2) weeks of a report being received.
Facilities - Maintenance IO #7	Maintenance records	80% of the facilities will be adequately maintained as defined in the Facilities Manual.

5c2. Financial Aid (FNAD)

Outcomes: FNAD	Means of Assessment	Criteria for Success
Students receiving appropriate Financial Aid IO #7	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 IO #7	Average student award	The average student award will be at least 90% of the average student's total annual projected budget.
Financial Aid effectiveness IO #7	% of students receiving financial aid	At least 95% of the students will receive some financial aid during the year.
Financial Aid effectiveness IO #7	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 IO #7	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.

5c3. Human Resources (HR)

Outcomes: HR	Means of Assessment	Criteria for Success
Human Resources service time IO #7	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.
Human Resources satisfaction IO #7	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 IO #7	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.

5c4. Information Services (IS)

Outcomes: IS	Means of Assessment	Criteria for Success
Effectiveness of IS: Services offered IO #4	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 IO #4	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 IO #4	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.

5c5. Campus Police (CP)

Outcomes: CP	Means of Assessment	Criteria for Success
Student satisfaction with Campus Police IO #7	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.

Outcomes: CP	Means of Assessment	Criteria for Success
To gain more knowledge through training and remain proactive for the Students, Staff and Faculty. IO #7	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.

Update 5d. Institutional Advancement and Donor Relations (IA) Edit per SPOL

Outcomes: AAAF	Means of Assessment	Criteria for Success
“Friend” and fund raising: corporations IO #7	Number of corporation donations Average corporation donation	This donation categories are being revamped. The actual values will be added later. At least 50 corporations will donate to the college each fiscal year Average annual gift per corporate donor is at least \$4,000
“Friend” and fund raising: Trustees IO #7	Number of Trustees who make donations Average Trustee gift	At least 100% will donate to the college each fiscal year Average Trustee gift is at least \$2,000
“Friend” fund raising: religious organizations IO #7	Number of religious organizations not including distributions Average annual giving per religious organization donor	At least 90 religious organizations will donate to the college each fiscal year Average annual gift per religious organization is at least \$5,000
“Friend” raising: other individuals IO #7	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 1000 others (community individuals, faculty, staff, and students) will donate to the college each fiscal year Average annual gift per community individuals, faculty, staff, and students is at least \$

5d1. Alumni Relations and Annual Fund (AAAF)

Outcomes: AAAF	Means of Assessment	Criteria for Success
“Friend” raising: alumni contacts IO #7	Number of alumni contacted at least once per semester	At least 1500 alumni will be contacted at least once per semester (fall and spring)
“Friend” and fund raising: alumni IO #7	Number of alumni giving Average annual giving per alumni	At least 400 alumni will donate to the college each fiscal year Average annual gift per alumnus is at least \$1,000

5d2. Communications and Marketing (CM)

Outcomes: CM	Means of Assessment	Criteria for Success
Effective Communications IO #7, #8	Number/average 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
Effective Communications IO #7, #8	Number/average 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 IO #7, #8	Number/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 IO #7, #8	Number/average of print media (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 IO #7, #8	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.

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 and Student 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 produces and maintains current, accurate, and consistent publications (including its website) which appropriately reflect the institution's mission and operations. Paine develops and implements policies which are comprehensive and provide the guidance necessary for the college to function appropriately. Publications are reviewed for accuracy by the appropriate entity (Faculty, senior administrator, committee, etc.) as defined in the document. These publications are Board-approved and include, but are not limited to the **Policy Manual**, a seven-volume set which includes general institutional policies and those for faculty, staff, administrators, and students; **Manual of the Board of Trustees** which includes among other items, policies for the evaluation of Board members; faculty and staff manuals that include among other guidelines and procedures, policies for the evaluation of employees; recruiting or promotional material, and the **Paine College Website**. Most publications are included in the five (5) year review cycle (see Table 6). However, as changes occur, policies and procedures may be updated at other times.

When revisions are required before the full review period, memoranda summarizing changes made are completed and filed in the appropriate office except for Policy Manual Memoranda which are filed in the Office of Institutional Advancement. These memoranda guide the updates that are made during the revision period. A summary of major publications, their companion documents (when applicable) and the revision period appears in Table 6.

Table 6. Publication Revision Schedule

Publication	Companion Document	Revision Period
Academic Catalog	N/A	Annually, April through June; next full review 2020-2021
Deferred and Preventative Maintenance Plan	N/A	Every five (5) years; next full review 2022-2023
Emergency Action Plan	N/A	Every five (5) years; next full review 2024-2025
Financial Plan	N/A	Annually before the budget preparations begin
Foundational Statement: Christian Philosophy of Education	All Publications	Every five years, by March; next full review 2024-2025
Foundational Statement: Ethical and Spiritual Values	All Publications	Every five years, by March; next full review 2024-2025
Foundational Statement: Faith Statement	All Publications	Every five years, by March; next full review 2024-2025
Foundational Statement: Institutional Objectives	All Publications	Every five years, by March; next full review 2024-2025
Foundational Statement: Mission Statement	All Publications	Every five years, by March; next full review 2024-2025
Foundational Statement: Our Vision	All Publications	Every five years, by March; next full review 2024-2025
IEP: Assessment Plan	N/A	Annually; next full review 2020-2021
IEP: Strategic Plan	N/A	Every five years; next full review 2024-2025

Publication	Companion Document	Revision Period
Institutional Effectiveness Paradigm (IEP)	N/A	Every five years; next full review 2024-2025
Library Manual	N/A	Every four (4) years; next full review 2021-2022
Master Plan	N/A	Every five (5) years; next full review 2023-2024
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; next full review 2024-2025
Policy Manual, Volume II, Community Policies	N/A	Every five (5) years; next full review 2025-2026
Policy Manual, Volume III, Institutional-Wide Employment Policies	Faculty Handbook Staff Manual	Every five (5) years; next full review 2023-2024
Policy Manual, Volume IV, Faculty Personnel Policies	Faculty Handbook	Every five (5) years; next full review 2020-2021
Policy Manual, Volume V, Personnel Policies for Staff	Staff Manual	Every five (5) years; next full review 2021-2022
Policy Manual, Volume VI, Academic Policies	Faculty Handbook Student Handbook	Every five (5) years; next full review 2022-2023
Policy Manual, Volume VII, Student Life Policies	Student Handbook	Every five (5) years; next full review 2023-2024
Website	N/A	Every five (5) years; next full review 2020-2021

Administrative and Support Staff Personnel Evaluations

All administrative and support staff members have job descriptions, 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 professional development plan (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

**PAINE COLLEGE
PROFESSIONAL DEVELOPMENT PLAN**

NON-INSTRUCTIONAL PERSONNEL

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 goals¹ 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.

Goals of the *Name of Department/Unit*

Goal #1: _____

Goal #2: _____

Goal #3: _____

Goal #4: _____

PROFESSIONAL GOALS

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: _____

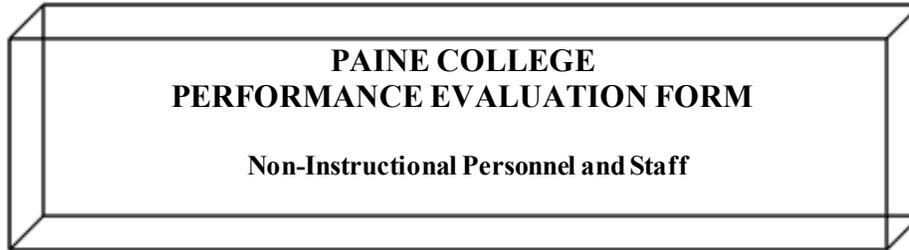
Goal Statement #4: _____

_____ Staff Member’s Signature	_____ Job Title	_____ Date
_____ Supervisor’s Signature	_____ Supervisor’s Title	_____ Date

¹All goals must be approved by the immediate supervisor.
Approved by CSPE: 8/10/10

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 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:	<input type="checkbox"/> Exceeds Ex- pectations	<input type="checkbox"/> Meets Expec- tations	<input type="checkbox"/> Did Not Meet Expectations
Goal #2: Comment:	<input type="checkbox"/> Exceeds Ex- pectations	<input type="checkbox"/> Meets Expec- tations	<input type="checkbox"/> Did Not Meet Expectations
Goal #3: Comment:	<input type="checkbox"/> Exceeds Ex- pectations	<input type="checkbox"/> Meets Expec- tations	<input type="checkbox"/> Did Not Meet Expectations
Other (Specify): Comment:	<input type="checkbox"/> Exceeds Ex- pectations	<input type="checkbox"/> Meets Expec- tations	<input type="checkbox"/> Did Not Meet Expectations
Other (Specify): Comment:	<input type="checkbox"/> Exceeds Ex- pectations	<input type="checkbox"/> Meets Expec- tations	<input type="checkbox"/> Did Not Meet Expectations

Employee's Comments: _____

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

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

Respect for authority	<input type="checkbox"/> <i>Highly respects authority</i>	<input type="checkbox"/> <i>Usually respects authority</i>	<input type="checkbox"/> <i>Respects authority sometimes</i>	<input type="checkbox"/> <i>Never respects authority</i>
Attendance Demonstrates consistency in attendance during work hours. Gives notification to supervisor and office manager.	<input type="checkbox"/> <i>Out-standing attendance record</i>	<input type="checkbox"/> <i>Rarely absent</i>	<input type="checkbox"/> <i>Repeat-edly absent</i>	<input type="checkbox"/> <i>Exces-sively absent</i>
Punctuality Demonstrates consistency in punctuality during work hours.	<input type="checkbox"/> <i>Out-standing punctuality record</i>	<input type="checkbox"/> <i>Rarely Late (Cause related)</i>	<input type="checkbox"/> <i>Fre-quently late</i>	<input type="checkbox"/> <i>Habitually tardy</i>
Other (Specify):	<input type="checkbox"/> <i>Exceeds expectations</i>	<input type="checkbox"/> <i>Meets ex-pectations</i>	<input type="checkbox"/> <i>Did Not Meet expec-tations</i>	<input type="checkbox"/> <i>Unable to evaluate (Refer to comments)</i>
Other (Specify):	<input type="checkbox"/> <i>Exceeds expectations</i>	<input type="checkbox"/> <i>Meets ex-pectations</i>	<input type="checkbox"/> <i>Did Not Meet expec-tations</i>	<input type="checkbox"/> <i>Unable to evaluate (Refer to comments)</i>

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

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

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.			
• 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.			
• 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.			

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	
Disagree	<input type="radio"/>	Agree				

2. The Board regularly reviews the mission and purpose of Paine College. *

Mark only one oval.

	1	2	3	4	5	
Disagree	<input type="radio"/>	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	
Disagree	<input type="radio"/>	Agree				

4. The Board assures that there is an effective planning process and is appropriately involved in the process. *

Mark only one oval.

	1	2	3	4	5	
Disagree	<input type="radio"/>	Agree				

5. The Board has adopted and monitors the Strategic Plan. *

Mark only one oval.

	1	2	3	4	5	
Disagree	<input type="radio"/>	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	
Disagree	<input type="radio"/>	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	
Disagree	<input type="radio"/>	Agree				

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

Mark only one oval.

	1	2	3	4	5	
Disagree	<input type="radio"/>	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	
Disagree	<input type="radio"/>	Agree				

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

Mark only one oval.

	1	2	3	4	5	
Disagree	<input type="radio"/>	Agree				

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

Mark only one oval.

	1	2	3	4	5	
Disagree	<input type="radio"/>	Agree				

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

Mark only one oval.

	1	2	3	4	5	
Disagree	<input type="radio"/>	Agree				

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

Mark only one oval.

	1	2	3	4	5	
Disagree	<input type="radio"/>	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	
Disagree	<input type="radio"/>	Agree				

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

Mark only one oval.

	1	2	3	4	5	
Disagree	<input type="radio"/>	Agree				

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

Mark only one oval.

	1	2	3	4	5	
Disagree	<input type="radio"/>	Agree				

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

Mark only one oval.

	1	2	3	4	5	
Disagree	<input type="radio"/>	Agree				

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

Mark only one oval.

	1	2	3	4	5	
Disagree	<input type="radio"/>	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	
Disagree	<input type="radio"/>	Agree				

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

Mark only one oval.

	1	2	3	4	5	
Disagree	<input type="radio"/>	Agree				

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

Mark only one oval.

	1	2	3	4	5	
Disagree	<input type="radio"/>	Agree				

22. The Board maintains an adequate financial reserve. *

Mark only one oval.

	1	2	3	4	5	
Disagree	<input type="radio"/>	Agree				

23. The Board understands its role and responsibilities. *

Mark only one oval.

	1	2	3	4	5	
Disagree	<input type="radio"/>	Agree				

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

Mark only one oval.

	1	2	3	4	5	
Disagree	<input type="radio"/>	Agree				

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

Mark only one oval.

	1	2	3	4	5	
Disagree	<input type="radio"/>	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	
Disagree	<input type="radio"/>	Agree				

27. Board members maintain confidentiality of privileged information. *

Mark only one oval.

	1	2	3	4	5	
Disagree	<input type="radio"/>	Agree				

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

Mark only one oval.

	1	2	3	4	5	
Disagree	<input type="radio"/>	Agree				

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

Mark only one oval.

	1	2	3	4	5	
Disagree	<input type="radio"/>	Agree				

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

Mark only one oval.

	1	2	3	4	5	
Disagree	<input type="radio"/>	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	
Disagree	<input type="radio"/>	Agree				

32. Board members participate in trustee development activities. *

Mark only one oval.

	1	2	3	4	5	
Disagree	<input type="radio"/>	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.

Exhibit 8. 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. Adjunct faculty are evaluated using form 4.5.3F (Department Chair Classroom Evaluation Form) which is found in Policy Manual, Volume IV, Appendix 4.5.3F. Students

complete the Online Student Evaluation of Instruction form for all faculty. 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 and Student 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 and Student 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 and Student 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)

Exhibit 9. Faculty Evaluation

See *Policy Manual, Volume IV* in the appendices numbered 4.5.3A – 4.5.3I, pages 56 – 78.

Exhibit 10. 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

¹⁷Revised 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 and Student 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 and Student Affairs, the Department Chair and the applicant of its actions. The Provost and Vice President of Academic and Student Affairs shall forward such action to the President along with the recommendation of the Provost and Vice President of Academic and Student 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 and Student 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

¹⁸Revised 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 and Student 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 and Student 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 and Student 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 and Student 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 and Student 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 and Student 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

¹⁹Revised 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 and Student Affairs with assistance from department chairs.

Exhibit 11. 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. Five-year evaluation 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 via the Office of Institutional Research and the Quality Enhancement Plan in the fall semester by the third Friday in August. The final report contains an introduction to the unit, an analysis of the five-year outcomes, recommendations, and a summary.

These summative evaluations or Five-year Evaluation Reports assess trends in evaluation results for personnel (numbers, adequacy, competence, and institutional statements), budgets, outcomes, and objectives. Comparisons to other institutions are required for academic program units and encouraged for others. They are updated annually, and the five-year evaluation of trends report is completed in the summer following the end of the specific five-year period (see Appendix E for the completion year and report years, Appendix F for a general report format, Appendix G for Academic Program Outcomes, and Appendix H for Non-Academic Program Unit Outcomes). Evaluations of sub-units of each senior administrative unit are scheduled throughout the five-year period, and the senior unit leader completes an overall analysis of the unit afterwards.

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

Paine College has nine academic programs (majors) and the Common Curriculum whose curricula must remain current viable to ensure that students receive a “liberal arts education of the highest quality” and are prepared for positions of leadership and service as they graduate. To ensure that the curriculum in each program is appropriate and current, each is evaluated as program evaluations (see Program Evaluation) are completed every five years. Two components from that evaluation are relevant to curriculum evaluation. The *curriculum matrix* is maintained and annually reviewed. Mapped program learning outcomes are compared to course learning outcomes

and updated as needed. Information related to program comparisons with benchmark institutions is maintained for program outcomes. These are benchmarks related to support courses, required core courses, required major courses, and information related to internships/practica and capstone courses, if applicable. It is worth noting that program evaluation data is updated annually. Therefore, program currency and viability are maintained. 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.

When program review results suggests the need for updates to courses or programs, procedures established by the Committee on Curriculum, Academic Standards, and Instructional Development which is commonly called the Curriculum Committee (see Policy Manual, Volume I, Section 1.6.1.3.4 Section 4) are used. They include use of the Course/Program Modification Form that appears in Exhibit 12. The form is designed to explore all aspects of the course or program change and contains the outcome of assessment questions and answers.

Exhibit 12. 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)
 Number 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?

Y _____ N _____

How have these issues been resolved?

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

 State action requested.

 Rationale
- XIII. Prerequisite:
 If this is an added course (check one)
 Required for the degree: Master of Arts in Responsive Teaching
 Elective for the major area core in
 Other:

OVERALL IMPACT

PRESENTLY

WITH THIS
REVISION

	PRESENTLY	WITH THIS REVISION
Core Curriculum		
Major Course Hours		
Support Course Hours		
Electives Hours		
Other		
Total		

Person submitting this information for review:

Title: _____

Name: _____
Print

Signature: _____

Date: _____
Action taken: (Passed/failed/tabled/etc.)

(Note: See **Instructions Regarding Signatures** below the President's signature.)

Department Chair: _____
Print

Signature: _____

Date: _____

Dean: _____
Print

Signature: _____

Date: _____

Curriculum Committee Chair: _____
Print

Signature: _____

Date: _____

Provost/Vice President of Academic Affairs: _____
Print

Signature: _____

Date: _____

(Please notify the Curriculum Committee chair when signed.)

President: _____
Print

Signature: _____

Date: _____

(Please notify the Curriculum Committee Chair and the Registrar’s Office when signed.)

Instructions Regarding Signatures

Department The faculty member or chair of the department should present this document as a proposal to the faculty. The faculty in the Department need to vote on the proposal before it moves forward.

The Chair of the department should print his/her name, sign and date the document (date should match department meeting minutes). A copy of the minutes with the action item vote should be attached to the form. The form should be forwarded to the dean of the school

Dean: The chair of the department should present the proposal to the faculty in the school. The faculty in the school need to vote on the proposal before it moves forward.

The dean should print his/her name, sign and date the document (date should match school meeting minutes). A copy of the minutes with the action item vote should be attached to the form. The form should be forwarded to the chair of the curriculum committee.

Chair of the Curriculum Committee: A representative from the department or school should present the proposal to the curriculum committee. The curriculum committee will vote on the proposal.

The chair of the curriculum committee should print his/her name, sign and date the document (date should match curriculum committee meeting minutes). A copy of the minutes with the action item vote should be attached to the form. The form should be forwarded to academic affairs after the curriculum committee’s report has been received from the entire Paine College.

Provost and Vice President of Academic Affairs: After the faculty meeting where the new program was approved, the chair of the curriculum committee will give all original documents to the Office of Academic Affairs where this form will be prepared for the Provost’s signature.

Office personnel will then scan the documents with the Provost’s signature and forward all originals to the president’s office.

President: The president will sign the original document and send the packet back to academic affairs. The entire packet will be scanned and uploaded to SharePoint under the folder for Curriculum Committee. The original paper copy will be kept on file in Academic Affairs.

When planning to introduce a new program, extensive research and planning must be completed by members of the proposed department in which the program will be housed. One purpose of this research and planning is to protect the College, its administrators, and faculty members who will be involved in implementing the new program. It also protects the students by ensuring that all necessary details and implementation strategies will be in place at the inception of the new program. Last, when completed correctly, the College is protected against having a proliferation of programs recommended that it cannot sustain. Results from the research document the need for the program, its educational objectives, special features or conditions that make Paine College a “desirable, unique, or appropriate place to initiate this proposed new degree program,” and all other documentation as required on Exhibit 13.

Exhibit 13. Request for Authorization to Plan a New Degree Program Form



REQUEST FOR AUTHORIZATION TO PLAN A NEW DEGREE PROGRAM

Date: _____

CIP Discipline Specialty Title: _____

CIP Discipline Specialty Number: _____

Proposed Date of Establishment: _____

1. Briefly describe the proposed new degree program for which planning authorization is being sought by including statements on the following:

a. Educational objectives:

b. the relationship of the proposed new program to the College's Mission

c. the relationship of the proposed new program to other existing programs at Paine College; and

d. special features or conditions that make Paine College a desirable, unique or appropriate place to initiate this proposed new degree program.

2. List all other public and private institutions of higher education in Georgia currently operating programs similar to the proposed new degree program for which planning authorization is now being sought.

Table 1. Institutions that offer XXXX programs

Public Institutions	Private Institutions

Expenses	Costs	Sources of Funds
Educational Resources		
TOTAL		

Person submitting this information for review:

Title: _____

Name: _____
Print

Signature: _____

Date: _____

Action taken: (Passed/failed/tabled/etc.)

(Note: See **Instructions Regarding Signatures** below the President's signature.)

Department Chair: _____
Print

Signature: _____

Date: _____

Dean: _____
Print

Signature: _____

Date: _____

Curriculum Committee Chair: _____
Print

Signature: _____

Date: _____

Provost/Vice President of Academic Affairs: _____
Print

Signature: _____

Date: _____

(Please notify the Curriculum Committee chair when signed.)

President: _____
Print

Signature: _____

Date: _____

(Please notify the Curriculum Committee Chair and the Registrar’s Office when signed.)

Instructions Regarding Signatures

Department The faculty member or chair of the department should present this document as a proposal to the faculty. The faculty in the Department need to vote on the proposal before it moves forward.

The Chair of the department should print his/her name, sign and date the document (date should match department meeting minutes). A copy of the minutes with the action item vote should be attached to the form. The form should be forwarded to the dean of the school

Dean: The chair of the department should present the proposal to the faculty in the school. The faculty in the school need to vote on the proposal before it moves forward.

The dean should print his/her name, sign and date the document (date should match school meeting minutes). A copy of the minutes with the action item vote should be attached to the form. The form should be forwarded to the chair of the curriculum committee.

Chair of the Curriculum Committee: A representative from the department or school should present the proposal to the curriculum committee. The curriculum committee will vote on the proposal.

The chair of the curriculum committee should print his/her name, sign and date the document (date should match curriculum committee meeting minutes). A copy of the minutes with the action item vote should be attached to the form. The form should be forwarded to academic affairs after the curriculum committee’s report has been received from the entire Paine College.

Provost and Vice President of Academic Affairs: After the faculty meeting where the new program was approved, the chair of the curriculum committee will give all original documents to the Office of Academic Affairs where this form will be prepared for the Provost’s signature.

Office personnel will then scan the documents with the Provost's signature and forward all originals to the president's office.

President: The president will sign the original document and send the packet back to academic affairs. The entire packet will be scanned and uploaded to SharePoint under the folder for Curriculum Committee. The original paper copy will be kept on file in Academic Affairs.

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. Course level student learning outcomes 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 "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.

The second 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?” 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, G or H):

- Fiscal Resources
- Faculty (teaching load, teaching effectiveness, scholarship)
- Other Resources and Support Services
- Recruitment, Admissions, Enrollment, Retention, Graduation, and Placement Headcount 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 for and make adjustments in programs and operations. Note in the model (Figure 1) that actual results inform the processes of planning, implementation, assessment, and evaluation. Some results dictate that further evaluation(s) 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	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 6. <u>Buy or create</u> an assessment instrument or other description of the assessment. 7. <u>Complete</u> one or more assessments (triangulation is best practice). 8. <u>Collect</u> assessment data
Evaluation	<ol style="list-style-type: none"> 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.

Institutional Effectiveness Process	Action Steps
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 embraced using an electronic tool, Strategic Planning Online (SPOL), to document institutional effectiveness processes in 2013-2014 and began using the system in 2015 after the setup had been completed. SPOL’s integrated strategic management software empowers schools to foster institutional effectiveness and cultivate continuous improvement as stated in the 2019 SPOL brochure. SPOL’s platform unites data and analytics cross-functionally, simplifying complex tasks, streamlining accreditation, and reducing exposure. [It] adapts to our institution’s goals and works with us to track, measure, and achieve them. 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	<ol style="list-style-type: none"> 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 <i>intended results</i> and <i>assessment measures</i>. 	<p><u>Deadline: 3rd Thursday in September</u></p> <ul style="list-style-type: none"> ❖ Outcome Plan ❖ Means of Assessment ❖ Criteria for Success 	<p><u>Objective Header</u></p> <ul style="list-style-type: none"> ❖ Objective ID (system) ❖ Title ❖ Planning Unit ❖ Original Planning Year ❖ Multi-year ❖ Purpose ❖ Status ❖ Description <p><u>Objective Details</u></p> <ul style="list-style-type: none"> ❖ <i>Planning Years, if Multi-Year</i> ❖ Strategic Plan or Other Goals ❖ Planning Unit Goals ❖ Objective Type ❖ Planning Priorities (Institutional Objectives) ❖ Implementation Strategies (a.k.a. Tasks) ❖ Intended Results ❖ Assessment Measures
Implementation	<ol style="list-style-type: none"> 4. <u>Define</u> action steps (also called implementation strategies or tasks). 5. <u>Complete</u> the action steps or implementation strategies. 	<p><u>Deadline: 3rd Thursday in September</u></p> <ul style="list-style-type: none"> ❖ Implementation Strategies defined ❖ Assessment Instrument or Other Data defined <p><u>Deadline: March</u></p> <ul style="list-style-type: none"> ❖ Proposed budget completed <p><u>Deadline: Last Day in April</u></p> <ul style="list-style-type: none"> ❖ Implementation Strategies 	<ul style="list-style-type: none"> ❖ Tasks defined ❖ Status Reports are entered as Tasks are completed or decisions are made <p>(Paine College is not currently using the Budget Module in SPOL.)</p>

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 <i>actual results</i> 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 4 th 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 and Student 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 (created by faculty and staff)

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 F: General Five-year Unit Evaluation Format

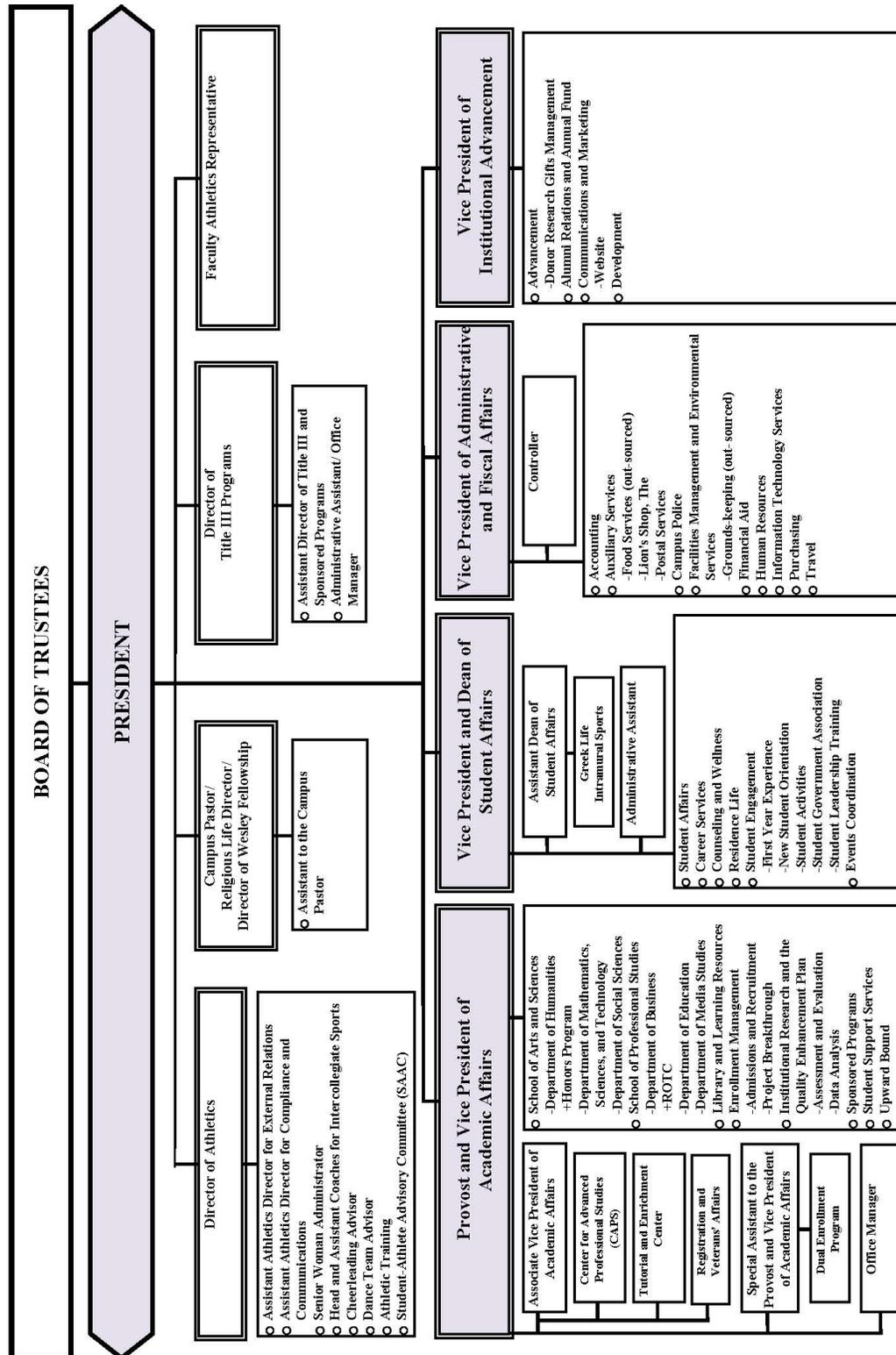
Appendix G: Academic Department Effectiveness Outcomes

Appendix H: Non-Academic Unit Effectiveness Outcomes

Appendix A: Organizational Charts

A1. Main

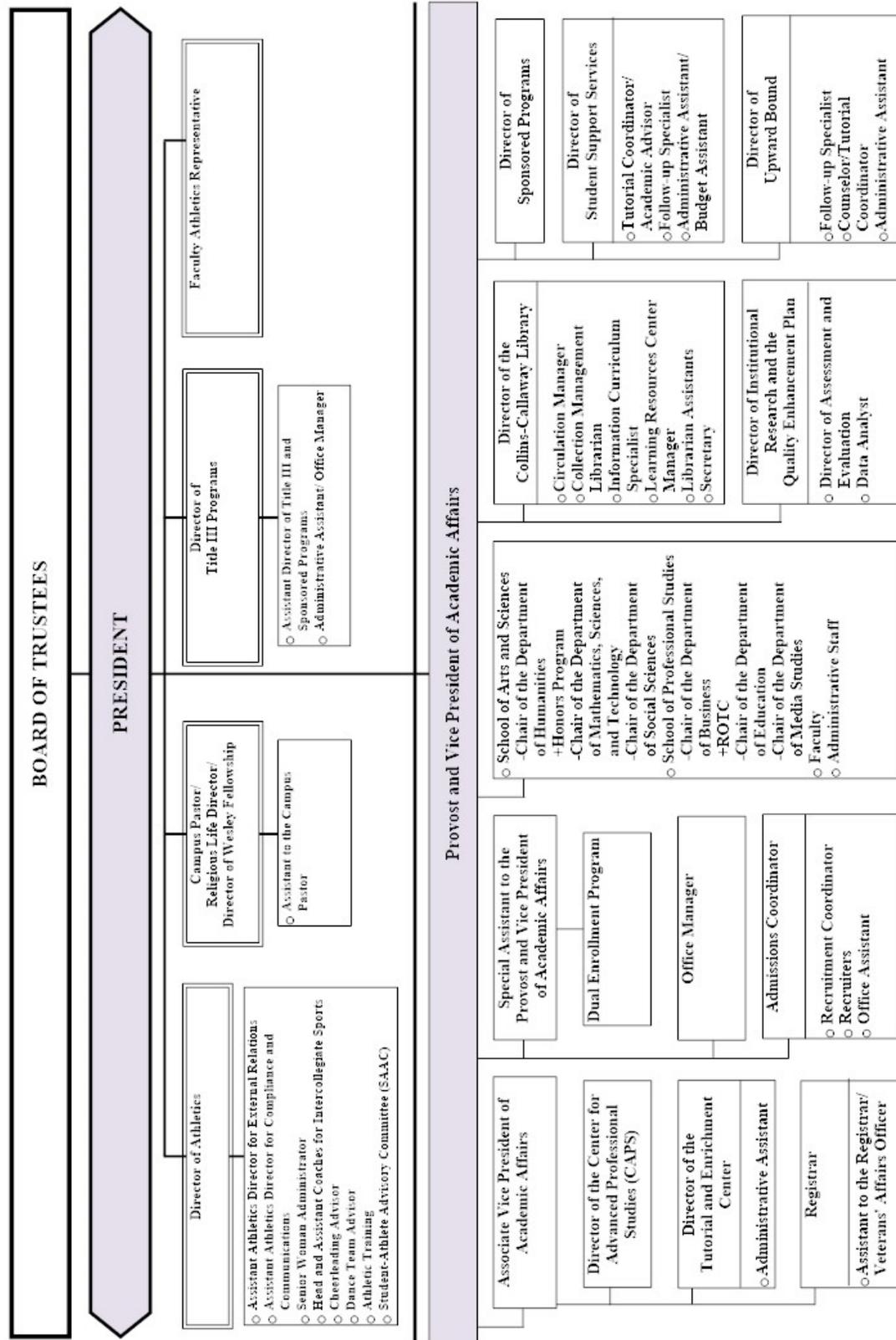
PAINÉ COLLEGE
ORGANIZATIONAL STRUCTURE



April 20, 2020

A2. Academic Affairs

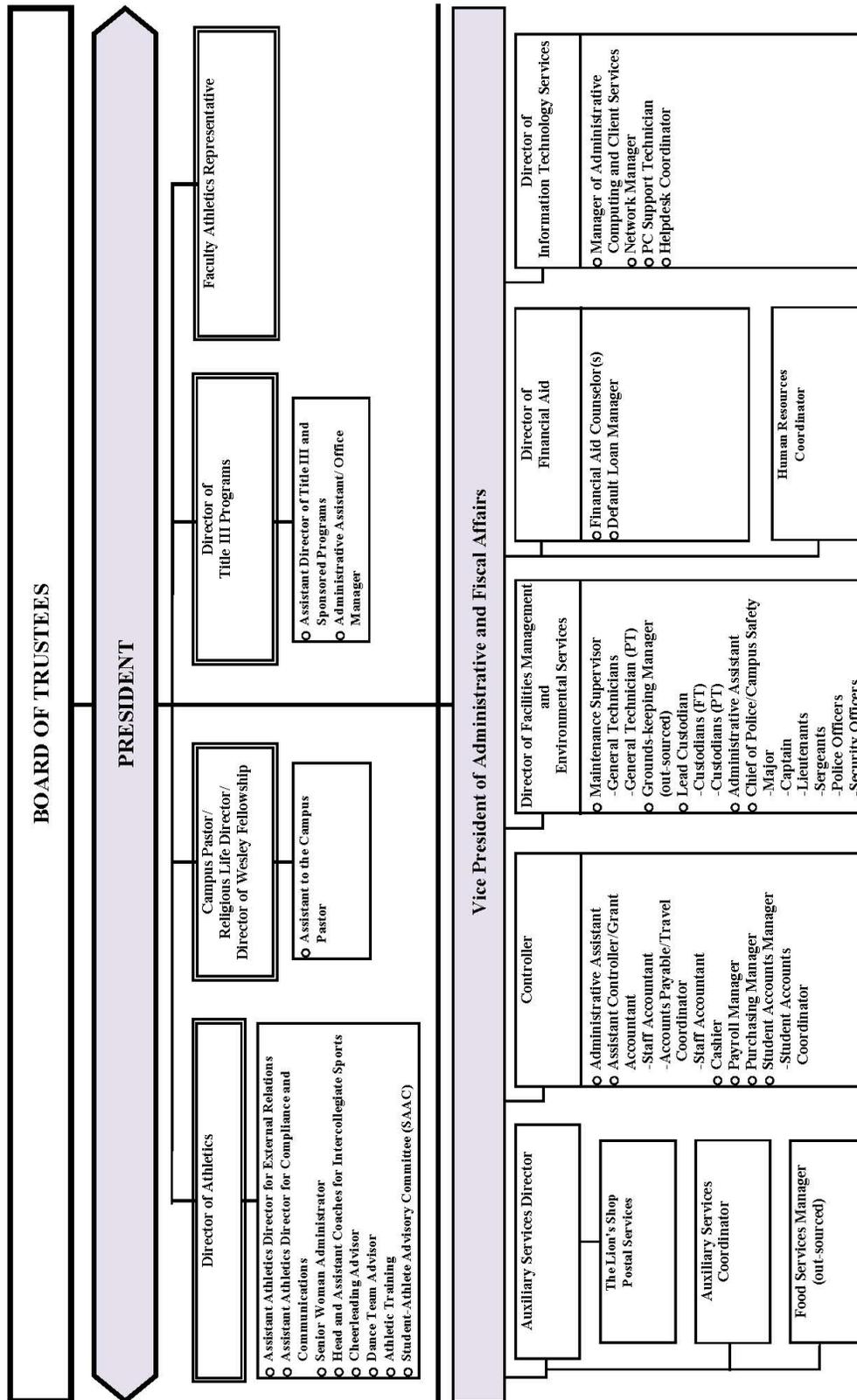
PAINÉ COLLEGE
ORGANIZATIONAL STRUCTURE
Academic Affairs



April 20, 2020

A3. Administrative and Fiscal Affairs

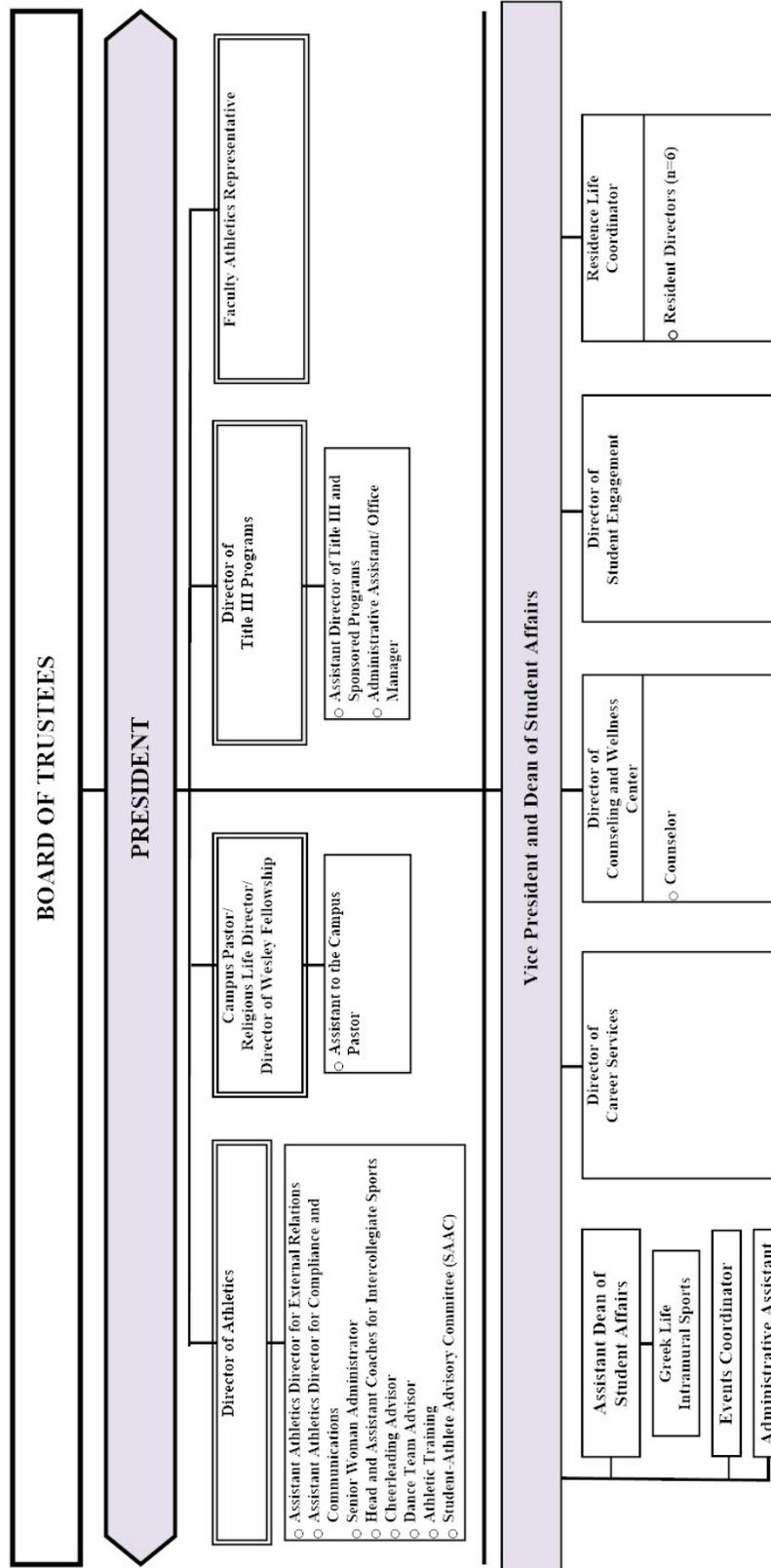
PAINÉ COLLEGE
ORGANIZATIONAL STRUCTURE
Administrative and Fiscal Affairs



April 20, 2020

A4. Student Affairs

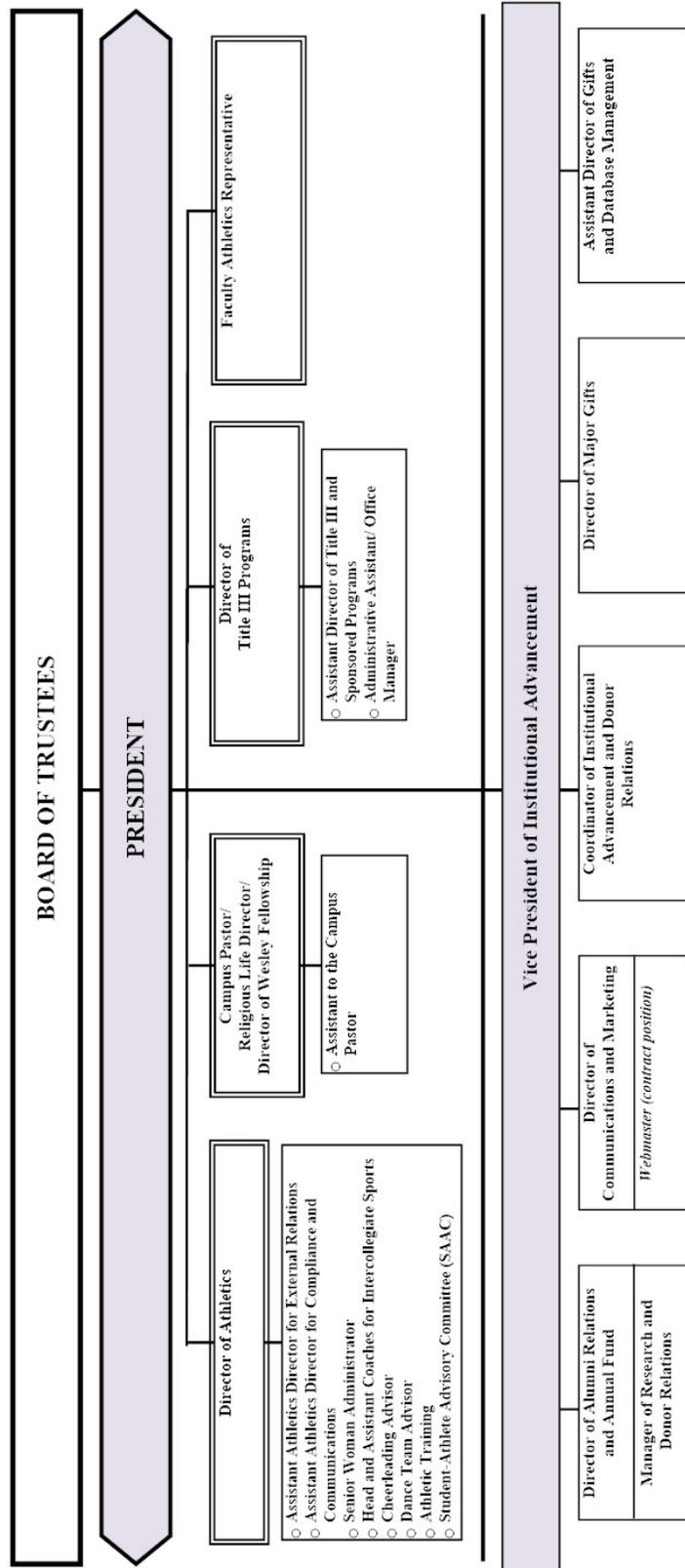
PAINÉ COLLEGE
ORGANIZATIONAL STRUCTURE
Student Affairs



April 20, 2020

A5. Institutional Advancement

PAINÉ COLLEGE
ORGANIZATIONAL STRUCTURE
Institutional Advancement



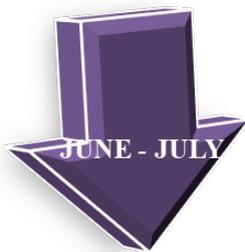
April 20, 2020

Appendix B: Routing Systems

B1: Routing System for Approval of Annual Reports



Unit members meet and review current-year unit outcome assessment results and define the use of results.



Unit leaders enter assessment results and use of results for each outcome into Strategic Planning Online (SPOL) and approves them.



Appropriate level supervisor reviews and approves the completed outcomes in SPOL.



Complete outcomes are available to the Office of the President.

B2: Routing System for Approval of Five-Year Reports



Unit members meet to review current-year and previous four years of effectiveness and unit outcomes and their assessment results. Writing assignments for each effectiveness and unit outcome are made to unit members.



Summary reports with recommendations are written for each effectiveness and unit outcome by the assigned writer and disseminated to other unit members for review.



The unit leader writes an introduction, compiles all written summaries into a single report, summarizes recommendations at the end of the draft, prepares a closing statement, and submits the report to other unit members for review.



Unit leader ensures that an outcome (minimally, intended results, assessment measures, actual results, and use of results) related to completing the five-year report is added to SPOL and approved after the five-year report has been attached. The appropriate level supervisor approve the outcome in SPOL.



Five-year reports are available to the Office of the President and the Office of Institutional Research, Assessment and Evaluation.

Appendix C: Outcome **Planning and **Report** Form**

Planning Year: Selected by Unit Manager

Objective Report:

Objective ID: System Created **Objective Title:** User Created
Unit Manager: Defined in System **Planning Unit:** Defined in System
Obj. Status: Selected by Unit Manager **Obj. Purpose:** Selected by Unit Manager

Unit Purpose:

Entered by Unit Manager

Objective Description:

Entered by Unit Manager

Strategic Plan or Other Goals
Selected by Unit Manager

Planning Unit Goals	Objective Types	Planning Priorities (Institutional Goal)
Selected by Unit Manager if PUG entered	Selected by Unit Manager	Selected by Unit Manager

Tasks

Due Date	Status	Priority	Task
System Generated	Defined by Unit Manager	Defined by Unit Manager	Entered by Unit Manager if desired

Assessment Measures

Date	Description
System Generated (can be changed by Unit Manager)	Entered by Unit Manager

Intended Results

Date	Description
System Generated (can be changed by Unit Manager)	Entered by Unit Manager

Status Reports

Date	Description
System Generated (can be changed by Unit Manager)	Entered by Unit Manager as status occurs if desired

Actual Results

Date	Description
System Generated (can be changed by Unit Manager)	Entered by Unit Manager

Use of Results

Date	Description
System Generated (can be changed by Unit Manager)	Entered by Unit Manager

Gap Analysis

Date:	Gap Analysis:
No Data to Display	

SWOT

Date	Description:
No Data to Display	

Units Impacted

Date	Unit Code	Planning Unit	Unit Manager
No Data to Display			

Associated Standards

Standards
No Data to Display

Associated Outcomes

Outcome ID	Outcome	Program
No Data to Display		

Documents		
File Name	File Size	Date Modified
Uploaded by Unit Manager if desired		

Links	
Link Name	Link URL
Entered by Unit Manager if desired	

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 Student Affairs, Administrative and Fiscal Affairs, Financial Aid, Information Technology Services
	Administer placement tests	Student Affairs
	Assess fall orientation and testing activities	Student Affairs 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
	Review fall semester course offerings (add/drop, etc.)	Academic units
	Initiate faculty and staff evaluation	All units

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 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 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, Administrative and Fiscal Affairs, Financial Aid, Information Technology Services
	Administer placement tests	Student Affairs
	Assess spring orientation and testing activities	Student Affairs 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

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 mid-year faculty evaluations if necessary	Department Chairs
February	Submit faculty recommendations for contract renewal	Department Chairs and Provost and Vice President of Academic and Student Affairs
	Distribute freshman report including placement test results and non-returnee report	Student Affairs 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 and Student 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
	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

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
	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 and Student 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, 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
	Administer placement tests	Student Affairs
	Assess summer orientation and testing activities	Student Affairs 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

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
	Submit senior survey report to senior administrators	Office of Institutional Research and the Quality Enhancement Plan

Appendix E: Evaluation Report Schedule

The tables in this appendix contain evaluation schedules for the completion of comprehensive reports for units and publications. As a reminder, every unit manager completes annual preliminary reports of outcome results by the third Friday in March that aid in the development of annual budgets for the next year. They complete *final annual reports* that cover the period July 1st through June 30th as annual data becomes available and enter *Actual Results* and *Use of Results* for each outcome into SPOL for the respective outcome by the end of July after the fiscal year closes.

After a specified period of **five years or less**, these annual reports with an analysis of the outcomes and selected additional data coalesce into an evaluation report whose **period** begins July 1st of the initial year in the report period and ends June 30th of the last year of the period. The **due date** for the report is the third Friday in August of the last year of the report period. Some units or publications appear on more than one table which indicates that the comprehensive report period is less than five years (e.g., **Catalog** that is reviewed and updated every two years)

Need to add: Upward Bound

E1: Report Period: 7/1/2016 to 6/30/2021; Due Date: 8/20/2021

To be Evaluated: 2020-2021	Title of Responsible Individual
Academic Programs	
Business (ACBSP Accreditation Review)	Department Chair
Media Studies	Department Chair
Support Units	
Academic Affairs support units (Dual Enrollment, and Registration and Records)	VP of Academic Affairs/Provost
Campus Police	Chief of Campus Police
Institutional Advancement (IA and sub-units)	Director of Institutional Advancement`
Informational Technology	Director of Information Technology Services
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

To be Evaluated: 2020-2021	Title of Responsible Individual
<i>Publications</i>	
Board Manual (reviewed every two years per Board Manual)	Chair, Board of Trustees and Vice President of Institutional Advancement
Faculty Handbook	Provost and Vice President of Academic and Student Affairs
Institutional Effectiveness Paradigm (IEP) for Planning, Assessment, and Evaluation Manual	Director of Assessment and Evaluation Director of Institutional Research and the Quality Enhancement Plan

E2: Report Period: 7/1/2017 to 6/30/2022; Due Date: 8/19/2022

To be Evaluated: 2021-2022	Title of Responsible Individual
<i>Academic Programs</i>	
Humanities	Department Chair
<i>Support Units</i>	
Institutional Research and the Quality Enhancement Plan	Director
Tutorial and Enrichment Center	Director
The President’s Executive Team/Function, administrative operations and others as defined by the President	President
Religious Life activities	Chair, Committee on Religious Life
Title III	
Facilities Management and Environmental Services	Director of Facilities Management and Environmental Services
<i>Policies</i>	
Volume V, Staff and Administrator Personnel Policies	Chair of Policy and Procedure Committee
<i>Publications</i>	
Catalog (every two years; 2022-2024 edition needs to be ready for use in Fall 2022)	Provost and Vice President of Academic and Student Affairs Registrar
Institutional Effectiveness Paradigm (IEP) for Planning, Assessment, and Evaluation Manual	Director of Assessment and Evaluation Director of Institutional Research and the Quality Enhancement Plan

E3: Report Period: 7/1/2018 to 6/30/2023; Due Date: 8/18/2023

To be Evaluated: 2022-2023	Title of Responsible Individual
<i>Academic Programs</i>	
Mathematics, Sciences, and Technology	Department Chair
<i>Support Units</i>	

To be Evaluated: 2022-2023	Title of Responsible Individual
Academic Affairs support units (Center for Advanced Professional Studies (CAPS))	VP of Academic Affairs/Provost
Academic Affairs, the senior unit	VP of Academic Affairs/Provost
Human Resources	Director of Human Resources
Policies	
Publications	
Institutional Effectiveness Paradigm (IEP) for Planning, Assessment, and Evaluation Manual	Director of Assessment and Evaluation Director of Institutional Research and the Quality Enhancement Plan

E4: Report Period: 7/1/2019 to 6/30/2024; Due Date: 8/16/2024

To be Evaluated: 2023-2024	Title of Responsible Individual
Academic Programs	
Common Curriculum	All Departments Chairs with Common Curriculum outcomes
Support Units	
Library and Learning Resources Center	Director
Student Support Services	Director
Administrative and Fiscal Affairs	VP of Administrative and Fiscal Affairs
Athletics	Athletic Director
Policies	
Volume I, Governance and Administration Policies	Chair of Policy and Procedure Committee
Volume II, Campus Community Policies	Chair of Policy and Procedure Committee
Volume VII, Student Policies	Chair of Policy and Procedure Committee Provost and Vice President of Academic and Student Affairs
Publications	
Board Manual (reviewed every two years per Board Manual)	Chair, Board of Trustees and Vice President of Institutional Advancement
Catalog (every two years; 2024-2026 edition needs to be ready for use in Fall 2024)	Provost and Vice President of Academic and Student Affairs Registrar
Institutional Effectiveness Paradigm (IEP) for Planning, Assessment, and Evaluation Manual	Director of Assessment and Evaluation Director of Institutional Research and the Quality Enhancement Plan
Student Handbook	Provost and Vice President of Academic and Student Affairs

E5: Report Period: 7/1/2020 to 6/30/2025; Due Date: 8/15/2025

To be Evaluated: 2019-2020	Title of Responsible Individual
<i>Academic Programs</i>	
Social Science	Department Chair
<i>Support Units</i>	
Admissions and Recruitment	Admissions Coordinator
Registrar’s Office	Registrar
Financial Aid	Director of Financial Aid
<i>Policies</i>	
Volume III, General Institutional Employment Policies	Chair of Policy and Procedure Committee
<i>Publications</i>	
Publication templates and style guides	Assistant Vice President of Institutional Advancement Director of Communications and Marketing
Web site	Assistant Vice President of Institutional Advancement
Catalog (every two years; 2020-2022 edition needs to be ready for use in Fall 2020)	Provost and Vice President of Academic and Student Affairs Registrar
Institutional Effectiveness Paradigm (IEP) for Planning, Assessment, and Evaluation Manual	Director of Assessment and Evaluation Director of Institutional Research and the Quality Enhancement Plan

Appendix F: Academic Program, Five-year Unit Evaluation Format



Five-Year Program Review 20YY-20YY

Academic Program:
Name of Department

Department Chair
Name of Chair

CONTENTS

I. Five-Year Evaluation Report Executive Summary

Introduction

Expected Outcomes & Alignment to Strategic Goals and Objectives

Summary of Five-Year Program Review Evaluation and Recommendations

II. Program Effectiveness Outcomes Results and Evaluation

1. Enrollment (20YY-20YY)

A. Assessment Measures, Actual Results, and Use of Results

B. Summary of Five-Year Assessment and Evaluation and Action Plan

2. Retention Rate

A. Assessment Measures, Actual Results, and Use of Results

B. Summary of Five-Year Assessment and Evaluation and Action Plan

3. Completion rate

A. Assessment Measures, Actual Results, and Use of Results

B. Summary of Five-Year Assessment and Evaluation and Action Plan

4. Placement Rate

A. Assessment Measures, Actual Results, and Use of Results

B. Summary of Five-Year Assessment and Evaluation and Action Plan

5. Instructional Faculty: Number of full-time and Number of part-time

A. Assessment Measures, Actual Results, and Use of Results

B. Summary of Five-Year Assessment and Evaluation and Action Plan

6. Instructional Faculty: Adequacy

A. Assessment measures, Actual Results, and Use of Results

B. Summary of Five-Year Assessment and Evaluation and Action Plan

7. Instructional Faculty (#3) – Respect for Institutional Statements

A. Assessment measures, Actual Results, and Use of Results

B. Summary of Five-Year Assessment and Evaluation and Action Plan

8. Faculty Competence - 5 - Year Instructional Faculty (#4) – Faculty Competence

A. Assessment measures, Actual Results, and Use of Results

B. Summary of Five-Year Assessment and Evaluation and Action Plan

9. Instructional Faculty - Appropriate Percentage of Full-Time Faculty

A. Assessment Measures, Actual Results, and Use of Results

- B. Summary of Five-Year Assessment and Evaluation and Action Plan
- 10.5 - Year Course Evaluations
 - A. Assessment Measures, Actual Results, and Use of Results
 - B. Summary of Five-Year Assessment and Evaluation and Action Plan
- 11. Evaluation of Student Experiences - (Graduating Seniors)
 - A. Assessment Measures, Actual Results, and Use of Results
 - B. Summary of Five-Year Assessment and Evaluation and Action Plan
- 12. Curriculum Matrix
 - A. Assessment Measures, Actual Results, and Use of Results
 - B. Summary of Five-Year Assessment and Evaluation and Action Plan
- 13. Course Syllabi Review
 - A. Assessment Measures, Actual Results, and Use of Results
 - B. Summary of Five-Year Assessment and Evaluation and Action Plan
- 14. Program Comparability
 - A. Assessment Measures, Actual Results, and Use of Results
 - B. Summary of Five-Year Assessment and Evaluation and Action Plan
- 15. Outcome/Objective: Library Resources
 - A. Assessment Measures, Actual Results, and Use of Results
 - B. Summary of Five-Year Assessment and Evaluation and Action Plan
- 16. Outcome/Objective: Budget
 - A. Assessment Measures, Actual Results, and Use of Results
 - B. Summary of Five-Year Assessment and Evaluation and Action Plan
- III. *Program Learning Outcomes Results*
 - A. Assessment Measures, Actual Results, and Use of Results
 - B. Summary of Five-Year Assessment and Evaluation and Action Plan

Appendix G: Academic Department Effectiveness Outcomes

**Paine College
Academic Department Effectiveness Outcomes**

In addition to the student program 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 (e.g., July 1, 2015 – June 30, 2020). Units preparing special long-term reports such as accreditations or those for grants are allowed to submit them instead of using the institutionally defined outcomes.

Please label these outcomes as **Report Period Dpt Unit Outcome ## - Outcome title** or **Report Period Dpt Unit Special Agency Outcome ## - Outcome title**. The ## for special reports should be that of the accrediting body or special agency. Two title examples are listed below:

2015 – 2020 SSC Unit Outcome 01 – Enrollment

2016 – 2021 BSA ACBSP Criterion 1.1.b – Performance Measurements

Table 9. Institutional Academic Department Effectiveness Outcomes

Outcome (Objective Title in SPOL)	Means of Assessment (Assessment Measures in SPOL)	Criteria for Success (Intended Results in SPOL)
1. 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 <i>Financial Stability</i>)
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
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 from the Office of Institutional Research and the Quality Enhancement Plan	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

Outcome (Objective Title in SPOL)	Means of Assessment (Assessment Measures in SPOL)	Criteria for Success (Intended Results in SPOL)
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 to fulfill its mission (from TRACS IER#9.1)
6. Instructional Faculty (#2) – Adequacy	c. Calculate department faculty/student ratio d. Calculate % of courses taught by full-time and part-time faculty members	c. Maintains a student/faculty ratio of 10 students/1 faculty member d. 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) (Obtain data from the Office of Institutional Research and the Quality Enhancement Plan) 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
2015-2016			
2016-2017			
2017-2018			
2018-2019			
2019-2020			
5-year Total			
5-year Average			

Appendix H: Non-academic Unit Effectiveness Outcomes

Paine College
Non-academic Unit Effectiveness Outcomes



**Paine College
Five-Year Evaluation Report**

Unit:

Type here

Unit Leader:

Type here

Report Year:

YYYY-YYYY

CONTENTS

I. Five-Year Evaluation Report Executive Summary

Introduction: Unit Purpose, Mission, Vision, Goals

Summary of Five-Year Unit Effectiveness Outcomes, Evaluation, and Recommendations

Summary of Expected Unit Outcomes, Alignment to Strategic Goals, and Alignment to Institutional Objectives

II. Non-academic Unit Effectiveness Outcomes Results and Evaluation

1. Students Served (20YY-20YY)

A. Assessment Measures, Actual Results, and Use of Results

B. Summary of Five-Year Assessment and Evaluation and Action Plan

2. Support Staff: Number of full-time and Number of part-time

A. Assessment Measures, Actual Results, and Use of Results

B. Summary of Five-Year Assessment and Evaluation and Action Plan

3. Support Staff: Adequacy

A. Assessment measures, Actual Results, and Use of Results

B. Summary of Five-Year Assessment and Evaluation and Action Plan

4. Support Staff: Respect for Institutional Statements

A. Assessment measures, Actual Results, and Use of Results

B. Summary of Five-Year Assessment and Evaluation and Action Plan

5. Support Staff: 5-Year Support Staff – Competence

A. Assessment measures, Actual Results, and Use of Results

B. Summary of Five-Year Assessment and Evaluation and Action Plan

6. Support Staff: Appropriate Percentage of Full-Time Faculty

A. Assessment Measures, Actual Results, and Use of Results

B. Summary of Five-Year Assessment and Evaluation and Action Plan

7. 5 - Year Unit Evaluations

A. Assessment Measures, Actual Results, and Use of Results

B. Summary of Five-Year Assessment and Evaluation and Action Plan

8. Evaluation of Student Experiences

A. Assessment Measures, Actual Results, and Use of Results

B. Summary of Five-Year Assessment and Evaluation and Action Plan

9. Annual Educational Activities
 - A. Assessment Measures, Actual Results, and Use of Results
 - B. Summary of Five-Year Assessment and Evaluation and Action Plan
 10. Services Comparability
 - A. Assessment Measures, Actual Results, and Use of Results
 - B. Summary of Five-Year Assessment and Evaluation and Action Plan
 11. Library Resources, if applicable
 - A. Assessment Measures, Actual Results, and Use of Results
 - B. Summary of Five-Year Assessment and Evaluation and Action Plan
 12. Budget
 - A. Assessment Measures, Actual Results, and Use of Results
 - B. Summary of Five-Year Assessment and Evaluation and Action Plan
- III. Non-academic Unit Outcome Results*
- A. Assessment Measures, Actual Results, and Use of Results
 - B. Summary of Five-Year Assessment and Evaluation and Action Plan

Appendix I: Aspirational and Peer Institutions

Aspirational Institution, IPEDS Unit ID#

Agnes Scott College, 138600
Davidson College, 198385
Meredith College, 198950
Morehouse College, 140553
Simpson College, 154350
Spelman College, 141060

Peer Institution, IPEDS Unit ID#

Allen University, 217624
Fisk University, 220181
Johnson C. Smith University, 198756
Lindsey Wilson College, 157216
Miles College, 101675
Morris College, 218399
St. Augustine's University, 199582
Stillman College, 102270
Talladega College, 102298
Tougaloo College, 176406
Wiley College, 229887
William Peace University, 199272



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