# PAINE COLLEGE
# INSTITUTIONAL EFFECTIVENESS PARADIGM



# ASSESSMENT REPORTS FOR ONGOING OUTCOMES 2016-2017

**Updated: June 26, 2018**

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## INTRODUCTION

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

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

Student learning outcomes are in place for every degree, emphasis, and minor. These outcomes are determined by the faculty as appropriate to the educational mission of Paine College. Assessment of these outcomes is 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.

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

Assessment-related activities are on-going and constant. As the assessment is made at each level, information from the assessment follows the appropriate path upward or downward. If more than one unit is involved, or affected, the flow branches to the other related or affected units. The General Assessment Calendar (see Appendix C) 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, the unit leaders also collect data that provides insight into day-to-day, ongoing operations. The list of outcomes and objectives with their assessment results and analysis follows this introduction. All items in *italics* have the potential to have the data included in the Strategic Plan review.

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

the changes would have on other college units. As the fall 2018 reports are reviewed, we will modify this approach and update the IEP to reflect

this change.

Assessment results appear in the tables below. Unless otherwise indicated, the results were provided by the reporting unit. All narrative

descriptions, use of results for improvement, and revised criteria for success were provided by the reporting office.

**OUTCOME REPORTS: SENIOR AND MID-LEVEL MANAGEMENT UNITS**

**Outcome Report – Academic Affairs**

| 1. Outcomes:<br>*Academic Affairs* | 2. Means of Assess-ment | 3. Criteria for Success | 4. Assessment Results 2016-2017 | 5. Narrative Description AND Use of Results for Improve-ment | 6. Revised Criteria for Success |
|---|---|---|---|---|---|
| a)  Course evaluations | Policy Manual (Vol. 4) –Appendix 4.5.3G: Student Evaluation Form | 70% of the faculty will score 3 or above each semester | **Percent of Faculty Who Scored an Average of 3 or Above Each Term, 2014-15 through 2016-17**<br><br>| AY | HC | Fall % | HC | Spring % |<br>|---|---|---|---|---|<br>| 2014-15 | 97 | 100% | | |<br>| 2015-16 | 76 | 98.7% | 72 | 98.6% |<br>| 2016-17 | 41 | 97.6% | 54 | 100% |<br><br>*(Data Source: Offices of Information Services and Academic Affairs. Summarized by Office of Institutional Research and the Quality Enhancement Plan)* | **Narrative Description**: Faculty evaluation data was summarized for the fall and spring semesters in 2014-15, 2015-16, and 2016-17. In each year, at least 70 percent of the faculty averaged at least a three (3) overall each semester on the evaluation which satisfies the criteria for success.<br><br>**Use of Results**: In 2017-18, the results are being reviewed with an eye toward revising the criteria. Faculty members need to strive for higher results when they are being evaluated by students. | 70% of the faculty will score 3 or above each semester |

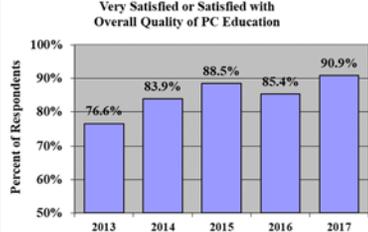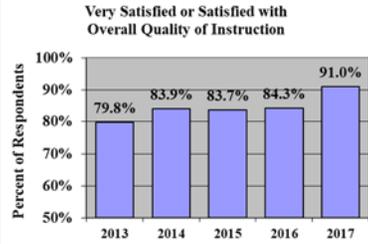| 1. Outcomes: *Academic Affairs* | 2. Means of Assessment | 3. Criteria for Success | 4. Assessment Results 2016-2017 | 5. Narrative Description AND Use of Results for Improvement | 6. Revised Criteria for Success |
|---|---|---|---|---|---|
| b) Library and Learning Resources Center **collections** | Fiscal year collections | By the end of June each year, increase electronic books by 2% from the previous year. | The Count of electronic books for fiscal year 2016 was 164,491, and for fiscal year 2017, 169,840 which is a difference of 5349, and calculated at a percentage of 3.25.<br><br>*(Data Source: Library)* | The annual goal for electronic book increases is by 2%. Our statistical results show that we exceeded the goal with an increase of 3.25%. These results can be used in making a decision regarding the possibility of decreasing the acquisition of electronic holdings based on our FTE enrollment while continuing to provide academic core titles. | No change |
| c) Library and Learning Resources Center **expenses** | Fiscal year expenses | Total expenses per fiscal year for non-personnel resources will be equal to or greater than the previous fiscal year. | The Library expenses for fiscal 2016 were $40,835.67, and the 2017 $42,544.11 for an increase of $1,708.44 or 5%.<br><br>*(Data Source: Library)* | The Library expenses for 2017 increased by 5% in funding due to enhancements in program services and activities. Library staff members will use these data coupled with a description of increased services and evaluation results to request further budget increases for Library services. | No change |

| 1. Outcomes: *Academic Affairs* | 2. Means of Assessment | 3. Criteria for Success | 4. Assessment Results 2016-2017 | 5. Narrative Description AND Use of Results for Improvement | 6. Revised Criteria for Success |
|---|---|---|---|---|---|
| d) Library and Learning Resources Center **checkouts** | Fiscal year checkouts | With an increased student FTE, the overall trend of decreasing checkouts will reverse itself within the next three years. | **Checkouts**<br><br>**Fiscal Year** / **Checkouts** / **12-mo. FTE Students** / **C/FTE Student**<br><br>2012  2,528  822  3.08<br>2013  2,559  828  3.09<br>2014  2,003  707  2.83<br>2015  1,141  773  1.48<br>2016  949  545  1.74<br>2017  729  422  1.73<br><br>*(Data Source: Library and Office of Institutional Research and the Quality Enhancement Plan)* | The overall trend in checkouts has been decreasing for the past six (6) years. The highest number of checkouts, 2,559, was in FY2013, and the lowest, 729, was in 2017. From 2012 to 2013 there was a slight increase. These decreases can be attributed primarily to the decreases in enrollment.<br><br>The number of checkouts will continue to be monitored, and the Library staff members will work with faculty members to implement activities that will increase the number of checkouts.<br><br>Further, with the acquisition of two new recruiters, we anticipate the new recruitment efforts will net the school an increased FTE, thus, raising the student utilization of the library, and increasing checkouts per FTE student to at least the rate of 3.09 from 2013. | No changes until at least three (3) years from now when we anticipate that increases in enrollment will net increases in checkouts. |

| e) Library and Learning Resources Center **reference questions** | Fiscal year reference questions | With an increased FTE, the overall trend of decreasing reference questions will reverse itself within the next three (3) years. | **Reference Questions – Percent Change** | Reference questions varied from a high of 931 in 2015 to the low of 193 in 2017. The number of questions deescalated from 716 to 193, 577 questions or -73% from 2016 to 2017. This significant decrease can be attributed partially to the decrease in 12-month FTE students from 545 to 422. Another view of this data is even more disturbing. In three of the six years, the number of questions per FTE student was less than one (1). | No changes until at least three (3) years from now when we anticipate that increases in enrollment will net increases in reference questions. |
|---|---|---|---|---|---|

**Reference Questions – Percent Change**

| Fiscal Year | # Questions | % Change |
|---|---|---|
| 2012 | 675 | Basis |
| 2013 | 306 | -55% |
| 2014 | 751 | 145% |
| 2015 | 931 | 24% |
| 2016 | 716 | -23% |
| 2017 | 193 | -73% |
| **Mean** | **579** | **4%** |

**Reference Questions per FTE Student**

| Fiscal Year | # Questions | 12-mo. FTE Students | Q/FTE Student |
|---|---|---|---|
| 2012 | 675 | 822 | 0.82 |
| 2013 | 306 | 828 | 0.37 |
| 2014 | 751 | 707 | 1.06 |
| 2015 | 931 | 773 | 1.20 |
| 2016 | 716 | 545 | 1.31 |
| 2017 | 193 | 422 | 0.46 |

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

The number of reference questions will continue to be monitored, and the Library staff members will work with faculty members to implement activities that will increase student use of the Library and, therefore, the number of reference questions will increase.

Also, with the acquisition of two new recruiters, we anticipate that new recruitment efforts will net the school an increased 12-month student FTE, will raise the student utilization of the library, and will increase questions asked to the Refer-

| 1. Outcomes: *Academic Affairs* | 2. Means of Assessment | 3. Criteria for Success | 4. Assessment Results 2016-2017 | 5. Narrative Description AND Use of Results for Improvement | 6. Revised Criteria for Success |
|---|---|---|---|---|---|
| | | | | ence and Instruction Department reflecting the rates of 2015. | |
| f) Library and Learning Resources Center **evaluation** | Student Satisfaction on the **Survey of Graduating Seniors** | At least 70% of the respondents will rate their satisfaction with the Library and Learning Resources Center as satisfied or very satisfied. | The Survey of Graduating Seniors was updated in 2015-16. Therefore, data for two similar questions is presented. All data is graphed together.<br><br>Original: Library Facilities<br><br>| Year | VS or S |<br>|---|---|<br>| 2013 | 72.0% |<br>| 2014 | 80.4% |<br>| 2015 | 73.1% |<br>| **Mean** | **75.1%** |<br><br>Revised: Library and Learning Resources Center<br><br>| Year | VS or S |<br>|---|---|<br>| 2016 | 83.2% |<br>| 2017 | 94.4% |<br>| **Mean** | **88.8%** |<br><br><br><br>*(Data Source: Office of Institutional Research and the Quality* | Of the total respondents on the **Survey of Graduating Seniors**, the Library shows a gradually increasing success rate that averaged 75.1 percent from 2013 to 2015 and 88.8 percent for 206 to 2017. The highest rate, 94.38%, in the categories of *Very Satisfied*, and *Satisfied* was achieved in 2017.The anticipated rate of 70 percent was exceeded in all years. Library staff members will continue to monitor these results and use this information coupled with more specific Library evaluation results to determine how the rate can be maintained or increased with the anticipated increased enrollment. | No changes until the 70 percent level is reached for at least three (3) years using the revised question. |

| 1. Outcomes: *Academic Affairs* | 2. Means of Assessment | 3. Criteria for Success | 4. Assessment Results 2016-2017 | 5. Narrative Description **AND** Use of Results for Improvement | 6. Revised Criteria for Success |
|---|---|---|---|---|---|
| | | | *Enhancement Plan, Survey of Graduating Seniors)* | | |
| g)   Student Learning Outcomes | 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. | # students who sat for a major field exam = # students who passed on the first attempt = % of students who passed on the first attempt = | | |

| 1. Outcomes: *Academic Affairs* | 2. Means of Assessment | 3. Criteria for Success | 4. Assessment Results 2016-2017 | 5. Narrative Description AND Use of Results for Improvement | 6. Revised Criteria for Success |
|---|---|---|---|---|---|
| h) Student satisfaction with academics | Student Satisfaction on the **Survey of Graduating Seniors (SGS)** | At least 70% of the respondents will rate their satisfaction with the overall quality of their Paine College education as satisfied or very satisfied. | Overall quality of your Paine College education <br><br> **Year** / **VS or S** <br> 2013 / 76.6% <br> 2014 / 83.9% <br> 2015 / 88.5% <br> 2016 / 85.4% <br> 2017 / 90.9% <br> **Mean** / **85.1%** <br><br>  <br><br> *(Data Source: Office of Institutional Research and the Quality Enhancement Plan, Survey of Graduating Seniors)* | Student satisfaction with the academic programs is very important to the faculty and the administration, and the goal of 70 percent was set as the level of expected achievement on the **2016-2017 Survey of Graduating Seniors** for satisfaction with the "overall quality of your Paine College Education." The highest rating of 91 percent for students who were *satisfied* or *very satisfied* was achieved in 2017. The five-year average is 85 percent. The administration will continue to monitor the results and seek to improve them even more in the future. | No changes until the 90 percent level is reached for at least three (3) consecutive years. |

| 1. Outcomes: *Academic Affairs* | 2. Means of Assessment | 3. Criteria for Success | 4. Assessment Results 2016-2017 | 5. Narrative Description AND Use of Results for Improvement | 6. Revised Criteria for Success |
|---|---|---|---|---|---|
| | | At least 70% of the respondents will rate their satisfaction with the overall quality of instruction as satisfied or very satisfied. | Overall quality of instruction<br><br>| Year | VS or S |<br>|---|---|<br>| 2013 | 79.8% |<br>| 2014 | 83.9% |<br>| 2015 | 83.7% |<br>| 2016 | 84.3% |<br>| 2017 | 91.0% |<br>| **Mean** | **84.5%** |<br><br><br><br>*(Data Source: Office of Institutional Research and the Quality Enhancement Plan, Survey of Graduating Seniors)* | Another component of the academic program is instruction. Ninety-one, 91, percent of the 2017 respondents rated the question as *satisfied* or *very satisfied*. This is the highest rating during the five-year period. In each year, the expected rating of 70 percent was exceeded. Further, the five-year average of 84.5 percent exceeds the expected annual rating. Faculty are pleased with this result but would like for it to be closer to 100 percent. These results will be the basis for discussions about how instruction can be further improved during meetings at all academic levels. | No changes until the 90 percent level is reached for at least three (3) consecutive years. |

**Business Department**

*Business Administration Major*

| Program Student Learning Outcome: *Business Administration* | Means of Assessment | Criteria for Success | Results (Analysis) | | | Use of Results (Actions/Decisions) | Impact (Follow-up Assessment) |
|---|---|---|---|---|---|---|---|
| Student must demonstrate leadership skill in the po- | The ETS | 80% of Paine College Business students taking the MFT | Major Field Test exam from ETS<br><br>| YEAR | National | Paine College | | | **New Action:**<br><br>**2015-2016:** | The Chair Person has asked for the following |

| Program Student Learning Outcome: *Business Administration* | Means of Assessment | Criteria for Success | Results (Analysis) | | | Use of Results (Actions/Decisions) | Impact (Follow-up Assessment) |
|---|---|---|---|---|---|---|---|
| sitions of government, entrepreneurship, industry and community | | (ETS) exam will score near the mean of the national MFT score annually | **2014-2015** | 152 | 135 | The Chair and Business Law Instructor met and there has emerged an improved teaching strategy | changes in textbook during the 2017-2018 academic year |
| | | | **2015-2016** | 152 | 138 | - Hired another accounting instructor | |
| | | | **2016-2017** | 152 | 133 | | **Textbook Requirement:** |
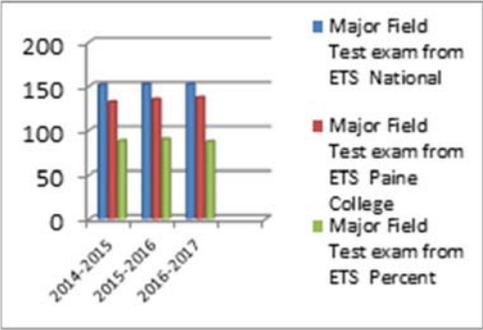


Students' performance has been consistent in the area of Information Technology, International Business, Management, Marketing, and Accounting

**Analysis:**
The worst areas in an increasing order are:
1. Economics
2. Quantitative Analysis.

**Success:** Accounting has moved up but Quantitative Analysis needs further study.

**Use of Results (Actions/Decisions):**

**Assessment Indicators:**
Always use the test as an instrument for continuous improvement of the program
  Utilizing assessment. Scores were low in Economics and Quantitative

**Action-Ongoing:**

**Quantitative:**
Employ Quantitative Analysis Software

**Law:**
Provide case examples

**Economics:**
Application using economic analysis software/Statistics

**Impact (Follow-up Assessment):**

**Textbook Requirement:**
1. Textbook must have a workbook with economic/quantitative analysis software/Statistics

**Junior Exit Exam Outcome (Six Year Trends)**

| SLO: *BSA Junior Exit* | Means of Assessment | Criteria of Success | Results (Analysis) | Use of Results | Impact |
|---|---|---|---|---|---|
| At the end of the study, student must have the skill set in business and the use of computer technology in Business Administration | To measure this student learning, students must take the Junior Exit Exam. The exam is administered to the students in the spring semester once the student has completed all bridge courses. This exam is multiple choice and essay and is summative in nature.<br><br>Study guides re provided to all student via blackboard and student are informed at least two weeks prior to the test. | 75% of the juniors in the business program must pass the Junior Standard Exam (JSE) of the designated courses of the Common Professional Component (CPC) with an average score of 70% or better. | According to the results, in 2016-2017, 81.78% of students scored 70% or higher on the junior exit exam. Compared to previous years, students' performance has increased, and the established success criterion is being met. It should be noted that in 2012, an Online Version which the students can take on their own time. Additionally, study guides were also developed. Although the success criterion was met, areas for student improvement include statistics and quantitative analysis.<br><br>AVERAGES: JUNIOR EXIT<br><br>2009-2010: 56.18; 2010-2011: 60.15; 2011-2012: 43.75; 2012-2013: 80; 2013-2014: 85; 2016-2017: 81.78 | During a department meeting held April 2017, the faculty discussed any statistical software utilization to assist student learning in the area of quantitative analysis. Several software applications were identified that were inexpensive and free for both faculty and students. Therefore, decision was made that faculty who facilitates teaching stat courses will employ various software application within their course curriculum. | In Spring 2018, the department faculty will review the results and to assess and evaluate if these utilizations of the software within the classroom has positively contribute to the students' experience and learning which should yield stronger exit exam test scores. |

**PROGRAM: BUSINESS ADMINISTRATION (ALL CONCENTRATIONS)**

| SLO: *BSA Internship* | Means of Assessment | Criteria of Success | Results (Analysis) | Use of Results | Impact |
|---|---|---|---|---|---|
| C. Internship: Graduate of Business Program must demonstrate theoretical knowledge and practical experience through a program of cooperative education and internship | Intern on-site supervisors rank student's performance on a scale of 1 – 5: 5. Outstanding 4. Very Good 3. Effective 2. Marginal 1. Unacceptable<br><br>The following variables Outcomes were analyzed:<br><br>1. Professionalism<br>2. Judgment<br>3. Planning<br>4. Communication<br>5. Teamwork<br>6. Competence | 85 % of the students who interned in the community must earn a performance evaluation rating above average by their on-Site supervisor. | Internship on-site supervisors are invited during our student activities<br><br>Internship supervisors are engaged to speak during our monthly "Business Day" event.<br><br>The internship course is scheduled in the Spring of each year to enable graduating senior students to experience the corporate world<br><br>Mandatory Internship: DOB mandated internship as a requirement for graduation in the academic<br><br> | **Increased the Pool of Internship Industry Participants**<br><br>Increase pool of Internship providers: Well Fargo; Georgia Lottery; John Deere; Augusta Neighborhood Improvement Inc; Citigroup; Augusta Business League; Capital City Bank and Trust Company and ADP.<br><br>Advisory Board:<br><br>Include on-site Internship Supervisors as Members of Business Advisory Board | Internship Sponsors and Members of the Advisory who are also internship sponsors will be invited to conference with faculty and students in the Departmental Fall 2018 opening workshop to evaluate student performance in the internship program. |

| SLO: *BSA Internship* | Means of Assessment | Criteria of Success | Results (Analysis) | Use of Results | Impact |
|---|---|---|---|---|---|
| | | |  **Analysis in three-year evaluation:** 1. The worst year of deployment was 2015-2016 academic year 2. The worst performance outcome rating is communication 3. The best performance success is professionalism | | |

**PROGRAM: BUSINESS ADMINISTRATION (ALL CONCENTRATIONS)**

| SLO: CPC | Means of Measurement | Criteria of Success | Result (Analysis) | Use of Results | Impact Results |
|---|---|---|---|---|---|
| Graduates of Business Program must demonstrate knowledge in the field of business administration | Common Program Competency in the field of business: Measures: 1. Testing 2. Rubric | Eighty Percent of the graduates of the Business Program must pass all CPC courses with an average of "B" OR better grade. |  | 2014-2015 The faculty was trained by the chair person in analyzing all Business Program CPC Courses 2015-2016 Rubric measures was integrated in Case Studies 2016-2017: | Data collected and analyzed through testing and rubric measures must reflect result identifiable with specific teaching area to ensure that the Business Administration's teaching method demonstrate a hands-on, practical and applied approach to business education. |

| SLO: CPC | Means of Measurement | Criteria of Success | Result (Analysis) | Use of Results | Impact Results |
|---|---|---|---|---|---|
| | | |  **Total Average/Year** | The CAP stone course was set at higher competitive bar level. | |
| | | | 2015-2016 More rigorous research approach in teaching Capstone course | ************* 1: Courses were monitored per graduation each year: Rubric /Test Score: Performance Measures was communicated during faculty meeting | |
| | | | 2015-2016 Rubric measures utilizing case analysis | 2: Data are collected and analyzed each year giving feedback to the instructors teaching in the area | |
| | | | 2016-2017 More positive result in research and quantitative analysis | 3: Feedback gives input for improvement as discussed during the end of the year faculty meeting | |
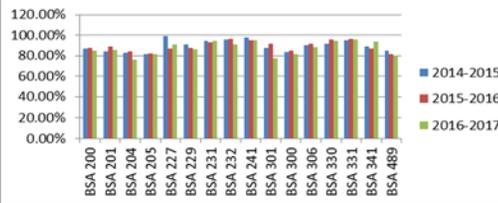
## Education Department

*Elementary Education Major*

| Program Student Learning Outcomes: *Education* | Means of Assessment | Criteria for Success | Results (Analysis) | Use of Results (Actions/Decisions) | Impact (Follow-up Assessment) |
|---|---|---|---|---|---|
| I. Candidates will demonstrate proficiency in early childhood education content knowledge. | **GACE I & GACE II Content Exam** Georgia Assessments for the Certification of Educators (GACE) | 80% of the candidates will mastered GACE I and GACE II Content Assessment at the Induction | For the examination given during the 2016-2017 academic year (AY), 80% (4) of the candidates mastered | The Department of Education curriculum committee will meet at the beginning of each academic year (AY). From | Based on the results of the midterm and final exam, the following decisions will be implemented: |

| Program Student Learning Outcomes: *Education* | Means of Assessment | Criteria for Success | Results (Analysis) | Use of Results (Actions/Decisions) | Impact (Follow-up Assessment) |
|---|---|---|---|---|---|
| | tests measure the knowledge of specific content in K-12 educators.<br><br>GACE for Early Childhood Education majors assess candidates' content knowledge in reading and English language arts, social studies, mathematics, science, health, physical education, and the arts. | Level (220) on the first attempt | GACE I and GACE II Content Assessment at the induction level on the 1st attempt.<br><br>20% (1) failed on the 1st attempt but mastered GACE I and GACE II Content Assessment on the 2nd attempt at the Induction Level. | those discussions, the following decisions will be implemented:<br><br>(1) At the beginning of each (AY), we will cross-reference the outcome objectives of the exams with the outcome objectives of the major content courses that are being taught that AY.<br><br>(2) We will cross-reference the assignments of the major content courses with the outcome objectives of the exams.<br><br>(3) We will analyze the results of the mid-term and final exams to determine mastery at the course level. | (1) At the beginning of AY 2017-2018, The Department of Education will meet each semester after the administration of midterm and final exams to analyze student performance.<br><br>(2) They will use midterm results to determine proficiency and provide the necessary support at the course's mid-point. They will use final exam results to validate success or the need for additional support at the course's end point. |
| II. Candidates will cite research to demonstrate an understanding of student development and instruction. | **edTPA Teacher Performance Assessment**<br><br>edTPA is a performance-based assessment designed to engage candidates in demonstrating their understanding of teaching and student learning in authentic ways. | 80% of the candidates will score at least a level 3 on the response to the edTPA commentary prompts 1, 2, 3, 4, 10, & 15. | For the examination given during the 2016-2017 academic year (AY), two (2) candidates submitted portfolios.<br><br>(1) Of the two (2), 50% (1) of the candidates who submitted the assessment scored at least a level 3 on commentary prompts 1, 2, 3, 4, 10, & 15. | The Department of Education curriculum committee met at the end of the 2016-2017 AY. From those discussions, the following decisions were made:<br><br>(1) incorporate the components of edTPA commentary prompts 1, 2, 3, 4, 10, & 15 in all applicable major level courses | (1) At the beginning of AY 2017-2018, The Department of Education will implement additional support to all candidates performing below a level 3 on applicable assignments of the major level courses with the components |

| Program Student Learning Outcomes: *Education* | Means of Assessment | Criteria for Success | Results (Analysis) | Use of Results (Actions/Decisions) | Impact (Follow-up Assessment) |
|---|---|---|---|---|---|
| | The assessment is composed of four tasks: (1) Planning for literary instruction and assessment (2) Instructing and engaging students in literacy learning (3) Assessing students' literacy learning (4) Assessing students' mathematics learning. | | (2) Since edTPA was not a requirement for graduation, three (3) candidates did not submit an edTPA portfolio. | (2) cross-reference the applicable assignments of the major level courses with the components of edTPA commentary 1, 2, 3, 4, 10, & 15  (3) all candidates will be required to submit an edTPA portfolio as a part of the completion of Clinical Internship. | of edTPA commentary prompts 1, 2, 3, 4, 10, & 15.  (2) The Department of Education will meet each semester after the administration of midterm and final exams to analyze candidate's performance.  (3) They will use midterm results to determine proficiency and provide the necessary support at the course's midpoint. They will use final exam results to validate success or the need for additional support at the course's end point. |
| III. Students will analyze the results of assessments as an integral part of the teaching process. | **edTPA Teacher Performance Assessment**  edTPA is a performance-based assessment designed to engage candidates in demonstrating their understanding of | 80% of the candidates will score at least a level 3 on the edTPA response to commentary prompts 5, 6, 7, 8, 9, 11, 16, & 17. | For the examination given during the 2016-2017 academic year (AY), two (2) candidates submitted portfolios.  (1) Of the two (2), 50% (1) of the candidates who submitted the assessment scored at least a level 3 on commentary | The Department of Education curriculum committee met. From those discussions, the following decisions were made:  (1) incorporate the components of edTPA commentary prompts 5, 6, 7, 8, 9, 11, 16, | (1) At the beginning of AY 2017-2018, The Department of Education will implement additional support to all candidates performing below a level 3 on applicable assignments of the major level courses |

| Program Student Learning Outcomes: *Education* | Means of Assessment | Criteria for Success | Results (Analysis) | Use of Results (Actions/Decisions) | Impact (Follow-up Assessment) |
|---|---|---|---|---|---|
| | teaching and student learning in authentic ways.<br><br>The assessment is composed of four tasks:<br>(1) Planning for literary instruction and assessment<br>(2) Instructing and engaging students in literacy learning<br>(3) Assessing students' literacy learning<br>(4) Assessing students' mathematics learning. | | prompts 5, 6, 7, 8, 9, 11, 16, & 17.<br><br>(2) Since edTPA was not a requirement for graduation, three (3) candidates did not submit an edTPA portfolio. | & 17 in all applicable major level courses<br><br>(2) cross-reference the applicable assignments of the major level courses with the components of the edTPA commentary prompts 5, 6, 7, 8, 9, 11, 16, & 17<br><br>(3) All candidates will be required to submit an edTPA portfolio as a part of the completion of Clinical Internship. | with the components of the edTPA commentary prompts 5, 6, 7, 8, 9, 11, 16, & 17.<br><br>(2) The Department of Education will meet each semester after the administration of midterm and final exams to analyze candidate's performance.<br><br>(3) They will use midterm results to determine proficiency and provide the necessary support at the course's midpoint. They will use final exam results to validate success or the need for additional support at the course's end point. |
| IV. Students will use reflection as a tool to evaluate the impact of instruction on student learning. | **edTPA Teacher Performance Assessment**<br><br>edTPA is a performance-based assessment designed to engage candidates in demonstrating their | 80% of the candidates will score at least a level 3 on the response to the edTPA commentary prompts 10, 11, 12, 13, 14, 15, 16, 17, & 18. | For the examination given during the 2016-2017 academic year (AY), two (2) candidates submitted portfolios.<br><br>(1) Of the two (2), 50% (1) of the candidates who submitted the assessment scored at least | The Department of Education curriculum committee met. From those discussions, the following decisions were made:<br><br>(1) incorporate the components of the edTPA commentary prompts 10, 11, 12, 13, | (1) At the beginning of AY 2017-2018, The Department of Education will implement additional support to all candidates performing below a level 3 on applicable assignments of the |

| Program Student Learning Outcomes: *Education* | Means of Assessment | Criteria for Success | Results (Analysis) | Use of Results (Actions/Decisions) | Impact (Follow-up Assessment) |
|---|---|---|---|---|---|
| | understanding of teaching and student learning in authentic ways.<br><br>The assessment is composed of four tasks:<br>(1) Planning for literary instruction and assessment<br>(2) Instructing and engaging students in literacy learning<br>(3) Assessing students' literacy learning<br>(4) Assessing students' mathematics learning. | | a level 3 on commentary prompts 10, 11, 12, 13, 14, 15, 16, 17, & 18.<br><br>(2) Since edTPA was not a requirement for graduation, three (3) candidates did not submit an edTPA portfolio. | 14, 15, 16, 17, & 18 in all applicable major level courses<br><br>(2) cross-reference the applicable assignments of the major level courses with the components of the edTPA commentary prompts 10, 11, 12, 13, 14, 15, 16, 17, & 18<br><br>((3) All candidates will be required to submit an edTPA portfolio as a part of the completion of Clinical Internship. | major level courses with the components of the edTPA commentary prompts 10, 11, 12, 13, 14, 15, 16, 17, & 18.<br><br>2)The Department of Education will meet each semester after the administration of midterm and final exams to analyze candidate's performance.<br><br>(3) They will use midterm results to determine proficiency and provide the necessary support at the course's midpoint. They will use final exam results to validate success or the need for additional support at the course's end point. |
| V.  Candidates will demonstrate a moral imperative that all students can learn. | **Professional Disposition Index**<br><br>Georgia Professional Standards Commission (GaPSC) requires Educator Preparation Programs to | 80% of the candidates will score at least at the "Acceptable" level on the Professional Disposition Matrices on the first attempt. | For the examination given during the 2016-2017 academic year (AY), 100% of the candidates scored at least at the "Acceptable" level on the Professional Disposition Matrices on the first attempt. | The Department of Education curriculum committee will meet during the summer following the AY.  From those discussions, the following decisions will be implemented: | (1) Based on the results of the 2nd administration, The Department of Education will convene during the summer following the 2017- |

| Program Student Learning Outcomes: *Education* | Means of Assessment | Criteria for Success | Results (Analysis) | Use of Results (Actions/Decisions) | Impact (Follow-up Assessment) |
|---|---|---|---|---|---|
| | develop a Professional Disposition Assessment

Professional dispositions are defined as the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth. | | | (1) Evaluate the validity and reliability of the instrument to ensure the instrument's ability to measure candidates' moral imperative.

(2) At the end of each AY, The Department of Education will randomly select candidates to re-administer the assessment for reliability purposes. | 2018 AY to make necessary revisions. |
| VI. Candidates will demonstrate a commitment to social justice for all students. | **Personal/Professional Disposition Matrices**

**Professional Disposition Index**

Georgia Professional Standards Commission (GaPSC) requires Educator Preparation Programs to develop a Professional Disposition Assessment | 80% of the candidates will score at least at the "Acceptable" level on the Professional Disposition Matrices on the first attempt. | For the examination given during the 2016-2017 academic year (AY), 100% of the candidates scored at least at the "Acceptable" level on the Professional Disposition Matrices on the first attempt. | The Department of Education curriculum committee will meet during the summer following the AY. From those discussions, the following decisions will be implemented:

(1) Evaluate the validity and reliability of the instrument to ensure the instrument's ability to measure candidates' moral imperative.

(2) At the end of each AY, The Department of Education will randomly select candi- | (1) Based on the results of the 2nd administration, The Department of Education will convene during the summer following the 2017-2018 AY to make necessary revisions. |

| Program Student Learning Outcomes: *Education* | Means of Assessment | Criteria for Success | Results (Analysis) | Use of Results (Actions/Decisions) | Impact (Follow-up Assessment) |
|---|---|---|---|---|---|
| | Professional dispositions are defined as the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth. | | | dates to re-administer the assessment for reliability purposes. | |

**Humanities Department**

*English Major and (need) Common Curriculum: Fundamentals*

| Program Student Learning Outcome | Means of Assessment | Criteria for Success | Results (Analysis) | Use of Results (Actions/Decisions) | Impact (Follow-up Assessment) |
|---|---|---|---|---|---|
| Graduates with a B.A. degree in English will express themselves effectively in writing demonstrating proper use of grammar/mechanics, application of content analysis, and proper formatting as specified by | To meet this outcome, students will prepare a major field research paper, which is a capstone writing project, which entails detailed research and analysis of at least two literary works in the genres of British, American, African-American, or World Literature. | 70% of students will score 70% or better on the major field research paper that reflects command of content, varied research skills, citation accuracy, and good use of grammar/mechanics. | 80% (2 seniors) successfully completed their major field research paper in the Spring (2017). Their papers demonstrated strong depth of content knowledge, sustained detail organization, proper MLA citation of research sources, and good use of grammar/mechanics. | After evaluating final drafts of the major field research paper, the students demonstrated strong depth of content knowledge, sustained detail organization, proper MLA citation of research sources, and good usage of grammar/mechanics.<br><br>It was noted that the student's use and application of MLA citation accuracy for both in- | Due to the number of students (90%) that successfully achieved the criterion of 70%, no immediate changes to the instructional strategies or to the course were modified. However, the faculty will continue to assess, monitor and review stu- |

| Program Student Learning Outcome | Means of Assessment | Criteria for Success | Results (Analysis) | Use of Results (Actions/Decisions) | Impact (Follow-up Assessment) |
|---|---|---|---|---|---|
| the Modern Language Association (MLA) guidelines. | | | | text citations and the works cited page could be improved. | dent learning outcome results for the 2017-2018 academic year. |
| Graduates with a B.A. degree in English will express themselves effectively through speech by delivering an oral presentation of their literary research. | To meet this outcome, students will prepare an audience-centered presentation of their major field research paper, which provides a clear, detailed literary analysis of at least two literary texts; deliver their presentation with precision of language, use of non-verbal communication (i.e. eye contact, articulation, volume, etc.); and field questions from the audience by providing thorough responses with supporting details. | 70% of students will score 70% or better on the major field paper presentation. The presentation is assessed by strength of presentation delivery, depth of content knowledge, responses within question/answer session with faculty, detail organization, and good use of grammar/mechanics. | 80% (2 students) successfully met the criterion. Scores ranged from 80% to 85%. The students demonstrated their depth of content knowledge and good use of grammar/mechanics. | After reviewing the presentations, the students successfully fulfilled the criterion. It was noted that some students could improve presentation delivery techniques for presentation clarity (i.e. use of eye contact, volume and enunciation). | Due to the number of students (80%) that successfully achieved the criterion of 70%, no immediate changes to the instructional strategies or to the course were modified. However, the faculty will continue to assess, monitor and review student learning outcome results for the 2017-2018 academic year. |
| Graduates with a B.A. degree in English will identify and analyze major authors and literary movements (genres) | To meet this outcome, a major field essay examination, established by the English faculty from | 70% of students will score a 70% or better for one short answer question and the long essay on the major | 90% (5 Seniors) passed the exam. 10% (2 graduating seniors) did not pass the exam on the first attempt. Two students passed all three | English faculty met and evaluated the exam based on a set criteria of depth of content, MLA citation, and good use of grammar/mechanics. Upon review of the responses of the | No immediate changes to the instructional strategies or to the course were modified. However, |

| Program Student Learning Outcome | Means of Assessment | Criteria for Success | Results (Analysis) | Use of Results (Actions/Decisions) | Impact (Follow-up Assessment) |
|---|---|---|---|---|---|
| in literature (British, American, African – American, and World Literature). | their respective specializations, will be administered. | field essay examination.<br><br>Note: The students are given a set of four (4) questions in each genre in the short answer essay section. Students choose two (2) genres for the short answers section and choose one (1) question from the long essay question section (3-5 pages). | areas of the exam. One student passed one short answer question and the long essay. Two students did not pass either section because of lack of depth of content knowledge. | student who did not meet the success criterion for the exam, it was noted that the questions missed were related to English and American Literature because they lacked depth of content knowledge and supporting detail organization. However, it was noted that questions on African American Literature displayed significant depth of content knowledge and supporting detail organization. | the faculty will continue to assess, monitor and review student learning outcome results for the 2017-2018 academic year. |

*History Major*

| Program Student Learning Outcome: *History* | Means of Assessment | Criteria for Success | Results (Analysis) | Use of Results (Actions/Decisions) | Impact (Follow-up Assessment) |
|---|---|---|---|---|---|
| Discuss the changes and continuity in historical and current events | To meet this outcome a multiple-choice Senior Exit Exam will be administered with American and European questions selected from a standardized test. | Successful attainment of a 70% score or higher on the Senior Exit Exam after two attempts. | 80% (4) graduating Seniors passed the exam earning a score in the range of 70% to 77%. 20% (1) graduating senior did not meet the success criterion, however, did closely approach the threshold. | Upon review of the responses of the student who did not meet the success criterion, it was noted that the questions missed were related to mainly European history and US History questions. | Due to the number of students (80%) that successful achieved the success criterion of 70%, no immediate changes to the instructional strategies or to the course modified, however, the faculty will continue to assess, monitor and review student |

| Program Student Learning Outcome: *History* | Means of Assessment | Criteria for Success | Results (Analysis) | Use of Results (Actions/Decisions) | Impact (Follow-up Assessment) |
|---|---|---|---|---|---|
| | | | | | learning outcome results for the 2017-2018 academic year. |
| Analyze historical event using social, cultural, economic, technological and political assessments. | To meet this outcome, students will assemble a Power-Point presentation in Non-Western Civilization and will make an oral presentation. | Successful attainment of a score 70% or better on their first attempt on assignment on elements analyzing historical events. | 80% (4) students successfully met the success criterion, with scores ranging from 80% to 70%. 20% (1) closely approached the success criterion earning a grade of 68%. | A standardized rubric was used for this assignment; however, copies of the rubric were not archived to conduct grade analysis. Therefore, details regarding assignment strengths and weaknesses are not available. Specific statistical data for the failed student is not available. | Due to the number of students (80%) that successful achieved the success criterion of 70%, no immediate changes to the instructional strategies or to the course modified, however, the faculty will continue to assess, monitor and review student learning outcome results for the 2017-2018 academic year. |
| Recognize key events and people in historical frames of reference including Georgia, the United States, and Non-Western civilizations. | To meet this outcome students will write a Senior Thesis Paper with a thesis defended by analysis of primary and secondary documents. | Successful attainment of a 70% score or higher on paper elements related to thesis development. | 60% (3) students successfully met this success criterion of 70% or greater. 40% (2) did not meet the success criterion, due to their failure to submit their paper in for evaluation by the deadline. | A standardized rubric was used for this assignment; however, copies of the rubric were not archived to conduct grade analysis. Therefore, details regarding assignment strengths and weaknesses are not available. Nevertheless, those students who did not successful attain this learning outcome did not progress in the paper-writing process for completion. Barriers regarding their failure to complete have not been identified. It | No immediate changes to the instructional strategies or to the course modified, however, the faculty will continue to assess, monitor and review student learning outcome results for the 2017-2018 academic year. |

| Program Student Learning Outcome: *History* | Means of Assessment | Criteria for Success | Results (Analysis) | Use of Results (Actions/Decisions) | Impact (Follow-up Assessment) |
|---|---|---|---|---|---|
| | | | | was determined that if the students return to the program, the students are permitted to restart their work on their paper upon their return. | |
| Develop a thesis statement regarding an historical event and present it to a group of peers. | To meet this outcome students will write a Senior Thesis Paper with a thesis defended by analysis of primary and secondary documents. | Successful attainment of a 70% score or higher on paper elements related to thesis development. | 60% (3) students successfully met this success criterion of 70% or greater. 40% (2) did not meet the success criterion, due to their failure to submit their paper in for evaluation by the deadline | A standardized rubric was used for this assignment; however, copies of the rubric were not archived to conduct grade analysis. Therefore, details regarding assignment strengths and weaknesses are not available. Nevertheless, those students who did not successful attain this learning outcome did not progress in the paper-writing process for completion. Barriers regarding their failure to complete have not been identified. It was determined that if the students return to the program, the students are permitted to restart their work on their paper upon their return. | no immediate changes to the instructional strategies or to the course modified, however, the faculty will continue to assess, monitor and review student learning outcome results for the 2017-2018 academic year. |
| Distinguish and evaluate primary and secondary sources. | Pass a test consisting of having to differentiate primary and between secondary documents. | Successful attainment of a 70% score or higher on this test. | Five Seniors took this test. The all scored above 70%. | The exact scores were not kept for this test. | |
| Know how to structure and write a research paper. | Completion of a Senior Thesis Paper with a thesis defended by analysis of primary | Successful attainment of a 70% or score or higher on paper based on a rubric | Of our five seniors, two students failed to complete their senior thesis because they failed to submit in their paper | The two students did not receive a percentage grade because they did not get far enough along in the paper-writing process. | One of the failed students may restart work on her paper next year. The other |

| Program Student Learning Outcome: *History* | Means of Assessment | Criteria for Success | Results (Analysis) | Use of Results (Actions/Decisions) | Impact (Follow-up Assessment) |
|---|---|---|---|---|---|
| | and secondary documents and includes a bibliography with primary and secondary sources. | | in for evaluation by the deadline. | | student has not returned to the program. |

*Philosophy and Religion Major*

| Program Student Learning Outcomes: *Philosophy and Religion* | Means of Assessment | Criteria for Success | Results (Analysis) | Use of Results (Actions/Decisions) | Impact (Follow-up Assessment) |
|---|---|---|---|---|---|
| Graduates with a degree in philosophy and religion with an emphasis in religion will:<br><br>1. Clearly present a personal statement of faith and values, applying knowledge of the Christian Faith. | REL 435, Personal Statement of Faith and Values assignment, wherein each student will prepare an abstract that is based on some event or condition in society that will become the focus of their Senior Field Paper. | 80% of students scoring 70% or higher on their first attempt to write the paper that may include elements related to their personal analysis of faith and values in the larger society. | 100% of the students enrolled in the class scored at least 90% on the assignment. | At this stage, we allow them to use either research method, but we considered qualitative approach difficult, because the data was readily available. However, at this point, we still permitted students to choose either approach to their research | Students who researched projects qualitatively found the project data more easily available. Due to the timeline, on this assignment, we were led to encourage this method |
| 2. Write an independent research document that reflects the student's capacity to do scholarly research on contemporary religious issues. | REL 436 – Contemporary Issues in Religion and Philosophy – Student writes a Senior Field paper with a clear focus that demonstrates independent use of empirical research and data; clarification of theories, and related | 80% of students scoring 70% or higher on their first attempt of a paper with elements related to their research document, as determined by Religion and Philosophy Faculty. | 100% of students enrolled in the class scored 90 or above on the Senior Field Paper, | Students found it difficult to get an adequate sampling of persons to respond to questionnaires prepared for the field study. However, the library research on topics chosen proved to be fruitful. | Students will be encouraged to use comparative analysis of subject matter due to availability of resources. |

| | theology. Students will be assessed by a review of the Religion and Philosophy faculty. | | | | |
|---|---|---|---|---|---|
| Identify the major doctrines and dogmas of Christianity and the major world religions. (Common Curriculum) | REL 230, REL 231 Course-Embedded Assessment (Both courses), assessed through written assignments and exams, including a final exam that is 25% of final grade. | 70% of students scoring 70% or higher on course embedded assessments and writing assignments | 100% successfully scored 80% or above on each of these courses | Student success appeared to be greater when courses were taken in sequential order. | Students are strongly urged to take courses in sequence that would allow preliminary work to be done in religion before higher level courses were offered. |
| Apply critical thinking techniques to evaluate any religious doctrine or philosophical argument | PHI 240 Course-Embedded Assessment which was assessed by papers and exams.  A final exam measured 25% of total grade. | 80% of students scoring 70% or higher on course- embedded assessment | 100% of philosophy and religion majors scored above 80% in the course. | Students were better equipped to think more critically in subsequent courses | This course became a first-year requirement for both Philosophy and Religion majors. |

**Mathematics, Sciences, and Technology Department**

*Biology Major*

| Program Student Learning Outcomes: *Biology* | Means of Assessment | Criteria for Success | Results (Analysis) | Use of Results (Actions/Decisions) | Impact (Follow-up Assessment) |
|---|---|---|---|---|---|
| Demonstrate the ability to comprehend and apply the fundamental biological principles to include major content areas of Cell Biology, | The senior biology students are provided an exam written and graded by the Biology faculty administered in Spring and Fall during | A score of 70% or more | Biology Exit Exam Results:  Fall 2016 Pass rate: 50%. Mean score: 63% | The faculty decided that for the 2017 -2018 academic year the exam will be modified to reflect the subsections. The test will also consist of 150 questions. The data shows a improvement | The biology committee will meet the Monday after final examinations in May to evaluate performances |

| Program Student Learning Outcomes: *Biology* | Means of Assessment | Criteria for Success | Results (Analysis) | Use of Results (Actions/Decisions) | Impact (Follow-up Assessment) |
|---|---|---|---|---|---|
| Molecular Biology and Genetics, Microbiology, Organismal Biology, Population biology and Ecology. | the senior /rising senior year.<br><br>Biology majors will take the Biology ETF exam in their senior/rising senior year. | | Spring 2017<br>Pass rate: 100%.<br>Mean score: 73.25% | over the fall semester. This is being mainly due to repeats in taking the exam.<br><br>Students scored below average in the ETS biology exam. This test consists of 150 questions and has subsections cell biology, . Molecular Biology and Genetics, organismal biology and Population Biology, Evolution and Ecology. Students are required to attend review sessions before taking the test. A study guide will be provided through which student will be able to review for both the departmental and ETS Biology exams.<br><br>A pre- and posttest will be given to BIO 111 and Bio 112 classes. | for the 2017-2018 academic year. |
| Identify the anatomy and taxonomy of plants, animals and Human organ systems. | Assessment will be made using a midterm and end of semester activity designed by the faculty in Human Anatomy, Invertebrate and Plant Physiology labs. | A score of 70% or more | Fall 2015<br>Invertebrate Zoology:<br>50% C or better<br><br>Spring 2016<br>Vertebrate Zoology<br>80% C or better<br><br>Fall 2016<br>Anatomy& Physiology I<br>75% C or better<br><br>Spring 2017<br>Anatomy &Physiology II | The faculty met to discuss the improvement and implementation of various teaching strategies to improve the students' performance in anatomy and taxonomy. Additionally, three dimensional models will be use during lectures and laboratories and will be used during the 2017-2018 assigned assessments.<br><br>Also, the Biology faculty will work closely with the laboratory | With the various strategies in place students are provided the means to be better prepared for the midterm and finals assessment activities. The Biology committee will meet the Monday after final examinations in May to evaluate performances for the 2017-2018 academic year. |

| Program Student Learning Outcomes: *Biology* | Means of Assessment | Criteria for Success | Results (Analysis) | Use of Results (Actions/Decisions) | Impact (Follow-up Assessment) |
|---|---|---|---|---|---|
| | | | 55% C or better | coordinator to make the models available for review. This should enhance performances in the midterm and finals lab tests. | |
| Demonstrate effective skills in the oral communication of scientific work at the undergraduate level. | Students will present at the Biology seminar that is conducted on a weekly basis for the duration of the semester. A rubric developed by the faculty is used for grading the presentations | A score of 70% or more | Fall 2016 Pass rate: 77% Mean score: 88%.  Spring 2016 Pass rate: 96% Mean score: 89%. | The faculty conclude that they will continue to guide the students towards properly designing and executing research projects. | The biology committee will meet the Monday after final examinations in May to evaluate performances for the 2017-2018 academic year. |
| Demonstrate effective skills related to analysis, synthesis, and evaluation of scientific work to include written paper. | Student will be assessed using the rubric developed by the faculty. | A score of 70% or more | The Rubric is under review and will be applied to the 2017 -2018 academic year | NA | The biology committee will meet the Monday after final examinations in May to evaluate performances for the 2017-2018 academic year. |
| Develop a conceptual understanding of the causes of human disease in humans and plants. | The students enrolled in Human anatomy and Physiology, Microbiology and Plant Physiology classes will be required to submit a written presentation on diseases affecting human and plants. Assessment will be based on rubric developed by Biology faculty. | A score of 70% or more | Faculty made the decision to add this component effective 2017-2018 | NA | The biology committee will meet the Monday after final examinations in May to evaluate performances for the 2017-2018 academic year. |

*Chemistry Major*

| Program Student Learning Outcomes: *Chemistry* | Means of Assessment | Criteria for Success | Results (Analysis) | Use of Results (Actions/Decisions) | Impact (Follow-up Assessment) |
|---|---|---|---|---|---|
| Demonstrate an understanding of major concepts, theoretical principles and experimental findings in chemistry. | An exam will be written and graded by the Chemistry faculty administered in Spring and Fall during the senior /rising senior year<br><br>Chemistry majors will take the Chemistry ETF exam in their senior/rising senior year. | 70% or more (At or above national average). | No chemistry graduates for academic year 2016-2017. | No data to review or analyze due to no graduates. | N/A |
| A familiarity with, and application of safety and chemical hygiene regulations and practices. | Outcome will be assessed using lab performance points from General Chemistry 1, Organic chemistry. | A score 80% or more. (At or above national average). | No chemistry graduates for academic year 2016-2017 | No data to review or analyze due to no graduates. | N/A |
| Demonstrate an ability to employ critical thinking and efficient problem-solving skills in the four basic areas of chemistry (analytical, inorganic, organic, and physical). | An assessment test will be given to students enrolled in Organic Chemistry and Physical Chemistry and graded by the chemistry faculty. | A score of 70% or more. (At or above national average). | No chemistry graduates for academic year 2016-2017 | No data to review or analyze due to no graduates. | N/A |
| Demonstrate the ability to employ modern library search tools to locate, retrieve, and evaluate scientific Information. | Students will be assessed using a specific lab project in Organic Techniques Lab, etc. where the students are required to use modern library search tools to locate, retrieve and evaluate scientific information. Faculty will | A score of 70% or more. (At or above national average). | No chemistry graduates for academic year 2016-2017 | No data to review or analyze due to no graduates. | N/A |

| Program Student Learning Outcomes: *Chemistry* | Means of Assessment | Criteria for Success | Results (Analysis) | Use of Results (Actions/Decisions) | Impact (Follow-up Assessment) |
|---|---|---|---|---|---|
| | work closely with the library and develop the rubric for grading. | | | | |
| Demonstrate an ability to conduct experiments, analyze data, and interpret results, while observing responsible and ethical scientific conduct. | Students are required to engage in research and present at the Chemistry/Biology seminar. Students will be assessed using the written and oral presentation rubric developed by faculty. | A score of 70 % or more. (At or above national average). | No chemistry graduates for academic year 2016-2017 | No data to review or analyze due to no graduates. | N/A |

*Mathematics Major*

| Program Student Learning Outcomes: *Mathematics* | Means of Assessment | Criteria for Success | Results (Analysis) | Use of Results (Actions/Decisions) | Impact (Follow-up Assessment) |
|---|---|---|---|---|---|
| Demonstrate the ability to exhibit mathematical ideas in critical thinking, logical thinking, abstract thinking, and computational and problem-solving competence. | The senior Mathematics/Computer Science majors are provided a comprehensive exam written and graded by the Mathematics/Computer Science faculty administered in Spring and Fall during the senior /rising senior year. | Measured by a performance level of an average 70% or higher on the mathematics senior exit examination. | No graduates for academic year 2016-2017. The results for the academic year 2015-2016 are shown instead.

The results for 2015-2016 are shown in Figure 3. Academic years 2012-2013, 2013-2014 and 2014-2015 are also indicated.

The average score was 100 % in the area of statistics and graph theory. | The Mathematics faculty made the decision to provide two additional review sessions for function and properties, multivariable calculus and operating systems. The review sessions are mandatory for mathematics majors before taking the senior exit examination. The meetings are held Fridays at 11:00 am for 1 hour.

The mathematics faculty will devise and implement new learning activities | The mathematics committee will meet the Monday after final examinations in May to evaluate performances for the 2017-2018 academic year. |

| Program Student Learning Outcomes: *Mathematics* | Means of Assessment | Criteria for Success | Results (Analysis) | Use of Results (Actions/Decisions) | Impact (Follow-up Assessment) |
|---|---|---|---|---|---|
| | | | The area functions and properties averaged 37.5 %. Operating systems, a requirement for the computer science emphasis scored an average of 40 % not meeting expectations.<br><br>The average score for Multivariable calculus is 61 not meeting expectations. However, this result represents an improvement over the 204-2015 academic year.<br><br>As indicated in figure 3, categories such as logic and proofs, real analysis, single variable calculus met expectations. | during the laboratory sessions in Calculus II and Calculus III. These labs are conducted on Mondays for the duration of the semester. | |
| Demonstrate the ability to organize information and communicate the information effectively in writing including discipline specific writing skills. | A rubric designed by the faculty used for seminar presentations and major field paper | By successfully completing their major, field paper at an average 70% level or higher. | The results for 2015-2016 are shown in Figure 2. Academic years 2012-2013, 2013-2014 and 2014-2015 are also indicated.<br><br>Because of increased writing opportunities, | The department will conduct seminars on research and writing scientific articles. | The mathematics committee will meet the Monday after final examinations in May to evaluate performances for the 2017-2018 academic year. |

| Program Student Learning Outcomes: *Mathematics* | Means of Assessment | Criteria for Success | Results (Analysis) | Use of Results (Actions/Decisions) | Impact (Follow-up Assessment) |
|---|---|---|---|---|---|
| | | | the results demonstrated an improvement of scores in all areas as compared to academic year 2014-2015. The score averaged 85 and above. | | |
| Demonstrate proficiency in oral presentations. | A rubric designed by the faculty used for seminar presentations | Performance on the major field presentation at an average of 70% or higher. | The results showed an average score of 84 and above for each area of the oral presentation rubric. | Faculty mentors agreed to maintain the same procedures governing student preparation for presentations. The Mathematics faculty will continue to train and guide students on effectively communicating mathematical ideas orally to an audience. | The mathematics committee will meet the Monday after final examinations in May to evaluate performances for the 2017-2018 academic year. |
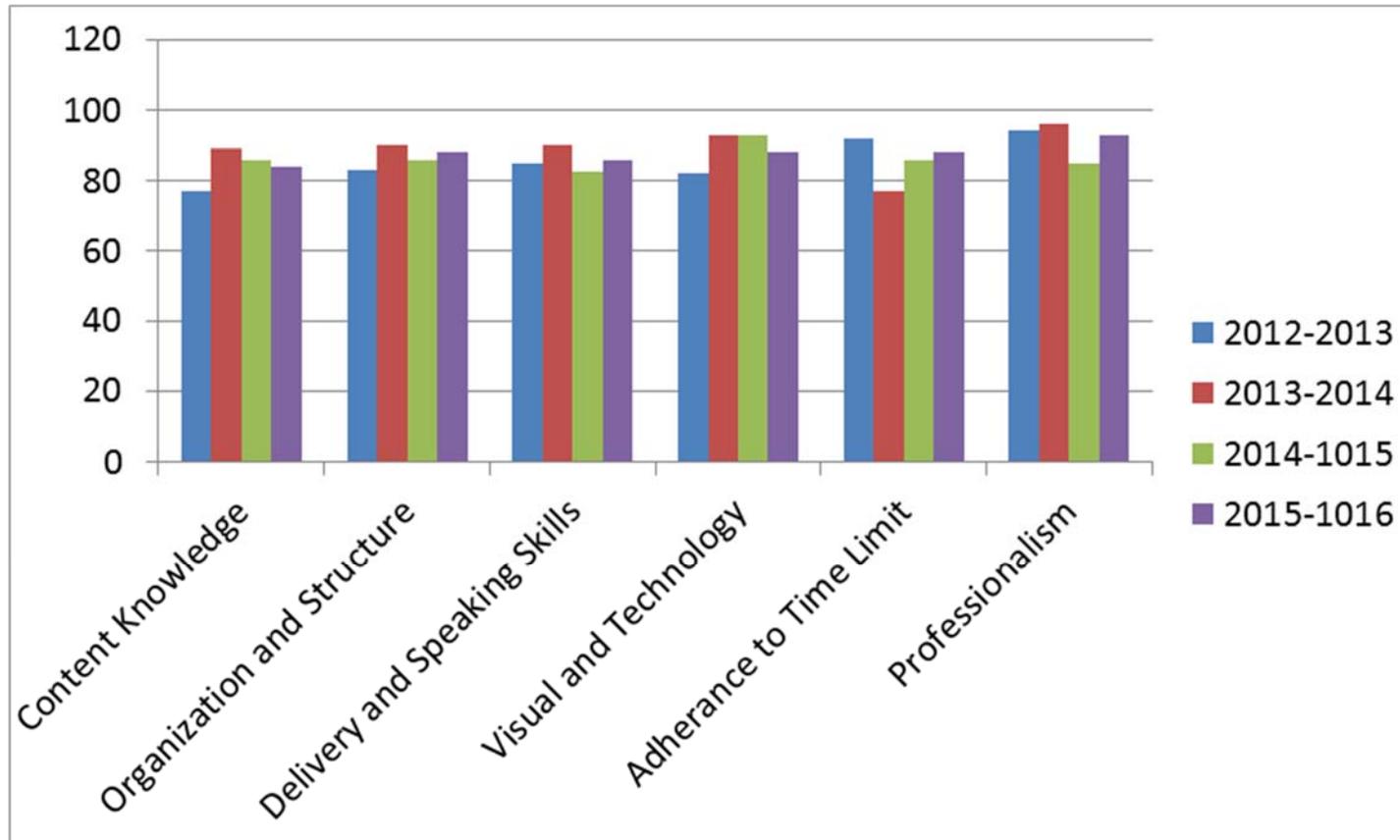
**Figure 1: Learning Outcomes Assessed from Oral Presentation Academic Years 2012 - 2016**
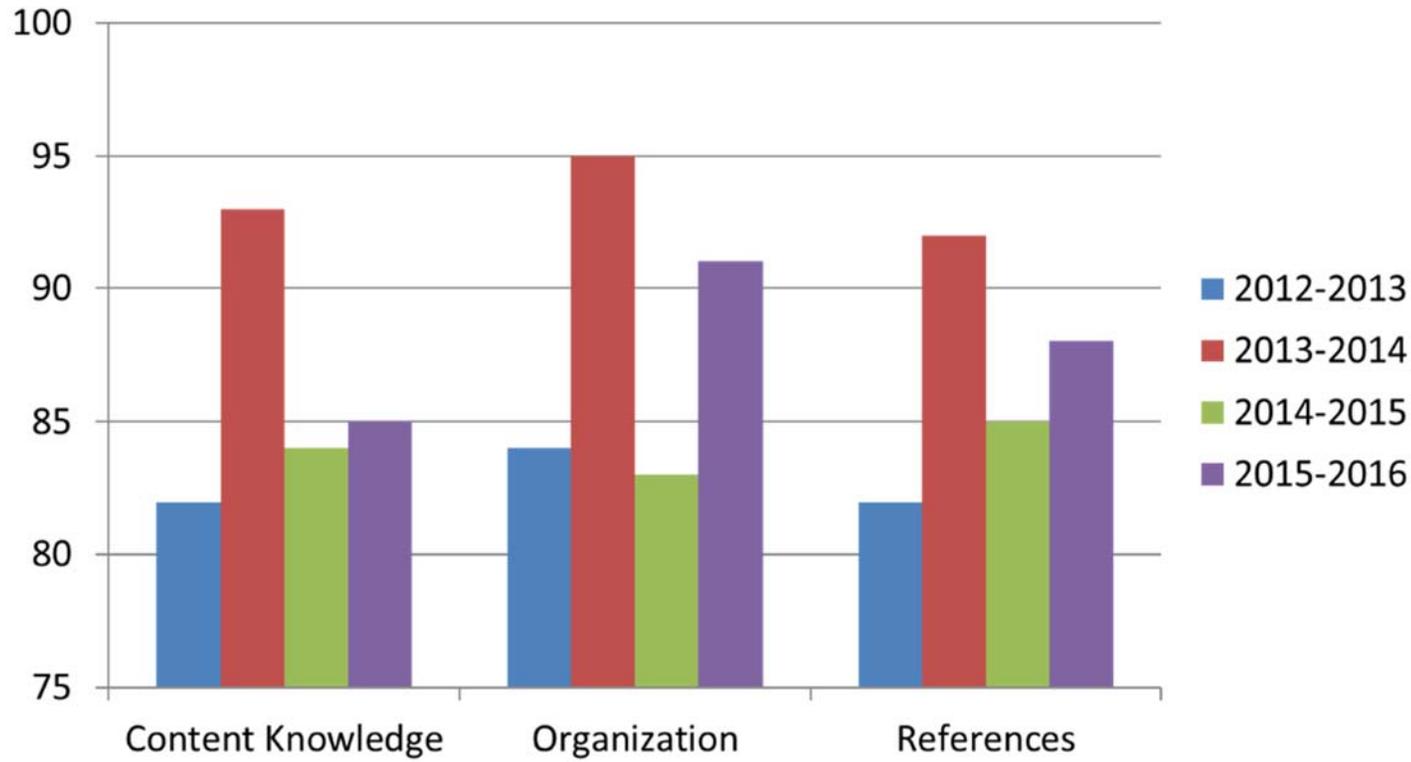
**Figure 2: Learning Outcomes Assessed from Major Field Paper Academic Years 2012 - 2016**
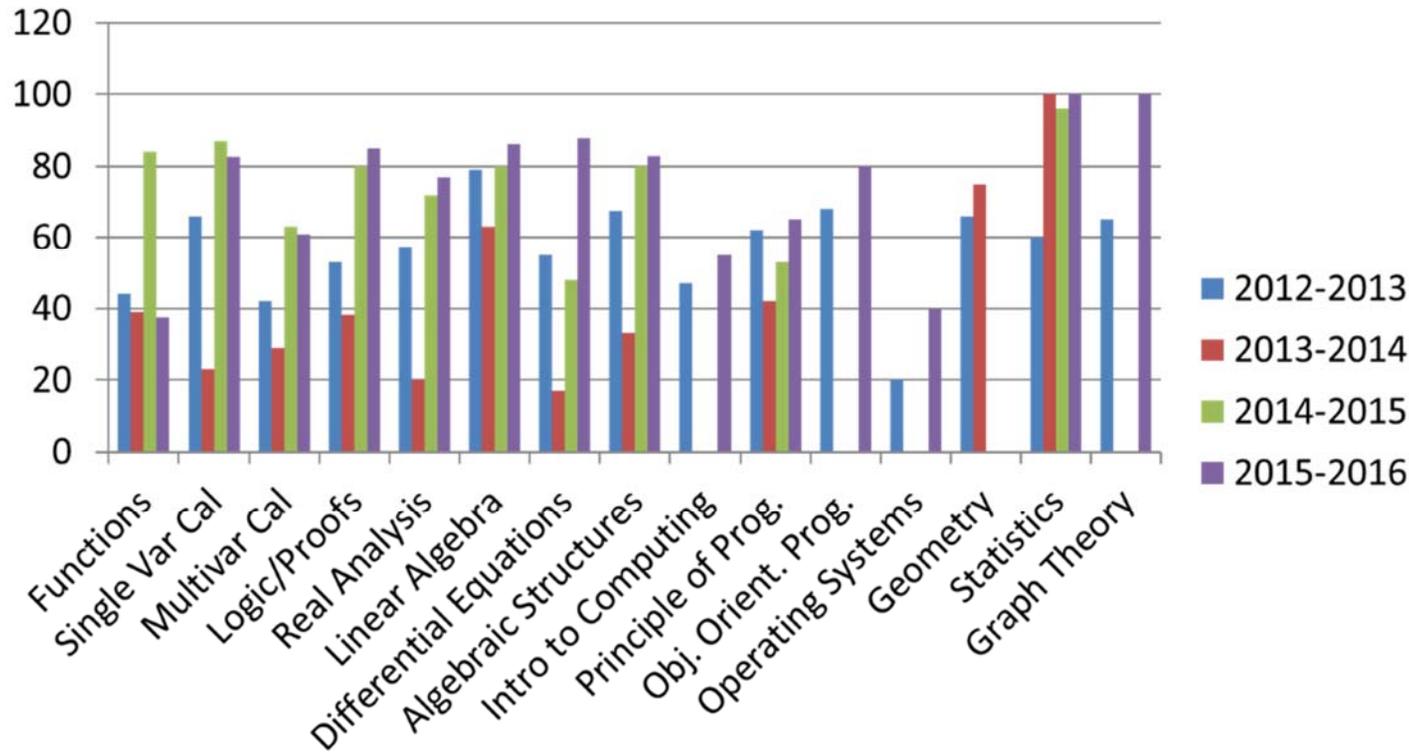
**Figure 3: Learning Outcomes Assessed from Senior Exit Exam Academic Years 2012 – 2016 (There were no computer science majors in 2013-2015)**

**Media Studies Department**

*Mass Communications Major*

| Program Student Learning Outcomes: *Mass Communications* | Means of Assessment | Criteria for Success | Results (Analysis) | Use of Results (Actions/Decisions) | Impact (Follow-up Assessment) |
|---|---|---|---|---|---|
| SLO 1: To demonstrate career options in | MAC 491 Internship Internship Supervisor Evaluations | 70% of students will be score 70% or higher on supervisor evaluations. | Evaluations were not assessed through Supervisor written evaluation. The Professor | Improvements: Professor will give written evaluation to supervisors. The students | There was a change in faculty for Fall and Spring semester |

| Program Student Learning Outcomes: *Mass Communications* | Means of Assessment | Criteria for Success | Results (Analysis) | Use of Results (Actions/Decisions) | Impact (Follow-up Assessment) |
|---|---|---|---|---|---|
| media and define personal and professional career goals. | Students are evaluated during their internship experience. Students are evaluated on written and verbal skills, initiative, completing assignments and quality of work. | | spoke with Internship Supervisor and was given the grade based on the Supervisors assessment. Strengths: Professor was able to visit the site of the internship and have consistent contact with supervisor for the duration of the internship.  Weakness: Written evaluation was not assessed for internship. | will be evaluated with written evaluation during Mid-Term Exams and Final Exam. Students will also be given a rubric based on their experience. | and was miscommunicated that new faculty needed to keep a record of written evaluations for the class. For Fall 2017, faculty will collect supervisor evaluations and assign portfolios as an additional requirement for completion of the course. This addition will add to the overall assessment of the overall growth of the student during the internship. |
| SLO 2:  Demonstrate an understanding of media business management principles including audience analysis, content analysis, advertising, regulation, and media effects. | MAC 472 Public Relations Campaign Final Exam Project  The students planned an on campus Student Film Festival. Students were evaluated on set-up, planning, promotions, and budget. | 70% of students will score 70% or higher on the Final Exam Project. | 6 out of 6 (100%) students scored over 70% on the Final Exam Project.  Strengths: Students were well organized and applied class knowledge to event. They were well prepared and started the event on time.  Weakness: Students did not take an audience survey of their performance. Students only heard through word of mouth that the audience enjoyed the event. | Improvements: Professor will stress keeping better records of audience evaluations/surveys of events. | For Spring 2018, professor will stress keeping better records of audience evaluations/feedback to address the quality of student events/projects. |

| Program Student Learning Outcomes: *Mass Communications* | Means of Assessment | Criteria for Success | Results (Analysis) | Use of Results (Actions/Decisions) | Impact (Follow-up Assessment) |
|---|---|---|---|---|---|
| SLO 3: Students will apply the theories of communications and techniques of persuasion in building effective communication messages. | Senior Exit Exam #24 Questions<br><br>Questions # 9, #22, #23, #24, #36, and #38 are a multiple-choice question that addresses the Salad Theory, Auteur Theory, Formalism Theory, Yellow Journalism, and the Lev Kuleshov Experiment. | 70% of students will score 70% or higher on question 9, #22, #23, #24, #36, #38 correctly on the Senior Exit Exam. The six questions are theory based. The Senior Exit Exam was created by members of the faculty in the Department of Media Studies. The test is a compilation of general knowledge from courses taught in the department. | 9 out of 9 (100%) of students taking the Senior Exit Exam answered question #9, #22, #23, #24,#36, #38 correctly. 3 out of 9 students answered question 23 incorrectly.<br><br>Strengths: As our goal, 70% of the target was achieved.<br><br>Weakness: Faculty will spend more time on question#23 that deals with Formalism Theory. | Faculty will spend more time on question#23 that deals with Formalism Theory. | The department will concentrate on journalism courses to assess students' knowledge in writing and history for Fall 2018 semester. |
| SLO 4: Demonstrate mastery in operating procedures for broadcast/video camera production including recording, lighting, and audio techniques. | Senior Level Projects MAC 462 Television Production<br><br>Students completed a Short Video/Film Project using techniques in video camera production, lighting and audio recording. | 70% of students score 70% or higher on the senior level projects in MAC 462 Television Production.<br>Rubric for Project | 7 out of 11 (63%) of students passed the Final Exam Project (Short Video Projects) for MAC 462 Television Production II.<br><br>Strengths: More than half of the student (54%) passed the Short Video/Film Project<br><br>Weakness:<br>5 out of 11 (36%) students failed the Short Video/Film Project scoring below 70%. | Improvements: Students will be given more time to prep for Pre-Production, Production and Post Production. Students will also be given more exercises in audio and video and will have time to correct mistakes on exercises. | For the Spring 2018 semester, the professor will increase exercises in all phases of production. Professor will give more time and feedback on video projects for the first half of the semester. After Mid-Term, students will take the feedback and correct mistakes before final exams. Students will have more time |

| Program Student Learning Outcomes: *Mass Communications* | Means of Assessment | Criteria for Success | Results (Analysis) | Use of Results (Actions/Decisions) | Impact (Follow-up Assessment) |
|---|---|---|---|---|---|
| | | | Students scored 63% below 70% in the Music/Audio section of the rubric and they scored 54% below 70% in the Video section of the rubric. | | to turn in 1st, 2nd and 3rd drafts before Final Exams. Also, students will be given more in class exercises in problem solving skills for production. Professor will focus on video and audio techniques. |
| SLO 5: Demonstrate basic skills in multi-media production, editing and special effects techniques including the use of digital elements, photos, sound, video, text, and advanced Internet research appropriately in digital reporting. | Senior Level Projects MAC 462 Television Production<br><br>Students completed a Short Video/Film Project using techniques in video camera production, lighting and audio recording. | 70% of students score 70% or higher on the senior level projects in MAC 462 Television Production.<br>Rubric for Project | 7 out of 11 (63%) of students passed the Final Exam Project (Short Video Projects) for MAC 462 Television Production II.<br><br>Strengths: More than half of the student (54%) passed the Short Video/Film Project<br><br>Weakness:<br>5 out of 11 (36%) students failed the Short Video/Film Project scoring below 70%. Students scored 63% below 70% in the Music/Audio section of the rubric and they scored 54% below 70% in the Video section of the rubric. | Improvements: Students will be given more time to prep for Pre-Production, Production and Post Production. Students will also be given more exercises in audio and video and will have time to correct mistakes on exercises. | For the Spring 2018 semester, the professor will increase exercises in all phases of production. Professor will give more time and feedback on video projects for the first half of the semester. After Mid-Term, students will take the feedback and correct mistakes before final exams. Students will have more time to turn in 1st, 2nd and 3rd drafts before Final Exams. Also, students will be given more in class exercises in problem solving for |

| Program Student Learning Outcomes: *Mass Communications* | Means of Assessment | Criteria for Success | Results (Analysis) | Use of Results (Actions/Decisions) | Impact (Follow-up Assessment) |
|---|---|---|---|---|---|
| | | | | | production. Professor will focus on video and audio techniques. |

**Social Sciences Department**

*Psychology Major*

| Program Student Learning Outcomes: *Psychology* | Means of Assessment | Criteria for Success | Results (Analysis) | Use of Results (Actions/Decisions) | Impact (Follow-up Assessment) |
|---|---|---|---|---|---|
| Identify major figures and schools of thought in psychology's history including *contributions and women of color and apply in the history of psychology*, processes of scientific development and change (e.g. paradigmatic theory, world hypotheses, Zeitgeist). | Senior Exit Exam which is a qualitative assessment that uses multiple questions designed to be answered in essay format to evaluate student comprehension of: <br><br>1. Recognize theory and theorists related to the major <br>2. Identify theoretical contribution to the science <br>3. Grammar & syntax | 70% of the students will obtain an average score of 70 or better on each essay that is related to each PLO. An average of these essays is then used to determine a score in which the student must have in order to be considered as passing or failing the exam. | No data/Insufficient data is available to support the outcomes in this discipline. | As a result of no data, no decisions were made. However, data for 2017-2018 will be collected and analyzed to determine changes or modifications to the existing curriculum. Additionally, upon review of the SLOs at the programmatic level, SLOs have been modified to reflect a more accurate picture of student learning and performance. | Follow-up in monthly meetings <br><br> Review of Data for Fall 2017 will be completed in December 2017. |
| Conduct and discuss in written and oral form a personal research project, using APA style formatting | **Senior Research Paper** | 70% of the students will obtain an average score of 70 or better on each essay that is related to | No data/Insufficient data is available to support the outcomes in this discipline. | As a result of no data, no decisions were made. However, data for 2017-2018 will be collected and analyzed to | Follow-up in monthly meetings <br><br> Review of Data for Fall 2017 will be |

| Program Student Learning Outcomes: *Psychology* | Means of Assessment | Criteria for Success | Results (Analysis) | Use of Results (Actions/Decisions) | Impact (Follow-up Assessment) |
|---|---|---|---|---|---|
| and presentation, along with the ability to use the internet for research in the behavioral sciences. | | each PLO. An average of these essays is then used to determine a score in which the student must have in order to be considered as passing or failing the exam. | | determine changes or modifications to the existing curriculum. Additionally, upon review of the SLOs at the programmatic level, SLOs have been modified to reflect a more accurate picture of student learning and performance. | completed in December 2017 |
| Graduates in psychology with a general emphasis will critically evaluate the major research findings in the nature/nature controversy, sensation and perception, learning, motivation, emotion, language, human development and intelligence, identity and personality development | **Senior Exit Exam** | 70% of the students will obtain an average score of 70 or better on each essay that is related to each PLO. An average of these essays is then used to determine a score in which the student must have in order to be considered as passing or failing the exam. | No data/Insufficient data is available to support the outcomes in this discipline. | As a result of no data, no decisions were made. However, data for 2017-2018 will be collected and analyzed to determine changes or modifications to the existing curriculum. Additionally, upon review of the SLOs at the programmatic level, SLOs have been modified to reflect a more accurate picture of student learning and performance. | Follow-up in monthly meetings  Review of Data for Fall 2017 will be completed in December 2017 |
| Graduates in psychology with a counseling emphasis will ethically apply assessments, research, diagnostic techniques and treatment methods in the field of behavioral health with sensitivity to the impact of cultural factors | **Senior Exit Exam** | 70% of the students will obtain an average score of 70 or better on each essay that is related to each PLO. An average of these essays is then used to determine a score in which the student must have in order to be considered as | No data/Insufficient data is available to support the outcomes in this discipline. | As a result of no data, no decisions were made. However, data for 2017-2018 will be collected and analyzed to determine changes or modifications to the existing curriculum. Additionally, upon review of the SLOs at the programmatic level, SLOs have been modified to reflect a more accurate picture | Follow-up in monthly meetings  Review of Data for Fall 2017 will be completed in December 2017 |

| Program Student Learning Outcomes: *Psychology* | Means of Assessment | Criteria for Success | Results (Analysis) | Use of Results (Actions/Decisions) | Impact (Follow-up Assessment) |
|---|---|---|---|---|---|
| | | passing or failing the exam. | | of student learning and performance. | |
| Graduates in psychology with an experimental emphasis will identify he anatomy of the nervous system and the influence of neurotransmitters on healthy and unhealthy behaviors and will describe physiological psychology and its place in psychology and neuroscience | **Senior Exit Exam** | 70% of the students will obtain an average score of 70 or better on each essay that is related to each PLO. An average of these essays is then used to determine a score in which the student must have in order to be considered as passing or failing the exam. | No data/Insufficient data is available to support the outcomes in this discipline. | As a result of no data, no decisions were made. However, data for 2017-2018 will be collected and analyzed to determine changes or modifications to the existing curriculum. Additionally, upon review of the SLOs at the programmatic level, SLOs have been modified to reflect a more accurate picture of student learning and performance. | Follow-up in monthly meetings Review of Data for Fall 2017 will be completed in December 2017 |

*Sociology Major*

| Program Student Learning Outcomes: *Sociology* | Means of Assessment | Criteria for Success | Results (Analysis) | Use of Results (Actions/Decisions) | Impact (Follow-up Assessment) |
|---|---|---|---|---|---|
| Sociology graduates will be able to demonstrate a sound understanding of the origin and evolution of the sciences of sociology including the major theoretical perspectives and relative theorists, development of human society and how it functions with knowledge of macro | Senior Exit Exam which is a qualitative assessment that uses multiple questions designed to be answered in essay format to evaluate student comprehension of: 1. Recognize theory and theorists related to the major | 70% of the students will obtain an average score of 70 or better on each essay that is related to each PLO. An average of these essays is then used to determine a score in which the student must have in order to be considered as | 77% in Fall 2016; 89% Spring 2017 passed the exam. That is an average of 83% for the 201-2017 school year. Although an overwhelming majority of students did succeed in passing the test, a statistical analysis of the results indicated that there were weaknesses in clearly defining theoretical paradigms and effectively communicating content knowledge through their writing skills. | As a result of improving students' scores on the senior exit exam, the faculty will be modifying summative assessments to incorporate more essay questions to encourage and support writing skills, application and knowledge of subject areas, and more effective written communication. | Follow-up in monthly meetings Bring at least two (2) writing samples to assess strengths and/or areas of development Quarterly reports to show overall results |

| Program Student Learning Outcomes: *Sociology* | Means of Assessment | Criteria for Success | Results (Analysis) | Use of Results (Actions/Decisions) | Impact (Follow-up Assessment) |
|---|---|---|---|---|---|
| and micro sociological perspectives. | 2. Identify theoretical contribution to the science<br>3. Grammar & syntax<br><br>**Methods Section (1)**<br>**Theory Section (2)** | passing or failing the exam. | **A smaller majority of students did not meet the standards and failed the exam (13%). | **For those students who were not successful in meeting the standards and passing the exam, faculty will incorporate the use of the books and supplemental resources which force students to purchase the text and support the learning. | |
| Sociology graduates will be able to demonstrate comprehension of analytical and statistical skills as well as employ research techniques to compare, contrast, design, and carry out social research. | **Senior Exit Exam Section 3 Statistics** | 70% of the students will obtain an average score of 70 or better on each essay that is related to each PLO. An average of these essays is then used to determine a score in which the student must have in order to be considered as passing or failing the exam. | 77% in Fall 2016; 89% Spring 2017 passed the exam. That is an average of 83% for the 201-2017 school year. Although an overwhelming majority of students did succeed in passing the test, a statistical analysis of the results indicated that there were weaknesses in clearly defining theoretical paradigms and effectively communicating content knowledge through their writing skills.<br><br>**A smaller majority of students did not meet the standards and failed the exam (13%). | Modifying summative assessments to incorporate more essay questions to encourage and support writing skills, application and knowledge of subject areas, and more effective written communication.<br><br>Use of the books and supplemental resources which force students to purchase the text and support the learning. | Follow-up in monthly meetings<br><br>Bring at least two (2) writing samples to assess strengths and/or areas of development<br><br>Quarterly reports to show overall results |
| Examine and analyze issues and concerns pertaining to diversity: race, ethnicity, gender, age, and class. | **Section 4: Based on Area of Emphasis** | 70% of the students will obtain an average score of 70 or better on each essay that is related to each PLO. An average of these essays | 77% in Fall 2016; 89% Spring 2017 passed the exam. That is an average of 83% for the 201-2017 school year.<br>Although an overwhelming majority of students did succeed in passing the test, a statistical analysis of the results | Modifying summative assessments to incorporate more essay questions to encourage and support writing skills, application and knowledge of subject areas, and more effective written communication. | Follow-up in monthly meetings<br><br>Bring at least two (2) writing samples to assess strengths and/or areas of development |

| Program Student Learning Outcomes: *Sociology* | Means of Assessment | Criteria for Success | Results (Analysis) | Use of Results (Actions/Decisions) | Impact (Follow-up Assessment) |
|---|---|---|---|---|---|
| | | is then used to determine a score in which the student must have in order to be considered as passing or failing the exam. | indicated that there were weaknesses in clearly defining theoretical paradigms and effectively communicating content knowledge through their writing skills.<br><br>**A smaller majority of students did not meet the standards and failed the exam (13%). | Use of the books and supplemental resources which force students to purchase the text and support the learning. | Quarterly reports to show overall results |

**Program Statistical Outcomes: Sociology**
**Senior Exit Examination**
**Fall 2016**

Total number of Students = 13          Overall Performance: 10 Passed (77%), 3 Failed 23%

**Analysis of Results**

| | |
|---|---|
| Exceeding (A or B) | 46% |
| Meet Standards (C) | 31% |
| Approaching (D) | 0 |
| Did Not Meet Standards (F) | 23% |

**Analysis of Subject**

| Score | Theory | Methods | Criminology | General Sociology | Total |
|---|---|---|---|---|---|
| A/B | 54% | 31% | 50% | 100% | |
| C | 31% | 38% | 25% | 0 | |
| D | 7.5% | 15.5% | 25% | 0 | |
| F | 7.5% | 15.5% | 0% | 0 | |

**Statistical Program Outcomes: Sociology**
**Senior Exit Examination**
**Spring 2017**

Total number of Students = 9          Overall Performance: 8 (89%) Passed, 1 (11%) Failed

**Analysis of Results**

| | |
|---|---|
| Exceeding (A or B) | 44% |
| Meet Standards (C) | 44.5% |
| Approaching (D) | 0 |
| Did Not Meet Standards (F) | 11% |

**Analysis of Subject**

| Score | Theory | Methods | Criminology | General Sociology | Total |
|---|---|---|---|---|---|
| A/B | 67% | 56% | 80% | 50% | |
| C | 11% | 22% | 20% | 50% | |
| D | 11% | 11% | | 0 | |
| F | 11% | 11% | | 0 | |

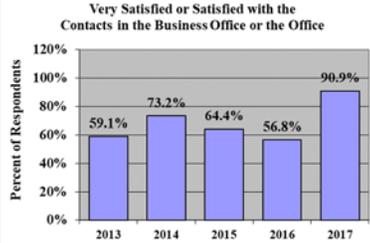**Outcome Report – Administrative and Fiscal Affairs**

| 1. Outcomes: *Administrative and Fiscal Affairs* | 2. Means of Assessment | 3. Criteria for Success | 4. Assessment Results 2016-2017 | 5. Narrative Description AND Use of Results for Improvement | 6. Revised Criteria for Success |
|---|---|---|---|---|---|
| Annual income and expenditures | Comparison of income and expenses | Income for the fiscal year will exceed expenses by 10 percent. | FY17 Income = $14,970,949 FY17 Expenses = $16,046,386 Difference = $(1,075,437) Difference = (7.18) % (Budget summary attached.) | **Narrative Description**: Income and expenses for the 2017 fiscal year are as follows:<br><br>FY17 Income = $14,970,949 FY17 Expenses = $16,046,386 Difference = $(1,075,437) Difference = (7.18) %<br><br>For fiscal year 2017, expenses exceeded income by $1,075,427 which represents 7.18 percent of the income. Thus, not only did the College not meet the criterion for success of having income exceed expenses by 10 percent, income was actually approximately 7.18 percent less than the expenses. The College did not meet the criterion for success primarily due to a shortfall in enrollment.<br><br>**Use of Results**: The College will develop and implement a strategic enrollment and fundraising plan that will result in the overall increase of private grants, gifts and student enrollment by 5 to 10% combined. The increase in these items will | No revision to criteria considered necessary.<br><br>We will continue this outcome. |

| 1. Outcomes: *Administrative and Fiscal Affairs* | 2. Means of Assessment | 3. Criteria for Success | 4. Assessment Results 2016-2017 | 5. Narrative Description AND Use of Results for Improvement | 6. Revised Criteria for Success |
|---|---|---|---|---|---|
| | | | | allow for income to exceed expenses by the projected 10 percent. | |
| Budget | Comparison of the budgeted income and expenses to the actual income and expenses | Actual income for the fiscal year will exceed budgeted income by at least 10 percent. | FY17 Income = $14,970,949 FY17 Budgeted Income = $14,603,473 Difference = $367,476 Difference = 2.52% (Budget summary attached.) | **Narrative Description**: The College did not meet the criterion established by approximately 7.48%.  **Use of Results**: The College will re-organize its structure to align with industry best practices and consistent with the National Association of College and University Business Officers. | No revision to criteria considered necessary.  We will continue this outcome. |
| | Comparison of the budgeted income and expenses to the actual income and expenses | Budgeted expenses for the fiscal year will exceed actual expenses by at least 10 percent. | FY17 Budgeted Expenses = $16,248,973 FY17 Actual Expenses = $16,046,386 Difference = $(202,587) Difference = (1.25)% (Budget summary attached.) | **Narrative Description**: The College did not meet the criterion for success. The College did not meet the criterion primarily due to appropriations from the endowment to absorb operating expenses.  **Use of Results**: The College will review expenditures to determine areas where cost savings may be realized which may include joining/developing a purchasing cooperative and system enhancements to enable a more effective monitoring of budget to actual expenses. | No revision to criteria considered necessary.  We will continue this outcome. |
| Equipment | Equipment availability complaints | Campus-wide, no more than five (5) complaints will be logged | Complaints re: equipment availability = | **Narrative Description**: The College does not have a system in place to track equipment | No revision to criteria considered necessary. |

| 1. Outcomes: *Administrative and Fiscal Affairs* | 2. Means of Assessment | 3. Criteria for Success | 4. Assessment Results 2016-2017 | 5. Narrative Description AND Use of Results for Improvement | 6. Revised Criteria for Success |
|---|---|---|---|---|---|
| | | regarding equipment availability. | (Summary of complaint log attached) | availability and complaints campus-wide.<br><br>**Use of Results**: The College will use Title III funds to implement a tracking system to meet this criterion. | We will continue this outcome. |
| | Equipment repairs | 80% of equipment repairs will be completed within two (2) weeks of a report being received. | # Equipment repairs requested =<br># Equipment repairs completed within two (2) weeks of being reported =<br>% Equipment repairs completed within two (2) weeks of being reported =<br>(Summary of equipment repair requests and equipment repairs attached) | **Narrative Description**: The College does not have a system in place to track equipment repairs.<br><br>**Use of Results**: The College will use Title III funds to implement a tracking system to meet this criterion. | No revision to criteria considered necessary.<br><br>We will continue this outcome. |
| *Facilities* | Maintenance records | 80% of the facilities will be adequately maintained as defined in the Facilities Manual. | Adequately maintained means consistent with practices for similar institutions as outlined by the National Association for College and University Business Officers.<br><br>No assessment results are available for 2016-2017. (See explanation in the next column.) | **Narrative Description**: The College is in-process of completing a campus-wide facilities condition and assessment. As such, the assessment results will not be available until 2017-18.<br><br>**Use of Results**: Not applicable | No revision to criteria considered necessary.<br><br>We will continue this outcome. |
| | Student Satisfaction on the Survey of Graduating Seniors | At least 70% of the respondents will rate their satisfaction with facilities as satisfied or very satisfied. | **Facilities**<br>Very Satisfied (1):<br>26.14%, 23<br>Satisfied:<br>47.73%, 42<br>Dissatisfied:<br>19.32%, 17 | **Narrative Description**: A general question on Facilities was included on the 2016-2017 Survey of Graduating Seniors. Prior to this year only questions specific to selected items such | No revision to criteria considered necessary.<br><br>We will continue this outcome. |

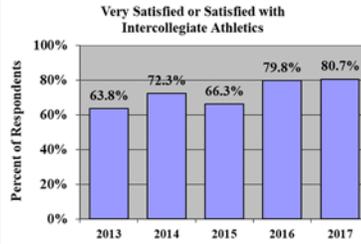| 1. Outcomes: *Administrative and Fiscal Affairs* | 2. Means of Assessment | 3. Criteria for Success | 4. Assessment Results 2016-2017 | 5. Narrative Description AND Use of Results for Improvement | 6. Revised Criteria for Success |
|---|---|---|---|---|---|
| | | | Very Dissatisfied: 4.55%, 4 Not sure/Not applicable (5): 2.27%, 2 Total Respondents 88 Weighted Average 2.09 *(Data Source: Office of Institutional Research and the Quality Enhancement Plan, Survey of Graduating Seniors)* | as computer or laboratory facilities was included. The criteria of at least 70% were met with 73.87% of the respondents rating their satisfaction with the facilities as satisfied or very satisfied. **Use of Results**: The college will make improvements to common areas and flooring which should improve this rating in the future. | |
| | Student Satisfaction on the Survey of Graduating Seniors | At least 70% of the respondents will rate their satisfaction with laboratory facilities as satisfied or very satisfied. | Laboratory facilities <table><tr><td>**Year**</td><td>**VS or S**</td></tr><tr><td>2013</td><td>56.4%</td></tr><tr><td>2014</td><td>49.1%</td></tr><tr><td>2015</td><td>53.8%</td></tr><tr><td>2016</td><td>61.6%</td></tr><tr><td>2017</td><td>72.4%</td></tr><tr><td>**Mean**</td><td>**58.7%**</td></tr></table>  *(Data Source: Office of Institutional Research and the Quality Enhancement Plan, Survey of Graduating Seniors)* | **Narrative Description**: The criteria were met with 72.41% of respondents rating their satisfaction with laboratory facilities as satisfied or very satisfied for the first year in the past five years in 2017. Prior to 2017, student ratings fluctuated between 49.1 percent and 61.6 percent with gradual improvements beginning in 2014. **Use of Results**: The college will make improvements to laboratory facilities and include the planning for a new academic classroom and laboratory facility as part of the update to campus master plan. | No revision to criteria considered necessary. We will continue this outcome. |

| 1. Outcomes: *Administrative and Fiscal Affairs* | 2. Means of Assessment | 3. Criteria for Success | 4. Assessment Results 2016-2017 | 5. Narrative Description AND Use of Results for Improvement | 6. Revised Criteria for Success |
|---|---|---|---|---|---|
| Human Resources service time | Human Resources daily time logs | No person with an appointment will wait to be seen by an HR staff person for more than 5 minutes beyond their appointment time. | # of persons with an appointment = ___ <br> # who waited more than 5 minutes beyond the appointment time = ___ <br> (Summary of appointment logs attached) | **Narrative Description**: There are no results for this outcome. The College will hire a human resources coordinator during fiscal year 2018 that will be responsible for human resources service time. | No revision to criteria considered necessary. <br><br> We will continue this outcome. |
| Human Resources satisfaction | Staff evaluation of service survey (to be developed) | At least 70% of the respondents will report that their question was answered to their satisfaction on the first attempt. | # questions answered on $1^{st}$ attempt = <br> # questions answered on $2^{nd}$ attempt = <br> # questions answered on $3^{rd}$ attempt = <br> # questions answered after more than 3 attempts = <br> Total questions = <br> % questions answered on $1^{st}$ attempt = <br> (Staff Evaluation of Service Survey attached) | There are no results for this outcome. The staff evaluation of service survey is under development and will be completed during fiscal year 2018. | No revision to criteria considered necessary. <br><br> We will continue this outcome. |
| | 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. | Very Satisfied (1): <br> ?%, # <br> Satisfied: <br> ?%, # <br> Dissatisfied: <br> ?%, # <br> Very dissatisfied: <br> ?%, # <br> Not sure/Not applicable (5): <br> ?%, # <br> Total Respondents: 87 <br> (Complete survey results attached) | There are no results for this outcome. The staff evaluation of service survey is under development and will be completed during fiscal year 2018. | No revision to criteria considered necessary. <br><br> We will continue this outcome. |

| 1. Outcomes: *Administrative and Fiscal Affairs* | 2. Means of Assessment | 3. Criteria for Success | 4. Assessment Results 2016-2017 | 5. Narrative Description AND Use of Results for Improvement | 6. Revised Criteria for Success |
|---|---|---|---|---|---|
| | | | *(Data Source: Office of Institutional Research and the Quality Enhancement Plan, Survey of Graduating Seniors)* | | |
| Student satisfaction with administrative and fiscal affairs | Student Satisfaction on the Survey of Graduating Seniors | At least 70% of the respondents will rate their satisfaction with the Business Office as satisfied or very satisfied. | **Business Office** Until 2016-2017, this question referenced "contacts in the Business Office." When the Survey was updated, it was changed to "Business Office." This was interpreted to be the same question, and the table and graph contain all responses for "satisfied" or "very satisfied." | The criteria of at least 70 percent were met with 90.9% of the respondents rating their satisfaction with the Business Office as *satisfied* or *very satisfied* for the second time during the last five years. The last year that the expected rating was met or exceeded was in 2014 when the rating was 73.2%. | No revision to criteria considered necessary. We will continue this outcome. |

| Year | VS or S |
|---|---|
| 2013 | 59.1% |
| 2014 | 73.2% |
| 2015 | 64.4% |
| 2016 | 56.8% |
| 2017 | 90.9% |
| **Mean** | **58.7%** |

The College will enhance the methods of payments accepted by adding an online payment solution with the expectation that satisfaction will improve.



Very Satisfied or Satisfied with the Contacts in the Business Office or the Office

*(Data Source: Office of Institutional Research and the Quality*

| 1. Outcomes: *Administrative and Fiscal Affairs* | 2. Means of Assess-ment | 3. Criteria for Success | 4. Assessment Results 2016-2017 | 5. Narrative Description AND Use of Results for Improve-ment | 6. Revised Criteria for Success |
|---|---|---|---|---|---|
| | | | *Enhancement Plan, Survey of Graduating Seniors)* | | |

**Outcome Report – Athletics**

| 1. Outcomes: *Athletics* | 2. Means of Assessment | 3. Criteria for Success | 4. Assessment Results 2016-2017 | 5. Narrative Description AND Use of Results for Improvement | 6. Revised Criteria for Success |
|---|---|---|---|---|---|
| Athlete's retention | 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. | **Fall Semester** 107 Student Athletes = 107 found in compliance = 100 % found in compliance = **Spring Semester** 107 Student Athletes = 78 found in compliance = 72% found in compliance | 86 % of the student-athletes were in compliance for 2016-2017. To improve student-athletes compliance, we will host student-athlete compliance workshops and enhance academic support (study hall, tutorial center). | Criterion will remain the same. |
| | 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. | <table><tr><td>Cat</td><td>HC</td><td>Ret</td><td>%</td></tr><tr><td>FTF</td><td>29</td><td>17</td><td>58</td></tr><tr><td>TRF</td><td>11</td><td>11</td><td>100</td></tr><tr><td>Return</td><td>67</td><td>63</td><td>94</td></tr><tr><td>Total</td><td>107</td><td>91</td><td>85</td></tr></table> | 85% of the student-athletes were retained | Criterion has been met. Will continue to monitor intercollegiate athletics retention |
| Athletics graduation | Graduation rate of student-athletes by category (first-time freshmen and new transfer) by entrance year | 80% of first-time freshmen student-athletes will graduate within five (5) years of their first enrollment; 80% of new transfer students will graduate within two (2) years of the time of their first enrollment at Paine College | Fall 2012 First-time Freshmen and Fall 2015 Transfers <table><tr><td>Cat</td><td>HC</td><td>Grad by 2017</td><td>%</td></tr><tr><td>FTF</td><td>37</td><td>12</td><td>32</td></tr><tr><td>TRF</td><td>18</td><td>1</td><td>5</td></tr><tr><td>Total</td><td>55</td><td>13</td><td>23</td></tr></table> | 32 % of the first-time freshman of 2012 graduated in five years 5% of the transfers of 2015 graduated in two years | Criterion will remain the same; the cohort will be Fall 2013 First-time Freshman and Fall 2016 Transfers Will continue to monitor graduation rate for student-athletes. |

| 1. Outcomes: *Athletics* | 2. Means of Assessment | 3. Criteria for Success | 4. Assessment Results 2016-2017 | 5. Narrative Description AND Use of Results for Improvement | 6. Revised Criteria for Success |
|---|---|---|---|---|---|
| Satisfaction with athletics | Survey of Graduating Seniors | 70% of students will score Very Satisfied or Satisfied on "Intercollegiate Athletics" | **Intercollegiate Athletics**<br><br>| **Year** | **VS or S** |<br>|---|---|<br>| 2013 | 63.8% |<br>| 2014 | 72.3% |<br>| 2015 | 66.3% |<br>| 2016 | 79.8% |<br>| 2017 | 80.7% |<br>| **Mean** | **72.6%** |<br><br><br><br>*(Data Source: Office of Institutional Research and the Quality Enhancement Plan, Survey of Graduating Seniors)* | Over 80 percent or exactly 80.7% of surveyed graduating seniors were very satisfied or satisfied with intercollegiate athletics in 2017. Intercollegiate athletics exceeded the set criteria in three (3) of the five (5) years with the rating for 2017 being the highest during the period. Data will be used to further enhance intercollegiate athletics. | Criterion has been met. Will continue to monitor intercollegiate athletics satisfaction rate. The criteria for success will remain the same until the results have exceeded 70% for at least three years. |

**Outcome Report – Institutional Advancement**

| 1. Outcomes: *Institutional Advancement* | 2. Means of Assessment | 3. Criteria for Success | 4. Assessment Results 2016-2017 | 5. Narrative Description AND Use of Results for Improvement | 6. Revised Criteria for Success |
|---|---|---|---|---|---|
| "Friend" raising | Number of alumni giving | At least 400 alumni will donate to the college each fiscal year | # of alumni who donated = 329 | **Narrative Description**: The number of alumni who donated to Paine in 2016-2017 is 329. This represents 83 percent of the anticipated result. The criteria for success was 17 percent less than the expected amount.<br><br>**Use of Results**: One option for increasing the number of alumni donors is to increase the number of alumni chapters. This avenue will be pursued as soon as a new director is hired. The results will become the basis for the work of the new director. | No change |
| Funds raised | Average annual giving per alumni | Average annual gift per alumnus is at least $500 | Average annual gift per alumnus = $996 | Increase number of solicitations to Alumnus | Average annual gift per alumnus is at least $1,000 |
| | Number of Trustees who make donations | At least 100% will donate to the college each fiscal year | # Trustees = 28<br># Trustee Donors = 19<br>% Trustees who donated = 67% | Educate Trustees on the importance of giving & fiduciary responsibility | No change |
| | Average Trustee gift | Average Trustee gift is at least $1,000 | Average Trustee gift = $2,986 | Increase number of targeted solicitation to trustees | Average Trustee gift is at least $2,000 |
| | Number of religious organizations not including distributions | At least 50 religious organizations will donate to the college each fiscal year | # Religious organization donors=79 | Hold Interfaith Events to recognize churches outside of UMC & CME churches | At least 90 religious organizations will donate to the college each fiscal year |
| | Average annual giving per religious organization donor | Average annual gift per religious organization is at least $5,000 | Average annual gift from religious organization donors = $2,450 | Increase number of solicitations to a wider audience of churches outside GA | No change |

| 1. Outcomes: *Institutional Advance-ment* | 2. Means of Assess-ment | 3. Criteria for Success | 4. Assessment Results 2016-2017 | 5. Narrative Description AND Use of Results for Improve-ment | 6. Revised Criteria for Success |
|---|---|---|---|---|---|
| | Number of other (cor-porations, community individuals, faculty, staff, and students) do-nations | At least 250 others (businesses or individuals) will donate to the college each fiscal year | # Other donors = 809 | Cultivate more Corporations & Businesses outside of Augusta | At least 1,000 others (businesses or individ-uals) will donate to the college each fiscal year |
| | Average other (corpo-rations, community in-dividuals, faculty, staff, and students) donation | Average annual gift per other donor is at least $250 | Average annual gift per other donor = $146,694 | Cultivate Industries & major Corporation for larger gifts | Average annual gift per other donor is at least $200,000 |
| Effective Communica-tions | Number of hits on web-site/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 | **Website Hits** <u>August – May</u> August = 2,453 September = 2,035 October = 2,301 November = 2,342 December = 2,342 January = 2,536 February = 2,309 March = 2,281 April = 1,248 May = 2243  <u>Average Hits (August – May) = 2,209</u>  <u>June – July</u> June = 1,495 July = 2,270  <u>Average Hits (June – July) = 1,883</u> | The website traffic is consistent until April and the summer months. Those are times when there are less Paine community members on campus. In order to hit and exceed website traffic goals. the Paine College website is being redesigned with an up-dated look and improved naviga-tion. The new site will also in-clude video, dynamic calendar, and improved directory. In addi-tion, we will deploy search en-gine marketing tactics to in-crease the traffic to the site and amount of new users. | We will keep the origi-nal outcome as a benchmark. |
| | Number of social me-dia messages sent/month | August – May: Average 60 so-cial media messages will be re-ceived per month | **Social Media Mes-sages** <u>August – May</u> August = 40 | The targets were missed. Additional social media mes-sages will be shared on each platform. Additional platforms | We will keep the origi-nal outcome as a benchmark. |

| 1. Outcomes: *Institutional Advance-ment* | 2. Means of Assess-ment | 3. Criteria for Success | 4. Assessment Results 2016-2017 | 5. Narrative Description AND Use of Results for Improve-ment | 6. Revised Criteria for Success |
|---|---|---|---|---|---|
| | | June – July: Average 40 social media messages will be received per month | September = 46<br>October = 66<br>November = 35<br>December = 12<br>January = 35<br>February = 104<br>March = 66<br>April = 51<br>May = 48<br>Average Messages (August – May) = 50.3<br><br>June – July<br>June = 20<br>July = 20<br>Average Messages (June – July) =20 | will be added in order to increase the variety of message to reach students, prospective, students, parents, and the internal and external community.<br><br>The social media plan will include increased participation on Instagram to showcase our programs, the campus, current students and profile notable alumni. Social media will also be used to showcase recruitment drives, faculty-student interaction, community involvement and programs. Strategically crafted videos and animations will be leveraged to reach our target demographics. | |
| | Average number of interactions on social media messages/month | August – May: Average 300 social media interactions per month<br>June – July: Average 125 social media interactions per month | **Social Media Interactions**<br>August – May<br>August = 2503<br>September = 3443<br>October = 4975<br>November = 1857<br>December = 602<br>January = 767<br>February = 1261<br>March = 773<br>April = 953<br>May = 2251<br>Average Social Media Interactions (August – May) = 1938.5 | The current social media base is active and engaged. Social media advertising will be used to increase the reach of social media posts in order to gain more opportunities for engagement. Adding additional social media networks will also give more opportunity for social interactions. An alumni group will be incorporated on the Facebook fan page which will also increase engagement. | We will keep the original outcome as a benchmark. |

| 1. Outcomes: *Institutional Advancement* | 2. Means of Assessment | 3. Criteria for Success | 4. Assessment Results 2016-2017 | 5. Narrative Description AND Use of Results for Improvement | 6. Revised Criteria for Success |
|---|---|---|---|---|---|
| | | | June – July<br>June = 661<br>July = 737<br>Average Social Media Interactions (June – July) =699 | | |

**Outcome Report – Institutional Research and the Quality Enhancement Plan (IR/QEP)**

| 1. Outcomes:<br>*Institutional Research and the Quality Enhancement Plan (IR/QEP)* | 2. Means of Assessment | 3. Criteria for Success | 4. Assessment Results 2016-2017 | 5. Narrative Description AND Use of Results for Improvement | 6. Revised Criteria for Success |
|---|---|---|---|---|---|
| Research activities | Fact Book | Published on the website by the end of January | The Fact Book for 2015-2016 was almost completed. The Fact Book for 2016-2017 was partially completed.<br><br>*(Data Source: Office of Institutional Research and the Quality Enhancement Plan)* | **Narrative Description**: The **2015-2016 Fact Book** was deemed to be complete until we realized that some of the freshmen profile data was incorrect. Corrections to the pages were never finished. The **2016-2017 Fact Book** contains information in chapters titled General Information, Graduates, Academic Support, Alumni, and Augusta, Georgia. To be completed are chapters titled Administration, Faculty, Students, and potentially Administrative Support. The resignation of the Data Analyst in February caused us not to complete the Fact Book prior to the end of the fiscal year.<br>**Use of Results**: Data to be published has been disseminated to internal (as requested) and external constituents (primarily on surveys). Weaknesses in the processes used to complete the fact books will be studied, and improvements will be defined. | No change |
| | Required surveys | All (#TBD) required surveys will be completed | # Required Surveys: 19<br># Completed and Submitted by the Deadline: 15 | **Narrative Description:** A survey is designated as required if it comes from an accrediting | No change |

| 1. Outcomes: *Institutional Research and the Quality Enhancement Plan (IR/QEP)* | 2. Means of Assessment | 3. Criteria for Success | 4. Assessment Results 2016-2017 | 5. Narrative Description AND Use of Results for Improvement | 6. Revised Criteria for Success |
|---|---|---|---|---|---|
| | | and submitted by the deadline | % Completed and Submitted by the Deadline: 79%<br><br>*(Data Source: Office of Institutional Research and the Quality Enhancement Plan)* | agency, the National Center for Education Statistics (IPEDS surveys), or if it is one of the surveys that is marketed to high school students. Others may be categorized as required if there is another compelling reason to do so. In 2016-2017, the college was requested to complete 19 surveys from external agencies that were designated as required. Of these all were submitted by the original requested deadline or the extended deadline. Therefore, 100 percent were submitted on time. **Use of Results**: These data are used to gauge completion of surveys by IR/QEP staff members and in planning the activities for the next year. . Further, the surveys may be shared with staff members when official information or data is requested. | |
| | Institutionally focused reports and data (requests for information) as requested | Ninety percent (90%) of the institutional focused reports or data (requests for information) will be completed by the agreed upon deadline. | # Requests for Information (RFI) received: 84<br># RFI completed by the agreed-upon deadline: 80<br>% RFI completed by the agreed-upon deadline: 95%<br>% RFI completed by 30 days after the agreed-upon deadline: 4 | **Narrative Description:** Institutionally focused reports or requests for information vary in nature from one question that requires a simple response to requests for multi-year data or information. In 2016-2017, 84 such requests were received, and 95 percent were completed | No change. |

63

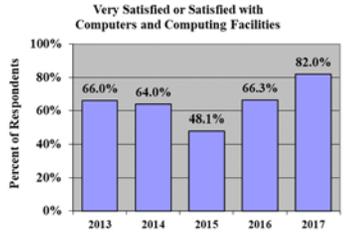| 1. Outcomes: *Institutional Research and the Quality Enhancement Plan (IR/QEP)* | 2. Means of Assessment | 3. Criteria for Success | 4. Assessment Results 2016-2017 | 5. Narrative Description AND Use of Results for Improvement | 6. Revised Criteria for Success |
|---|---|---|---|---|---|
| | | Ten percent (10%) of the institutional focused reports or data (requests for information) will be completed by 30 days after the agreed upon deadline. | % other RFI completed by 30 days after the agreed-upon deadline: 5%<br><br>*(Data Source: Office of Institutional Research and the Quality Enhancement Plan)* | by the requested deadline. The other five (5) percent were completed within 30 days of the requested deadline. Therefore, the goals were met.<br>**Use of Results**: These results assist the office in planning for the next year. Staff members use the results for those whose requested deadline was missed to better organize and schedule data downloads from Jenzabar during the next year. | |
| Institutional assessments | National Survey of Student Engagement (NSSE) and Faculty Survey of Student Engagement (FSSE) | Written reports based on the instruments will be completed and disseminated within three (3) months of the receipt of the results from the agency. | NSSE and FSSE results were received: August 21, 2017<br># NSSE and FSSE reports written: N/A<br># NSSE and FSSE reports written within three (3) months of the receipt of the results from the agency: N/A<br>% NSSE and FSSE reports written within three (3) months of the receipt of the results from the agency: N/A<br><br>*(Data Source: Office of Institutional Research and the Quality Enhancement Plan)* | **Narrative Description:** NSSE and FSSE results were received on August 21, 2017. The Director of Assessment and Evaluation is responsible for writing the report and has not been replaced. We are currently in the process of replacing the Director and expect that the report will be completed within 60 days of the person's arrival on campus.<br>**Use of Results:** The results will be used in the QEP Impact Report and in others as determined by unit leaders. | No change |
| | Collegiate Assessment of Academic Proficiency (CAAP) | Results will be disseminated within thirty days | CAAP results were received: 6/5/17 (approximate date)<br>CAAP results were disseminated: N/A | **Narrative Description:** CAAP results from ACT were received in June and copies of paper documents were made in | No change |

| 1. Outcomes: *Institutional Research and the Quality Enhancement Plan (IR/QEP)* | 2. Means of Assessment | 3. Criteria for Success | 4. Assessment Results 2016-2017 | 5. Narrative Description AND Use of Results for Improvement | 6. Revised Criteria for Success |
|---|---|---|---|---|---|
| | | of their receipt from the agency. | *(Data Source: Office of Institutional Research and the Quality Enhancement Plan)* | July. Conversion of the text file that accompanied the paper documents was begun, but has not been completed. The Director of Assessment and Evaluation (needs to be replaced) is responsible for completing activities associated with this research project including writing the report. We are currently in the process of replacing the Director and expect that the report will be completed within 60 days of the person's arrival on campus. **Use of Results:** Unit leaders in the Department of Humanities and the Department of Mathematics, Sciences, and Technology will use them to document improvements in critical thinking, mathematics, reading, and writing skills. | |
| | Survey of Graduating Seniors (SGS) | Results will be disseminated within three (3) months of the close of the administration | SGS results were available: May 10, 2017 SGS results were disseminated: September 22, 2017 *(Data Source: Office of Institutional Research and the Quality Enhancement Plan, Survey of Graduating Seniors)* | **Narrative Description**: SGS results were available following Commencement on May 7, 2017 and were downloaded from SurveyMonkey on May 10, 2017. Normally, the Director of Assessment and Evaluation updates the five-year report during the summer. Since that position has not been | No change |

| 1. Outcomes: *Institutional Research and the Quality Enhancement Plan (IR/QEP)* | 2. Means of Assessment | 3. Criteria for Success | 4. Assessment Results 2016-2017 | 5. Narrative Description AND Use of Results for Improvement | 6. Revised Criteria for Success |
|---|---|---|---|---|---|
| | | | | filled, the update has not been completed. Thus, the three-month deadline was missed. **Use of Results**: Raw SGS results were disseminated on September 22, 2017 to senior administrators and the Director of Information Services who are **using them** as documentation in their ongoing outcome assessment reports. | |
| Outcome development | Paine College Comprehensive Assessment Plan (PCCAP): Common Curriculum | Facilitate the development of a detailed schedule and other parameters for assessing student learning outcomes in the Common Curriculum | Common Curriculum Assessment Results: See CAAP above

*(Data Source: Office of Institutional Research and the Quality Enhancement Plan)* | **Narrative Description**: The schedule and assessment parameters for the Common Curriculum were to be included in the 2016-2017 Ongoing Outcomes in the Institutional Effectiveness (IE) Paradigm within the Academic Affairs section. Though, they were not completed in time for inclusion in the document, CAAP was administered as scheduled in April 2017 (see above). Outcomes with criteria will be added to the 2017-2018 document. **Use of Results**: See CAAP above | No Change |
| | Paine College Comprehensive Assessment | Facilitate the development of a detailed schedule and other parameters for assessing student | See "Pass rate on the first attempt when taking the major field examinations" in Academic Affairs above. | **Narrative Description**: The schedule and parameters for assessment are included in the | No change. |

| 1. Outcomes: *Institutional Research and the Quality Enhancement Plan (IR/QEP)* | 2. Means of Assessment | 3. Criteria for Success | 4. Assessment Results 2016-2017 | 5. Narrative Description AND Use of Results for Improvement | 6. Revised Criteria for Success |
|---|---|---|---|---|---|
| | Plan (PCCAP): Major Programs | learning outcomes in the major programs | | Ongoing Outcomes in the Institutional Effectiveness Paradigm within the section on Academic Affairs. **Use of Results**: Assessment results are discussed there. | |
| | Paine College Institutional Effectiveness Paradigm (formerly Comprehensive Assessment Plan (PCCAP) in the Title III proposal | Facilitate the development of a detailed schedule and other parameters for assessing outcomes and objectives in non-academic and academic support units | # Units that should have developed ongoing outcomes: # Units that developed ongoing outcomes: % Units that developed ongoing outcomes: *(Data Source: Office of Institutional Research and the Quality Enhancement Plan)* | **Narrative Description**: Staff members facilitated the development of ongoing outcomes by 17 units out of 33 units. This represents 52% of the units or areas that were required to complete and submit ongoing outcomes. **Use of Results**: The 2017-2018 ongoing outcomes table in the IE Paradigm will include outcomes for all support units. | No change |
| Quality Enhancement Plan (QEP) | QEP data from Common Curriculum Courses | QEP data from all Common Curriculum Courses for each semester will be downloaded from Blackboard | No results *(Data Source: Office of Institutional Research and the Quality Enhancement Plan)* | The Director of IR/QEP is responsible for downloading QEP data from Blackboard. With the departure of two employees in the area, the assignments related to IR and A&E became the responsibility of the Director, and no progress was made. | No change |
| | Impact Report | The QEP Impact Report will contain the latest data and analysis from the Common Curriculum Courses, NSSE, and CAAP | No results *(Data Source: Office of Institutional Research and the Quality Enhancement Plan)* | The Director of IR/QEP is responsible for completing the QEP Impact Report. With the departure of two employees in the area, the assignments related to IR and A&E became | No change |

| 1. Outcomes: *Institutional Research and the Quality Enhancement Plan (IR/QEP)* | 2. Means of Assessment | 3. Criteria for Success | 4. Assessment Results 2016-2017 | 5. Narrative Description AND Use of Results for Improvement | 6. Revised Criteria for Success |
|---|---|---|---|---|---|
| | | | | the responsibility of the Director, and no progress was made. | |

**Outcome Report – Information Services (formerly Information Technology Systems)**

| 1. Outcomes: *Information Services (IS)* | 2. Means of Assessment | 3. Criteria for Success | 4. Assessment Results 2016-2017 | 5. Narrative Description AND Use of Results for Improvement | 6. Revised Criteria for Success |
|---|---|---|---|---|---|
| a) Effectiveness of IS | Request for service logs | 80% of the requests for services that fall **within the list of services provided** from ITS will be completed within two (2) weeks. | The average number of days for a trouble ticket to be completed is 5.34 days. The sample contained 369 tickets. Out of those tickets, 97% were completed in less than two weeks. | **Narrative Description**: The requirement that 70% of the service requests be completed by four (4) weeks has been met.<br><br>**Use of Results**: There will be very few changes made by the department. The one issue we have is that when we do not close tickets when they are supposed to be closed, the software will count those days as a part of the time. We will ensure that we close the tickets at the appropriate time. | No change |
| b) Effectiveness of IS | Request for service logs | 70% of requests for services that **do not fall within the list of services provided** from ITS will be completed within four (4) weeks if the request is accepted. | # Requested Services = # Completed within four (4) weeks = % Completed within four (4) weeks = | The system used for tracking tickets did not have the capability to separate tickets into two groups that would allow for tracking those that fall within the list of services and those that did not. Therefore, all ticketed services are reported in the previous outcome. The system is being updated for 2017-2018. | No change |

| 1. Outcomes: *Information Services (IS)* | 2. Means of Assess-ment | 3. Criteria for Success | 4. Assessment Results 2016-2017 | 5. Narrative Description AND Use of Results for Improve-ment | 6. Revised Criteria for Success |
|---|---|---|---|---|---|
| c)   Student satisfaction with IS | Student Satisfaction on the Survey of Graduat-ing Seniors | At least 70% of the re-spondents will rate their satisfaction with the In-formation Technology Services as satisfied or very satisfied. | **Information Technology Services** Very Satisfied (1): 29.55%, 26 Satisfied: 60.23%, 53 Dissatisfied: 4.55%, 4 Very Dissatisfied: 3.41%, 3 Not Sure/Not Applicable (5): 2.27%, 2 Total Respondents: 88 Weighted Average: 1.89 *(Data Source: Office of Institu-tional Research and the Quality Enhancement Plan, Survey of Graduating Seniors)* | The total percent of respondents that rated DIS at the acceptable level for success (satisfied or very satisfied) was 89.78%. This will result in the department making very few changes. We will keep trying to maintain this level of success and will seek out the negative feedback and use it to gain better results next time. | No change |

| 1. Outcomes: *Information Services (IS)* | 2. Means of Assessment | 3. Criteria for Success | 4. Assessment Results 2016-2017 | 5. Narrative Description **AND** Use of Results for Improvement | 6. Revised Criteria for Success |
|---|---|---|---|---|---|
| d) Student satisfaction with computers and computing facilities | Student Satisfaction on the Survey of Graduating Seniors | At least 70% of the respondents will rate their satisfaction with the computers and computing facilities as satisfied or very satisfied. | Satisfaction with computers and computing facilities<br><br>| Year | VS or S |<br>|---|---|<br>| 2013 | 66.0% |<br>| 2014 | 64.0% |<br>| 2015 | 48.1% |<br>| 2016 | 66.3% |<br>| 2017 | 82.0% |<br>| **Mean** | **65.3%** |<br><br>*(Data Source: Office of Institutional Research and the Quality Enhancement Plan, Survey of Graduating Seniors)* | An additional question on the Survey of Graduating Seniors queried students regarding their satisfaction with computers and computing facilities. The total percent of respondents that rated this question at the acceptable level for success (satisfied or very satisfied) in 2017 was 82.0%, and this was the first year in five that the expected criteria were met. This will result in the department continuing to make changes in the future so that the improved ratings continue. As with the overall analysis of IS that was cited above, we will keep trying to maintain this level of success and will seek out the negative feedback and use it to gain better results next time. | No change will be made in this criterion until we reach at least 70% three (3) or more consecutive years. |

**Outcome Report – Religious Life**

| 1. Outcomes: *Religious Life* | 2. Means of Assessment | 3. Criteria for Success | 4. Assessment Results 2016-2017 | 5. Narrative Description AND Use of Results for Improvement | 6. Revised Criteria for Success |
|---|---|---|---|---|---|
| a)  Assembly Attendance | Headcount of students present | 75% average attendance (*Strategic Plan*) | Averaged 40% each semester | Students are required to attend assembly, weekly. The attendance goal for assembly is 75% of on campus residents. Our data showed that 40% of the resident students attended assembly. | The faculty requested that the college enforce the attendance policy for assembly. Students will be required to sign out of assembly weekly. |
| b)  Wesley Fellowship Meeting Attendance | Headcount of attendance at Wesley meetings | An average of 50% of the Wesley Fellowship attend meetings each semester | The average attendance in the Fall was 38%; Spring was 49%. | Wesley Fellowship is the student arm of the Religious Life Program. Its membership consists of about 20% or 40 of the resident student population. Of that number about 38% attended the -49% of attended the weekly meetings. | We will encourage the involvement of other student religious groups, in order to increase the number of student participants in Wesley Fellowship meetings |
| c)  Student Engagement through Religious Life Activities | Headcount of attendance at Religious Life activities | An average of 35% of resident students at the college | An average of 52% of Fall and 58% of Spring enrollments | Engaging students in religious The Religious Life Program involved 54% of the on-campus student body in religious activities in the 2016-2017 academic year. | We will increase the number of student religious activities to increase, in order to improve these numbers. |

| 1. Outcomes: *Religious Life* | 2. Means of Assessment | 3. Criteria for Success | 4. Assessment Results 2016-2017 | 5. Narrative Description AND Use of Results for Improvement | 6. Revised Criteria for Success |
|---|---|---|---|---|---|
| d) Satisfaction with Religious Programs/Services | Student Satisfaction on the **Survey of Graduating Seniors** | At least 70% of the respondents will rate their satisfaction with the Religious Programs/Services as satisfied or very satisfied. | **Very Satisfied (VS) or Satisfied (S) with Religious Programs/Services**<br><br>| Year | VS or S |<br>|---|---|<br>| 2013 | 72.0% |<br>| 2014 | 80.4% |<br>| 2015 | 73.1% |<br>| 2016 | 83.2% |<br>| 2017 | 94.4% |<br>| **Mean** | **80.6%** |<br><br><br><br>*(Data Source: Office of Institutional Research and the Quality Enhancement Plan, Survey of Graduating Seniors)* | Graduating seniors rate their satisfaction with campus services including Religious Programs/Services as part of the checkout system for graduation. Results for the past five years document more than 80% of graduating seniors have indicated that they were very satisfied with Religion Programs/Services. One of the efforts that we feel increased the satisfaction of students was engaging students in groups, like the Wesley Fellowship, and the Praise & Worship Team, Paine N' Praise in planning the religious life activities. Others were offering altar call at some critical times in the life of the college, including exam times. | Religious Life staff members will continue to monitor these results. We will also re-institute the Assembly survey and query students individually to determine which programs are more effective. |
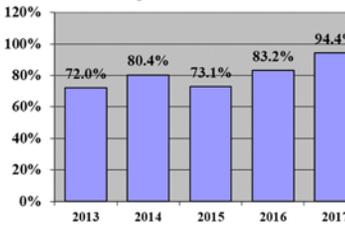
**Outcome Report – Student Affairs and Enrollment Management**

| 1. Outcomes: *Student Affairs and Enrollment Management* | 2. Means of Assessment | 3. Criteria for Success | 4. Assessment Results 2016-2017 | 5. Narrative Description AND Use of Results for Improvement | 6. Revised Criteria for Success |
|---|---|---|---|---|---|
| Student degree completion | Year-to-Year Retention (Fall to Fall: All students and FTF) | 70% or above | *Fall to Fall Retention Rate – Full-time, First-time Freshmen Cohort* <br><br> *Fall to Fall Retention Rate – All Full-time Students* <br><br> *(Data Source: Office of Institutional Research and the Quality Enhancement Plan)* | **Narrative Description**: Fall to fall retention rates are provided for two groups of students—full-time first-time freshmen and all full-time students. The initial year of enrollment and the enrollment are provided in each table. The number of students who were retained is given in the column titled, "Ret," and the retention rate is given in the last column (Ret Rate) of each table. <br><br> Results for full-time, first-time freshmen document a slight decrease in enrollment from 125 to 101 (24 students or 20 percent) from Fall 2015 to Fall 2016 which affected the retention rate in Fall 2017. The corresponding retention rates for full-time, first-time freshmen are 35 percent and 48 percent. The 13-point increase in the retention rate is to be applauded. However, we are not where we would like to be. This enrollment decline was caused by several factors; including the | No change |

*Fall to Fall Retention Rate – Full-time, First-time Freshmen Cohort*

| Year | Cohort | Ret | Ret Rate |
|---|---|---|---|
| 2012 | 173 | 107 | 62% |
| 2013 | 252 | 137 | 54% |
| 2014 | 202 | 64 | 32% |
| 2015 | 125 | 44 | 35% |
| 2016 | 101 | 48 | 48% |
| Avg. | 171 | 80 | 47% |

*Fall to Fall Retention Rate – All Full-time Students*

| Year | Enrolled | Ret | Ret Rate |
|---|---|---|---|
| 2012 | 765 | 420 | 55% |
| 2013 | 838 | 439 | 52% |
| 2014 | 783 | 309 | 39% |
| 2015 | 508 | 233 | 46% |
| 2016 | 389 | 149 | 38% |
| Avg. | 657 | 310 | 46% |

| 1. Outcomes: *Student Affairs and Enroll-ment Management* | 2. Means of Assess-ment | 3. Criteria for Success | 4. Assessment Results 2016-2017 | 5. Narrative Description AND Use of Results for Improve-ment | 6. Revised Criteria for Success |
|---|---|---|---|---|---|
| | | | | placing of the College on ac-creditation probation. That sta-tus deterred some students, who had expressed that they would be attending Paine College, from completing the enrollment process.<br><br>The retention rate percentage for all full-time students is showing a steady decline from 46% for the 2015 enrollees to 38% for the 2016 enrollees, and the 2016 results are even below the five-year average of 46%. These results are below the 70% criteria for success. This decline is being caused by the placement of the College on ac-creditation probation. Upper-classmen made decisions to transfer, once the notification was made to the student body.<br><br>**Use of Results**: These results will be used to restructure the recruitment and retention pro-cess, so that students are aware that the College is fully accred-ited. Students, who apply are informed that although the Col-lege is on probation but is fully accredited. | |
| Student degree comple-tion | 6-year and 8-year Graduation rate of | 50% or above | *6-year Graduation rate, Full-time, FTF Cohort* | **Narrative Description**: Six-year graduation rates for the | Moving forward the criteria for success will |

| 1. Outcomes: *Student Affairs and Enroll-ment Management* | 2. Means of Assess-ment | 3. Criteria for Success | 4. Assessment Results 2016-2017 | 5. Narrative Description AND Use of Results for Improve-ment | 6. Revised Criteria for Success |
|---|---|---|---|---|---|
| | First-time Freshmen (FTF) | | | full-time, first-time freshmen cohorts from 2007 through 2011 are summarized in the first table in the "Assessment Results" column. The Six-Year graduation rate average is 19%, which is well below the 50% set for success. These results document that the criteria for success has not been met, and that it is significantly high when past results are consid-ered. | be revised and will be different for the 6-year and 8-year cohorts. The 6-year graduation rate will be 20% for 2017-2018 and the 8-year graduation rate will be 25% for 2017-2018 with incremental increases for each of the next five years to be developed during the 2017-2018 aca-demic year. |

4. Assessment Results 2016-2017 column:

| Year | Cohort | Grads | Grad Rate |
|---|---|---|---|
| 2007 | 258 | 54 | 21% |
| 2008 | 242 | 43 | 18% |
| 2009 | 274 | 60 | 22% |
| 2010 | 215 | 44 | 21% |
| 2011 | 183 | 29 | 16% |
| Avg | 234 | 46 | 19% |

*8-year Graduation rate, Full-time, FTF Cohort*

| Year | Cohort | Grads | Grad Rate |
|---|---|---|---|
| 2005 | 197 | 57 | 29% |
| 2006 | 325 | 80 | 25% |
| 2007 | 258 | 63 | 24% |
| 2008 | 242 | 47 | 19% |
| 2009 | 274 | 67 | 25% |
| Avg | 259 | 63 | 24% |

*(Data Source: Office of Insti-tutional Research and the Quality Enhancement Plan)*

Column 5 continued:

Eight-year graduation rates for the full-time, first-time fresh-men cohorts from 2005 through 2009 are summarized in the second table in the "Assess-ment Results" column. The Eight-Year graduation rate av-erage is 24%. This is well be-low the 50% set for success. These results document that the criteria for success has not been met and is significantly high when past results are consid-ered. The 8-year rate is higher than the 6-year rate.

**Use of Results**: These results will be used to look at factors, which might be impacting overall graduation rates and de-

| 1. Outcomes: *Student Affairs and Enrollment Management* | 2. Means of Assessment | 3. Criteria for Success | | 4. Assessment Results 2016-2017 | 5. Narrative Description **AND** Use of Results for Improvement | 6. Revised Criteria for Success |
|---|---|---|---|---|---|---|
| | | | | | velop programs that will increase those rates.  Data will be shared with each department, so they can be aware. | |
| Effective admissions process | # Applications | **Category** | **Applicants** | **Fall 2017 Applicants** | **Narrative Description**: The results show a decrease in applicants from 4,290 in 2016 to 2,776 in 2017.  However, the criteria for success was met, as 2,776 exceeds the success goal of 2,120 applications.  Greater work needs to be done in the recruitment of transfer students, as the goal of 100 applications was not met.  Only 73 transfer applications were received.<br><br>**Use of Results**: These results will be used to improve our efforts in the recruitment of transfer students; perhaps from community colleges. | No change |
| | | First-time Freshmen | 2,000 | **Category** / **Applicants**; First-time Freshmen: 2591; Transfers: 73; Other: 112; **Total**: **2776** | | |
| | | Transfers | 100 | | | |
| | | Other | 20 | *(Data Source: Office of Institutional Research and the Quality Enhancement Plan)* | | |
| | | **Total** | **2,120** | | | |
| | %Accepted | **Category** | **% Accepted** | **Fall 2017 % of Applicants Accepted** | **Narrative Description**: These results document that our acceptance rate was below the goal in most categories.  The goal for success was 69%, but the actual was only 33.9%.  We accepted 1,134 total students in 2016, but only 941 in 2017.  We did not meet the goal of 69%, not did we increase the number of accepted students.  The other category is over the goal of 50%, because the 88 | Changes: FTF: 50% Transfers: 40% Other: 75% |
| | | First-time Freshmen | 1400 (70%) | **Category** / **% Accepted**; First-time Freshmen: 824 (31.8%); Transfers: 29 (39.7%); Other: 88 (78.6%); **Total**: **941 (33.9%)** | | |
| | | Transfers | 50 (50%) | | | |
| | | Other | 10 (50%) | *(Data Source: Office of Institutional Research and the Quality Enhancement Plan)* | | |
| | | **Total** | **1460 (69%)** | | | |

| 1. Outcomes: *Student Affairs and Enrollment Management* | 2. Means of Assessment | 3. Criteria for Success | 4. Assessment Results 2016-2017 | 5. Narrative Description AND Use of Results for Improvement | 6. Revised Criteria for Success |
|---|---|---|---|---|---|
| | | | | students includes MOWR students.<br><br>**Use of Results**: These results will be used to develop a better process of applicant recruitment and acceptance, which will yield higher acceptance rates.  Data will also be used to access whether additions need to be made in the admissions staff.  Student, who did not accept the offer of admissions, will be contacted to obtain feedback regarding why the offer was denied. | |

| 1. Outcomes: *Student Affairs and Enroll-ment Management* | 2. Means of Assess-ment | 3. Criteria for Success | | 4. Assessment Results 2016-2017 | 5. Narrative Description AND Use of Results for Improve-ment | 6. Revised Criteria for Success |
|---|---|---|---|---|---|---|
| | %Enrolled | **Category** | **% Enrolled** | **Fall 2017 % of Accepted En-rolled** | **Narrative Description**: The ta-ble includes full-time and part-time students. The accepted FTF goal was set at 14%, which would be 200 students. The actual was only 11.5% or 95. In 2016, we accepted 201 total students. Although the percentage is close to the goal, it is still not meeting the suc-cess criteria. This is largely a response to the college's proba-tionary status. Students who have been accepted, did not en-roll for fear that the college might lose its accreditation. We did have a larger number of students in the other category, since we implemented the MOWR program. The goal here was 5, and we had 69 en-rolled. This mean that we went exceeded the 50% goal by 23.5%.<br><br>**Use of Results**: These results will be used to develop a plan to ensure students, who are ac-cepted, that the college is fully accredited. | Reduce the FTF suc-cess goal to 150. |
| | | First-time Freshmen | 200 (14%) | | | |
| | | Transfers | 30 (60%) | | | |
| | | Other | 5 (50%) | | | |
| | | **Total** | **235 (16%)** | | | |

**Fall 2017 % of Accepted Enrolled**

| Category | % Enrolled |
|---|---|
| First-time Freshmen | 95 (11.5%) |
| Transfers | 25 (86.2%) |
| Other | 69 (78.4%) |
| **Total** | **189 (20.1%)** |

*(Data Source: Office of Insti-tutional Research and the Quality Enhancement Plan)*

| | | | | | | |
|---|---|---|---|---|---|---|
| | Student satisfaction with Admissions in Orientation Survey | At least 70% of the re-spondents will rate their satisfaction with Admis-sions as satisfied or very satisfied. | | *Satisfaction with Admissions* Very Satisfied (1): 39.77%, 35 Satisfied (2): 54.55%, 48 Dissatisfied (3): 0.00%, 0 | **Narrative Description**: Satis-faction data (sum of satisfied and very satisfied) for admis-sions is provided. The total for very satisfied and satisfied is | Increase success goal to 80% |

| 1. Outcomes: *Student Affairs and Enrollment Management* | 2. Means of Assessment | 3. Criteria for Success | 4. Assessment Results 2016-2017 | 5. Narrative Description AND Use of Results for Improvement | 6. Revised Criteria for Success |
|---|---|---|---|---|---|
| | | | Very Dissatisfied (4): 2.27%, 2<br>Not Sure/Not Applicable (5): 3.41%, 3<br>Total: 88<br>Weighted Average: 1.75<br><br>*(Data Source: Office of Institutional Research and the Quality Enhancement Plan, Survey of Graduating Seniors)* | 94.32 percent, which is significantly higher than expected criteria of 70 percent. These results document that the admissions process is meeting and exceeding the goal.<br><br>**Use of Results**: These results will be used to make decisions that will aid in improving the success goal percentage. | |
| Enrollment | Enrollment by term | <table><tr><th>Term</th><th>Enrolled</th><th>FTE</th></tr><tr><td>Fall</td><td>550</td><td>500</td></tr><tr><td>Spring</td><td>550</td><td>500</td></tr><tr><td>Summer</td><td>75</td><td>40</td></tr></table> | <table><tr><th>Term</th><th>Enrolled</th><th>FTE</th></tr><tr><td>Fall</td><td>502</td><td>435</td></tr><tr><td>Spring</td><td>456</td><td>396</td></tr><tr><td>Summer</td><td>31</td><td>16</td></tr></table><br>*(Data Source: Office of Institutional Research and the Quality Enhancement Plan)* | **Narrative Description**: Enrollment for Fall 2016 was 502 or 435 FTE students, for Spring 2017, 456 or 396 FTE, and for the summer was 31 or 16 FTE students. These results document that our enrollment goals were slightly under our projections for each term. With the probationary accreditation status of the College, these numbers were still significantly stable.<br><br>**Use of Results**: These results along with admissions projections will be used to create future projections. | **Fall HC 600 FTE: 550** |
| Effectiveness of services provided | Average value of each sub-unit on the Survey of Graduating Seniors | When results for each unit are averaged, at least 70% of the respondents will rate their overall satisfaction Student Affairs | ***Sum of Very Satisfied and Satisfied on the Survey of Graduating Seniors***<br>Admissions: 39.77%+ 54.55% = 95% | **Narrative Description**: Satisfaction data (sum of satisfied and very satisfied) for the each 2016-2017 SAEM unit is provided. The average is 84 percent, and it is higher than the | No change |

| 1. Outcomes: *Student Affairs and Enrollment Management* | 2. Means of Assessment | 3. Criteria for Success | 4. Assessment Results 2016-2017 | 5. Narrative Description AND Use of Results for Improvement | 6. Revised Criteria for Success |
|---|---|---|---|---|---|
| | | and Enrollment Management as satisfied or very satisfied. | Career Services: 48.31%+46.07% = 94% Counseling and Wellness Center: 35.96%+50.56% = 87% Financial Aid Process: 25.84%+49.44% = 75% Registrar's office: 36.36%+57.95% = 94% Residence Life: 23.26%+36.05% = 59% Student Engagement: Not explicitly included in the survey **Average: 84%** *(Data Source: Office of Institutional Research and the Quality Enhancement Plan, Survey of Graduating Seniors)* | expected criteria of 70 percent. These results document overall students are satisfied with the Division of Student Affairs and Enrollment Management. The data does show that in residence life there is need for great improvement. As the Office of Student Engagement was new, it was not fully implemented on the survey and should be included in the future. **Use of Results**: These results will be used to make improvements in residence life. They will also be used to inform our decision making as it relates to what programs we keep moving forward in the other areas of the Division. | |
| Effective student activities | # of student activities/semester | At least 16 activities per semester | 47 for the year total. 17 in the fall and 30 in the Spring. | **Narrative Description**: The goal, in terms of number of events was met. There were 17 events in the Fall, and 30 in the Spring. Attendance at some events was significantly higher, which shows that these events were more successful than others. In general, events that happen during the week are more successful. Events on the weekend are less successful and have lower attendance and | Goal will be determined by # of events/attendance at events |

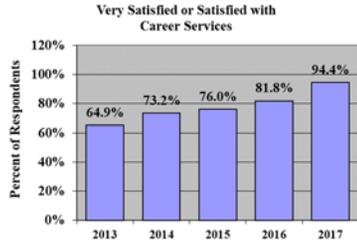| 1. Outcomes: *Student Affairs and Enrollment Management* | 2. Means of Assessment | 3. Criteria for Success | 4. Assessment Results 2016-2017 | 5. Narrative Description AND Use of Results for Improvement | 6. Revised Criteria for Success |
|---|---|---|---|---|---|
| | | | | success ratings.  We have created a new process, which requires events to be approved earlier, so that students have more time to be made aware in hopes of increasing success rates.<br><br>**Use of Results**: These results will be used to create more successful events.  We will also be using the data to determine how and when to program events that are critical for the education development of the student population. | |
| Effective student activities | 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. | ***Student Activities including intramural Sports and Student Government***<br>Very Satisfied: 33.71%, 30<br>Satisfied: 52.81%; 47<br>Dissatisfied: 5.62%, 5<br>Very Dissatisfied: 2.25%, 2<br>Not Sure/Not Applicable: 5.62%, 5<br>Total: 89<br>Weighted Average: 1.93<br><br>*(Data Source: Office of Institutional Research and the Quality Enhancement Plan)* | **Narrative Description**: Satisfaction data (sum of satisfied and very satisfied) for "Student Activities including Intramural Sports and Student Government" is provided. The total for very satisfied and satisfied is 86.52 percent and it is significantly higher than the expected criteria of 70 percent. These results document that overall students are satisfied with student activities.<br><br>**Use of Results**: These results will be used to create and maintain student programming. | No change |

| 1. Outcomes: *Student Affairs and Enroll-ment Management* | 2. Means of Assess-ment | 3. Criteria for Success | 4. Assessment Results 2016-2017 | 5. Narrative Description AND Use of Results for Improve-ment | 6. Revised Criteria for Success |
|---|---|---|---|---|---|
| Students receiving appropriate Financial Aid | Total amount of non-institutional financial aid received by college | Paine College will receive at least $6,000,000 of student financial aid from non-institutional resources. | The amount of non-institutional resources, $6,266,665.00, received for the 2016-17 year exceeded $6,000,000. | **Narrative Description**: The data results document that the goal has been exceeded. The amount of $6,266,665.00 is over the success goal of $6,000,000.<br><br>**Use of Results**: These results will be used to continue our efforts to provide students with non-institutional resources to cover educational expenses. | No change |
| Financial Aid effectiveness | Average student award | The average student award will be at least 90% of the average student's total annual projected budget. | The average student award, $22,454.00, during the 2016-17 year was at least 90% of the student's budget, $24,912.00. | **Narrative Description**: The awarded amount of $22,454 is 90.1% and is over the success goal of 90% of the student's total annual projected budget which is $24,912. As many of our students require this level of support, we must continue to find these resources to assist them throughout their time at Paine College.<br><br>**Use of Results**: These results will be used to find additional resources to help cover student educational expenses. We have already developed one new scholarship program. | No change |
| | % of students receiving financial aid | At least 95% of the students will receive some financial aid during the year. | 97% of the students received some financial aid during the year. | **Narrative Description**: The data results document that the goal has exceeded, because over 97% of Paine College students have received some form | No change |

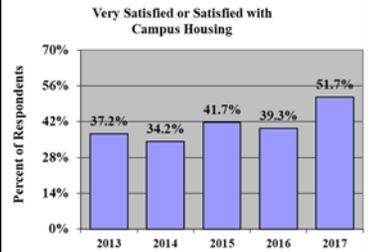| 1. Outcomes: *Student Affairs and Enroll-ment Management* | 2. Means of Assess-ment | 3. Criteria for Success | 4. Assessment Results 2016-2017 | 5. Narrative Description AND Use of Results for Improve-ment | 6. Revised Criteria for Success |
|---|---|---|---|---|---|
| | | | | of financial aid.  This figure also informs us that nearly 100 percent of Paine College stu-dents require some financial as-sistance to attend Paine Col-lege.<br><br>**Use of Results**:  These results will be used to find additional internal and external methods of funding to continue to sup-port the student's cost of educa-tion. | |
| | Student satisfaction with the financial aid process on Survey of Graduating Seniors | At least 70% of the re-spondents will rate their satisfaction with the fi-nancial aid process as satisfied or very satisfied. | *Financial Aid Process*<br>Very Satisfied (1): 25.84%, 23<br>Satisfied: (2): 49.44%, 44<br>Dissatisfied (3): 17.98%, 16<br>Very Dissatisfied (4): 5.62%, 5<br>Not Sure/Not Applicable (5): 1.12%, 1<br>Total Respondents: 89<br>Weighted Average: 2.07<br><br>*(Data Source: Office of Institu-tional Research and the Quality Enhancement Plan, Survey of Graduating Seniors)* | **Narrative Description**: Satis-faction data (sum of satisfied and very satisfied) for the fi-nancial aid package is pro-vided. The total for very satis-fied and satisfied is 75.28 per-cent and it is higher than the expected criteria of 70 percent. These results document that the financial aid staff is meeting the satisfaction goal slightly higher than expected, but that there is still room for improve-ment.<br><br>**Use of Results**: These results will be used to improve pro-cesses, so that students are more effectively services.  We have already implemented a de- | No change |

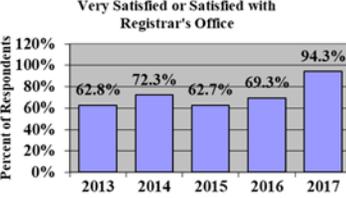| 1. Outcomes: *Student Affairs and Enroll-ment Management* | 2. Means of Assess-ment | 3. Criteria for Success | 4. Assessment Results 2016-2017 | 5. Narrative Description AND Use of Results for Improve-ment | 6. Revised Criteria for Success |
|---|---|---|---|---|---|
| | | | | fault process, and hired a de-fault manager to assist with this process. | |
| | Student satisfaction with the financial aid package on Survey of Graduating Seniors | At least 60% of the re-spondents will rate their satisfaction with the fi-nancial aid package as satisfied or very satisfied. | ***Financial Aid Package*** Very Satisfied (1): 25.84%, 23 Satisfied: (2): 55.06%, 49 Dissatisfied (3): 14.61%, 13 Very Dissatisfied (4): 3.37%, 3 Not Sure/Not Applicable (5): 1.12%, 1 Total Respondents: 89 Weighted Average: 1.99 *(Data Source: Office of Institu-tional Research and the Quality Enhancement Plan, Survey of Graduating Seniors)* | **Narrative Description**: Satis-faction data (sum of satisfied and very satisfied) for the fi-nancial aid package is pro-vided. The total for very satis-fied and satisfied is 80.9 per-cent, which is higher than the expected criteria of 70 percent. These results document that the staff is packaging aid in a man-ner that is making students feel satisfied, and has improved from previous years. **Use of Results**: These results will be used to continue making improvements in this area, which will hopefully result in a goal of 90 percent. | Update to 90% |
| Effective Career Ser-vices | % of students receiving Career Services support per semester | Overall, 70% of students will receive service from the Office of Career Ser-vices. | Fifty percent (50%) of Fresh-man through Juniors and 100% of seniors receive ser-vices. We have not separated data for all underclassmen by individual class.  We will do this as we forward. We re-move the number seniors and then calculate the percentage based on the remaining num-ber of students. | **Narrative Description**: Data shows that 100% of Seniors are receiving services, which ex-ceeds the 70% goal.  This is be-cause the services are required for graduation.  It also shows that students do not seek out Career Services until the senior year, primarily.  This may be attributed to a lack of under-standing regarding what ser-vices are actually provided. | No change |

| 1. Outcomes: *Student Affairs and Enroll-ment Management* | 2. Means of Assess-ment | 3. Criteria for Success | 4. Assessment Results 2016-2017 | 5. Narrative Description AND Use of Results for Improve-ment | 6. Revised Criteria for Success |
|---|---|---|---|---|---|
| | | | | **Use of Results**: The results will be used to create programming that will be used to increase the percentage of non-Seniors receiving career services support. | |
| | Graduate placement rates | The job placement or graduate school rate for all seniors will be at least 70% or higher. | % Job placement = unknown<br><br>**Graduates Who Eventually Enrolled in Graduate School by Class**<br><table><tr><td>Gra du-</td><td># Grad</td><td>Gra d</td><td>%</td></tr><tr><td>2012</td><td>97</td><td>50</td><td>51.5</td></tr><tr><td>2013</td><td>99</td><td>51</td><td>51.5</td></tr><tr><td>2014</td><td>91</td><td>29</td><td>31.8</td></tr><tr><td>2015</td><td>108</td><td>26</td><td>24.0</td></tr><tr><td>2016</td><td>84</td><td>35</td><td>41.6</td></tr><tr><td>**To-**</td><td>**479**</td><td>**191**</td><td>**39.9**</td></tr><tr><td>**Mea**</td><td>**95.8**</td><td>**38.2**</td><td>**40.1**</td></tr></table>*Source: 2017 Title III Comprehensive Development Plan*<br>% graduate school (five-year average) = 40.1<br><br>Total rate for job placement and graduate school = unknown | **Narrative Description**: We do not currently have a graduate placement coordinator, so this data has not been tracked. We are putting into place a process for this to be tracked moving forward, so that the data will be collected.<br><br>Graduate school enrollment is tracked in the Title III Administration's Office. Data for 2012 through 2016 graduates reveals that there has been a decline in graduate student placement since 2013. The percentage has gone from 51.5% in 2013 to 41.6% in 2016. There has been in increase, however. In 2015 the percentage was 24% and in 2016 the percentage was 41.6%.<br><br>**Use of Results**: The data is showing that the new processes we instituted in 2016 are working, and that we need to continue to focus on assisting our seniors with graduate school | Change to 40% |

| 1. Outcomes: *Student Affairs and Enroll-ment Management* | 2. Means of Assess-ment | 3. Criteria for Success | 4. Assessment Results 2016-2017 | 5. Narrative Description AND Use of Results for Improve-ment | 6. Revised Criteria for Success |
|---|---|---|---|---|---|
| | | | | placement. Increasing on-cam-pus graduate school fairs and access to graduate school infor-mation is needed. | |
| | Satisfaction with Ca-reer Services on Survey of Graduating Seniors | At least 70% of the re-spondents will rate their satisfaction with the Ca-reer Services as satisfied or very satisfied. | *Career Services* Question updated from satis-faction with "vocation and ca-reer counseling" to "Career Services" in 2017. <br><br> | **Narrative Description**: Satis-faction data (sum of satisfied and very satisfied) for Career Services is provided. The total for very satisfied and satisfied is 94.4 percent in 2017, which is greater than the expected cri-teria of 70 percent and is the highest result since 2013. These results document that the Ca-reer Services Office has im-proved its results consistently since 2013 and is effective at meeting the needs of the stu-dents. <br><br>**Use of Results**: These results will be used to continue and ex-pand programs. The goal is to increase the marketability and career readiness of our students upon graduation. As the needs of the workforce change, so will the needs of the students. | Increase percentage to 80% for 2017-2018. |
| | # and % of graduates continuing to graduate school within five (5) years by graduation year | At least 15 students (15%) from each gradua-tion class will continue their studies in a graduate program within 5 years of graduation. | **Graduates Who Eventually Enrolled in Graduate School by Class** | **Narrative Description**: This data is tracked in the Title III Administrator's Office using the National Student Clearing-house. Results document that in 2016 the number of students | Success goal will be in-creased to 25% |

Inside the Career Services cell, the following table and chart:

| Year | VS or S |
|---|---|
| 2013 | 64.9% |
| 2014 | 73.2% |
| 2015 | 76.0% |
| 2016 | 81.8% |
| 2017 | 94.4% |
| **Mean** | **78.1%** |

Very Satisfied or Satisfied with Career Services

(bar chart: 2013 64.9%, 2014 73.2%, 2015 76.0%, 2016 81.8%, 2017 94.4%)

*(Data Source: Office of Institu-tional Research and the Quality Enhancement Plan, Survey of Graduating Seniors)*

| 1. Outcomes: *Student Affairs and Enroll-ment Management* | 2. Means of Assess-ment | 3. Criteria for Success | 4. Assessment Results 2016-2017 | | | | 5. Narrative Description AND Use of Results for Improve-ment | 6. Revised Criteria for Success |
|---|---|---|---|---|---|---|---|---|
| | | | **Year** | **# Grads** | **Grad School** | **%** | that eventually enrolled in graduate school was 35, which was 41.6%. This exceeds the 15 students and 15% success goal.<br><br>**Use of Results**: We will use the data to continue our work with departmental chairs to increase the percentage of students in graduate programs. We will also create programming in the Junior year to increase aware-ness of graduate school options. | |
| | | | 2012 | 97 | 50 | 51.5% | | |
| | | | 2013 | 99 | 51 | 51.5% | | |
| | | | 2014 | 91 | 29 | 31.8% | | |
| | | | 2015 | 108 | 26 | 24.0% | | |
| | | | 2016 | 84 | 35 | 41.6% | | |
| | | | **Totals** | **479** | **191** | **39.9%** | | |
| | | | **Mean** | **95.8** | **38.2** | **40.1%** | | |
| | | | *(Source: 2017 Title III Compre-hensive Development Plan)* | | | | | |
| Meeting student needs in on-campus housing | # and % of students liv-ing on campus/year | At least 80% of the avail-able housing spaces (# TBD) on campus will be occupied each semester. | 195 residing on-campus 271 available spaces 72.% | | | | **Narrative Description**: The number of students, 224, who returned, is lower than was ex-pected, 300. This impacted the percentage of those using on-campus housing. Of the 271 available spaces in the resi-dence halls 195 or 72 percent were used by students. We are working to increase enrollment, which will increase the number of students needing on-campus housing.<br><br>**Use of Results**: As we retain more students and increase the enrollment of new students, the number of students needing on-campus housing will continue to increase. | Criteria will remain the same |

| 1. Outcomes: *Student Affairs and Enroll-ment Management* | 2. Means of Assess-ment | 3. Criteria for Success | 4. Assessment Results 2016-2017 | 5. Narrative Description AND Use of Results for Improve-ment | 6. Revised Criteria for Success |
|---|---|---|---|---|---|
| | Satisfaction with Hous-ing on **Survey of Graduating Seniors** | At least 70% of the re-spondents will rate their satisfaction with the cam-pus housing as satisfied or very satisfied. | *Campus Housing*<br><br>| Year | VS or S |<br>|---|---|<br>| 2013 | 37.2% |<br>| 2014 | 34.2% |<br>| 2015 | 41.7% |<br>| 2016 | 39.3% |<br>| 2017 | 51.7% |<br>| **Mean** | **40.8%** |<br><br>*(Data Source: Office of Institu-tional Research and the Quality Enhancement Plan, Survey of Graduating Seniors)* | **Narrative Description**: Satis-faction data (sum of satisfied and very satisfied) for housing is provided. The total for very satisfied and satisfied for 2017, 51.7 percent, is higher than any other year in the past five years; yet, it is lower than the expected criteria of 70 percent. These results document that students are still having satis-faction issues with the resi-dence halls.<br><br>**Use of Results**: These results indicate a need to improve campus housing if the satisfac-tion percentage is to increase. Plans are underway to make improvements that should have a positive impact on student satisfaction. We will be com-pleting major renovations in one of the mail residence halls over the Christmas Break. Ad-ditionally, painting and carpet cleaning will be done in the fe-male halls. After the improve-ments, student satisfaction will be reassessed. We are also in the initial stages of planning for the first of three (3) new resi-dence halls on the campus. | No change |

| 1. Outcomes: *Student Affairs and Enroll-ment Management* | 2. Means of Assess-ment | 3. Criteria for Success | 4. Assessment Results 2016-2017 | 5. Narrative Description AND Use of Results for Improve-ment | 6. Revised Criteria for Success |
|---|---|---|---|---|---|
| | Satisfaction with Resi-dence Life on **Survey of Graduating Seniors** | At least 70% of the re-spondents will rate their satisfaction with the resi-dence life as satisfied or very satisfied. | *Residence Life* (added in 2016-2017) Very Satisfied (1): 23.26%, 20 Satisfied: (2) 36.05%, 31 Dissatisfied: (3) 17.44%, 15 Very Dissatisfied (4): 9.30%, 8 Not Sure/Not Applicable (5): 13.95%, 12 Total Respondents: 86 Weighted Average: 2.55 *(Data Source: Office of Institu-tional Research and the Quality Enhancement Plan, Survey of Graduating Seniors)* | **Narrative Description**: Satis-faction data (sum of satisfied and very satisfied) for resi-dence life is provided. The total for very satisfied and satisfied is 59.31 percent and it is lower than the expected criteria of 70 percent. These results docu-ment that although there has been an increase from 42 per-cent in 2015, there is still room for improvement. **Use of Results**: These results will be used to improve pro-gramming and services to in-crease the percentage of very satisfied students.  We have al-ready increased programming in residence halls, restructured residence life policies, and started residence hall renova-tions, which we hope will help to improve the student satisfac-tion in this area. | No change |
| Effective interaction with Registrar's Office | Student satisfaction with Registrar's Office on Survey of Graduat-ing Seniors | At least 70% of the re-spondents will rate their satisfaction with the Reg-istrar's Office as satisfied or very satisfied. | *Registrar's Office* <table><tr><td>**Year**</td><td>**VS or S**</td></tr><tr><td>2013</td><td>62.8%</td></tr><tr><td>2014</td><td>72.3%</td></tr><tr><td>2015</td><td>62.7%</td></tr><tr><td>2016</td><td>69.3%</td></tr><tr><td>2017</td><td>94.3%</td></tr><tr><td>**Mean**</td><td>**42.4%**</td></tr></table> | **Narrative Description**: Satis-faction data (sum of satisfied and very satisfied) for the Reg-istrar's Office is provided. The total for very satisfied and sat-isfied for 2017 is 94.3% and it is higher than the expected cri-teria of 70 percent as well as this highest result in the past five (5) years. These results | No change |

| 1. Outcomes: *Student Affairs and Enrollment Management* | 2. Means of Assessment | 3. Criteria for Success | 4. Assessment Results 2016-2017 | 5. Narrative Description AND Use of Results for Improvement | 6. Revised Criteria for Success |
|---|---|---|---|---|---|
| | | | <br><br>*(Data Source: Office of Institutional Research and the Quality Enhancement Plan, Survey of Graduating Seniors)* | document that the Registrar's office is meeting the effectiveness standard as set for the 2016-2017 Report.<br><br>**Use of Results**: Although the data shows that the goal was met in 2017, the Office of the Registrar will continue to make improvements in order to achieve satisfactory results consistently. | |
| Success of Breakthrough Program | Percent of Breakthrough students attending required tutoring/semester | At least 70% of the Breakthrough students will attend required tutoring/semester. | 20% of the Breakthrough students attended required tutoring | **Narrative Description**: Project Breakthrough data shows that 20 percent of the students are attending tutoring sessions; this is below the goal of 70%.<br><br>**Use of Results**: The data will be used to work with departments and instructors of courses with high failure rates to motivate students to utilize the tutoring resources on the campus.  There are also plans to implement online tutoring services. | Change to 50% |
| | Percent attending at least one counseling session/semester | At least 70% of the Breakthrough students will attend at least one counseling session/semester. | 100% | **Narrative Description**: All Project Breakthrough students attended an initial counseling session. This is part of the initial sign-up process. A hold is placed on students accounts until this initial session requirement is met. | Project Breakthrough students will attend at least 3 counseling sessions per semester. |

| 1. Outcomes: *Student Affairs and Enroll-ment Management* | 2. Means of Assess-ment | 3. Criteria for Success | 4. Assessment Results 2016-2017 | 5. Narrative Description AND Use of Results for Improve-ment | 6. Revised Criteria for Success |
|---|---|---|---|---|---|
| | | | | **Use of Results**: Data will be used to continue to make im-provements, which will im-prove student's mental and emotional stability. | |
| | Percent who have been assigned a mentor | At least 100% of the Breakthrough students will have been assigned a mentor. | 100% of all Breakthrough stu-dents have been assigned men-tors. | **Narrative Description**: The assignment of a mentor is part of the initial advisement pro-cess. Therefore, this goal has been met.<br><br>**Use of Results**: Data will be used to decrease the number of students in need of the Break-through Program. | No change |
| | Percent attending monthly meetings | At least 70% of the Breakthrough students will attend monthly meet-ings. | 0% | **Narrative Description**: This portion of the Project Break-through Program was removed. Bi-weekly check-ins with the Project Breakthrough Success Advisors have been imple-mented in place of this.<br><br>**Use of Results**: A student sur-vey regarding the monthly meetings documented that indi-vidual sessions with advisors should replace the monthly meetings. These evaluations showed that students did not feel comfortable in the monthly meetings, because they were conducted in a group format. The bi-weekly check-ins are | Delete |

| 1. Outcomes: *Student Affairs and Enroll-ment Management* | 2. Means of Assess-ment | 3. Criteria for Success | 4. Assessment Results 2016-2017 | 5. Narrative Description AND Use of Results for Improve-ment | 6. Revised Criteria for Success |
|---|---|---|---|---|---|
| | | | | conducted one-on-one. Data will be collected to see if this format is more effective. | |

## ASSESSMENT INSTRUMENT RESULTS

Four (4) assessment instruments were administered by the Office of Institutional Research and the Quality Enhancement Plan. In this section, brief descriptions, summaries of data, and use of results are provided for the National Survey of Student Engagement, Faculty Survey of Student Engagement, Survey of Graduating Seniors, the Collegiate Assessment of Academic Proficiency (CAAP), and the Sophomore Proficiency Examination in English (SPEE).

**National Survey of Student Engagement (NSSE)**

### Brief Description and Summary of Results

The **National Survey of Student Engagement (NSSE)** "annually collects information at hundreds of four-year colleges and universities about student participation in activities and programs that promote their learning and personal development. The results provide an estimate of how undergraduates spend their time and what they gain from attending their college or university. Institutions use their data to identify aspects of the undergraduate experience that can be improved through changes in policy and practice." (Annual NSSE Snapshot, p. 4) The survey is administered to first-year and senior students. Most questions us "Very often," "Often," "Sometimes," and "Never" as response options. Though NSSE has been in operation since 2000, Paine College has administered it since 2011 and uses the data primarily to document effectiveness of the Quality Enhancement Plan objectives. This summary provides a snapshot of Paine's results from 2013 through 2017 based on the snapshots that are provided for NSSE. Full reports for each year are available in the Office of Institutional Research and the Quality Enhancement Plan.

Participation rates for NSSE are included in Table 1 and Exhibit 1. The decreased participation rates can be attributed to several items including decreased student enrollment and decreased efforts to encourage student participation due to the resignation of the director of assessment and evaluation who was not been replaced during the 2016-2017 academic year. The four-year rate for first year students is 10 percent, and the five-year rate for seniors is 35 percent.

**Table NSSE1. NSSE Participation Rates**

NSSE Respondent Count sand Rates (%)

| | First-Year | | Senior | |
|---|---|---|---|---|
| 2013 | 43 | 18% | 60 | 54% |
| 2014 | 22 | 6% | 41 | 36% |
| 2015 | 19 | 5% | 30 | 29% |
| 2016 | 12 | 10% | 24 | 29% |
| 2017 | * | | 25 | 29% |
| **Mean** | **24.0** | **10%** | **36.0** | **35%** |

*2017 first-year participants too low to include

**Exhibit NSSE1. NSSE Participation Rates**



NSSE Participation Rates

2017 first-year participants too low to include

Sets of NSSE items are grouped into ten **Engagement Indicators**, which fit within four themes of engagement. Table NSSE2 and NSSE3 contains summary results for Paine. In every year, Paine College students averaged significantly higher ($p < .05$) with an effect size of at least .3 in magnitude on at least one engagement indicator. Collaborative Learning (CL) and Student-Faculty Interaction (SF) results were significantly higher each of the five years by either first-year or senior students. The best results occurred in 2014 when the senior students averaged significantly higher in six (6) of the engagement indicators. These results are followed by having seniors averaging significantly higher in 2013 and first-year students averaging significantly higher in 2016 in five (5) indicators.

**Table NSSE2. Summary Results for Engagement Indicators, Paine Compared with IPEDS Southeast Private Not-for-Profit Schools, 2013 through 2017**

| **Legend**: | ▲ Paine's students' average was significantly higher (p < .05) with an effect size at least .3 in magnitude | △ Paine's students' average was significantly higher (p < .05) with an effect size less than .3 in magnitude. | -- No significant difference | ▽ Your students' average was significantly lower (p < .05) with an effect size less than .3 in magnitude. | ▼ Paine's students' average was significantly lower (p < .05) with an effect size at least .3 in magnitude |
|---|---|---|---|---|---|

| | | 2013 | | 2014 | | 2015 | | 2016 | | 2017 | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Theme of Engagement** | **Engagement Indicator** | First-Year | Senior | First-Year | Senior | First-Year | Senior | First-Year | Senior | First-Year | Senior |
| Academic Challenge | Higher-Order Learning (HO) | -- | -- | -- | -- | -- | -- | -- | -- | | -- |
| | Reflective and Integrative Learning (RI) | -- | -- | -- | ▲ | -- | ▲ | ▲ | -- | | -- |
| | Learning Strategies (LS) | -- | ▲ | -- | ▲ | -- | ▲ | -- | -- | | -- |
| | Quantitative Reasoning (QR) | -- | ▲ | -- | ▲ | -- | -- | ▲ | ▲ | | -- |
| Learning with Peers | Collaborative Learning (CL) | ▲ | ▲ | -- | ▲ | -- | ▲ | ▲ | ▲ | | ▲ |
| | Discussions with Diverse Others (DO | -- | ▽ | -- | -- | -- | -- | -- | -- | | -- |
| Experiences with Faculty | Student-Faculty Interaction (SF) | -- | ▲ | ▲ | ▲ | -- | ▲ | ▲ | ▲ | | ▲ |
| | Effective Teaching Practices (ET) | -- | -- | -- | -- | ▼ | -- | -- | -- | | -- |
| Campus Environment | Quality of Interactions (QI) | ▼ | ▼ | -- | ▽ | ▼ | -- | -- | -- | | -- |
| | Supportive Environment (SE) | -- | ▲ | -- | ▲ | -- | -- | ▲ | ▲ | | ▲ |

**Table NSSE3. Summary Results for Significance, Paine Compared with IPEDS Southeast Private Not-for-Profit Schools, 2013 through 2017**

| Summary | Significance Description | 2013 | | 2014 | | 2015 | | 2016 | | 2017 | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | First-Year | Senior | First-Year | Senior | First-Year | Senior | First-Year | Senior | First-Year | Senior |
| | # Paine's students' average was significantly higher (p < .05) with an effect size at least .3 in magnitude (▲) | 1 | 5 | 1 | 6 | 0 | 4 | 5 | 4 | | 3 |
| | # Paine's students' average was significantly higher (p < .05) with an effect size less than .3 in magnitude (△) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 0 |
| | # No significant difference (--) | 8 | 3 | 9 | 3 | 8 | 6 | 5 | 6 | | 7 |
| | # Paine's students' average was significantly lower (p < .05) with an effect size less than .3 in magnitude (▽) | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | | 0 |
| | # Paine's students' average was significantly higher (p < .05) with an effect size at least .3 in magnitude (▼) | 1 | 1 | 0 | 0 | 2 | 0 | 0 | 0 | | 0 |

**Faculty Survey of Student Engagement (FSSE)**

### Brief Description and Summary of Results

Per Indiana University's survey brochure, the **Faculty Survey of Student Engagement (FSSE)** "was designed to complement the National Survey of Student Engagement (NSSE), which is administered to undergraduate students. FSSE measures faculty, instructor, and graduate student expectations for undergraduate student engagement in educational practices that are empirically linked with student learning and development. Although most institutions use FSSE concurrently with NSSE, institutions choose when to administer FSSE to fit their needs." The survey is administered to full-time faculty who select to respond based upon a specific lower division or upper division course. While considering the selected course, they are asked how much they structure the course so that students learn and develop in the specific skills. The response options are "Very much, Quite a bit, Some, Very little." Though FSSE was piloted in 2003, Paine College has administered it since 2011, except for one year (2015), and uses the data primarily to document effectiveness of the Quality Enhancement Plan objectives. Selected Paine results from 2013 through 2017 are discussed in this brief synopsis. Full reports for each year are available in the Office of Institutional Research and the Quality Enhancement Plan.

Participation rates for FSSE are included in Table FSSE1 and Exhibit FSSE1. Participation rates for faculty members have remained consistent after the increased participation rate of 45 percent was attained in 2014. Results for the next two years of administration were 45 percent in 2016 and 47 percent in 20017. The average rate is 45 percent for the four years of administration.

**Table FSSE1. FSSE Participation Rates**

| | FSSE Respondent Counts and Rates (%) | |
|---|---|---|
| | **Participants** | **Rates** |
| 2013 | 43 | 54% |
| 2014 | 22 | 36% |
| 2015 | * | |
| 2016 | 29 | 45% |
| 2017 | 16 | 47% |
| **Mean** | **21.8** | **45%** |

*Not administered to faculty in 2015

**Exhibit FSSE1. NSSE Participation Rates**



FSSE Participation Rates
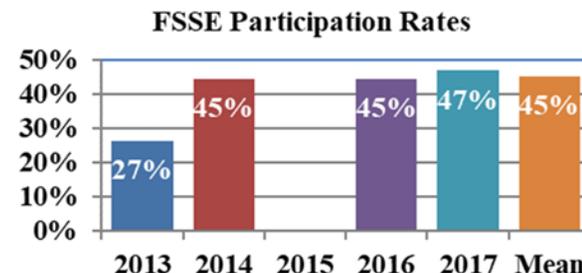
*Not administered to faculty in 2015

Recall that FSSE was developed to complement NSSE. Further, the formal report summaries for FSSE are formatted differently from the NSSE summaries and focus on comparing FSSE to NSSE responses. Therefore, in this FSSE summary both NSSE and FSSE results are included and discussed. The **four groups** that will be used throughout this discussion are first-year and senior students from NSSE and FSSE results based on faculty who taught a lower division course or an upper division course.

Students must spend time studying and completing academic assignments. The two surveys incorporate questions related to the institution's emphasis on "amounts of time studying and spending time on academic work." The NSSE questions is, "How much does your institution emphasize spending significant amounts of time studying and on academic work?" On the FSSE survey, the question is "How important is it to you that your institution increase its emphasis on students spending significant amounts of time studying and on academic work?" Results for these two questions appear in Table NF1. **Reminder**: FSSE was not administered to Paine's Faculty in 2015, and Paine did not have a sufficient number of first-year participants for statistical analysis in 2017. Scores for first-year and senior students averaged 85 percent and those for faculty were 100 percent for each division level. These results provide overwhelming documentation that Paine College emphasizes having students to spend significant amounts of time studying and on academic work.

**Table NF1. Emphasis on Amounts of time studying and Spending Time on Academic Work**

| Group | 2013 | 2014 | 2015 | 2016 | 2017 | 5-year Mean |
|---|---|---|---|---|---|---|
| First Year | 74% | 83% | 84% | 100% | N/A | 85% |
| Senior | 87% | 76% | 82% | 95% | 86% | 85% |
| Faculty – Lower Division | 100% | 100% | N/A | 100% | 100% | 100% |
| Faculty – Upper Division | 100% | 100% | N/A | 100% | 100% | 100% |

N/A = Data not available

Perceived coursework emphasis in five areas that are similar to Bloom's Taxonomy was reported on by both students and faculty. The student question is, "During the current school year, how much has your coursework emphasized the following?" The faculty question is, "In your selected course section, how much does the coursework emphasize the following?" The five points of emphasis are

1. Memorizing course material [memorize]
2. Applying facts, theories, or methods to practical problems or new situations [HOapply]
3. Analyzing an idea, experience, or line of reasoning in depth by examining its parts [HOanalyze]

4. Evaluating a point of view, decision, or information source (HOevaluate)
5. Forming a new idea or understanding from various pieces of information (HOform)

Notice that four of the points are *higher-order learning* engagement indicators that fall within the theme of **academic challenge**. In this summary, percentages for "very much" and "quite a bit" were totaled from 2013 to 2015 and then averaged to receive the responses given in Table NF2 and Exhibit NF2.
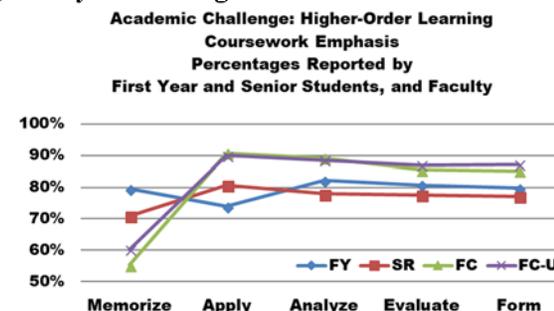
Over the five-year period from 2013 to 2017, faculty reported a need for increased emphasis on the five engagement indicators. Faculty who reported on a lower level course averaged 81 percent and those who reported on an upper

**Table NF2. NSSE and FSSE Coursework Emphasis, Five-year Averages**

| Item Code | FY | SR | FC-L | FC-U |
|---|---|---|---|---|
| Memorize | 80% | 71% | 55% | 60% |
| Apply [HO] | 74% | 81% | 91% | 90% |
| Analyze [HO] | 82% | 78% | 89% | 89% |
| Evaluate [HO] | 81% | 78% | 86% | 87% |
| Form [HO] | 80% | 77% | 85% | 87% |
| **Averages** | **79%** | **77%** | **81%** | **83%** |

**Reminder**: FSSE was not administered to faculty in 2015, and too few FY participants responded to the survey in 2017.

**Exhibit NF2. NSSE and FSSE Coursework Emphasis, Five-year Averages**



level course averaged 83 percent. Students averaged in the seventies. First-year student results averaged 79 percent and senior student results averaged 77 percent when asked about the emphasis on the five indicators. Results on emphasis being placed on memorization received the highest average percent of responses, 80 percent, from first-year students. Faculty members reported a need for increased emphasis on **all** higher order indicators when their results, 87 percent (evaluate and form) through 91 percent (apply), were compared to students.

### Use of Results: NSSE and FSSE

A combined summary report with more NSSE and FSSE results is sent to the Office of Academic Affairs for distribution to and use as desired by units that report to the Provost and Vice President and Academic Affairs. NSSE results are also included in the in the QEP Impact Report. Results are also sent to individuals when requested.

**Survey of Graduating Seniors (SGS)**

### Brief Description and Summary of Results

Annually since 1990, Paine College has conducted a study of the perceptions of the education and experiences of graduating seniors while attending Paine. The **Survey of Graduating Seniors (SGS)** includes how student experiences at Paine College have affected them, what they think they have learned while attending the college, and the treatment they received as they interacted with office personnel. The survey has been edited three (3) times since 1990 with the latest and most major edits being completed prior to the 2017 version being administered. This survey is the primary source of satisfaction data used by senior administrative units. The latest focused SGS report contains summary data from 2013 through 2017. As this assessment report was being prepared, a weakness was discovered that is being rectified. These SGS data represent satisfaction from only one group of students, seniors who have applied for graduation. Discussions have begun regarding establishing a system to obtain satisfaction data from other students.

97

Participants in this study ranged from 89 (2016 and 2017) to 113 (2014). These values are greater than those for graduates whose range is 84 to 108 since all seniors who register for graduation can complete the survey.

Satisfaction data is included in most unit report outcomes (see above). The minimum expected level of performance is70 percent when "very satisfied" and "satisfied" totaled. The highest rated unit (See Table SGS2 and Exhibit SGS1) whose five-year average is 80 percent is Student Activities. It is the only unit that was rated at or above 70 percent during each of the last five years. Two (2) units or services (Library Materials and Religious Programming) were rated at or above 70 percent for four (4) of the five (5) years of this study. Only one (1) unit, Career Services, was rated at or above 70 percent for three (3) years. The other 10 units or services rarely received these ratings during the five-year period (see Table SGS2 and Exhibit SGS2).

**Table SGS1. Participants Compared to Graduates**

|  | 2013 | 2014 | 2015 | 2016 | 2017 | Average |
|---|---|---|---|---|---|---|
| Number of Participants | 94 | 113 | 104 | 89 | 89 | 98 |
| Number of Graduates | 91 | 108 | 101 | 84 | 79 | 93 |

**Table SGS2. Average Five-year Rating and Number of Years Rated 70 Percent or Above**

| Unit/Service | Average Rating | Number of Years 70% or above |
|---|---|---|
| Academic Advising | 66% | 1 |
| Academic Affairs | 60% | 1 |
| **Library Materials** | **73%** | **4** |
| Registrar | 68% | 2 |
| Athletics | 69% | 2 |
| Financial Aid | 55% | 0 |
| Food Services | 33% | 0 |
| I.T.S. | 63% | 1 |
| **Religious Programming** | **75%** | **4** |
| Career Services | 71% | 3 |
| Counseling | 63% | 1 |
| Health Services | 62% | 0 |
| Campus Housing | 35% | 0 |
| **Student Activities** | **80%** | **5** |

**Exhibit SGS1. Average Unit Rating**



Average Unit Rating Very Satisfied or Satisfied 2013 - 2017
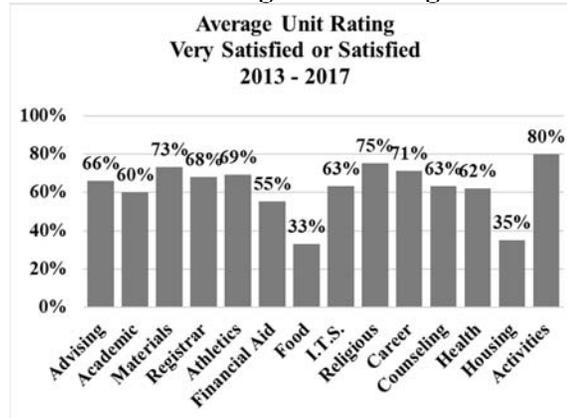
**Exhibit SGS2. Number of Years Rated at Least 70 Percent**



Number of Years Rated at Least 70% for Very Satisfied and Satisfied 2013 - 2017
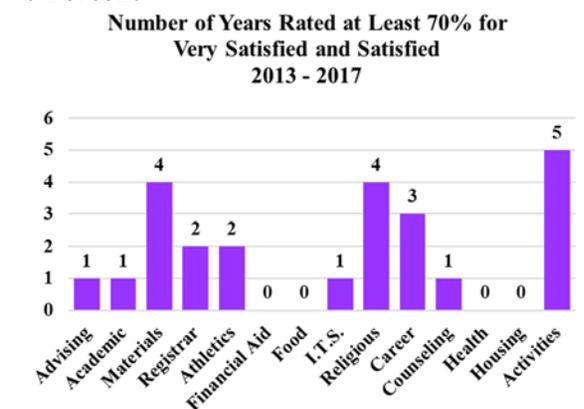
There are many other questions that have a direct bearing on whether Paine is achieving its mission. Results for selected items are given in Tables SGS3 – SGS5 and Exhibits SGS3 – SGS4. These are satisfaction with the overall quality of Paine College education, satisfaction with the overall quality of instruction, intellectual climate, and amount of change in four abilities─general knowledge, writing clearly, analyzing problems, and speaking.

Paine's graduating seniors continue to rate the quality of their education in the upper 70s and lower 80s with the lowest rating of 75 percent for *very satisfied* and *satisfied* being achieved in 2015. The highest rating was achieved in 2013.

Ratings for the quality of instruction and intellectual climate has been steadily climbing since 2013. Those from the 2017 seniors were the highest during the five-year period for both of these items with instruction receiving 79 percent and climate receiving 80 percent. (See Table SGS3 and Exhibit SGS3.)

**Table SGS3. Satisfaction with PC Education, Instruction, and Intellectual Climate**

| Characteristic | 2013 | 2014 | 2015 | 2016 | 2017 | Average |
|---|---|---|---|---|---|---|
| Quality of PC education | 83% | 77% | 75% | 82% | 82% | 80% |
| Quality of instruction | 45% | 49% | 56% | 57% | 79% | 57% |
| Intellectual climate | 51% | 57% | 61% | 63% | 80% | 62% |

**Exhibit SGS3. Satisfaction with PC Education, Instruction, and Intellectual Climate**
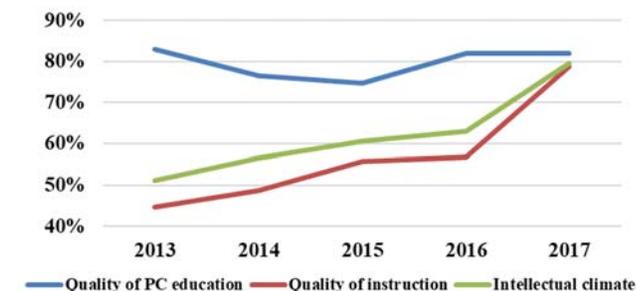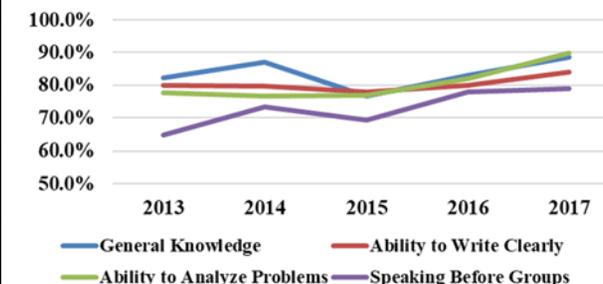


Prior to 2017, students were asked to "indicate the extent to which you have changed since coming to Paine." When the survey was updated effective with the 2017 participants, the question was updated to "How much did your Paine College education contribute to your growth …?" The response options remained the same: Great Amount, Moderate Amount, Average Amount, Little Change, or No Change.

In Table SGS5 and Exhibit SGS 5, is a summary of the percentage of students in each year who re-

**Table SGS4. Great or Moderate Amount of Change Since Coming to Paine**

| Ability | 2013 | 2014 | 2015 | 2016 | 2017 |
|---|---|---|---|---|---|
| General Knowledge | 82.2% | 87.0% | 76.8% | 83.0% | 88.6% |
| Ability to Write Clearly | 80.0% | 79.6% | 77.9% | 80.0% | 84.1% |
| Ability to Analyze Problems | 77.7% | 76.8% | 76.9% | 82.0% | 89.8% |
| Speaking Before Groups | 64.9% | 73.5% | 69.2% | 77.9% | 79.1% |

**Exhibit SGS4. Great or Moderate Amount of Change Since Coming to Paine**



ported *Great Amount* or *Moderate Amount*. In three (2013, 2014, and 2016) of the five years, the greatest amount of change reported was in *general knowledge*. *Ability to write clearly* edged out general knowledge and *ability to analyze problems* in 2015. With almost 90 percent of the respondents replying great or moderate amount of change, *ability to analyze problems* showed the most change and received the highest ranking in the set in 2017. One concern is that *speaking before groups* garnered the lowest ratings during each year of this study including dropping below 70 percent in 2013 and 2015. In spite of the "speaking" ratings, the college has documentation for growth in the students' abilities.

**Use of Results: SGS**

Results from the survey of graduating seniors are being used as assessment information for support units, primarily. Requests have also been received for responses to specific questions for proposals. Plans are to make more targeted oral reports in an effort to better inform faculty and staff or the availability of the data as well as what we are learning from the students.

**Collegiate Assessment of Academic Proficiency (CAAP)**

**Brief Description and Summary of Results**

**Table CAAP1. Course and Test Assignments**

| Course | CAAP Test |
|---|---|
| ENG 102 | Writing |
| ENG 232 | Reading |
| MAT 122 | Mathematics |
| PHI 230 and REL 230 | Critical Thinking |

The Collegiate Assessment of Academic Proficiency (CAAP) is a nationally-normed assessment program from ACT which measures outcomes of the general education programs at the end of the first 2 years of college. Annually in the spring semester from 2010 to 2017 Paine enrollees in all sections of five courses (see Table CAAP1) completed assigned assessments with their teachers as the classroom supervisors. The last year for these tests was 2017 since the tests were discontinued by ACT. The College is currently reviewing other possible assessments as the CAAP replacements. The ACT CAAP score range is 40-80 for each objective module. Mean scores for each year from 2012 to 2017, except 2015 when CAAP was not administered at Paine, are included in Table CAAP2 and Exhibit CAAP1.

**Table CAAP2. Mean Scores for CAAP Tests, 2012 to 2017**
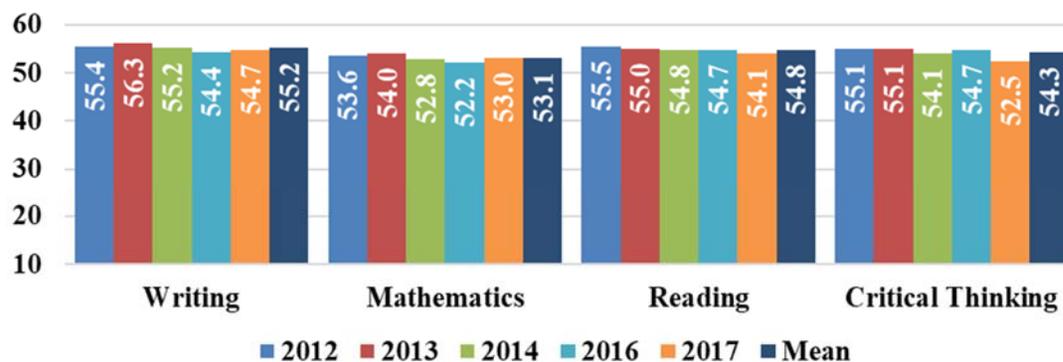
| Year* | Writing | Mathematics | Reading | Critical Thinking |
|---|---|---|---|---|
| 2012 | 55.4 | 53.6 | 55.5 | 55.1 |
| 2013 | 56.3 | 54.0 | 55.0 | 55.1 |
| 2014 | 55.2 | 52.8 | 54.8 | 54.1 |
| 2016 | 54.4 | 52.2 | 54.7 | 54.7 |
| 2017 | 54.7 | 53.0 | 54.1 | 52.5 |
| **Mean** | **55.2** | **53.1** | **54.8** | **54.3** |

*CAAP was not administered at Paine in 2015

**Exhibit CAAP1. Paine College CAAP Mean Scores, 2012 - 2017**



**Use of Results: CAAP**

The CAAP results are used primarily as documentation for the goals in the Quality Enhancement Plan. Results can also be used to assess the Common Curriculum.

**Sophomore Proficiency Examination in English (SPEE)**

<div align="center">

**Brief Description**

</div>

"Paine College requires students to pass all English courses in the Common Curriculum with a grade of "C" or better and, further, that students pass the Sopho-more Proficiency Examination in English (SPEE), a writing competency test, at the completion of the English course sequence. The student is reminded that pass-ing the SPEE is a requirement for graduation as well as participation in the graduation ceremonies. Students who have not completed the SPEE will not be allowed to graduate and will not be permitted to participate in the graduation ceremonies. While the SPEE must have been passed in order to graduate, students are ex-pected to pass the SPEE as sophomores.

All students who were enrolled at Paine in the Fall of 1981-1982 and thereafter are required to pass the Sophomore Proficiency Examination in English as a crite-rion for graduation. The examination is offered during the Fall and Spring semesters and the summer term. Students are urged to attend the proficiency examina-tion review sessions in the semester in which they plan to take the examination. Students may take the examination as often as needed to pass." (Paine College Catalog, p. ??)

For each term, there are four questions that one might ask when reviewing the SPEE data. They are listed in Exhibit SPEE1 and will be answered in the order given in the exhibit. All data cited in this discussion can be found in Table SPEE1. It will be used along with the graphical exhibits that will be provided and referenced as the data is dis-cussed.

| **Exhibit SPEE1. Questions to be answered** |
| --- |
| 1. What percent of the examinees participated in the workshops? |
| 2. What percent of the examinees passed SPEE? |
| 3. What percent of the workshop participants passed SPEE? |
| 4. What percent of those who passed participated in the workshops? |

<div align="center">

**What percent of the examinees participated in the workshops?**

</div>

During the past five years, an average of 67 students sat for the SPEE in the fall semester and 37 for the spring semester. The headcount was as low as 48 in fall 2012 and 30 in spring 2017; the highest number of fall examinees, 100, was reached in 2016; and the highest number of spring examinees, 44, was reached in both 2014 and 2016.

Students who are planning to take the SPEE are urged to attend the examination review sessions, and the College was encouraged by increased workshop partici-pation from 2013 through 2015 (also see Exhibit SPEE2). The highest workshop participation rate, 74 percent, was reached in spring 2015. It was followed by the second highest, 71 percent, in Fall 2015 and the third highest, 69 percent in Fall 2013. All others were less than 60 percent. An average of 56 percent attended in the fall workshops and 50 percent attended in the spring.

<div align="center">

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**Table SPEE1. Summary of Examinees and Workshop Participants**

| Semester (Col. 1) | SPEE Examinees # (Col. 2) | SPEE Workshop Participants # (Col. 3) | SPEE Workshop Participants % (Col. 4) | Passed the Exam # (Col. 5) | Passed the Exam % (Col. 6) | Participated in SPEE Workshops and Passed (1) # (Col. 7) | Participated in SPEE Workshops and Passed (1) %* (Col. 8) | Participated in SPEE Workshops and Passed (2) %** (Col. 9) |
|---|---|---|---|---|---|---|---|---|
| Fall 2012 | 48 | 18 | 38% | 13 | 27% | 7 | 15% | 54% |
| Spring 2013 | 34 | 13 | 38% | 13 | 38% | 7 | 21% | 54% |
| Fall 2013 | 59 | 41 | 69% | 34 | 58% | 23 | 39% | 68% |
| Spring 2014 | 44 | 22 | 50% | 18 | 41% | 9 | 20% | 50% |
| Fall 2014 | 67 | 37 | 55% | 43 | 64% | 23 | 34% | 53% |
| Spring 2015 | 35 | 26 | 74% | 19 | 54% | 19 | 54% | 100% |
| Fall 2015 | 63 | 45 | 71% | 23 | 37% | 19 | 30% | 83% |
| Spring 2016 | 44 | 20 | 45% | 34 | 77% | 11 | 25% | 32% |
| Fall 2016 | 100 | 45 | 45% | 87 | 87% | 34 | 34% | 39% |
| Spring 2017 | 30 | 13 | 43% | 24 | 80% | 11 | 37% | 46% |
| **Fall Mean** | **67.4** | **37.2** | **56%** | **40** | **54%** | **21.2** | **30%** | **53%** |
| **Spring Mean** | **37.4** | **18.8** | **50%** | **21.6** | **58%** | **11.4** | **31%** | **53%** |

*% based on the number of examinees (Col. 7/Col. 2)
**% based on # who passed the exam (Col. 7/Col. 5)

**Exhibit SPEE2. Workshop Participation Rates, Fall 2012 – Spring 2017**
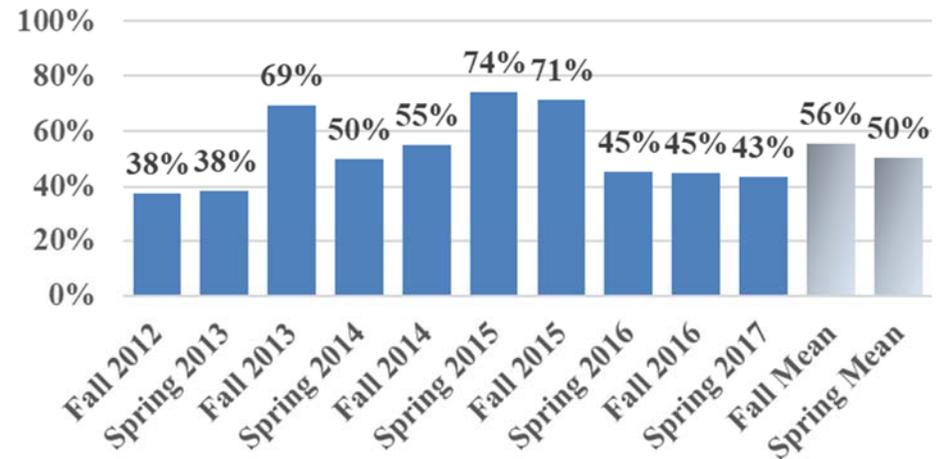


## What percent of the examinees passed SPEE?

Overall pass rates (see Exhibit SPEE3) have gradually increased to the fall high of 87 percent in 2016 and the spring high of 80 percent in 2017. It is also worth noting that third highest pass rate was 77 percent in Spring 2016. The fall mean is 54 percent and the spring mean is 58 percent (see Exhibit SPEE3).

## What percent of the workshop participants passed SPEE?

Exhibit SPEE4 contains the percentages of workshop participants who passed SPEE. The trend for this data is increasing since Fall 2012 when the pass rate was 39 percent even with the two decreases in Spring 2014 and Fall 2015. The highest rate, 85 percent, was attained in Spring 2017, the second highest, 76 percent, in Fall 2016, and the third, 73 percent, in Spring 2015. Averages are 55 percent for the fall and 61 percent for the spring.

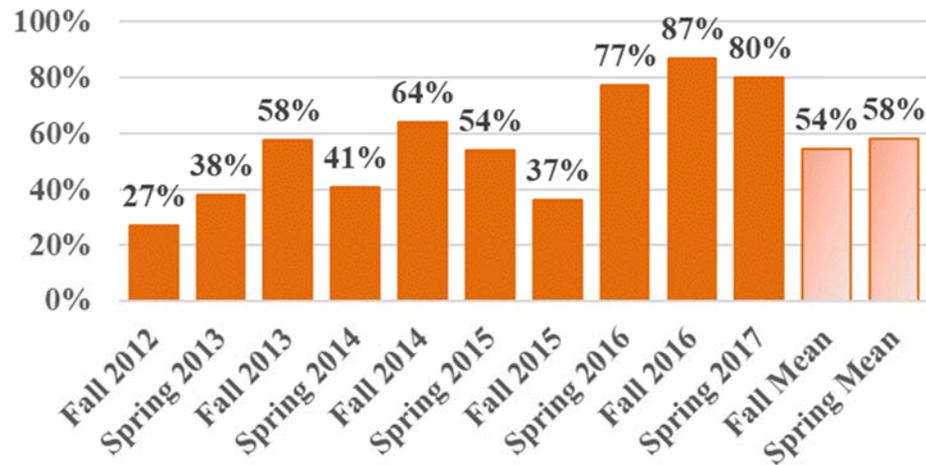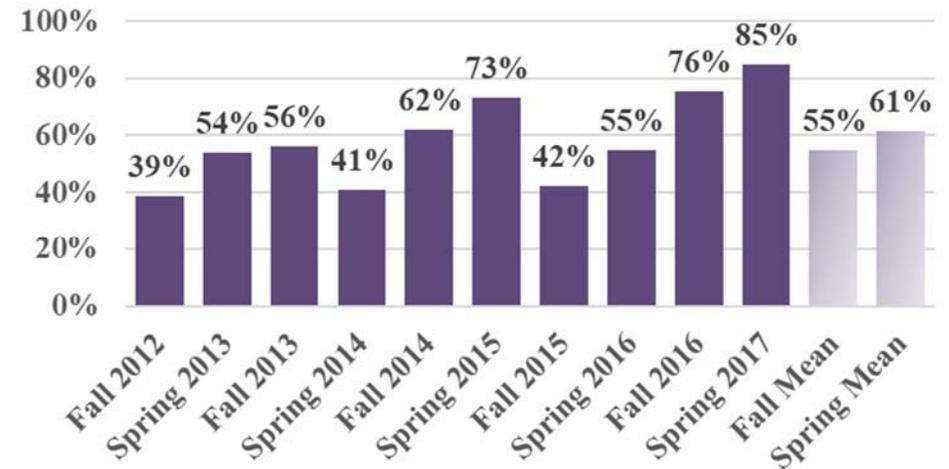**Exhibit SPEE3. Examination Pass Rates, Fall 2012 – Spring 2017**



**Exhibit SPEE4. Workshop Participants Who Passed, Fall 2012 – Spring 2017**



**What percent of those who passed SPEE participated in workshops?**

One additional question examined only those who passed SPEE and their participation in workshops. These values were calculated by dividing the number who participated in the workshops and passed SPEE (values in Col. 7) by those who passed SPEE (values in Col. 5) as given in Table SPEE1. The resulting exhibit is Exhibit SPEE5. The goal was to determine if workshop participation influenced the pass rates. From this exhibit and the table values, we learned that in Spring 2015, 100 percent of the those who passed the SPEE also participated in the workshops. The second highest pass rate in these calculations is the 83 percent who passed in Fall 2015. Though others are lower, it is worth noting that six (6) of the rates in Exhibit SPEE5 are greater than those in Exhibit SPEE4. Thus, the workshops appear to have made a difference in the pass rates.

**Exhibit SPEE5. Workshop Participants Who Passed**
**Based on the Total Number Who Passed**



What percent of those who passed SPEE
participated in the workshops?
Fall 2012 through Spring 2017
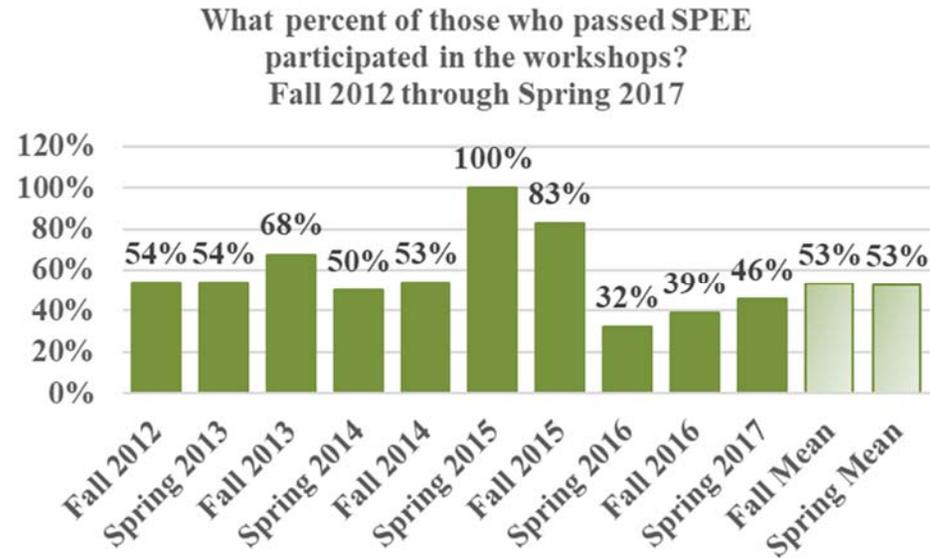
**Use of Results: SPEE**

Results from the SPEE analysis along with a detailed analysis of the SPEE results are used by English faculty to determine how to improve the coursework that is required before taking the examination to receive better results. Further, a similar analysis of the workshops will assist the presenters in determining improvements needed.