Monitoring Report to the

Middle States Commission on Higher Education

From

Thiel College

Dr. Troy VanAken, President

Dr. Lynn Franken,
Vice President for Academic Affairs/Dean of the College

Dr. Jennifer Griffin, Associate Dean for Academic Affairs
MSCHE Accreditation Liaison Officer

September 1, 2014

Commission Action:

To accept the Periodic Review Report and to reaffirm accreditation.  To request a monitoring report, due September 1, 2014, documenting further implementation of an organized and sustained assessment process, including the use of direct measures, to improve student learning and overall institutional effectiveness, with evidence that assessment information is used in budgeting and planning (Standards 7 and 14).

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## A. <u>General Introduction (Dr. Troy VanAken, President)</u>

This Monitoring Report has been developed through a community-wide effort to demonstrate accomplishments, candidly acknowledge weaknesses, and plan improvements in Thiel College's assessment of institutional and student learning effectiveness.

As a first-generation college graduate myself, I am personally and profoundly attuned to *The Thiel Commitment* to student success.  As the 19th president of an institution proudly approaching the sesquicentennial of its founding in 1866, I am reminded on a daily basis of the indelible link between student and institutional flourishing.   I agree with the perspective of the Middle States Commission on Higher Education (MSCHE) that assessment of all areas, academic and operational, must be forthright, collaborative, and productive.

**Institutional Goals**

For institutional assessment planning and implementation from 2014/15 through 2016/17, Thiel College has established the following priority goals:

- Assess and improve student enrollment (quantity and quality)
- Assess and improve student retention and graduation rates
- Assess and improve student learning outcomes

These goals are derived from and supportive of the four pillars of *Thiel 2016*, the College's Strategic Plan:

- Commitment to academic excellence and relevance
- Commitment to a culture of caring and confidence
- Commitment to superior delivery of programs and services
- Commitment to enhanced facilities and infrastructure

**Assessment Philosophy**

Progress toward meeting College-wide goals is the responsibility of every member of the Thiel College community.  Accordingly, responsibility for assessing progress toward meeting those goals begins with the individual employee, who annually completes a self-assessment for review by her or his immediate supervisor.  The supervisor, in collaboration with the individual, evaluates progress and sets new goals for the following year.  Individual goals are carefully aligned with College-wide goals so that individuals understand the link between personal performance and institutional success.

From individual self-assessment to the Board of Trustees' assessment of overall institutional effectiveness, assessments are to be:

- Responsive to Institutional Goals
- Accurate and Truthful
- Generative of Improvement
- Cost-effective
- Intensive and Extensive
- Organized, Systematized, and Sustained

## Assessment Resources

As a financially stable yet highly tuition-dependent institution, Thiel College must husband its resources for maximum positive impact upon its primary constituency: students.  Therefore, rather than engaging a paid executive to lead assessment planning and implementation, the College has called upon current leadership in all areas to design, implement, and sustain assessment protocols in collaboration with one another (intensive) and with all members of the faculty and staff (extensive).   The essential resources that effective assessment requires are time and dedication to a common enterprise.  We are fortunate that so many members of this community, at every rank and level of responsibility, have stepped forward as entrepreneurs in strengthening the culture of assessment at Thiel.

## Assessment Steering Committee (ASC)

This recently formed (Spring 2014) joint committee—comprising trustees, cabinet members, and faculty members—will meet quarterly to review assessment results and changes made or contemplated in response to results and to plan continuously.   It is charged with oversight of assessment planning, implementation, and revision in response to student learning outcomes assessment (standard 14) and to institutional effectiveness assessment (standard 7).   To guide assessment going forward, it is vital that a comprehensive *Thiel College Assessment Plan* be drafted, disseminated widely, and approved as a working document for the next three years.  I have asked that this document be finalized by April 30, 2015.

## Middle States Commission on Higher Education

Thiel College is indebted to the Commission for its guidance and support on assessment planning and implementation.  We view MSCHE as a valued partner in our ongoing efforts to fulfill *The Thiel Commitment.*  MSCHE's finding that Thiel has not yet developed a fully mature culture of assessment and its recommendations for specific changes in structure and methodology have brought helpful focus to our assessment planning.  The Monitoring Report reflects the early results of this renewed focus.  I am pleased to present it for Commission review and look forward to welcoming MSCHE representatives to our campus in September.

## B.  **Standard 7:  Institutional Effectiveness**

From MSCHE Evaluation of the 2013 Periodic Review Report Submitted by Thiel College:

*The challenge for Thiel moving forward is to implement its Strategic Plan, 'Thiel 2016,' but also to become more comprehensive in its approaches to assessment.   The connections between ongoing assessments and effectiveness of the institution in reaching its goals in serving students could be articulated in a more systematic way* (p.1).

*Assessments of institutional effectiveness must be connected more clearly to decisions on resource allocation and budgeting.  Plans currently underway must be assessed, reframed as necessary, and continuously measured against expectations of the next assessment cycle* (p.8).

**Introduction:**

The purpose of Thiel College's institutional assessment program is to produce accurate information on the progress of the College in meeting its goals.  This information informs resource allocation, analysis and modification of objectives, and continuous planning as new challenges and opportunities arise.  Primary responsibility for institutional assessment lies with the Board of Trustees, the President, and the Cabinet.  Thiel's Shared Governance structure includes faculty and joint faculty/staff committees that also play key roles in ensuring institutional effectiveness.

Institutional effectiveness at Thiel College within and across cabinet areas is promoted and proctored through assessment planning, assessment implementation and scoring, discussion of results, and implementation of improved practices based upon assessment results.   This assessment cycle is repeated annually.

The Cabinet areas are: Academic Affairs, Admission, Advancement, Athletics, Finance and Management, Information Technology, and Student Life.  Each area is led by a Vice President, with the exceptions of Information Technology, led by the Chief Information Officer, and Athletics, led by the Athletics Director (College Organizational Chart, appendix 3-e).

The President of the College, Dr. Troy VanAken, oversees all cabinet areas, with each cabinet officer reporting directly to him.   Through structures and practices outlined below, Board of Trustees and presidential assessment of the effectiveness of each cabinet area and its contributions to overall institutional goals ensures a united effort toward the achievement of well-understood, shared goals.

**Part I: The Role and Practice of the Board of Trustees**

As noted in the *Periodic Review Report* (6/1/13), the College's Strategic Plan, *Thiel 2016*, representing several years of planning and involving the entire community, is the primary document guiding institutional development through 2016 (appendix 3-n). As Thiel College continues to strengthen institutional assessment and also to codify all that is currently being done, it is essential that we continue to reference *Thiel 2016* and its goals as the primary guideline to institutional effectiveness assessment. Beginning with participation in the development of the Strategic Plan, followed by unanimous endorsement of the plan on February 11, 2012, the Board of Trustees has played the lead role in holding the College accountable for progress in meeting all goals.

Each committee of the Board of Trustees maintains a schedule of agenda items (known as the "work plan") for each annual cycle of meetings (appendix 3-c). Updates on progress toward meeting the goals of *Thiel 2016* has been a part of every annual cycle of Board of Trustees assessment of institutional effectiveness since the strategic plan was completed. All Board committees include strategic plan goal updates in every meeting (Board committees meet up to six times per year). Additionally, in the fall of 2013, the Committee on Academic Affairs established assessment as a separate task category in its work plan. An annual Significant Indicators document and a Strategic Plan Dashboard Indicator are consulted and evaluated at every meeting of the full Board of Trustees (appendix 3-a & 3-m).

Of the five roles established for the Board of Trustees, two—*establishing the ends and measurable goals for the College*; *overseeing and evaluating performance of Board-approved goals*—directly address its overall assessment prerogatives, while a third—*evaluating . . . the President and providing ongoing feedback, guidance and support*—is essential to assessment of the president's leadership and, thus, to assessment of institutional effectiveness as well (Board Governance Manual, 4; appendix 3-b.). Formal, written evaluation of the President occurs annually, through the Presidential Review and Compensation Committee of the Board of Trustees, follows the same performance evaluation protocol the President employs in the evaluation of cabinet officers, and completes the same cycle of goal-setting, self-assessment of progress on goals, evaluators' responses, and the setting of new goals. The President routinely shares his goals statement with cabinet officers and the Faculty Executive Committee for the sake of transparency and to ensure a cohesive effort by senior college leadership.

The performance of the President is also assessed every three years in a comprehensive review that includes surveys and a confidential report by an outside evaluator.

Additionally, all full-Board meetings include an executive session partly devoted to interim evaluation of progress in fulfilling annual institutional goals.

The Board of Trustees also engages in annual self-assessment of functions and leadership in all areas of Board oversight responsibility, including audit, corporate compliance, budgeting and finance, strategic planning, governance policies, and Board committees. The Board Governance Manual (BGM) includes an explicit commitment to maintaining a *Culture of Accountability*.  Through its Governance/Trusteeship Committee, the Board *annually evaluates its performance and implements plans for improvement of structures, processes, relations, and Board culture* (BGM, *6*).   Individual trustees annually complete a self-assessment form for review by the Committee on Governance/Trusteeship (BGM, 48).

## Part II:  The Role and Practice of the President

Since the fall of 2009, when Dr. VanAken assumed the presidency of Thiel College, cabinet areas have been assessed annually by means of the Cabinet Area Performance Evaluation.

| THIEL COLLEGE | | 2014 Cabinet Evaluation |
|---|---|---|
| **Name:** | **Date of Plan:** | **Date of Assessment:** |
| **FOCUS ON A** | | **Weight: [   %]** |
| **Primary Goal:** **Additional Goals:** | | |
| *Assessment:* | | |
| *Evaluation:* | | |
| *Outstanding __   Exceeds Expectations __   Meets Expectations __   Did not Meet Expectations __* | | |
| **FOCUS ON B** | | **Weight: [  %]** |
| **Primary Goal**: **Additional Goals:** | | |
| *Assessment:* | | |
| *Evaluation:* | | |
| *Outstanding __   Exceeds Expectations __   Meets Expectations __   Did not Meet Expectations __* | | |

| | |
|---|---|
| FOCUS ON CABINET FUNCTIONS | Weight: [ %] |

**Primary Goal**:

**Additional Goals:**

*Assessment:*

*Evaluation:*

*Outstanding __  Exceeds Expectations __  Meets Expectations __  Did not Meet Expectations __*

| | |
|---|---|
| FOCUS ON C | Weight: [ %] |

**Primary Goal**:

**Additional Goals:**

*Assessment:*

*Evaluation:*

*Outstanding __  Exceeds Expectations __  Meets Expectations __  Did not Meet Expectations __*

| | |
|---|---|
| FOCUS ON D | Weight: [ %] |

**Primary Goal**:

**Additional Goals:**
- 

*Assessment:*

*Evaluation:*

*Outstanding __  Exceeds Expectations __  Meets Expectations __  Did not Meet Expectations __*

| | |
|---|---|
| FOCUS ON PERSONAL DEVELOPMENT | Weight: [ %] |

**Primary Goal**:

**Additional Goals:**
- 

*Assessment:*

*Evaluation:*

*Outstanding __  Exceeds Expectations __  Meets Expectations __  Did not Meet Expectations __*

**2013-2014 Goals & Objectives**

| | | |
|---|---|---|
| **Employee Signature:** | **Date:** | |
| **Supervisor Signature:** | **Date:** | |

**Overall Summary for 2013-2014**

*Assessment:*

*Evaluation:*

| Outstanding __    Exceeds Expectations __    Meets Expectations __    Did not Meet Expectations __ | |
|---|---|
| **Employee Signature:** | **Date:** |
| **Supervisor Signature:** | **Date:** |

While space is provided on the template for the individual professional goals of the cabinet member, the primary purpose of the assessment is to garner information on progress toward meeting the goals of the area for which the cabinet member is responsible, inclusive of strengths, weaknesses, and means of enhancement or improvement.  Goals for each year are set in advance by cabinet officers and approved by the President.  At the end of the year, cabinet members provide the President with a written assessment of progress toward meeting each of the established goals.  The President reviews the assessment in writing and holds an in-depth meeting with each cabinet officer to discuss progress and to set new goals and objectives for the following year.  Resource allocation and its relationship to outcomes are also discussed.  As a means of monitoring and promoting effectiveness within a given cabinet area, the value of this assessment process cannot be overstated.  It definitively closes the assessment loop, from goals, to outcomes, to assessment of outcomes, to new goals inclusive of changes or refinements when progress toward goals is slow or stalled.

The College believes that this assessment is a valuable component of annual and on-going institutional assessment.  It is simple, clear, cost-effective, planned, organized, and sustained.  It vests in each cabinet officer responsibility for the success of all individuals within his or her area.  While strategies for achieving assessment goals vary by cabinet area, the goals themselves are consistent with *Thiel 2016*, the College's strategic plan.

In addition to annual assessments of each cabinet area, the president ensures that the College community is provided with the following:
- Significant Indicators Report (updated annually).
- Budget Reports (updated monthly).
- Enrollment Report (updated weekly).
- Student Retention Report (updated periodically and at census each semester).

The president meets with the cabinet twice each month.  While significant time is devoted in these meetings to the sharing of information, the primary purpose of these gatherings is ongoing assessment of institutional effectiveness, with particular attention devoted to the ways in which cabinet area initiatives intersect to support the effectiveness of the College as a whole.  Individual meetings with cabinet officers also occur twice monthly, with assessment of cabinet area effectiveness a key component of most meetings.

Additionally, the cabinet meets twice annually for a retreat of one or two days, and these sessions, guided by *Thiel 2016*, focus primarily on long-term goals for enhanced institutional effectiveness.

Annually, during the week before classes begin, the College holds a day-long retreat for all employees.  Action items for institutional effectiveness enhancement are presented in a morning plenary session, followed by afternoon break-out sessions, run concurrently, with the most significant topics scheduled twice so that all who are interested may participate.  Although we have not in the past presented this opening, all-campus retreat as part of our assessment program, it clearly serves to bring action items before the community, to garner ideas from all participants, and to foster a culture of college-wide assessment, feedback, and implementation of change.   Examples of retreat sessions producing valuable assessments of areas of concern and generating institutional follow-up include:

- A session on budgets indicated that faculty and staff did not feel fully informed on how budgets are developed, factors that govern overall budgeting and allocation to particular areas, the relationship of endowment and endowment draw to budgets, or the role of student enrollment in establishing budget parameters.  In response, the Vice President of Finance and Management now reports annually at a regular meeting of the faculty and a regular meeting of the staff.  Meetings include illustrative graphs and charts and a robust question-and-answer session.
- A session on team-based learning revealed that, while interest was high, one session was insufficient to assist the faculty in productively adopting/adapting the teaching techniques discussed.   In response, we have invited an expert on team-based learning to conduct an intensive faculty workshop on team-based learning.   The workshop will be held on Monday, April 6, 2015.
- Multiple sessions on assisting "at-risk" students to succeed revealed a sincere willingness on the part of faculty and staff to give time and energy to this endeavor and also a feeling of frustration that effort and good will were not succeeding as all would have liked.  In response, after thorough research, the College adopted MAP-Works software to assist faculty and staff in coordinating their efforts and in understanding the various factors that discourage students, as well as interventions most likely to encourage students and lead to their success.
- When sessions on shared governance indicated that faculty and staff members desired greater participation in decision-making on institutional effectiveness, the College initiated participation in the *Great Colleges to Work For* (GCTWF) annual survey and gathered a faculty/staff GCTWF Task Force to review survey findings and recommend actions to enhance institutional effectiveness.   The following recommendations have been implemented:

- o Improvements to our Founders' Day and milestone recognitions (cash awards, gift cards, congratulatory notes from the President).
- o Approval of the Staff Advisory Council to serve as a permanent replacement for the Task Force after 2016.
- o New online employee directory.
- o New and improved employee orientation.
- o $15,000 professional development fund. (In 2013/14, funded development activities included faculty/staff reading and discussion of *How Full is Your Bucket?* and a guest speaker on teamwork, communication, and stress relief.)
- o Extra paid days off for staff.
- o Improvement in short-term disability benefit.
- o Creation of online peer-to-peer recognitions.

In April, 2014, the President, with strong endorsement from Board of Trustees Chairperson Mark Benninghoff, appointed an Assessment Steering Committee (ASC) to serve the College in two specific ways: 1) to provide a focal point for the enhancement of student learning outcomes assessment (Standard 14) and 2) to exercise oversight of assessment of institutional progress in fulfilling the goals of *Thiel 2016* (Standard 7). The Assessment Steering Committee, comprising trustees, faculty, and staff, is co-chaired by Dr. Alan Fager, Chair, Board of Trustees Committee on Academic Affairs, and Dr. Lynn Franken, Vice President for Academic Affairs/Dean of the College. Additional members of the committee include: Dr. Mike Balas (Biology), Dr. Bob Batchelor (Communication), Mr. Mark Benninghoff (Chair, Board of Trustees), Ms. Connie Danko (Board of Trustees), Dr. Jennifer Griffin (Associate Dean of Academic Affairs/Psychology), Dr. Mary Theresa Hall (Chair of the Faculty/English), Dr. Frank Maenpa (Board of Trustees), Dr. Sarah Taylor-Rogers (Board of Trustees), and Prof. Gary Witosky (Business Administration and Accounting).

At its second meeting, the ASC requested that an assessment scorecard be compiled each summer and presented to the Board of Trustees each fall, and work is now underway to complete a draft of the scorecard for ASC review. President VanAken has charged the ASC with drafting an overall assessment plan for the College, with a completion target date of April 30, 2015.

**Part III:  The Role and Practice of Cabinet Officers**

In assessing the performance of direct reports within their areas, cabinet officers follow a version of the presidential assessment protocol.  In turn, those who report directly to cabinet officers require and respond to annual assessments of those they supervise.   In short, the performance of every staff member on campus is assessed annually on the basis of announced goals drawn from *Thiel 2016*.

In addition to these annual assessments of individual and area performance, cabinet officers prepare quarterly progress reports for the President.  These reports are shared with the Board of Trustees and serve to focus institutional effectiveness discussions at meetings of Board committees.   (Quarterly Reports, Spring 2013-14; appendix 3-l).

In response to the Commission's request for inclusion in the Monitoring Report of further evidence of assessment of institutional effectiveness, each cabinet officer was asked to focus on selected primary goals, to outline the means by which these goals have been assessed and discussed, to link assessment results to changes made or under consideration, and to address, specifically, how cabinet area goals serve Thiel College's primary institutional effectiveness goals:  improvement in the quantity and academic preparation of incoming students; improvement in student retention and graduation rates; and improvement in student learning outcomes.

Appendix 1 provides commentary from cabinet officers and their direct reports on ongoing and recent assessment activities, results based on those activities, and plans for continuous improvement in institutional effectiveness assessment in their respective areas.   Many reports reference goals from the Strategic Plan since this is the document that has guided institutional effectiveness planning and resource allocation for the past several years and is designed to benchmark improvement on goals through 2016/2017.

In surveying these reports, reviewers will note variances in formatting and also in preparer's level of conversance with the terminology of assessment.   With regard to the Commission's admonitions on comprehensiveness and systemization of assessment, we understand that work remains to be done on the form and content of these reports.  They do, however, constitute a necessary first step toward a more systematic approach to assessment.  Moreover, they are both honest and substantive, intended to convey what our institutional leaders are actually doing to improve and how they are attempting to evaluate the success of their actions and to change course as assessments indicate.

We thank the Commission for recommending that these assessment reports be developed, welcome all comments toward improvement, and pledge to continue them annually.

**Part IV: The Role and Practice of Shared Governance**

Thiel College thrives on the engaged and collaborative support of its faculty and staff and of the governance committees charged with leadership in fostering institutional effectiveness and appropriate assessment of progress toward optimum effectiveness. Because faculty and staff representatives are invited to every full Board and Board Committee meeting and also invited to participate in discussions and report from their areas, the Board of Trustees' assessment of institutional effectiveness is directly influenced by practices and recommendations arrived at through shared governance. Importantly, the Assessment Steering Committee has been structured inclusively, involving trustees, administration, faculty, and staff in all aspects of assessment. Accordingly, no report on Standard 7 would be complete without reference to the extent and quality of this engagement. Shared Governance committees most directly concerned with institutional effectiveness are: the Curriculum Study Committee, the Enrollment Management Committee, the Faculty Executive Committee, the Faculty Salary and Fringe Benefits Committee, the Institutional Planning and Budgeting Committee, and the Promotion and Tenure Committee. Additionally, Academic Departments have figured significantly both historically and currently (acting during the spring of 2014 to complete departmental student learning outcomes assessments—in a format recommended by Dr. Sean McKitrick—to provide direct measures of student learning outcomes and action plans based on assessment results in supporting institutional effectiveness).

A detailed report on the functions of these groups and their findings with respect to standards 7 and 14 is located in appendix 2.

## C. <u>Standard 14: Assessment of Student Learning Outcomes</u>

**From** MSCHE Evaluation of the 2013 Periodic Review Report Submitted by Thiel College:

*Student learning outcomes must be tracked consistently such that they can inform College-wide goals for curriculum and resource allocation* (p. 1).

*A number of course syllabi and rubrics were appended to the Periodic Review Report, and they demonstrate good faith in the journey toward meaningful learning outcomes assessment. Clearly, course objectives are constructed carefully with desired outcomes in mind. However, learning outcomes assessment in particular is not sufficiently mature at*

*Thiel, which causes the reviewers a measure of concern. . . . Thiel needs to move quickly from data collection to action to assessment and complete the assessment loop that connects findings to new or adapted plans.* (p. 6).

*Assessment of learning outcomes must mature at the course, program and core curriculum levels. Explicit assessments must inform decisions about curriculum design and reform and about resource allocation to the various academic units of the college* (p.8).

## Introduction

In 2007, Thiel College submitted its decennial Self Study report. At that time, MSCHE required that the College develop a system for assessing Student Learning Outcomes (SLO). The faculty set to work developing and implementing an assessment plan, including a syllabus template requiring that all syllabi include course SLO. All academic programs were required to develop departmental learning outcomes, which are published in the Academic Catalog. The link to the catalog (http://issuu.com/thielcollege/docs/catalog?e=3326950/4558322) provides access to these SLO for all departments and programs. Departments and programs also created curriculum maps linking course-level SLO with departmental and general education learning outcomes where appropriate (Sample Departmental Curriculum Maps; appendix 3-k).

With these activities completed, the Curriculum Study Committee (CSC) established a cycle of program review for all academic programs, inclusive of the general education (core) requirements. The College implemented a five-year review cycle, and each year a sub-set of academic programs submitted reviews. Departments were directed to plan the course assessment scheduling to cover roughly 1/5 of their courses each year. By the end of the fifth year, they would have assessed all SLO for their courses. The CSC was assigned the task of reading all department reviews and providing summaries of their contents to the VPAA. The VPAA then conducted personal meetings with and/or provided written feedback to department chairs.

Academic year 2013-14 was the final year of the five-year cycle of departmental curriculum review. At the end of this cycle, the CSC submitted a report about the assessment process to the VPAA. A summary of the committee's findings follows:
- Departmental reports were highly variable in quality, quantity, and follow-through with respect to conducting assessments of SLO.
- The task of assessing and reporting the SLO for every course was perceived as onerous and discouraging for departments. The majority of academic programs

was not able consistently to provide evidence of assessment for all course outcomes.

- Departmental reports lacked evidence that the assessments were used to inform curricular changes.

We received the response to the College's Periodic Review Report from MSCHE on August 12, 2013.  The reviewers applauded the progress Thiel has made in designing and implementing a system of assessment of SLO.  However, the team voiced concern that the College has not developed a culture of assessment in which assessment efforts result in continuous improvement.  They added that there was not sufficient evidence that assessment of student learning was tied to prioritization of resource allocation.

Campus constituents met with Dr. Sean McKitrick, MSCHE Vice President, in January, 2014, and the College began revising its assessment protocols.

### *Assessing Departmental SLO*

The revised assessment protocol was initiated during the spring semester of 2014.   All departments were asked to:
1. Review departmental SLO and revise if necessary.
2. Select a project (preferably a senior project), identifying which departmental learning goals would be assessed.
3. Using current or revised departmental SLO, design a scoring rubric for assessment.
4. Assess a representative or convenient sample of student work from the selected cohort using the departmental rubric.
5. Meet as a group to discuss results and create an action plan for improvement for 2014-2015.
6. Develop an assessment report and submit it to the VPAA by May 31, 2014.

In support of this process, the VPAA/Dean of the College and the Associate Dean of Academic Affairs met with department chairs on two occasions.  At the first meeting, the process was explained and departmental compliance encouraged.  At the second meeting, department chairs shared their assessment plans with one another, asked questions, and sought assessment advice from their colleagues.

Academic Affairs received assessment reports from all departments.  Overall, the response of department chairs and their colleagues has been exemplary.   The results of this assessment are displayed below.

| Department | Activity | Reflection | Action Plan |
|---|---|---|---|
| Art | Evaluated departmental learning outcomes, reviewed senior seminar assignments to evaluate assessment tools. | Discovered that seminar assignments didn't adequately address departmental student learning outcomes. | 1. Retest seniors with sophomore review questions.<br>2. Seniors will write an artist's statement that addresses their aesthetic value system and their critical skills for creating and evaluating fine art.<br>3. Students will write a critique for a chosen work from the student show. Students will also offer an oral critique of a piece which showcases their knowledge of terminology, technique, elements of design, ability to relate a piece to an artistic style or time period. |
| Biology | Selected 8 papers from the pool of senior research projects. Three biology professors read the papers and evaluated them against a scoring rubric. | 1. Noticed an inconsistency of formatting in the papers.<br>2. Some student research projects met SLO 1, but not all projects are required to.<br>3. Several students had difficulty interpreting statistical analyses correctly.<br>4. Students generally met the SLO for writing. | 1. Come up with consistent format for students to employ, regardless of which faculty member is directing the project.<br>2. Future assessments will be conducted using senior seminar papers, which require students address SLO 1.<br>3. Shift the emphasis on experimental design to the junior Research Seminar to allow students better understanding between hypotheses, design and statistics. |
| Business Administration/Accounting | 1. Reviewed student and employer feedback from accounting and business internships and reviewed student performance in sequential courses.<br>2. The department reviewed and updated curriculum maps and assessment plan. | 1. ACCT 212 was not providing adequate content for current information systems used in the profession.<br>2. Student performance data indicated that success in Intermediate Accounting was likelier if students earned above a B in ACCT 112. | 1. ACCT 212 was restructured to allow for the addition of content on current information systems.<br>2. The department raised the required grade for entrance into ACCT 213 To a B-.<br>3. The department will begin using the revised assessment plan in AY 2014-2015. |
| Chemistry | 1. Created scoring rubrics for all departmental SLOs and applied the rubrics to student research projects.<br>2. Administered the ACS standardized exams to seniors. | 1. Greater than 70% of students met the departmental goals for conducting and reporting research.<br>2. The ACS standardized exam was taken by six chemistry students. Three of the six students scored at the 70th percentile, and the mean score for students was at the 57th percentile, comparable to performance of students at 36 colleges and universities. | 1. Require students to develop a research proposal during their junior year. Students will formulate research idea, select an advisor, gather relevant literature and write a proposal during the spring semester of their junior year. |
| Communication | 1. Collected and evaluated scholarly papers from the senior seminar against a rubric. | 1. All but three students in the class scored at or above the proficiency level on the rubric.<br>2. The three students who didn't reach proficiency took the course again and two of the three reached proficient level. | 1. No suggestions for improvement were made at this time. |
| Education | 1. Collected and reviewed PRAXIS, PAPA and PECT scores.<br>2. Conducted assessment workshop with all education faculty mapping all courses to departmental SLOs.<br>3. Students created an ePortfolio and a "best practices binder." | 1. Student pass rates on PRAXIS, PAPA, & PECT are between 90 and 100% for the past three academic years.<br>2. The majority of ePortfolios and "best practice binders" meet SLOs. | 1. Test scores reinforce that the departmental SLOs are being met.<br>2. Instructors make use of PD360 videos to provide examples of effective teaching strategies.<br>3. Students with deficient ePortfolios and "best practices binders" will create actions plans for improvement in consultation with a mentor. |
| English | The department evaluated the | 1. The department was pleased | 1. Oral presentations will be evaluated |

| | | |
|---|---|---|
| | senior research papers from students in two different senior level English courses. The research papers had similar scope and purpose. The papers were evaluated against a scoring rubric. | with the assessment process they developed. <br> 2. Only written communication could be evaluated because there was no record of oral presentations. <br> 3. The department was disappointed in the quality of the senior students' writing. | by course instructors. <br> 2. After review of departmental SLOs, one was rewritten and another is still under review. <br> 3. The department will place a greater emphasis on systematic grammar instruction in the OWE I & II courses. <br> 4. Majors may be required to complete a comprehensive exit exam prior to graduation. |
| History | Each professor scored the same four senior capstone papers using rubrics with the departmental SLOs. | Students achieved satisfactory performance levels on all of the departmental learning outcomes; however, there is room for improvement. | 1. Rewrite SLOs 2 & 4. Faculty decided they were unclear. <br> 2. The scope of the senior capstone doesn't cover all regions of the world, and thus there is a need to consider changing the capstone, or evaluating this SLO in other courses. <br> 3. Create operational definitions of *find*, *analyze*, and *interpret* for better assessment of student learning. |
| HPED | Reviewed departmental goals and outcomes with respect to their role in the core requirements and the coaching minor. | 1. Student athletes receive credit for playing their sport, but the department wants to increase rigor by including required assignments in order for the athlete to receive credit. <br> 2. HPED activity courses need more academic content. | 1. Students receiving academic credit for collegiate sport participation must complete assignments in collaboration with the Office of Career Development. <br> 2. Investigating requiring research and writing assignments in all activity courses. |
| Languages | Reviewed departmental SLOs for each language offered and assessed student performance using exams and oral exercises in class. | The department needs to discuss methods for collecting, analyzing and presenting direct evidence of SLO attainment. | Conduct department meetings to develop methods collecting and reporting SLO data. |
| Math and Computer Science | Assessed senior student performance on Society of Actuaries Exam P (SOA-P). | 67% of our actuarial studies students passed the SOA-P exam. The department would like to see a 100% pass rate. | 1. All actuarial studies students must be strongly advised to complete all 100 level courses by the end of their sophomore year. <br> 2. An exam prep course should be offered annually instead of every two years—or individually as needed. <br> 3. Investigate a non-SOA assessment of Actuarial Studies. |
| Performing Arts | 1. The music program developed a scoring rubric to evaluate their SLOs and then applied that scoring rubric to one SLO. <br> 2. The Theater Arts program evaluated one SLO using a rubric for scoring student performance. | 1. The professors evaluated one example of student work, and determined it to be excellent. <br> 2. Students were found to have achieved proficiency for this SLO. | 1. The department will provide clearer expectations of music terminology to be included in written assignments. Furthermore, they will increase coverage of the roots of jazz. <br> 2. Music will keep dictation samples from student work and will record all performances for evaluative purposes. <br> 3. The department needs to retain examples of student work from across the THAR curriculum in order to have a more comprehensive assessment. The department is recommending video recordings of presentations and productions and involving students in a self-analysis of their work products. |
| Philosophy | The department reviewed samples of student writing (both essay exams and papers) with respect to SLOs. | 1. Students were not addressing philosophical concepts and using appropriate writing style for contemporary philosophical papers. <br> 2. Students don't appear to reflect critically on their own writing. They are not making full use of | 1. Increase the number of written assignments with appropriate adjustments made for level and topic of course. <br> 2. Require students to submit drafts of papers and receive specific suggestions for improvement. <br> 3. Incorporate peer review of student |

| | | opportunities to review and revise their own work. | work in upper-level courses.<br>4. Include formal presentations in upper-level seminar course which is formally evaluated by professor and peers.<br>5. Create an archive of student work, organized by class and year to track changes in attainment of SLOs. |
|---|---|---|---|
| Physics | Two research projects were chosen for evaluation:  a senior research project and an honors project.  Select departmental SLOs were assessed using scoring rubrics designed for this purpose. | 1. The senior research project was lacking qualities that are expected in a scientific paper which describes the results of an experiment.<br>2. The honors thesis could have more measurement and data analysis, and greater attention to potential for future research. | 1. Encourage better scientific writing by incorporating it in lab reports and reinforcing it across the coursework. |
| Political Science | Research papers from the senior seminar were scored for achievement of SLOs.  Six senior papers were scored. | Student papers scored, on average, at the minimally meets departmental learning outcomes level.<br>1. Students did not identify frameworks for analyzing political power, or did so only indirectly.<br>2. Analysis of political processes and institutions lacked depth or was insufficient.<br>3. Most students were able to critically use elements from normative political thought in their papers.<br>4. Student papers were found lacking in the use of the principal elements of empirical research. | 1. The department must focus more on the importance of scholarship and proper research paper style.<br>2. The department should encourage students to take the research sequence in a timely and sequential manner.  Careful student advising should resolve this issue.<br>3. The department will continue to evaluate student performance across academic years to be able to analyze trends. |
| Psychology | The department evaluated a sample of 14 student research proposals using the APA SLO rubrics as the assessment tool.  The papers were produced for a sophomore-level class that introduces students to research methodology. | 1. Departmental expectations of proficiency were that students should score at the novice level, reflecting students' experience with research methodology and writing.<br>2. Of the 14 papers, 3 were rated at the Intermediate level, 3 papers were rated as falling below novice level, the remaining 8 papers were at the novice level.  Students who produced the below-novice level papers were graduating seniors or juniors, taking this course out of sequence. | 1. The department will adopt a universal grading rubric for research papers written in PSY 222, 340, 342, 343 and 400-level courses.<br>2. Students will be advised to take PSY 222 during their sophomore year before taking any 300 level laboratory course (PSY 222 may become a prerequisite for all lab courses.)<br>3. The 2014-2015 assessment will include samples from all 300-level lab courses.<br>4. The department will consider the revised APA SLOs and determine which to adopt.<br>5.  Develop and seek approval for a senior capstone course. |
| Religion | The department developed an essay exam for senior students and scored the exam on a rubric of their departmental SLOs.  This assessment was based on the department's sole graduating senior. The performance expectation was that the student would perform at or above the "Good" level on all SLOs. | For most SLOs, the student scored below the "Good" level of performance. | 1. The department needs to collect senior examinations over a series of years in order to adequately assess student learning (needed for acquiring an appropriate sample of student work).<br>2. Future assessment exams will be delivered in a senior capstone course.  Exam questions and scoring rubrics will be given to the students in advance of the actual exam in order to allow students to prepare carefully and thoughtfully. |
| Sociology | The department reviewed its SLOs | Sociology does not currently have | 1. The department is working to |

| | | |
|---|---|---|
| and developed a generic rubric to assess them. | a course in which there is an assignment that could be used to evaluate the departmental SLOs. | develop a senior capstone course for Sociology and CJS.  A project in these classes will be developed for assessment.   We anticipate approval from CSC during fall of 2014. |
| | | 2. The department will establish an electronic archive of student papers from the capstone course and draw a sample for assessment. |

Departmental assessment reports were reviewed by the Assessment Steering Committee (ASC) at its meeting of June 4, 2014.   At this meeting, the ASC provided commentary on the new assessment process as well as recommendations for improving the process in future iterations.  Although the ASC was pleased with departmental compliance in the new assessment process, it noted that there should be more uniformity across departments in the structure and scoring range of rubrics.  One recommendation is that the Association of American Colleges and Universities' (AAC&U) Value Rubrics be made available to all departments as a guide to greater standardization of rubrics.  The committee also strongly recommended that student learning outcomes assessment be repeated annually for the next three academic years to continue to build and reinforce a culture of student learning outcomes assessment.  A calendar of the assessment cycle for student learning outcomes assessment is provided in appendix 3-g.  Additionally, the Associate Dean of Academic Affairs has been assigned to work with faculty members to expand their familiarity with best practices in assessment.  To that end, we are building a web-resource page for faculty and making assessment-related professional development opportunities available.   Funding for this and other assessment initiatives for AY 2014/15 totals $6,500.

The Assessment Steering Committee is charged with monitoring departmental assessments, outcomes, and action plans, as well as making recommendations to the Cabinet with respect to budgetary needs associated with curricular and pedagogical improvements to enhance student learning outcomes and overall institutional effectiveness.  A clear mechanism for linking sub-optimal student learning outcomes to resource requests and allocations was also recommended and will be incorporated into the College's annual budgeting cycle.

### *Assessing General Education SLO*

Thiel's General Education (core) requirements were reviewed and assessed, and results were submitted to the Curriculum Study Committee in 2009-2010 (Integrative Requirements 5-year Review; appendix 3-i).  Thiel's core requirements had been in place for nearly 25 years, and only minor modifications had occurred during that time.  Several factors served as catalysts for core revision, including:  the arrival of a new administrative

team, decreasing faculty participation in teaching core courses (especially the integrative component), a feeling of lack of ownership for the core curriculum among newer faculty, and the changing landscape in higher education.  Several recommendations for improvement were included in the five-year review and informed some of the core revisions approved in 2013.  The following is a summary of the recommendations and the ways in which the revised core curriculum addresses them.

- Core courses should be delivered primarily by full-time faculty.
  - The revised core requires that only full-time faculty teach in the Seminar Series that forms the "spine" of our revised core curriculum.
- The College must focus more attention on developing, promoting, and supporting the Honors Program.
  - The Dietrich Honors Institute curriculum was revised and accepted in Spring 2013.  Phased implementation began in Fall 2013.   In response to national research on the effectiveness of high expectations/high student participation in promoting student achievement, the Seminar Series of the revised core parallels, with modifications, aspects of required DHI seminars (DHI Core Curriculum; appendix 3-h).
- The College should adopt an organizational structure that will facilitate ongoing assessment and improvement of the core curriculum of the College.
  - Oversight of core implementation has been assigned to the Associate Dean of Academic Affairs.  She has been meeting with the directors of the core areas to devise the assessments for the core and charged with the responsibility of preparing the assessment reports (Core Organizational Chart; appendix 3-f).
- Standardized tests might be incorporated into the assessment of student learning outcomes for the core curriculum.
  - The Assessment Steering Committee is investigating the costs and potential benefits of using the Collegiate Learning Assessment as a direct measure of student learning outcomes, especially critical thinking, in the new core.
- The institution might incorporate the use of e-portfolios as direct measures of student learning.
  - Some departments are already incorporating e-portfolios into their departmental assessment measures, and a College-wide e-portfolio requirement is under discussion.

- The institution should consider requiring a capstone experience for all students.
  - A capstone experience was commonly mentioned as a graduation requirement, but the faculty prefers that capstones be situated in the major. Of those departments currently lacking a senior capstone course, however, most are in the process of designing one.
- The institution should consider requiring a service-learning experience for all students.
  - As part of the newly revised core, all students may choose to complete a service learning experience in fulfillment of the Practicum Series of the revised core. All students must complete two experiential learning modules. Options include study-away/study-abroad; internship; service learning, and student/faculty research.

This revision was the result of three years of collaborative work by faculty, administration, and the Board of Trustees. Students were consulted on an ad-hoc basis. Highlights of the review and revision process are as follows:

- Faculty discussion groups survey general education requirements from various peer institutions and produce suggestions for the new Thiel core.
- A small committee is selected to work with these suggestions in order to craft a proposal for revision.
- Faculty Forums invite responses to and suggestions for the proposed revisions. A smaller group of faculty continues to refine the proposal.
- Faculty members participate in workshops (Hodge Institute and ad hoc meetings) during which SLO are crafted for the proposed Core.
- Board of Trustees Committee on Academic Affairs provides review, recommendations, and support as core revision proceeds.
- The revised core and learning outcomes are submitted for review and approved by the faculty and the Board of Trustees in November of 2013.

During Spring 2014, the Office of Academic Affairs worked with the faculty to prepare for phased implementation of the revised core, with full implementation scheduled for 2016-2017.

With partial implementation set to begin in Fall 2014, great attention has been given to working with the directors of the core to develop a process for the assessment of SLO. We will collect direct measures of student learning in all sections of new courses offered in 2014-2015. Once the assessments are collected, the directors of these courses will meet

with the Associate Dean of Academic Affairs to analyze the information and make recommendations for improvement.  The report created by this group will be presented to the Office of Academic Affairs and to the Board of Trustees Committee on Academic Affairs in the 2014/2015 assessment cycle (New Core Summary; appendix 3-j).

A schedule of assessment for the core curriculum has been prepared and sent to the VPAA and the Assessment Steering Committee for review (Calendar of Core Assessment Cycle; appendix 3-d).

In addition to direct measures of student learning outcomes, the College continues to participate in the National Survey of Student Engagement (NSSE).  Administration is on a three-year rotation, with the most recent in 2013.  The NSSE is a valuable tool for obtaining information about students' perceptions of their learning experiences and for benchmarking our performance against that of our peers.  For example, the 2013 report indicated that our freshmen spend about as much time studying as do freshmen at comparable institutions.  However, our seniors report spending significantly less time studying than do their peers.  Likewise, our seniors report that they are less challenged to do their best academic work, compared to their peers.  These data suggest that Thiel needs to provide meaningful, challenging academic tasks to students throughout the four-year experience.

In response to this assessment, the Seminar Series of our new core curriculum was designed to provide students challenging courses, with a premium on prepared student engagement, from year one through year four.  We will be monitoring our students' responses to NSSE queries on academic challenge, with specific focus on juniors and seniors.   Regular student learning outcomes assessment of upper-class work will provide direct measures of student learning that we can usefully compare with student perceptions of their learning.

## D.  **Impact of Assessment on Resource Allocation**

As detailed in the cabinet area reports (appendix 1), the College continues to move forward on multiple fronts:  from technology enhancements, to facilities improvements, to new software and outside analytics, to new programming, supported by new staff and faculty positions.   The effort to ensure that these steps are strategically based upon the best assessment of our strengths, weaknesses, threats, and opportunities that we can produce has been consistent, diligent, and focused directly upon accomplishing the imperatives of the Strategic Plan.   Examples of recent assessment-driven initiatives and the resources allocated follow:

## Assessment and Resource Allocation:  Recent Examples

| Area | Assessment | Actions Completed | Budget Allocation |
|---|---|---|---|
| **Academics** | | | |
| - All Departments | Productivity Data Needed | Hire Austen Group* | $30,000/$8,000 annually |
| - Biology | High Student Demand | Add Position—Immunology/Parasitology | Salary and Benefits |
| - Neuroscience | Weak Program Growth | Replace Leadership | +$6000 to $8000 |
| - Faculty Development | Faculty Requests-New Core/New Pedagogies | Hodge Institute for Teaching and Learning | $25,000 annually |
| | | Workshop Facilitation J. Schell '12, K. Bain '13, M. Sweet '15 | $2,000-3,000 annually |
| **Capital Campaign** | Need Strategic Planning to Set and Meet Campaign Goals | Development Audit '12 Feasibility Study '13 Campaign Cabinet '14 | $55,746 $61,605 $20,000 annually |
| **Career Development** | Incomplete Records/ Low Impact/High Importance | Hire Assoc. Dean | Salary and Benefits |
| **Dietrich Honors Inst.** | High Enrollment/ High Impact & Visibility | Provide New Space—Greenville Hall Renovation | $301,586 |
| **Facilities** | Student/All-campus Surveys | Residence Hall Renovations | $105,566 |
| | | Athletic Facilities Renovations | $125,795 |
| | | Climate Control | $761,296 |
| **Pedas Comm. Center** | Need to Focus on Student Learning Outcomes to Use Space Optimally | Presentational Literacy: Exec. Director Managing Advisor WXTC Production Engineer Pedas Fellows ** | Salary and Benefits Salary and Benefits Salary and Benefits $18,000 annually |
| **Student Retention & Graduation** | Below National Averages | Purchase MAP-Works*** Software; Provide Faculty/Staff Training | $16,899/$14,320 annually |
| **Student Services** | Need for one-stop shop (Records, Financial Aid, Student Accounts) to aid student acclimation/retention | Renovate Lower-Level of Roth Hall | >$200,000 |
| **Technology** | Student/Trustee Input | Provide Wireless Access/All Residence Halls | $140,000 |

\*   In spring 2014, the College contracted with The Austen Group to produce a curriculum and cost analysis for all academic departments.  These analytics, delivered in revised form on July 22, 2014, provide quantitative data on student demand for particular majors (prospect interest/enrollment/graduation); the cost for delivering each major (faculty compensation/departmental operating budgets); and yield (percentage of students who enroll of those expressing interest in a given major as prospects).  Complemented by data on the academic quality of incoming students, these analytics will help the College to provide student-learning resources where they are most needed and where potential for improvement is most evident.

\*\*   The Pedas Fellows is a cadre of upper-class student coaches trained each year to mentor peers in the design and production of presentations across a variety of media platforms.

\*\*\*  MAP-Works is a software platform designed to improve student success and retention.  It provides faculty and staff with the information they need to identify and coordinate interventions with at-risk students.

## E.  <u>Conclusions</u>

### Standard 14:  Student Learning Outcomes Assessment

With the support and encouragement of the Commission and our Board of Trustees, the College has already taken steps to improve its assessment of student learning outcomes and will continue to refine the process.   In particular, as noted by Commission reviewers of the Periodic Review Report, the assessment cycle must be completed through the development of action items based upon assessment results and evidence of the implementation of these action items, inclusive of appropriate funding.

With the arrival of President VanAken in 2009, the College was well-embarked upon an assessment plan for SLO recommended by MSCHE, namely, the establishment of learning goals for all majors, for all courses within the major, and for the core curriculum, and the development of curriculum maps.  These protocols were developed so that all departments and the core then in existence had learning goals published in the Academic Catalog and inscribed on all syllabi.  Moreover, all departments prepared curriculum maps to ensure that all goals were covered in the course of completion of a given major.  Some departments were more assiduous than others in applying the goals, by means of a rubric drawn from the goals, to assess the degree to which students were meeting these goals through written work or performance.  As MSCHE reviewers have noted, the assessment loop was only partially completed, and it is toward this completion that recent efforts have been directed.

With the arrival of Vice President Franken in 2011, the matter of revising the core curriculum (based predominantly on assessments of the core then extant) and enhancing the academic environment for students took precedence and no attempts were made to update student learning outcomes goals or protocols for measuring progress on these goals.  At this time, also, development of a new strategic plan, eventuating in *Thiel 2016*, took center stage.

When the Commission response to the PRR was that Thiel had made satisfactory progress in the areas of most concern to the Commission—finance and governance—but had fallen short in assessment, both institutional effectiveness assessment and student learning outcomes assessment, the College took immediate steps to redress these deficiencies.

We are hopeful that the review team will look favorably on the steps we have taken thus far, and we look forward to additional suggestions on helping our students learn in ways that are applicable to new situations and problems and to their future endeavors as

scholars, workers, parents, and citizens of the world.  We remain appreciative of all Commission suggestions on the most efficient and effective means of assessing student leaning outcomes.

It is a critical part of the Thiel College mission that we accept students from all walks of life and with diverse backgrounds, academically and economically.   Many of those we accept are first-generation college students.  Some are not well prepared academically.  Some have not yet developed the habits of mind and heart essential to success in college and in life.  Thiel College wants to change lives and we have good evidence—some of it anecdotal, to be sure, but nevertheless apparent in strong alumni and trustee support and in records of student achievement—that we do, in fact, change lives.

We are fully committed to doing a better job of assessing student learning outcomes.  We are also committed to doing our very best to ensure that students do learn at high levels, that we achieve the academic "value added" for every student that we promise in our recruitment materials and that motivates our efforts to assess and improve as faculty members, staff, administration, and trustees.

**Standard 7:  Institutional Effectiveness Assessment**

In the Periodic Review Report, we highlighted *Thiel 2016* as evidence of targeted and sustained institutional effectiveness assessment.  In fact, the development of *Thiel 2016* constituted an institution-wide assessment of our effectiveness, set goals for doing better, and mandated ongoing assessment of progress toward meeting those goals.

Of all the enhancements to Thiel College resulting from our strategic planning and implementation process, none is more significant than our having made a strong beginning toward fostering a culture of assessment.  Under President VanAken's leadership, we have moved the institution forward on many fronts and also balanced the budget, having posted surpluses for the past four years.   The Significant Indicators Report informs everyone on campus and the trustees on the State of the College with respect to enrollment quantity and quality, student retention and graduation, numbers of full- and part-time faculty, and budgetary support.   In terms of efficiently presented quantitative and qualitative information on how well the College is doing toward meeting its stated goals, this document and its distribution seem to us essential.  The Significant Indicators Report has definitively engendered targeted change in many facets of our operations and resource allocations.

Also under President VanAken's leadership, cabinet officers have been held accountable for the particulars and the larger view of institutional effectiveness in their respective areas and for the functionality of each area with respect to shared goals for the College.

The Board of Trustees—comprising many individuals from the business, medical, and education sectors that have been first to the table on assessment—has been assiduous in assessing its own performance, the performance of the President, and the performance of the College.  We look forward to hearing from the visiting team the means by which we may further enhance and more coherently systemize this essential aspect of our ongoing effort to improve institutional effectiveness.

# Appendix 1

# Cabinet Area Reports on Assessment of Institutional Effectiveness

## ACADEMIC AFFAIRS (Dr. Lynn Franken, Vice President/Dean of the College)

### *Career Development (Martin Black, Associate Dean of Career Development)*

Goal I. Enhanced campus visibility/student inclusion

Objectives:

1. Increase Student Usage of the Career Center
2. Increase Career Center Visibility on Campus

Actions:
1A. Focus on Freshmen:  Introduce all Freshmen to Career Center resources.
1B. Continuing Students: Customize outreach by Class Year & Career Foci
2A. Communication: Provide campus with continuous flow of information about career-related activities
2B. Solicit Feedback: Establish measures for assessing effectiveness of Career Center activities

Rubrics for Accomplishing/Assessing Objectives:

1A. Focus on Freshmen:  1) Employed "My Brilliant Career," a 30-minute career-assessment exercise, together with a 20-minute presentation on Career Center resources and activities. Offered this 50-minute workshop to all 15 sections of First-Year Experience.  2) Introduced freshmen to guidelines for completion of our "Four-Year Career Curriculum."

1B. Continuing Students: Used the specific goals and expectations of the "Four-Year Career Curriculum" to 1) design and offer developmentally appropriate content to students by class year; 2) communicate completion guidelines; 3) encourage students to take ownership of their career development using the Career Curriculum as a "roadmap."

2A. Communication**:** 1) reach students through social media; 2) increase student, faculty, and staff awareness of Career Center activities through campaign software and a newsletter (*Career Watch*); 3) employ periodic surveys and competitions to encourage active engagement.

2B. Solicit Feedback**:** 1) create a student advisory board; 2) provide an evaluation format for all major career events.

Assessment Process:

1A. Visited all 15 sections of First-Year Experience; collected assessment exercises from all freshman participants; entered results into College Central system; used the assessment rubric as a point of departure for future career advising and development.

1B. Announced and offered career workshops and employer events; wrote career-focused articles in campus periodicals; created posters for cross-campus display.

2A.  Measured student development of *Linked-In* accounts; measured "open-rates" of career newsletter; evaluated results of competitions and surveys.

2B: Held two lunch-time feedback sessions per semester with student advisory group; evaluated evaluation results from all major career events.

Outcomes and Adjustments:

1A. Collected 324 career assessments (83%) and utilized in advising sessions. However, we succeeded in bringing only 31% of freshmen into the office for follow-up advising sessions. To build on our *Focus on Freshmen* outreach for next year, we will provide shorter engagements and add lighter content for the first semester to build the habit of visiting us and speaking to us, then move in the second term to heavier content: résumé (writing) and elevator pitch (verbal presentation).

1B. Class-year-specific workshops were only partially successful: when coupled with faculty requirements or when content was deemed immediately relevant (*Linked-In*). Attendance ranged from 3 participants to 30, with the average at 10. sophomore participation: below 9%; junior participation: 22%; senior participation: 65%.  The highly successful Accounting Consortium is an outstanding example of collaboration among Career Development, the Department of Business Administration and Accounting, and Thiel alumni who provided interviewing preparation for students. Adjustment: with the exception of *Linked-In*, Résumé writing, and Elevator Pitch, workshops will be offered only in faculty-mandated seminars; ten alumni panels will be offered across the year (compared to two this past year) engaging all 19 departments, with specific mandates for covering content.  Finally, a Backpack to Briefcase 1.5 day seminar for juniors and seniors will be added in early January for covering the most important job and internship search skills.

2A. *Linked-In* Account Development at mid-year (January) ranged from 5% of freshmen to 49% of seniors. A concerted effort was mounted in the early spring term, focusing especially on seniors. Freshman, sophomore and junior levels doubled; seniors increased by 12% to 61%.  Because of the considerable use value of *Linked-In* for assessing career trajectories post graduation and presenting useful career content directly to underclassmen, goals for next academic year by January 2015 are: 5% freshmen; 25% sophomores; 50% juniors; 75% seniors. Other markers: open-rates of newsletter were very high, ranging from 66% to as high as 92% across all classes. We

plan to continue that measure of success but shorten content, and deliver the newsletter weekly rather than bimonthly. Participation in competitions was also high, but reached the niche population already attuned to Career Center activities. Adjustments will include more specific programming and outreach to interest groups: athletics, clubs, and fraternities.

2B. Our advisory group was well-conceived, but not as effective as hoped. The difficulty of convening all 16 students for lunch sessions was the primary challenge. We will adjust meeting times.  Too often, student feedback felt more like a rubber stamp than an open forum about the effectiveness of career programming. Individual event feedback was extremely useful and varied greatly according to the event.  Our off-campus events showed the highest success rates (on average, well over 4.0 satisfaction on a 5.0 scale); on-campus events with larger numbers participating and less commitment required for participation scored lower with an average of 3.8 to 4.2 satisfaction on a 5.0 scale.

### *Dietrich Honors Institute (Dr. Curt Thompson, Director)*

The Dietrich Honors Institute (DHI) was established on August 15, 2012, with the goal of bringing a small but long-standing Honors Program to a new level of significance for Thiel College. The first year was dedicated to recruiting the DHI's initial class in the late summer of 2013.  DHI courses were taught and extra-curricular experiences were sponsored during the 2013-2014 academic year. The DHI will welcome its second class to the 2014-2015 school year. The DHI operates on behalf of students so that they might grow into knowledgeable persons of character who are serving the world. Two major DHI goals are:

- Goal 1: To establish the Dietrich Honors Institute as a program that will transform Thiel College by recruiting 65-75 strong students into the DHI each year and retaining a high percentage of them so that after four years there are 250 students in the DHI, with this contingent of educated students, effective leaders, and creative citizens providing a critical mass of individuals, activities, and habits of mind that together will constitute a transformative field of influence within the institution.

- Goal 2: To develop and deliver a set of seminar courses centered on big ideas and ultimate questions, an array of extra-curricular experiences, and a suite of service project options that together will nurture DHI students in their intellectual and existential development.

The first goal is the *raison d'être* of the DHI and, therefore, must be included in this discussion, even though assessing progress on this goal is not an easy task.  Of course,

statistics can be provided. Leadership of the DHI was put into place at the outset. The first two years of recruiting have averaged 65 students per year and the first year's retention in the program was over 90 percent. Those students entering the DHI chart quite favorably in relation to non-DHI entering students: GPA of 3.85 vs. 3.12; SAT of 1083 vs. 940; ACT composite of 24.8 vs. 19.9; and class rank of 15.2 percent vs. 42.5 percent.

On the second goal, DHI courses have been developed and have met with good response from students. During the first academic year, students in the Institute earned an average GPA of 3.64. Since the DHI was started, field trips to Chicago, New York, Washington, D.C., and Toronto have been made available; weekly social gatherings of the Symposium for Excellence have been held; study abroad trips to Italy and to Greece have been conducted; the Honors housing option has been selected by three-fourths of the students; a service project related to fighting malaria in Africa has gained traction among students; governing bodies with student participation have been created; an Ambassadors program has been formed; and an annual DHI Banquet has taken shape.

Institutional support for the DHI is apparent in numerous ways, the most obvious of which is the newly remodeled space for the Institute that has been created in the College's humanities building, Greenville Hall. DHI students will have access to that space 24/7, which will provide them with a beautiful setting in which to carry out their individual and communal studying and their pursuits into the deeper dimensions of life.

All of these statistics and facts are indicators that change is taking place through developments in the DHI. However, it is much more difficult to garner indicators to validate that the DHI is transforming Thiel College as a whole, especially since only one year of its development has been completed and three more developmental years are to come. Creating approaches and instruments for doing such assessing will be a vital task of the DHI over the next three years as the Institute unfolds into its full status. To begin tackling the assessing process, a process by which to identify leadership positions occupied by DHI students in Thiel organizations will be devised and implemented during the coming year. The assessment of the DHI will be an important component of Thiel's effort to take seriously its self-evaluation in relation to Standard 7 on Institutional Effectiveness Assessment. It can be said at this preliminary point in the DHI's evolution that those who are closely in touch with the DHI and its students can speak to a new measure of academic vibrancy, collegial cohesiveness, leadership effectiveness, and discernible institutional commitment. The DHI's impact on the larger community will increase proportionally as further recruiting classes come into place, the Institute's numbers continue to grow, and DHI programs are expanded and refined.

The DHI possesses the substantial resources, structural features, and dynamic elements to evolve into a national flagship honors program. Assessment procedures are in process to document the DHI's effectiveness and successes.

### *The Thiel Learning Commons (George Branch-Trevathan, Director)*

The Thiel Learning Commons (TLC) is the academic support service for students who seek supplemental academic assistance in meeting their academic goals.  Originally designed primarily to support academically at-risk students, the TLC now serves a broader range of the student population, including both students at risk and those seeking to improve in a particular area, even a particular course, or to improve an already satisfactory academic performance.

In keeping with the Strategic Plan, the TLC aims to provide mentoring to academically-at-risk students and supplemental learning opportunities to all students (Pillar I; I.7, *Thiel 2016*).  We continually assess the effectiveness of both our mentoring and supplemental learning programs and revise to improve outcomes.

The TLC assesses its supplemental learning programs (one-on-one weekly tutoring sessions, one-on-one drop-in tutoring, and group tutoring) using direct measures (the volume of use and the relevant course grades of students using the services) and indirect measures (evaluations completed by students using the services).  We compile and analyze measures of use monthly, discuss them as a staff, and allocate resources accordingly.  When, for instance, we observed in the fall that no student used the drop-in math tutoring program between 11:00 a.m. and 1:00 p.m. or between 4:00 and 8:00 p.m., we stopped offering the service during those hours and reassigned tutors to the times students were using the services (1:00-2:00 and 8:00-10:00 p.m.).

At the end of each semester, the TLC produces an end-of-term report that compiles and analyzes quantitative measures of outcomes as well as qualitative measures.  TLC staff members discuss this report as a unit and with the VPAA and together formulate plans to rectify weaknesses and capitalize on strengths.  For example, the fall 2013 report strongly indicated that use of individual and group tutoring programs helped students maintain or raise their grades in particular courses and, therefore, we decided to continue to invest in and encourage use of these programs.  The spring 2014 report showed that few students utilized drop-in math tutoring in 2013-14 and those who did attend did not see their grades rise.  Therefore, the TLC has recommended that we discontinue the service and, instead, match students seeking assistance in mathematics with peer tutors for weekly meetings.

*Langenheim Memorial Library (Allen Morrill, Director)*

The Library's mission is to serve the academic and research needs of Thiel students, faculty, and staff.  In serving students, the Library supports the teaching and learning goals of the College.

1. Library Instruction

Library Instruction sessions occur at the request of a faculty member.  The sessions are then designed to instruct students in library research techniques appropriate to the specific work assigned by the professor.

Assessment strategies:
- Assessment of student research patterns following instruction sessions provides information used to improve instruction design and student use of services.
- Assessment of faculty satisfaction with library instruction provides a secondary measure of the quality of library instruction.
- Assessment of the quality of student research provides a direct measure of the impact of research instruction skills on presented research.  By assessing student presentations at the 2014 Western Pennsylvania History Honors Conference, we were able to compare Thiel student presentations with presentations of their peers from Allegheny College, Carnegie Mellon University, Grove City College, the University of Pittsburgh, and Westminster College.   For this comparison, we relied upon assessments of adjudicators assigned to identify outstanding presentations.

Assessment Measures:
For this assessment, we sought a correlation between traditional library statistics and the content of instruction sessions.  We did this in the following ways:
- Correlation of book circulation with the subject of the instruction session and course assignment;
- Usage statistics of databases discussed in the instruction session by proximity to the session;
- Inter-Library Loan (ILL) activity related to course subject, student requestor, and by proximity to the session;
- Student reference transactions, identified as follow-up, to the instruction session.

Results:
- As expected, book circulation, database usage, and ILL requests for materials related to class subject matter increased after library instruction classes. Many students searched for and requested ILL materials immediately

following library instruction class. When students picked up their ILL materials there was an additional circulation increase.

- Reference transactions, defined as a student's formal questioning of a librarian, could easily be traced back to the instruction session. These transactions occurred from a week to ten days following instruction.
- These increases in circulation, usage, or visits, occurred for all levels of instruction sessions. First-year students tended to visit the library closer to the due date for their assignment than did upper-level students. Students doing research for courses that did not include library instruction were less likely to visit the library at all and more likely to delay library research until shortly before the assignment due date.
- Assessment of the quality of student presentations at the 2014 History Honors Conference yielded positive results. For the first time in five years, Thiel students earned awards for their presentations. Three students were awarded best presentation in their division. Adjudicators specifically mentioned the excellent quality of research done by our students. Faculty from the other participating institutions asked our history professors how they could get their home libraries to be more involved with student research. Faculty satisfaction with the process was high.

What we learned:
- Library use increases following formal library instruction.
- Faculty satisfaction with final papers was higher for classes that scheduled a library instruction session.
- First-year students do not view the library as a partner to their success. Many noted that, in high school, librarians were viewed as "gatekeepers" or "study hall monitors" rather than as research professionals.
- Students who attend faculty-mandated library instruction sessions take greater advantage of collections, resources, and staff expertise than do other students.
- The more time students spend interacting with librarians, the more library resources they consult.
- The frequency of student library visits correlates positively with assignment evaluation and with faculty satisfaction.

What we can do:
- Promote our services to faculty and students.
- Reach first-year students at the beginning of the year.
- Promote to faculty the value of library information sessions.
- Clarify that an instruction session is not a replacement for the faculty member in the classroom but an enhancement to classroom activities.

### *Thiel Tomcat Marching Pride (Andrew S. Erb, Director)*

The Thiel Tomcat Marching Pride was established in 2010 as a response to the institution's desire to recruit and retain highly motivated and talented students, offer additional musical and performance opportunities for students, and enhance the overall atmosphere at football games and other campus and community events.  The inaugural ensemble, while comprising only 34 students, was able to produce a viable halftime show for the 2010 season.  The ensemble has since grown to nearly 100 members and continues to perform on and off campus at football games, campus ceremonies, high school band festivals, and local and regional parades.  As the marching band program has developed and matured, so, too, have the goals for this ensemble.  The following provides assessment detail on two of these goals.

- Goal 1        Recruit 30-35 new band members yearly.

- Goal 2        Retain a minimum of 85% of band students.

Evaluation Goal 1:
A log of recruitment events and activities is kept each year.  These activities include participation in admissions office events (large visitation days, registration days, individual student visits, etc.), organization of band-specific recruitment events (annual Thiel Band Day, Fine and Performing Arts Visitation Day), personal contact with students via phone and email, and visitations to and performances at area schools, band clinics, and similar events.  Notes are kept with regard to student contacts at each event. Band student matriculation is tracked in Power Campus to determine the effectiveness of the recruiting efforts.  Current students complete recruitment event satisfaction surveys.

Results and Adaptation Goal 1 (2013-2014):
A Power Campus survey showed that 37 new freshman students registered for band for the 2013-2014 academic year.  Many students indicated that the personal attention they received from the director during campus visits was meaningful.  Many students also commented that they enjoyed participating in the Thiel Band Day during their high school years.  Several students also commented that seeing the marching band perform at local or regional high school band shows was important, as it was often their first direct encounter with the Thiel Band—or with the College.  As a response to these results, recruitment efforts for 2014-2015 will include greater publicity and enhanced

efforts to attract prospective students to Thiel Band Day. Additional off-campus performances at band festivals have also been scheduled for 2014/15. These festival performances have been geographically situated to reach students across our primary regional recruiting areas: one to the south (Pittsburgh)— one to the north (Erie)— and two to the west (Ohio). One recruitment activity, student call nights, was found to be ineffective, with some contacts viewing it quite negatively, as intrusive telemarketing. Therefore, recruitment efforts will focus on larger-scale events and person-to-person interactions with prospective student-musicians.

Evaluation Goal 2:
Band student registration is tracked each semester to identify students who have elected not to participate in band in the following semester. These records, as well as information garnered from MAP-Works and Facebook, assist the director in intervening with students who may be at risk. Calculation of the retention rate in band from semester to semester also provides an overall assessment of the success of band activities in engaging students

Results and Adaptation Goal 2 (2013-2014):
Fall-to-fall retention efforts produced a 96% overall retention rate. Students discovered to be retention risks were contacted by the director and asked about their situation. Most students planning to transfer made this decision for one of two reasons: financial concerns or a desire to study in a major not offered by Thiel.

Returning students overwhelmingly indicated that the social aspect of band, the opportunity to move in early, perform off campus, and participate in band tours/trips increased their sense of belonging at Thiel. Additionally, students (although a smaller percentage) noted that performing challenging music and the thrill of performance before large crowds were encouraging and, as one student said, "addictive."

In response to these outcomes, we will continue to emphasize social opportunities for students. Evening social activities—such as movies, skits, and scavenger hunts—will be added to band camp. Music covering a broad range of ability levels has been selected for the upcoming year to provide challenging yet accessible material for all levels.

**The James Pedas Communication Center (Dr. Bob Batchelor, Executive Director)**

The Pedas Communication Center will be dedicated on October 4, 2014. The primary goals of the Center for its first year of operation are as follows:

- Effective implementation of presentational literacy initiative
- Enhancements in quality, student involvement, and campus/community impact of WXTC (radio), TCTV (television), and *The Thielensian* (student newspaper)

INDS 100, Introduction to Presentational Literacy, is a new course to be required of all first-year students beginning in the fall of 2014.  WXTC, TCTV, and *The Thielensian* are all newly housed within the Pedas Communication Center, which features technology-enhanced facilities, state-of-the art equipment, and heightened campus visibility.   A technology-rich creative space for student design activities features modular furnishings, mobile white boards, and private spaces for small student group interaction.  A computer lab affords immediate access to design production, alongside opportunities for radio and television broadcasting.   In an especially productive alignment of the goals of Dr. Pedas with the goals of the College, the Pedas Communication Center was expressly designed to foster enhanced learning outcomes for students in all majors.  Learning goals have been established for INDS 100 and assessment rubrics are in development.   Housing of the Office of Admission within the Pedas Center responds to *Thiel 2016* goals of enhanced enrollment and retention.

### *Office of Academic Records (Denise Urey, Registrar)*

Goals:
1. The Office of Academic Records continues to be service-oriented, providing prompt responses and accurate information on student inquiries related to core requirements, transcript requests, scheduling changes, and other items.
2. Academic Records continues to be a major link between the academic policies of the College and our students.
3. Academic Records strives to be a credible and reliable resource for the administration with regard to quantitative assessments for internal use and to meet external requirements.

Assessment of Goals:
1. The service-oriented philosophy of the Office of Academic Records is evidenced by the number of daily emails, faxes and phone calls received. These inquiries from incoming, continuing and former students are handled in a timely manner and to the satisfaction of the inquirer.
2. Open communication with the administration of the College with regard to College policies and curriculum requirements enables Academic Records to remain a consistent and reliable resource for our students.
3. Academic Records keeps up to date with technological enhancements that assist with various quantitative assessments, collaborating closely with Information Technology staff to assist in the use of automation to maximize accuracy.

Changes/Results of Goals Assessment:
1. The Academic Records Office will continue to maintain the excellent level of customer service we are known to provide to our constituents. Person-to-person contact with students will continue. Our electronic capabilities will be enhanced with updated programs.
2. Open communication between the Academic Records Office and the administration helps to avoid any confusion that may arise with new policies or changes to existing policies.
3. The demand for internal reporting from the Academic Records Office has increased in recent years, while requirements for outside reporting have taken on a new urgency. These increases in mandated reporting will require even closer collaboration between IT and the Office of Academic Records.

Student Learning Outcomes: The Office of Academic Records supports enhanced student learning outcomes through continuous collaboration with Academic Affairs, academic departments, and all faculty members to ensure that students are accurately registered and also through sustaining a professional and accommodating relationship with individual students.

## ADMISSION (Larry T. Vallar, Vice President)

The mission of the Office of Admission is to recruit, admit, and serve an eligible, diverse student population regionally, nationally, and internationally. It embraces the College's commitment to recruiting students who are able to matriculate and graduate. The Office of Admission maintains the integrity of the admissions process by ensuring efficient, reliable, and systematic evaluation of credentials. Through multiple recruitment strategies, the Office of Admission works to ensure that eligible students have access to higher education.

The primary goal for Admission is the leading goal in the Thiel College Strategic Plan: to increase overall headcount enrollment from 999 in Fall 2009 to over 1,200 in Fall 2016. Relevant sub-goals within *Thiel 2016* include the following:

Goal 1.a New first-year domestic students will increase to over 350 by Fall 2016.
Goal 1.b New traditional tuition-paying international students will increase to 20 by Fall 2016.

The College continually monitors its progress toward these goals and adapts recruitment strategies and program offerings to increase the probability of success. Academic and

demographic benchmarks have been established to address specific Thiel challenges such as gender balance, regional diversity, and internationalization.  The chart below shows current progress toward these goals, historical enrollment, and strategic plan goals by 2017.  Projections are based on the assumption that the College will continue to increase the student academic profile, provide adequate and timely financial packaging, and continue to improve facilities and institutional academic reputation.  The fall 2013 census indicated an overall headcount of 1100, inclusive of a freshman class comprising the following students:  303 traditional First-Time, Full-Time, Degree-Seeking (FTFTDS), 4 international FTFTDS, 4 international transfer, 22 transfer, 25 international (SPCL) and 1 International Research & Exchange Board (IREX).

| Academic Years | 2009 Census | 2010 Census | 2011 Census | 2012 Census | 2013 Census | Goal 2014 | Goal 2015 | Goal 2016 | Strategic Plan Goal Fall 2017 |
|---|---|---|---|---|---|---|---|---|---|
| Overall Headcount | 999 | 1095 | 1109 | 1081 | 1100 | 1145 | 1185 | 1220 | 1250 |
| Traditional FTFTDS | 262 | 343 | 372 | 295 | 303 | 340 | 350 | 355 | 360 |
| International FTFTDS | 11 | 9 | 1 | 3 | 4 | 12 | 15 | 18 | 20 |
| Transfer | 38 | 46 | 48 | 32 | 22 | 40 | 40 | 40 | 40 |
| International Exchange | 12 | 17 | 20 | 24 | 25 | 20 | 20 | 20 | 20 |

During the past several years, the College has been working with Royall and Company to assist in its recruitment efforts.  This partnership represents a significant investment for the College and the Return on Investment (ROI) is continuously monitored.  Without question, the number of inquiries/prospects has increased significantly over the past several years; however, this increase has not resulted in the anticipated increase in yield (see chart below).  Additional efforts are being made to determine what training or new strategies need to be deployed to increase the yields.  One example of a new strategy is the "Inspiring Excellence" campaign that began in June 2014.  This campaign, handled in partnership with Royall, is designed to seek earlier applications and acceptances by prospective students.  Additional efforts are also underway to review and revise the marketing of financial aid to students.

| YTD 07/04/14 | 2014 | 2013 | 2012 | 2011 |
|---|---|---|---|---|
| Inquiry | 19,535 | 17,989 | 15,682 | 15,556 |
| Applicant | 2,542 | 2,630 | 2,399 | 2,708 |
| Applicant Yield | 13.01% | 14.62% | 15.30% | 17.41% |
| Accepted | 1,772 | 1,711 | 1,538 | 1,701 |
| Accepted Yield | 69.71% | 65.06% | 64.11% | 62.81% |
| Net Deposits | 318 | 350 | 323 | 427 |
| Deposit Yield | 17.95% | 20.46% | 21.00% | 25.10% |
| Registered | 285 | 319 | 307 | 380 |
| Enrollment at census | --- | 355 | 354 | 441 |

| Campus Visits | 1,451 | 1,462 | 1,219 | 1,447 |
|---|---|---|---|---|

> The strategic plan also recognizes the importance of the quality of students in the overall enrollment at Thiel. Goal 1.c has established a target to improve the average academic profile of new first-year students from a GPA of 3.0 to 3.2 and an SAT of 930 to 980 SAT by the year 2016. As is indicated in the table below, the GPA goal has already been achieved and is now set slightly higher at 3.3.

Academic preparation of the incoming freshman class has also been identified as an important indicator for projecting retention success. Through enrollment management and shaping student recruitment, the College is gradually showing academic improvement, resulting in improved retention.

| Academic & Demographic Indicators: | 2009 Census | 2010 Census | 2011 Census | 2012 Census | 2013 Census | Goal 2014 | Goal 2015 | Goal 2016 | Strategic Plan Goal Fall 2017 |
|---|---|---|---|---|---|---|---|---|---|
| SAT | 930 | 936 | 951 | 956 | 969 | 970 | 970 | 975 | 980 |
| GPA | 3.00 | 2.99 | 3.07 | 3.18 | 3.27 | 3.28 | 3.29 | 3.3 | 3.2 |
| Number of states | 11 | 14 | 15 | 19 | 16 | 22 | 23 | 24 | 25 |
| Female Enrollment | 41.6% | 39% | 44.2% | 47% | 49.9% | 47% | 48% | 49% | >50% |

Student Learning Outcomes: The Office of Admission supports student learning outcomes by seeking to enroll students who have the highest probability of success at Thiel College. In addition, College admissions policy supports acceptance of qualified students who might

not otherwise have the opportunity to experience the benefits associated with earning a college degree.

## ADVANCEMENT (Theresa M. Law, JD, CFRE, Vice President)

Goal 1:
Prepare for capital campaign to coincide with the 150th anniversary of Thiel College. Funds raised from the campaign will support strategic plan priorities, including: Academic Excellence and Relevance (Pedas Communication Center, Science Center, Endowment, Scholarships); Enhanced Facilities and Infrastructure (Pedas Communication Center, Science Center); and Superior Delivery of Programs and Services (Athletics, Endowment).

Progress:
- Conducted feasibility study in Fall 2013 with national consulting firm CCS. Results presented to Board of Trustees in October 2013. Tentative goal of $60M is validated, along with campaign priorities, including the construction of a new Science Center, continued investment in endowment and scholarships, and enhancements to athletic facilities.
- Retained campaign counsel Gonser Gerber in March 2014. Developing campaign plan and structure for ongoing silent phase implementation; presentation to the Board of Trustees in May 2014.
- Over $46M raised to date in silent phase of campaign.
- Will assess campaign plan quarterly and make adjustments as needed.

Goal 2:
Review development functions and structure with an eye toward maximizing effectiveness and positioning for growth in advancement for the ongoing capital campaign and beyond.

Progress:
- Assessment of Advancement structure and staffing is underway; development audit by Panas Linzy, a national consulting firm, was completed in 2013, with key recommendations under consideration in context of upcoming capital campaign; implementation of restructuring recommendations began in May 2014; position of Director of Major Gifts filled July 2014; Director of Prospect Research currently under recruitment.
- Hired VPCA in March 2014; Gonser Gerber, campaign counsel, is involved in reviewing Advancement structure and functions.

- Two planning meetings for FY15 were held in spring 2014; a comprehensive calendar is in draft stages and will be reviewed and refined quarterly in FY15.
- Adjustments made to director-level performance metrics will be implemented July 1, 2014, and reviewed quarterly.
- Staff retreat to gather feedback and make adjustments will be held in late fall 2014.

### ATHLETICS (Jack Leipheimer, Athletics Director)

Operational Goals (drawn from *Thiel 2016*):

- 4.f. At least half of Thiel College's athletic teams will consistently achieve a yearly team GPA of 3.0 or higher by 2016.
- 4.g. Thiel will consistently increase the number of athletes on the Presidents' Athletic Conference Academic Honor Roll by 2016 (must have a semester GPA of 3.6+).

To assess our progress towards these goals, we have been collecting semester and yearly GPA data for all student-athletes dating back to Fall 2002. We continuously review this data and have developed monitoring protocols that include:

- Academic progress reports (completed by the professors)
- Attendance at study tables for students who fall below acceptable academic standards
- Random class attendance checks by coaches.

In addition, the athletic department has a very good working relationship with the Thiel Learning Commons and uses all of its services to assist at-risk student-athletes.

Data collected throughout the year is analyzed at the end of each academic year to identify needed adjustments or changes.

| Athletic Department Yearly GPA Report | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Female:** | **W's Bsktbl** | **Cheer** | **W's CC** | **Dance** | **W's Golf** | **W's LAX** | **W's Soccer** | **Softball** | **W's Tennis** | **W's Track** | **W's VB** |
| 2011-12 | 2.79 | 3.26 | 3.47 | 3.1 | 3.33 | 2.84 | 3.11 | 3.44 | 2.71 | 2.96 | 3.46 |
| 2012-13 | 3.07 | 3.08 | 3.38 | 3.13 | 3.44 | 2.92 | 3.24 | 3.18 | 2.77 | 3.08 | 3.5 |
| 2013-14 | 3.14 | 2.92 | 3.23 | 3.18 | 3.6 | 3.07 | 3.25 | 3.22 | 3.44 | 3.23 | 3.17 |
| | | | | | | | | | | | |
| **Male:** | **Baseball** | **M's Bsktbl** | **M's CC** | **Football** | **M's Golf** | **M's LAX** | **M's Soccer** | **M's Tennis** | **M's Track** | **M's VB** | **Wrestling** |
| 2011-12 | 2.86 | 2.55 | 2.91 | 2.8 | 2.96 | 2.27 | 2.68 | 2.45 | 2.8 | 2.89 | 2.68 |
| 2012-13 | 2.92 | 2.37 | 3.23 | 2.71 | 3.13 | 2.76 | 2.98 | 2.4 | 3.04 | 2.99 | 2.67 |
| 2013-14 | 2.85 | 2.54 | 3.2 | 2.81 | 3.3 | 2.48 | 3.01 | 2.95 | 3.05 | 2.94 | 2.55 |

| PAC Academic Honor Roll | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2001-02 | 2002-03 | 2003-04 | 2004-05 | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 |
| **Fall** | 19 | 19 | 13 | 23 | 26 | 25 | 25 | 22 | 33 | 36 | 28 | 44 | 42 |
| **Spring** | 14 | 26 | 18 | 20 | 19 | 19 | 21 | 27 | 34 | 44 | 29 | 36 | 41 |
| **Totals:** | 33 | 45 | 31 | 43 | 45 | 44 | 46 | 49 | 67 | 80 | 57 | 80 | 83 |

| 152 | 184 | 284 |
|---|---|---|

- 4.h.  Annually assess competitiveness of athletic teams such as overall win-loss record, conference finish, conference championships, etc.

Many variables influence the win-loss record of an athletic team in any given year, from number of upperclassmen on the roster and roster size to athletic quality of key players and number of injuries.   That is why we measure success not only in terms of wins and losses but also in terms of how committed our student-athletes are to reaching their full potential as individuals, students, and athletes.  We are able to assess this commitment by monitoring how well student-athletes behave on campus, their academic performance, their involvement in community service and volunteer projects, and their overall daily interaction with one another and with coaches, faculty, and staff.  Win-loss data for Thiel and for the other teams of the Presidents' Athletic Conference is recorded annually.  In addition, at the end of each season, our student-athletes are given the opportunity to anonymously complete an assessment of their team and coach's performance.  The

survey is returned to the Athletics Director for review.   He incorporates these assessments as part of his annual review of coaches and programs to determine whether changes are needed to improve progress toward meeting strategic goals.

| 8 Year Overall | | | | | |
|---|---|---|---|---|---|
| Sport | w's | L's | T's | Totals | W % |
| Baseball | 177 | 151 | | 328 | 0.540 |
| PAC's | 79 | 77 | | 156 | 0.506 |
| M's BB | 91 | 107 | | 198 | 0.460 |
| PAC's | 58 | 56 | | 114 | 0.509 |
| Football | 19 | 61 | | 80 | 0.238 |
| PAC's | 13 | 42 | | 55 | 0.236 |
| M's LAX | 20 | 38 | | 58 | 0.345 |
| PAC's | 3 | 6 | | 9 | 0.333 |
| M's Soccer | 35 | 102 | 8 | 145 | 0.241 |
| PAC's | 5 | 48 | 1 | 54 | 0.093 |
| M's Tennis | 22 | 36 | | 58 | 0.379 |
| PAC's | 8 | 20 | | 28 | 0.286 |
| M's VB | 59 | 68 | | 127 | 0.465 |
| CVC/MidW | 16 | 18 | | 34 | 0.471 |
| Wrestling | 78 | 61 | | 139 | 0.561 |
| PAC's | 10 | 6 | | 16 | 0.625 |
| W's BB | 58 | 147 | | 205 | 0.283 |
| PAC's | 36 | 92 | | 128 | 0.281 |
| W's LAX | 25 | 24 | | 49 | 0.510 |
| PAC's | 8 | 2 | | 10 | 0.800 |
| W's Soccer | 24 | 109 | 11 | 144 | 0.167 |
| PAC's | 4 | 56 | 1 | 61 | 0.066 |
| Softball | 108 | 171 | | 279 | 0.387 |
| PAC's | 50 | 74 | | 124 | 0.403 |
| W's Tennis | 6 | 55 | | 61 | 0.098 |
| PAC's | 3 | 35 | | 38 | 0.079 |
| W's VB | 122 | 132 | | 254 | 0.480 |
| PAC's | 70 | 54 | | 124 | 0.565 |
| Overall | 844 | 1262 | 21 | 2127 | 0.397 |
| PAC's | 347 | 568 | 4 | 919 | 0.378 |

We assess our retention of male and female student-athletes within our individual programs as well as within the College.  Upon review of first-to-second year male athletes' retention from fall 2013 to fall 2014, we discovered a significant decrease from previous years.  As a result of this assessment, several meetings were held between the coaches of our male athletic programs and the Athletics Director, and one meeting was held with the President, VP for Enrollment, VP for Finance, VP for Student Life, and VP for Academic Affairs.  The purpose of these meetings was to analyze data on student-athletes who did not return and develop a strategy to improve the overall retention of this group.  This strategy includes the following directives:

- Initiate conversations with male student-athletes who fall into high-risk categories in an effort to establish better rapport and communication.
- Implement a faculty mentoring program that provides a faculty mentor or liaison for each athletic program, in addition to the Faculty Athletic Representative (FAR).
- Identify student-athletes in high-risk categories during the recruiting process so appropriate monitoring can be incorporated from the beginning.
- Continue to increase our coaching staff's utilization of MAP-Works to track interactions and referrals for student athletes.

### Athletic Department Retention Report

| | FTIAC-F12 | 2nd yr-F13 | % | 4 YEAR TOTALS | | % |
|---|---|---|---|---|---|---|
| M's BB | 9 | 3 | 33.33% | 24 | 13 | 54.17% |
| M's CC | 6 | 2 | 33.33% | 16 | 8 | 50.00% |
| Football | 35 | 13 | 37.14% | 202 | 107 | 52.97% |
| Baseball | 11 | 9 | 81.82% | 55 | 41 | 74.55% |
| M's Lacrosse | 8 | 5 | 62.50% | 49 | 30 | 61.22% |
| M's Track | 12 | 7 | 58.33% | 42 | 31 | 73.81% |
| M's Golf | 3 | 3 | 100.00% | 19 | 16 | 84.21% |
| M's VB | 2 | 2 | 100.00% | 21 | 17 | 80.95% |
| M's Tennis | 3 | 1 | 33.33% | 9 | 4 | 44.44% |
| M's Soccer | 7 | 3 | 42.86% | 48 | 34 | 70.83% |
| Wrestling | 17 | 9 | 52.94% | 57 | 35 | 61.40% |
| **Men:** | **113** | **57** | **50.44%** | **542** | **336** | **61.99%** |
| | | | | | | |
| W's BB | 5 | 5 | 100.00% | 22 | 20 | 90.91% |
| Cheer | 7 | 6 | 85.71% | 27 | 19 | 70.37% |
| W's CC | 4 | 4 | 100.00% | 13 | 12 | 92.31% |
| Dance | 5 | 4 | 80.00% | 16 | 13 | 81.25% |
| Softball | 7 | 7 | 100.00% | 26 | 26 | 100.00% |
| W's Track | 10 | 7 | 70.00% | 35 | 28 | 80.00% |
| W's Lacrosse | 5 | 5 | 100.00% | 20 | 18 | 90.00% |
| W's Golf | 1 | 1 | 100.00% | 6 | 6 | 100.00% |
| W's Soccer | 7 | 6 | 85.71% | 40 | 37 | 92.50% |
| W's Tennis | 4 | 4 | 100.00% | 10 | 9 | 90.00% |
| Volleyball | 11 | 7 | 63.64% | 34 | 25 | 73.53% |
| **Women:** | **66** | **56** | **84.85%** | **249** | **213** | **85.54%** |
| | | | | | | |
| **Overall:** | **179** | **113** | **63.13%** | **791** | **549** | **69.41%** |

At Thiel College, the word "student" in student-athlete does more than merely precede "athlete."  Thiel student-athletes are respected for wearing both hats: managing rigorous

academic challenges and meeting the demands of highly competitive athletic programs. This balancing act requires time management skills, careful planning, and a strong sense of values, yet it is accomplished every year.

We believe that the athletic arena is an extension of the classroom, and we are committed to helping all student-athletes reach their full potential as individuals, students, and athletes.  It is this process and balance that will prepare our young men and women to make "Big Plays" on the athletic fields now, and, more importantly, enable them to make "Big Plays" in their families, in their churches, and in their communities later in life.

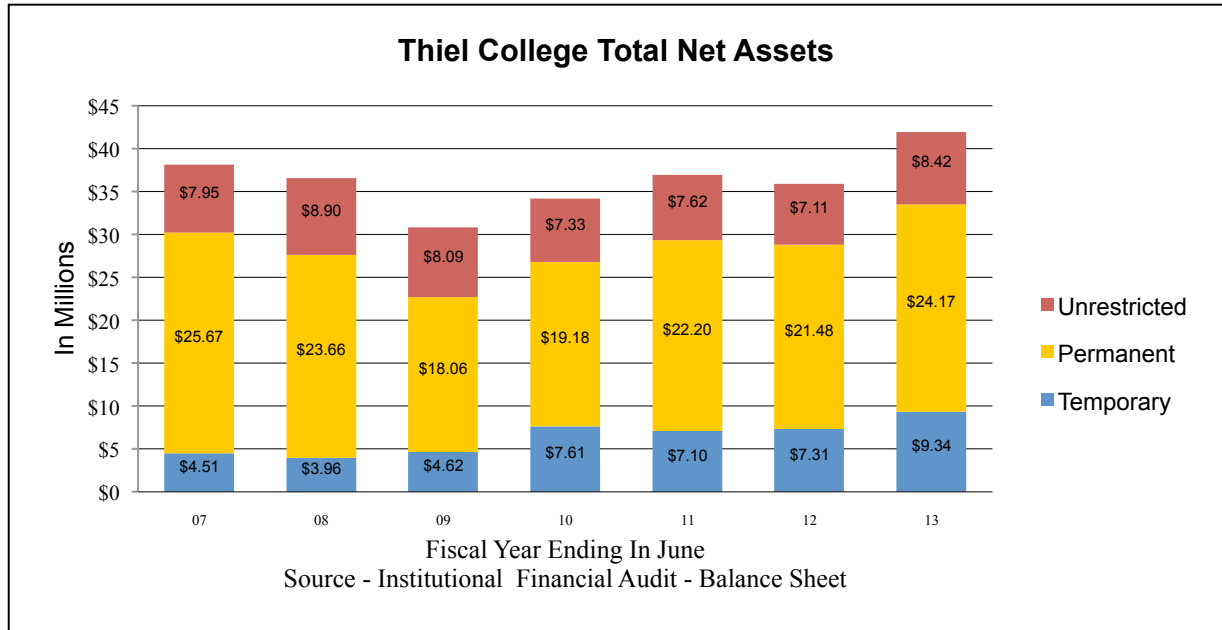### FINANCE AND MANAGEMENT (Bob Schmoll, Vice President)

*Accounting*

Mission:
The Accounting area supports the mission of Thiel College by providing service to internal and external constituents through the creation of the annual budget and the timely processing of financial transactions and accurate financial reporting.

Goal III-6 – By June 30, 2011 and every year thereafter, Thiel College will show a surplus in its annual operating budget.

Assessment:
Annual audits will show a positive change in unrestricted net assets.  In addition to the annual audits, the Accounting Office also produces monthly and quarterly financial reports that display the degree of progress toward achievement of a budget surplus. These reports are reviewed with the Cabinet on a monthly basis and corrective actions are taken, if necessary.  Once per month, the Controller and VP for Finance and Management meet with the Chair of the Finance and Investment Committee of the Board to review financials.

**Thiel College Total Net Assets**

| | Unrestricted | Permanent | Temporary |
|---|---|---|---|
| 07 | $7.95 | $25.67 | $4.51 |
| 08 | $8.90 | $23.66 | $3.96 |
| 09 | $8.09 | $18.06 | $4.62 |
| 10 | $7.33 | $19.18 | $7.61 |
| 11 | $7.62 | $22.20 | $7.10 |
| 12 | $7.11 | $21.48 | $7.31 |
| 13 | $8.42 | $24.17 | $9.34 |

In Millions

Fiscal Year Ending In June
Source - Institutional  Financial Audit - Balance Sheet

Goal III-6.a – Starting in 2012, Thiel College will develop a multi-year annual operational budget forecasting model that allocates resources consistent with the Strategic Plan.
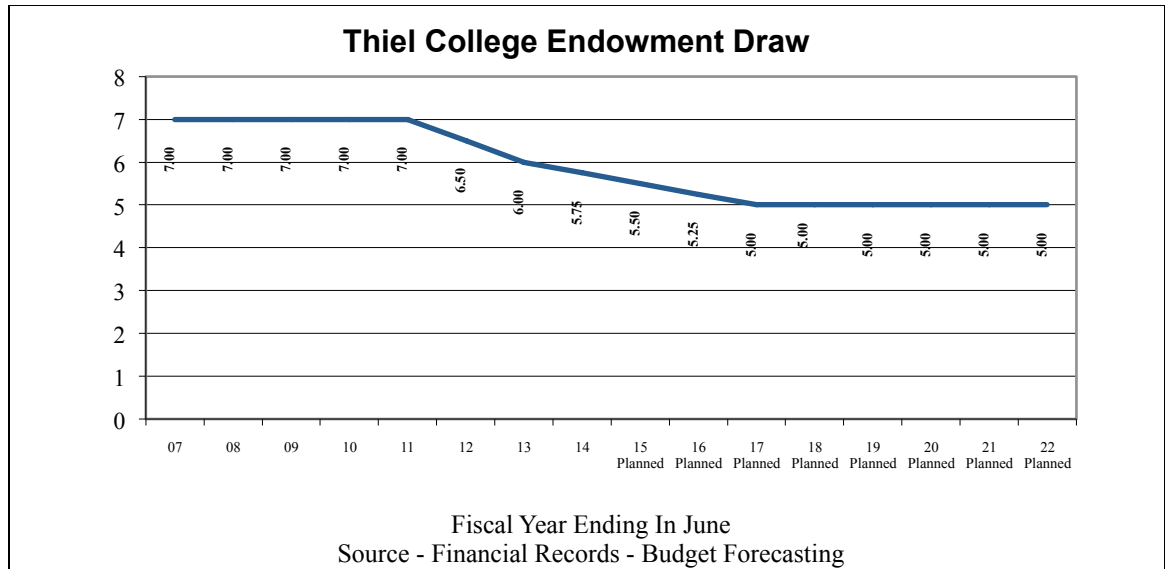
Assessment:
An interactive model will be developed to forecast the annual operating budget tied to variables within the strategic plan, such as enrollment, endowment draw, and compensation adjustments.

Goal III-6.b – Starting in 2012, Thiel College will reduce the annual endowment draw from 7% in Fall 2009 to 5% in Fall 2016.
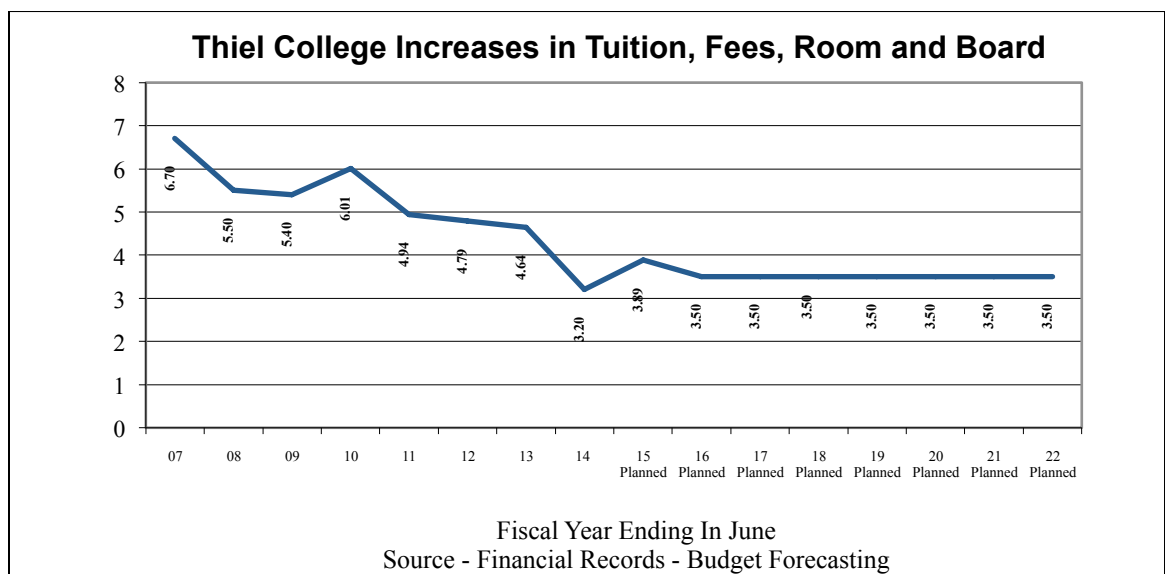
Assessment:
The annual budget process and financial model will show a gradual decline in the endowment draw of .5% each year.  Once the College reaches the 5% level, discussion will take place on the ability to reduce the rate below 5% to compensate for those years when the rate was above 5%.

**Thiel College Endowment Draw**

Values by fiscal year ending in June: 07 = 7.00, 08 = 7.00, 09 = 7.00, 10 = 7.00, 11 = 7.00, 12 = 6.50, 13 = 6.00, 14 = 5.75, 15 Planned = 5.50, 16 Planned = 5.25, 17 Planned = 5.00, 18 Planned = 5.00, 19 Planned = 5.00, 20 Planned = 5.00, 21 Planned = 5.00, 22 Planned = 5.00

Fiscal Year Ending In June
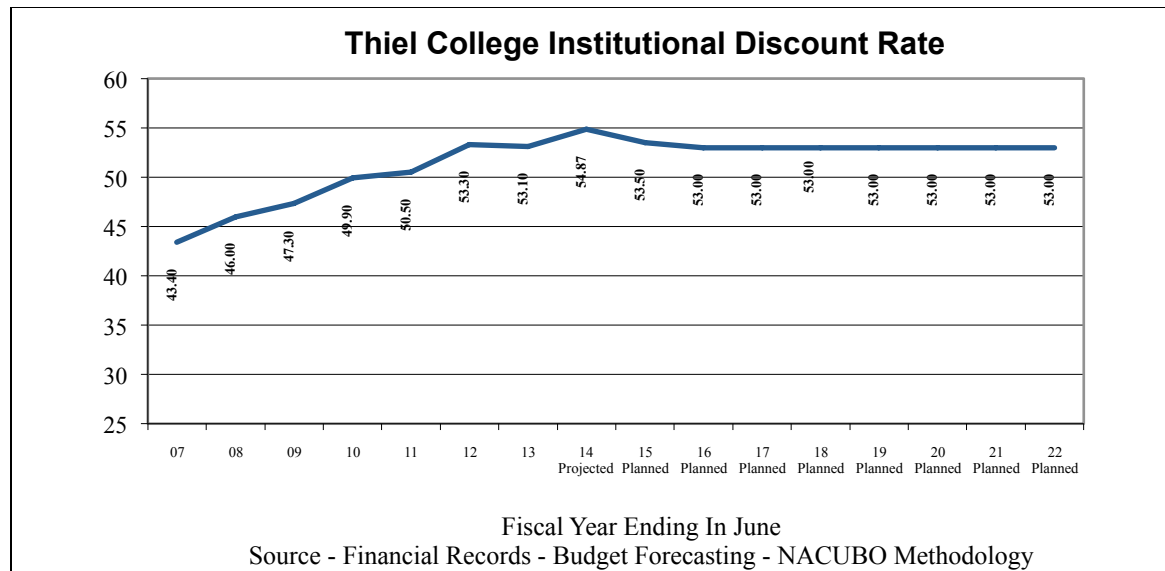Source - Financial Records - Budget Forecasting

## Goal III-6.c – By Fall 2012, Thiel will develop a comprehensive plan for tuition increasing and discounting.

Assessment:

The budget modeling program projects anticipated increases in tuition and the financial aid discount through the 2021-2022 academic year. However, the College retains the flexibility to make adjustments based on market factors and other influences.

**Thiel College Increases in Tuition, Fees, Room and Board**

Values by fiscal year ending in June: 07 = 6.70, 08 = 5.50, 09 = 5.40, 10 = 6.01, 11 = 4.94, 12 = 4.79, 13 = 4.64, 14 = 3.20, 15 Planned = 3.89, 16 Planned = 3.50, 17 Planned = 3.50, 18 Planned = 3.50, 19 Planned = 3.50, 20 Planned = 3.50, 21 Planned = 3.50, 22 Planned = 3.50

Fiscal Year Ending In June
Source - Financial Records - Budget Forecasting

**Thiel College Institutional Discount Rate**



Fiscal Year Ending In June
Source - Financial Records - Budget Forecasting - NACUBO Methodology

Goal III-6.d-Develop and maintain a rolling 3-year forecast of prioritized capital and maintenance needs that could include replacement cycle items (e.g., desktop technology, cars, etc.) and enhanced IT infrastructure (internet connections, wireless, telephone, etc.).

Assessment:
A strategic campus master plan, along with a deferred maintenance list, will be developed to forecast the needs of the College.  These documents were created, but a 3-year forecast does not currently exist.  However, the master plan and deferred maintenance list is referenced on a regular basis to determine which projects should be prioritized and funded.

The Board Facilities, Physical Plant and IT Committee has taken a very active role in the campus master plan and the implementation of projects during the past several years.  They have recommended debt financing to fund a number of campus projects and supported the construction of the Pedas Communication Center.  In cooperation with the Board Finance Committee and Advancement Committee, they continue to explore improvements in student housing, athletics, and academic areas.
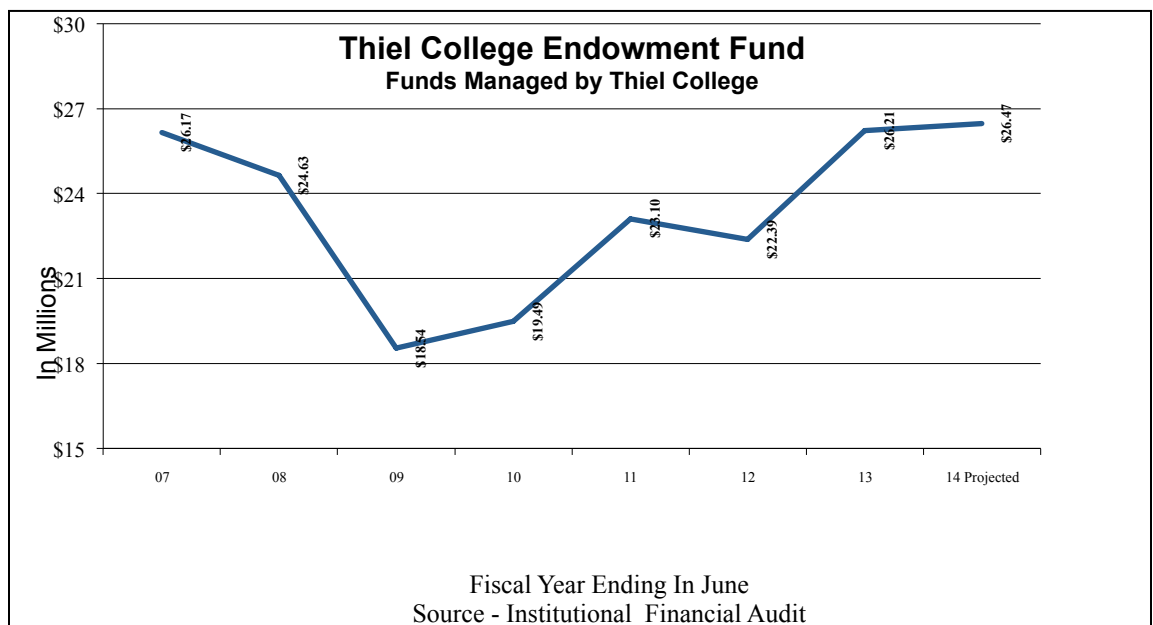
In order to effectively prioritize the deferred maintenance items, an ad-hoc Facilities Committee was created.  This group meets periodically to review and revise the list and recommend projects.  The committee met several times during the past year to create the list of 2014 summer projects, drawing upon the deferred maintenance list and projects suggested within the annual budgeting process.
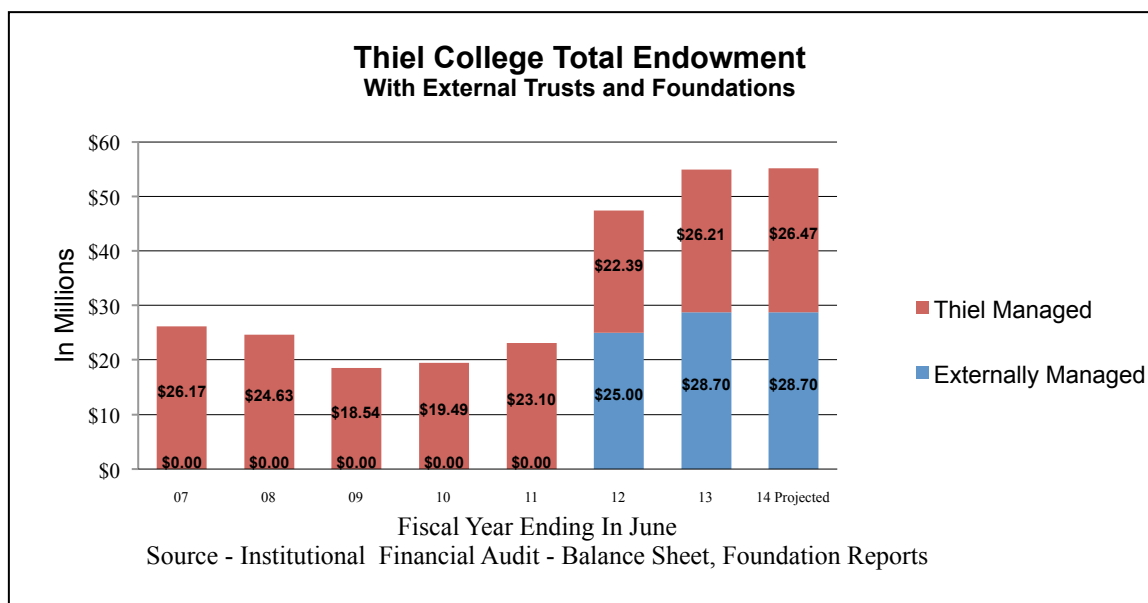
Goal III-8.f-The endowment will increase from $21 million in 2009-2010 to over $35 million in 2016. A strategy to increase the endowment, including a combination of fundraising and investment strategy, will be finalized in 2013, then reviewed and refined annually to achieve annual benchmarks.

Assessment:

The comprehensive capital campaign includes a component for endowment.  New gifts to the fund will provide growth as well as prudent management of the fund.  The selection of a new investment manager effective July 1, 2013 will enhance the probability of gaining better returns and growth in the fund.

Estate gifts have provided significant growth to the fund over the past several years, including a $25 million gift from the Dietrich Estate and $3.7 million from the Baughman Estate.  Both of these funds are held and managed by third parties.  In the case of the Dietrich Estate, the Dietrich Foundation currently manages the funds and sends the prorated share of earnings to Thiel on an annual basis.  These funds are invested in accordance with the Thiel investment policy.  Over the past two years, $1.8 million has been received by the foundation to support the Dietrich Honors Institute.  In several years, this component of the endowment will grow to be the largest segment of Thiel's endowment and fully fund the Dietrich Honors Institute.

**Thiel College Endowment Fund**
**Funds Managed by Thiel College**

In Millions

| Year | Value |
|------|-------|
| 07 | $26.17 |
| 08 | $24.63 |
| 09 | $18.54 |
| 10 | $19.49 |
| 11 | $23.10 |
| 12 | $22.39 |
| 13 | $26.21 |
| 14 Projected | $26.47 |

Fiscal Year Ending In June
Source - Institutional  Financial Audit

**Thiel College Total Endowment**
**With External Trusts and Foundations**

In Millions

| | 07 | 08 | 09 | 10 | 11 | 12 | 13 | 14 Projected |
|---|---|---|---|---|---|---|---|---|
| Thiel Managed | $26.17 | $24.63 | $18.54 | $19.49 | $23.10 | $22.39 | $26.21 | $26.47 |
| Externally Managed | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $25.00 | $28.70 | $28.70 |

■ Thiel Managed

■ Externally Managed

Fiscal Year Ending In June

Source - Institutional  Financial Audit - Balance Sheet, Foundation Reports

Goal IV-5 - Achieve operational excellence through superior delivery of all administrative services and Thiel College operations.

Goal IV-5.j – By 2013, Thiel will begin to automate centrally generated reports and data collection (move from manual to automated/auto refreshed).

Assessment: Monthly financial reports are now generated and sent to academic department chairs and departmental administrators.  These reports are distributed electronically and generated from the system.  Future goals include real-time access to departmental accounts by department chairs and supervisors as well as report generation by the end-user.

Finance and Management supports student learning outcomes through continuous assessment of its operations, with specific attention to record-keeping and efficiency of operations and budgeting for all operations in order to sustain the budgetary integrity and intergenerational equity that provide a stable financial environment in support of the primary mission of the College:  student learning.  Recent improvements in the physical environment of the College support student learning by enhancing classrooms, laboratories, athletic facilities, and residence halls.  New construction (Pedas Communication Center) supports the Office of Admission, innovative academic initiatives (presentational literacy), academically-based student programming (WXTC, TCTV, student newspaper), as well as projected growth in the Communications major.

Timely completion of the Pedas Communication Center is projected to assist the College in its goal of increasing the quality and quantity of new student enrollment.

**INFORMATION TECHNOLOGY (Kurt Ashley, Chief Information Officer)**

Strategic Plan goals set for Information Technology (IT) and assessment outcomes are as follows.

Academic Excellence 1e - By Fall 2014, Thiel College will have selected and implemented appropriate software to assist with advising, tracking, and retaining students.

We have selected the appropriate software—MAP-Works. This software was launched in August 2013 on a pilot basis, with full implementation scheduled for August 2014. Our retention committee reviews data generated by this system monthly. Retention statistics are reviewed annually to assess results and revise strategies.

Operational Excellence 5b - By Fall 2013, Thiel will have designed and developed a new external website that uses appropriate content management systems. Specific goals for faculty and staff to engage in this process and be actively involved in content development will be important.

In August 2013, we launched the first complete redesign of our website since 2005. The new website runs on the Expression Engine content management system (CMS) and provides enhanced abilities for modification of the site while also maintaining a consistent appearance. These abilities were demonstrated in April 2014 when the entire site was slightly modified in just a few hours.

Faculty and staff were engaged in the redesign. First, a content committee was formed and assigned representatives to review their portions of the existing website. At the conclusion of that review, committee members provided detailed findings on what content should migrate to the new website, what content should be archived, and what new content should be added. Next, a design advisory committee was formed to research and evaluate exemplary websites. Our webmaster used that feedback to create sample prototypes for the redesign. A draft model was developed and shown to the content and design committees, the President's Cabinet, the Board of Trustees, the Alumni Board, and other constituents. Based on positive feedback from all groups, development of the site proceeded, and the site was launched in August 2013.

I order to maintain engagement, we have a "Feedback" link on our site that provides a forum for sharing opinions of our website. Additionally, we annually survey the faculty, students, staff, and alumni for input about our website. That feedback is reviewed and feasible suggestions are implemented as quickly as possible. Results of this survey are published in *T-Notes*, our weekly campus newsletter.

Operational Excellence 5c - By Fall 2014, Thiel will have designed and developed an internal website (portal) that allows for internal communication and most technology resources to be accessed from a single location. Specific goals for faculty and staff to engage in this process and be actively involved in content development will be important.

The Thiel Hub, which will be our internal web site for all employees and students, is under development. This site will provide access to the most commonly used campus technology resources through a single sign-on that will provide access to multiple resources. This project is on schedule to launch in August 2014.

Faculty and staff engagement has been obtained by previewing this web site at Thiel News Time, our monthly gathering of all employees for general announcements and feedback. Additionally, the Hub will be assessed at our newly formed Technology Advisory Group meetings.

Operational Excellence 5j - By 2013, Thiel will begin to automate centrally generated reports and data collection (move from manual to automated/auto refreshed).

In 2012, we deployed SQL Server Reporting Services and integrated this product with SharePoint in order to provide customized reports from our Enterprise Resource Planning (ERP) system. These reports can be run ad-hoc from a simple web interface on most web-capable devices, or can be scheduled to run automatically and be delivered via email or saved directly to an established network share location. These reports are being developed to replace cumbersome Microsoft Access reports.

Assessment of these reports occurs monthly in standing meetings with our Admissions and Advancement areas. Other areas with lower-volume report demand are reviewed on an as-needed basis. These reports will also be an on-going agenda item for our newly formed Technology Advisory Group meetings.

Operational Excellence 5k - By 2014, Thiel College will create regular, reliable reports to show key indicators by academic department and major (recruitment, retention, student profile, workload, etc.).

During the fall 2013 semester, Information Technology developed reports for our Office of Academic Records that contained the information specified for Goal 5k. IT will review these reports with Academic Records at least twice a year to confirm their accuracy and utility.

Operational Excellence 5l - By Fall 2014, Thiel will have a robust calendar infrastructure that supports internal scheduling of facilities and events and improves the communication of events open to the public.

As part of the 2013 website redesign, new calendar software was added to the website. This software enables us easily to add items and communicate these events to the public. We receive feedback on the calendar functionality of the website through our feedback form and yearly web site survey.

In addition to public events, we have also developed calendar solutions for increased internal coordination. Thiel utilizes Office 365 for our email system campus-wide, and this system includes robust calendar options. Regularly scheduled meeting spaces have been assigned room calendars in Office 365, and our Special Events Coordinator has full access to create, modify, and delete appointments for these room calendars. The room calendars also allow all campus users to search for available meeting spaces by utilizing the Outlook calendar interface.  Our internal calendar processes will also be an on-going agenda item for Technology Advisory Group meetings.

Operational Excellence 6d - Develop/maintain a rolling 3-year forecast of prioritized capital and maintenance needs that could include replacement cycle items (e.g., desktop technology, cars, etc.) and enhanced IT Infrastructure (internet connections, wireless, telephone, etc.).

Information Technology currently maintains a 3-year forecast for capital and maintenance items. These are reviewed yearly at meetings of the Finance, Physical Plant and Information Technology Committee of the Board of Trustees.

In addition to the assessing progress on the Strategic Plan goals noted above, Information Technology employs the following for assessment protocols:

- We maintain a network management system called WhatsUp Gold (http://www.whatsupgold.com/) that enables us to quickly generate reports on system uptime. At the beginning of 2014, we evaluated network and server uptime utilizing reports from this system and found that, for both, we had unscheduled downtime of less than 0.1% for both servers and networking.

- For all work orders that we complete, our work order system sends requestors an email opportunity to evaluate the service provided. Surveys are reviewed monthly and corrective actions taken as indicated.
- Our IT leadership team (the CIO and his direct reports) meets weekly to discuss outstanding issues, develop and refine strategy for future improvements, and assess progress on strategic plan goals.
- The entire IT team meets monthly to ensure that all members understand the current priorities in IT and to hear reports from the IT leadership team on progress in their areas.
- The Technology Advisory Group referenced earlier includes representatives from all campus divisions and provides an opportunity for members to voice any technology concerns their divisions may have. It also provides an opportunity for IT to provide updates and gain feedback on current technology.
- As part of our culture, IT maintains an open door policy. This is best evidenced in the redesign of our IT Solution Center, an open and collaborative space designed to enhance opportunities for students and employees to partner with specialists from IT on various projects and technology needs.

### STUDENT LIFE (Mike McKinney, Vice President)

The Division of Student Life utilizes the Thiel College Strategic Plan (*Thiel 2016*) to guide decision-making and the allocation of resources. For the purpose of this report, we are highlighting three significant strategic goals that Student Life has been working to achieve, the assessments practices used to track our progress on those goals, how the information from those assessments is used and shared for future planning purposes, and how our work supports student learning.

*Thiel 2016* Operating Goal 5: By 2016, Thiel College will achieve operational excellence through superior delivery of all academic and student life programs and services.

To achieve this goal, it was necessary to define "operational excellence" as it relates to Student Life programs and services. Beginning in 2012, using materials from the Council for Advancement of Standards in Higher Education (CAS) and the Association of American Colleges and Universities (AAC&U), Student Life undertook a project to review, revise, and enhance divisional assessment and program review practices. At that time, most of our assessment dealt with student satisfaction, with no formal

assessment of student learning outcomes and minimal review of departmental operations. We now have a comprehensive plan for program review (internal and external) and student learning outcomes assessment.

As the foundation to this process, the division adopted a set of five learning domains. Each department within the division is tasked with developing and assessing 3-5 learning outcomes as part of its annual operations. Staff will then incorporate these learning outcomes into an adapted version of a departmental CAS: Self-Assessment Guide (SAG) and include these goals/outcomes as part of their annual program reviews. The guides are set up in a format that requires staff (and, in some cases, external reviewers) to rate the department's success in meeting standards and achieving outcomes and use information from the guides to influence future planning. At the end of the program review, staff members meet with the Vice President of Student Life to discuss, negotiate, and report future plans for the department. The assessment process helps to ensure continuous improvement and fulfillment of *Thiel 2016* Goal 5.

*Thiel 2016* Operating Goal 4: By 2016, every Thiel graduate will participate in at least 4 to 6 meaningful student engagements prior to graduation.

At the time the Strategic Plan was adopted, the College had no formal mechanism for tracking student involvement outside the classroom (with exception of athletic and Greek rosters). Since then, Student Life has worked with Information Technology and the Student Government Association to develop a plan and database for tracking involvement in all student government clubs and organizations, athletic programs, Greek letter organizations, student leadership positions, performing arts, and campus media programs. Each semester, the rosters (including positions held within the organization) are logged by the Student Life Office.

Since creation of the tracking process, we have developed a co-curricular transcript for students. This transcript enhancement is a tangible takeaway for the students. We are hopeful that it will motivate students to increase co-curricular activity and assist them in career planning and development. The new database enables us to run reports and track our progress towards this strategic initiative. In 2014/15, we will begin running periodic reports on student involvement and initiating interventions with students who have not become involved in activities outside the classroom. We will then assess our interventions to determine success rates and make adjustments to our efforts as the data dictate.

*Thiel 2016* Operating Goal 4d & 4e: d) By Fall 2016, improve the quality of recognized and active clubs and organizations; e) By Fall 2016, improve the overall quality of the Greek life system and the number of student participants.

Since "quality" was defined for neither goal as part of the strategic plan, our first step was to identify characteristics indicative of organizational quality. Identified characteristics include membership, retention of members, community service, academics, and organizational activity on campus. With these characteristics in mind, Student Life has been working with various campus constituents to develop a plan for improving quality within the organizations.

In Fall 2010, the Greek Life Office launched a Greek incentive program. This program was designed with students to provide incentives for Greek letter organizations to meet specific benchmarks in the areas of academic performance, membership recruitment and retention, social involvement, community service, and more. The plan has been assessed through annual detailed reports drafted by each Greek chapter and through performance data in specific areas (i.e., GPA reports, service hours/projects, and recruitment and retention numbers). The incentive program has been reviewed each year and refined twice to better meet our overall goals.

In the fall 2012 and 2013 semesters, the Student Government Association implemented two rounds of bylaw changes to increase accountability and expectations of its members and organizations. The revisions focused on providing better support to members and organizations and incorporating expectations for a higher quality of participation. Examples include required numbers of programming and service projects and better outreach to students. Moving forward, the Vice President of Student Life would like to work with student government and other organizations to develop annual dashboard reports that are inclusive of quality benchmarks for each organization.

Other Assessment Practices in Student Life
- We offer a Student Life Satisfaction Survey to all students every two years. This survey collects data on student satisfaction with programs and services, student involvement, trends, etc. The data is reviewed annually by the division and shared with students, faculty, staff, and the Board of Trustees.
- Student Life partners with Student Government to conduct topic-driven forums with students each semester. Sample forum topics include campus housing, dining services, technology, and College policy.
- Each department assesses 3-5 learning goals each year (using a variety of assessment techniques). Examples of assessment tools include focus groups, performance reviews for student employees, pre- and post-testing, reflection essays, observation, and rating.

- Student Life uses MAP-Works survey data to assess social adjustment to college and to plan strategies and services that address adjustment challenges.

Recent Examples of Assessment-Driven Decisions

- Residence hall renovations based on survey responses.
- Food services contract changes (e.g., continuous dining, extended hours) based on satisfaction surveys, student focus groups, and a full assessment of the dining program.
- Implementation of MAP-Works program based on retention numbers and an assessment of our previous early alert system.
- Increased investments in international and multicultural student support based on student needs assessment, CAS review, etc.
- Restructuring of intramurals and recreational programming and services based on satisfaction surveys, focus groups, and student population data.
- Implementation of larger scale programming through the Department of Student Activities based on student satisfaction data.
- Upon assessment of the College's "homemade" early alert system, we decided to explore other software platforms to better meet our retention needs. Ultimately, we decided to invest in MAP-Works which addressed our most significant challenges with the previous system. In August 2013, we unrolled the program with a series of campus-wide trainings conducted by an internal implementation team and a staff member from MAP-Works (including a presentation at our all-employee retreat). In the first year we successfully piloted MAP-Works with a small sub-group of faculty and most administrative units. The system helped to identify at-risk students sooner, provided more information on why these students may be struggling, and made communication between advisors, coaches, administrative staff, etc., more effective and efficient. As we anticipate our highest first-to-second-year retention rate in the past 20 years, we plan to execute a full implementation of MAP-Works in fall 2014.

| START TERM | INITIAL COHORT | STUDENTS PERSIST EACH SEMESTER | SPRING 08 | FALL 08 | SPRING 09 | FALL 09 | SPRING 10 | FALL 10 | SPRING 11 | FALL 11 | SPRING 12 | FALL 12 | SPRING 13 | FALL 13 | SPRING 14 | FALL 14 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 07/FA | 363 | # | 285 | 211 | 195 | 157 | 153 | 147 | 138 | | | | | | | |
| | | % | 78.51% | 58.13% | 53.72% | 43.25% | 42.15% | 40.50% | 38.02% | | | | | | | |
| 08/FA | 317 | # | | | 262 | 192 | 170 | 154 | 146 | 143 | 130 | | | | | |
| | | % | | | 82.65% | 60.57% | 53.63% | 48.58% | 46.06% | 45.11% | 41.01% | | | | | |
| 09/FA | 271 | # | | | | | 234 | 182 | 168 | 143 | 140 | 132 | 124 | | | |
| | | % | | | | | 86.35% | 67.16% | 61.99% | 52.77% | 51.66% | 48.71% | 45.76% | | | |
| 10/FA | 351 | # | | | | | | | 285 | 205 | 186 | 169 | 167 | 164 | 159 | |
| | | % | | | | | | | 81.20% | 58.40% | 52.99% | 48.15% | 47.58% | 46.72% | 45.30% | |
| 11/FA | 371 | # | | | | | | | | | 325 | 250 | 237 | 214 | 216 | 204 |
| | | % | | | | | | | | | 87.60% | 67.39% | 63.88% | 57.68% | 58.22% | 54.99% |
| 12/FA | 298 | # | | | | | | | | | | | 263 | 195 | 189 | 165 |
| | | % | | | | | | | | | | | 88.26% | 65.44% | 63.42% | 55.37% |
| 13/FA | 303 | # | | | | | | | | | | | | | 263 | 221 |
| | | % | | | | | | | | | | | | | 86.80% | 72.94% |
| 14/FA | 285 | # | | | | | | | | | | | | | | |
| | | % | | | | | | | | | | | | | | |

How Student Life Contributes to Student Learning:  We provide programs and services designed to create an environment that is conducive to student learning and social maturation (i.e., comfortable living space, health and wellness services, safety and security, and student development).  Each department within our division sets and assesses student learning goals each year to complement our students' in-class learning experience.

# Appendix 2

**The Role and Practice of Shared Governance**

*Academic Department Chairs*

Traditionally, departmental goals and assessments have been focused on curriculum and pedagogy, excellence in both being central to positive student learning outcomes.   In alignment with *Thiel 2016*, Department Chairs, in collaboration with their departmental colleagues, have enlarged their sphere of responsibility by developing departmental goals for student recruitment (quantity and quality) and retention, for student placement in internships, graduate school, and jobs, and for enhancements in faculty/student research and other student-enrichment activities.

As Commission reviewers will recognize, some of these new goals are only partially within the control of the faculty.  Nevertheless, the response of our Department Chairs has been superb.  With assistance from Career Development, each department has set goals in these areas, begun to measure progress toward meeting these goals, and developed action items for improvement.   The template below represents our first attempt to record goals and chart progress:

**Part A:  Due Dec. 15, 2013**

| | Averages Based On Annual Actuals F2008-12 | Actuals 2013-14 | Updated Averages | Goals 2014-15 | Goals 2015-16 |
|---|---|---|---|---|---|
| **Student Enrollment** | | | | | |
| Majors | | | | | |
| Minors | TBD | | | | |
| **Entering Student Academic Data** | | | | | |
| SAT | | | | | |
| GPA | | | | | |

| | 2011 | 2012 | 2013 | Average | Goals 2014-15 | Goals 2015-16 |
|---|---|---|---|---|---|---|
| **Graduates by Major** | | | | | | |

**Part B:  Due March, 2014**

| Student Placement | | | | Goals 2014-15 | Goals 2015-16 |
|---|---|---|---|---|---|
| Internships<br><br>*Benchmarks to be provided by Career Development* | | | | | |
| Employment<br><br>*Benchmarks to be provided by Career Development* | | | | | |
| Graduate School<br>*Benchmarks to be provided by Career Development* | | | | | |

Part B, Cont'd.

**Planning Statement—Student Career Development**

This statement—to be developed in collaboration with the Career Development Center—should be concise and specific, noting initiatives the department will undertake to assist its majors in securing internships, graduate school placement, and employment.

*Due March 2014*

**Other Student Value Added**

Student/faculty research projects

Exit examinations or other exit assessments (e.g., senior seminar; conference presentations on or off campus, Praxis)

Enrichment travel/off-campus experience

Other

*Due March 2014*

**Action Items**

Bullet and explain as necessary actions the department will take in the areas of enrollment; recruitment of new students; enhanced academic preparation of new students; and retention to graduation. The expectation is for 3-5 items.
*Due March 2014*

11/25/2

Department Chairs have also responded positively to the Middle States imperative on enhancements to assessment of student learning outcomes, as discussed in the body of the Monitoring Report, under Standard 14. It is mentioned here to emphasize the responsiveness of Department Chairs, on short notice, to providing direct measures of student learning outcomes.

### *Curriculum Studies Committee (Dr. Matt Morgan, Chair)*

The Curriculum Studies Committee supports institutional effectiveness through the assessment of departmental and inter-departmental proposals for curricular change (the addition, elimination, or substantive change of courses, majors, minors, and programs). Clear and appropriate student learning goals are required for all proposals. In conjunction with the VPAA/Dean of the College, this committee also reviews comprehensive five-year periodic reports from all academic departments.

### *Enrollment Management Committee (VPEM Larry Vallar; [faculty member tbd], Co-chairs)*

A joint faculty/staff enterprise, the Enrollment Management Committee works with the President to develop, assess, and revise admissions standards and policies, as well as policies and guidelines for the allocation of financial aid. Additionally, a sub-committee of this group reviews applications for admission from students whose academic credentials fall below predetermined standards but who, in other ways, show promise for success at Thiel.

***Faculty Executive Committee (Dr. Mary Theresa Hall, Chair of the
Committee/Chair of the Faculty)***

The Executive Committee of the Faculty comprises six faculty members and is led by
the Chair of the Faculty.  All positions are elected.  The mission of the Executive
Committee is the advancement of the College through enhanced transparency and
cooperation between administration and faculty in serving the common good of the
institution.  The Committee meets weekly, monthly with the VPAA/Dean of the
College, and twice each semester with the President.   Annual reports assess the
progress of the Committee in meeting these goals.

At the end of each academic year, the Committee creates goals for the next academic
year and assesses the goals of the current year in preparation for the annual report that
the Chair of the Faculty delivers to the Board of Trustees Committee on Academic
Affairs in May.   In addition to enhanced transparency and cooperation between the
administration and the faculty, recent goals related to institutional effectiveness include
the following:

Enhancing Campus Academic Climate through support, assessment, and revision of the
Student Research Symposium, Thiel Forums, the new core, the Haer Family Symposium,
the Hodge Institute for Teaching and Learning, and other academic initiatives;

Strengthening Shared Governance through candid advisement to the President and
VPAA/Dean of the College on all matters of institutional policy and practice, focused on
those of particular concern to the faculty, e.g., professional development, resource
allocation, faculty compensation, evaluation criteria for sabbatical leave, and the role of
technology in teaching in a liberal arts college;

Strengthening Institutional Profile by serving as an idea bank and sounding board for
faculty innovation in all areas of institutional life and in the College's relationships with
all its constituencies.

***Faculty Salary and Fringe Benefits Committee (Dr. James Koshan, Chair
[through spring 2014])***

Each year, the Faculty Salary and Fringe Benefits Committee (FSFBC) compiles a report
on Thiel faculty compensation that compares Thiel's compensation to that of other
institutions and provides recommendations for improvement.   The report is reviewed
by the VPAA/Dean of the College and the President, distributed to all faculty members
for review and revision, and presented in writing to the Board of Trustees Committee on

Finance.  The Faculty Salary and Fringe Benefits Committee Chair subsequently meets with the Committee on Finance to discuss report recommendations.   The Chair also presents the report for discussion at a Faculty Meeting.  In negotiating this important facet of institutional effectiveness, all concerned must continually seek balance between fiscal responsibility and a shared determination to provide tangible recognition to the faculty of its pre-eminent role in fostering institutional effectiveness, that of ensuring the continuing integrity of teaching and learning at Thiel.

### *Institutional Planning and Budgeting Committee (VPFM Bob Schmoll and Dr. Chris Stanisky, Co-chairs)*

The Institutional Planning and Budgeting Committee (IPBC) functions primarily to ensure coherence between strategic plans and operating budgets.   Specifically, the committee evaluates linkages between budgetary allocations and progress toward the achievement of institutional goals and objectives as outlined in strategic plans and provides oversight and communication to the College community on the planning and execution of the annual operating and capital budgets.

### *Promotion and Tenure Committee (Dr. Ellen Lippert, Chair)*

The Promotion and Tenure Committee assesses institutional effectiveness through ongoing assessment of faculty performance.  These assessments are annual for all tenure-track probationary faculty members, biennial for tenured associate professors, and triennial for all full professors.  Assessments are criterion-referenced in four areas: teaching, advising and mentoring, professional development, and service to the College and the community.   Applications for the rank of full professor must reference faculty leadership as well.  All faculty members are assessed by students each semester for every course taught.  Faculty members submit portfolios for annual assessment and full dossiers for tenure and promotion to associate professor and for promotion to full professor.  Criteria are listed in *The Policies and Procedures of the Faculty* and reinforced for probationary faculty through a new-faculty mentoring program led by Dr. Mary Theresa Hall, Faculty Chair.

Over the past two years, the Committee has carefully assessed its role and desired outcomes and taken steps to improve its efficiency and effectiveness.   As a result, changes designed to increase the clarity of performance criteria and guidelines for application portfolios and dossiers have been approved by the faculty and recorded in *The Policies and Procedures of the Faculty.*

# Appendix 3—Other Documents Related to Assessment

**THIEL COLLEGE**

| | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | Thiel 2016 Goal |
|---|---|---|---|---|---|---|---|---|---|
| **STUDENTS** | | | | | | | | | |
| First-time, Full-time Freshmen (includes international freshmen) | | | | | | | | | |
| Fall Applications | 1,578 | 1,328 | 1,439 | 1,265 | 1,877 | 2,596 | 2,326 | 2,555 | |
| Fall Acceptances | 1,204 | 999 | 1,025 | 907 | 1,268 | 1,654 | 1,510 | 1,684 | |
| Average SAT Combined Score | 926 | 933 | 938 | 930 | 936 | 951 | 956 | 969 | 980 |
| Average High School GPA | 2.97 | 2.90 | 3.02 | 3.00 | 2.99 | 3.07 | 3.18 | 3.27 | 3.20 |
| Number of States | 9 | 11 | 12 | 11 | 14 | 15 | 19 | 16 | |
| | | | | | | | | | |
| Fall New Student Enrollment | | | | | | | | | |
| Fall Domestic Freshmen | 350 | 353 | 304 | 260 | 342 | 370 | 295 | 299 | 350 |
| Fall International Freshman (Tuition Paying) | 15 | 10 | 13 | 11 | 9 | 1 | 3 | 4 | 20 |
| Fall Transfer Students | 49 | 31 | 41 | 38 | 46 | 48 | 32 | 26 | 40 |
| Fall IREX Students | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | |
| International Exchange Students | 10 | 9 | 9 | 12 | 17 | 20 | 24 | 25 | 20 |
| Total | 424 | 403 | 367 | 321 | 414 | 439 | 354 | 355 | 430 |
| | | | | | | | | | |
| Fall Student Population, New and Continuing | | | | | | | | | |
| Full-time | 1,205 | 1,144 | 1,074 | 942 | 1,036 | 1,065 | 1,038 | 1,061 | |
| Part-time | 74 | 75 | 63 | 57 | 59 | 44 | 43 | 39 | |
| Total | 1,279 | 1,219 | 1,137 | 999 | 1,095 | 1,109 | 1,081 | 1,100 | 1,200 |
| | | | | | | | | | |
| Full-time Equivalent (FTE) | 1,237 | 1,174 | 1,105 | 962 | 1,062 | 1,083 | 1,056 | 1,076 | |
| | | | | | | | | | |
| Demographics (Fall) | | | | | | | | | |
| Other Student Data | | | | | | | | | |
| Resident Students | 80% | 81% | 81% | 81% | 88% | 89.29% | 91.62% | 90.76% | |
| Female Students | 47% | 47% | 49% | 49% | 46% | 46.50% | 47.01% | 49.91% | |
| Lutheran Students (self reported) | 8% | 9% | 8% | 10% | 8% | 9.40% | 9.24% | 7.53% | |
| Minority Students (U.S. Citizens) (self reported) | 8% | 8% | 8% | 10% | 10% | 12.80% | 14.16% | 15.17% | |
| International Students (Total) | 5% | 4% | 5% | 5% | 6% | 3.50% | 3.94% | 4.27% | |
| Number of Countries (non-U.S.) | 16 | 10 | 11 | 9 | 9 | 6 | 4 | 8 | |
| Combined Athletic Rosters (see Note 2) | 442 | 404 | 438 | 395 | 431 | 422 | 458 | 430 | |
| Teams with 3.0 average GPA or higher | 8% | 41% | 47% | 59% | 41% | 32% | 55% | --- | 50% |
| Overall Athletics Win/Loss Percentage | 35% | 38% | 36% | 42% | 37% | 41% | 50% | --- | 50% |
| Athletic Conference Academic Honor Roll Awards | 44 | 46 | 49 | 67 | 80 | 57 | 80 | --- | 75 |
| Greek Life Participation | 217 | 171 | 197 | 199 | 234 | 296 | 276 | 295 | 300 |
| Persistence Rates for First-time, Full-time Students | | | | | | | | | |
| First to Second Semester | 83.0% | 78.5% | 82.7% | 86.3% | 81.2% | 87.60% | 88.26% | --- | |
| First to Second Year | 56.4% | 58.1% | 60.6% | 67.2% | 58.4% | 67.39% | 65.44% | --- | 75.0% |
| First to Third Year | 40.0% | 43.2% | 48.6% | 52.8% | 48.2% | 57.95% | --- | --- | 65.0% |
| First to Fourth Year | 34.2% | 40.5% | 45.1% | 48.7% | 46.7% | --- | --- | --- | 57.0% |
| Four-Year Graduation Rate | 23.6% | 27.0% | 27.1% | 27.0% | --- | --- | --- | --- | 45.0% |
| Six-Year Graduation Rate | 32.1% | 34.7% | --- | --- | --- | --- | --- | --- | 50.0% |
| | | | | | | | | | |
| **EMPLOYEES** | | | | | | | | | |
| Full-time Faculty | 65 | 68 | 64 | 61 | 64 | 58 | 58 | 58 | |
| Minorities | 3 | 6 | 5 | 5 | 5 | 5 | 5 | 6 | |
| Female | 25 | 25 | 24 | 23 | 26 | 23 | 23 | 22 | |
| Part-time Faculty | 48 | 49 | 57 | 50 | 50 | 55 | 50 | 50 | |
| Student-to-Faculty Ratio | 16:1 | 15:1 | 14:1 | 13:1 | 13:1 | 13:1 | 14:1 | 14:1 | |
| | | | | | | | | | |
| Full-Time Staff | 156 | 158 | 154 | 141 | 145 | 142 | 138 | 144 | |
| Part-Time Staff | 31 | 29 | 30 | 21 | 33 | 26 | 25 | 26 | |
| | | | | | | | | | |
| Total Employees | 300 | 304 | 305 | 273 | 293 | 281 | 271 | 276 | |
| | | | | | | | | | |
| **COST OF ATTENDANCE** | | | | | | | | | |
| Tuition and Fees | $18,720 | $20,214 | $21,406 | $22,588 | $23,728 | $24,856 | $26,012 | $26,802 | |
| Room and Board | $7,574 | $7,840 | $8,192 | $8,790 | $9,200 | $9,652 | $10,120 | $10,476 | |
| Total | $26,294 | $28,054 | $29,598 | $31,378 | $32,928 | $34,508 | $36,132 | $37,278 | |
| | | | | | | | | | |
| Institutional Discount Rate (NACUBO) | 43.4% | 46.0% | 47.3% | 49.9% | 50.5% | 53.3% | 53.1% | 51.5% | |

| | Actual | Actual | Actual | Actual | Actual | Actual | Actual | Est. | |
|---|---|---|---|---|---|---|---|---|---|
| **FINANCIAL (in thousands)** | | | | | | | | | |
| Total Audited Unrestricted Revenues | $23,033 | $22,950 | $22,245 | $21,325 | $24,512 | $24,330 | $25,183 | $25,250 | |
| Change in Unrestricted Cash | ($563) | $130 | ($300) | $86 | $573 | $359 | $240 | $200 | |
| Change in Unrestricted Net Assets | $771 | $948 | ($809) | ($754) | $1,520 | $717 | $663 | $63 | |
| Total Net Assets | $38,123 | $36,519 | $30,775 | $34,128 | $36,920 | $35,904 | $41,931 | $42,000 | |
| Total Long-Term Debt | $19,008 | $18,171 | $17,194 | $16,126 | $19,607 | $20,107 | $21,007 | $19,823 | |
| Total Endowment | $27,311 | $25,742 | $19,676 | $20,881 | $24,313 | $23,767 | $27,104 | $27,500 | $35,000 |
| Endowment Draw | | | | | 7% | 6.50% | 6.00% | 5.75% | 5.0% |
| | | | | | | | | | |
| **ADVANCEMENT (in thousands, except alumni data)** | | | | | | | | | |
| Giving - Assets Booked (total gifts and pledges) | $7,477 | $3,953 | $3,689 | $4,958 | $5,099 | $2,322 | $3,644 | $5,400 | |
| Giving - Cash Received | $6,507 | $4,495 | $3,954 | $3,106 | $4,015 | $3,681 | $4,066 | $4,500 | |
| Thiel Fund/Annual Fund | $689 | $750 | $771 | $900 | $989 | $787 | $805 | $920 | $1,000 |
| Total Living Alumni | 10,475 | 10,445 | 10,448 | 10,336 | 10,759 | 10,544 | 10,575 | 10,600 | |
| Alumni Giving Rate | 28.7% | 27.2% | 27.6% | 25.4% | 26.0% | 23.2% | 20.8% | 24.0% | 29.0% |
| Alumni Donors | 3,002 | 2,838 | 2,888 | 2,625 | 2,798 | 2,453 | 2,207 | 2,544 | |
| Total Donors | 3,733 | 3,475 | 3,523 | 3,390 | 3,954 | 3,244 | 2,832 | 3,200 | |
| Thiel 2016 Campaign Total | | | | | | | 30,882 | 40,000 | $50,000 |

**Descriptions on back side of this document**

# SIGNIFICANT INDICATORS - DATA DEFINITIONS

## STUDENTS

Fall admissions counts (applications and acceptances) are compiled by the Admissions Office and reported in the Common Data Set (see note below). Counts for applications, acceptances and enrollments are reported as of the fall census date.

Fall New Student Enrollment figures are compiled by the Registrar on the fall census date and are reported in the Common Data Set.

The "Minority Students" line includes all U.S. citizens who designate themselves as black, non-Hispanic, American Indian or Alaska Native, Asian or Pacific Islander, or Hispanic.

## EMPLOYEES

Faculty and Staff are counted as of September 1 of each year. The information is provided by the Human Resources Office using templates developed for and used in reporting of employee information for ELCA.

Part-time faculty includes adjuncts and other instructors paid solely for part-time instruction.

Fall Student-to-Faculty Ratio is calculated using the Common Data Set procedure: dividing the number of full-time students plus one-third the number of part-time students by the number of full-time faculty plus one-third the number of part-time faculty.

Full-time and Part-time Staff includes all administrative, clerical and trades employees. Staff does not include contracted employees (e.g. food services).

## COST OF ATTENDANCE

The discount rate is computed by the Business Office based on total institutional gift assistance awarded.

## FINANCIAL

The Total Audited Unrestricted Revenues is reported net of Financial Aid.

Total Endowment is reported as of the end of the most recent fiscal year and is taken from Institutional Advancement reports.

## ADVANCEMENT

Total Living Alumni includes graduates and non-degree alumni who attended Thiel at least two terms. This includes living and address-validated alumni as of June 30 in the reporting year (permits inclusion of current year graduates).

**Note**: The Common Data Set (CDS) initiative is a collaborative effort among data providers in higher education and publishers including the College Board, Peterson's, and U.S. News & World Report. The goal of the collaboration is to improve the quality and accuracy of information, as well as to reduce the reporting burden of data providers.

# BOARD GOVERNANCE MANUAL



*"I sincerely approve of the purpose of Thiel College. I solemnly promise to carry into effect the provisions of its Charter, Constitution and Bylaws, and to promote its aims and objectives."*

**April 27, 2011**
**WORKING DRAFT**

# Table of Contents

# INTRODUCTION

This document, the *Board Governance Manual*, is designed to provide each Trustee, the Board Committees and the Board pertinent and useful information to assist in effectively performing their roles and responsibilities in governing Thiel College. Along with its companion document, the *Annual Board Committee Work Plans*, the Board has created the framework and the annual plan of action for governance of this specific institution.

A major portion of the information contained in this Board Manual has been drawn from the Thiel College Charter, Exhibit 1.0; the Thiel Constitution, Exhibit 2.0; and, the Thiel Bylaws, Exhibit 3.0. However, significant content in this document has been developed by the Board as a declaration of its commitment to be a proactive, forward-thinking governing body that will help propel Thiel on a positive trajectory into the future.

This document opens with a section entitled **"Thiel College: Its Purpose, Mission, Vision and Identity."** The content in this section represents a summary of the official statements of the College.

**Section 1000, "Guiding Principles of the Thiel Board,"** begins the main body of the Manual. The Board has articulated nine major principles that form the framework for Board and individual Trustee behavior. In essence, they are the pillars that will guide Board actions and decisions.

**Section 1100**, **"Board Organization,"** provides information on the composition, numbers and terms of the Board; how one is selected to the Board and subsequently oriented and educated as a Board member; how wisdom and historical perspective are retained through Emeriti Trustees; and, how the Board is structured with its officers and standing committees.

**Section 1200**, **"Role of the Board of Trustees and Officers,"** defines the authority of the Board and the duties of its four officers.

**Section 1300**, **"Roles of the Board Committees,"** provides a description of the charter and roles and responsibilities of each of the standing committees.

**Section 1400**, **"Board-College President Relationship,"** demonstrates the value and importance of building and sustaining a solid working and trust relationship between the governing body and the chief executive of the College.

**Section 1500**, **"Conducting Board Business—Processes and Tools,"** provides readily accessible information on how meetings and related business matters are handled in the most efficient fashion. Associated tools are explained and displayed in exhibits.

**Section 1600**, **"Board Planning, Performance Expectations and Evaluations,"** starts with a description of the *Annual Board Committee Work Plans*, the companion to the

*Board Manual*. Also, the Board sets expectations for Board, committee and individual Trustee behavior and makes evaluations against these expectations.

**Section 1700, "Board-Enacted and Endorsed Management Policies and Procedures,"** provides a quick reference to key policies approved and endorsed by the Board over the years. This section is organized by categories.

In any instances of differences and conflict between the content of this *Board Governance Manual*, the Thiel College Charter, Constitution or Bylaws, the statements in these latter three documents prevail.

# THIEL COLLEGE: ITS PURPOSE, MISSION, VISION and IDENTITY

Thiel College, an independent institution related to the [Evangelical Lutheran Church in America](#), was founded as Thiel Hall in Monaca, PA in 1866 and chartered by the Commonwealth of Pennsylvania in 1870. In 1871, the College moved to Greenville.

Its purpose, as articulated in the current vision and mission statements and approved by the Board of Trustees of the corporation, *is the education of students within the Christian tradition and historic values of the Evangelical Lutheran Church in America in accordance with its original statutory charter and amendment of 1877*.

As an academic institution in the Lutheran tradition, Thiel's mission *is to empower individuals to reach their full potential by assuring educational excellence, stimulating global awareness, promoting ethical and responsible leadership, and preparing students for careers so that lives inspired by truth and freedom may be committed to service in the world*.

Its vision *is grounded in the commitment to developing and delivering innovative academic and co-curricular programs incorporating ethical and global perspectives, providing opportunities for students to discover and prepare for leadership in their chosen careers, enrolling students from the global populations, celebrating diversity within its community, and cultivating thriving living/learning communities*.

Thiel remains true to *its founding identity serving as a co-educational institution, educating students in the liberal arts and professional studies for service to society*.

# SECTION 1000: GUIDING PRINCIPLES OF THE THIEL BOARD

Governance by the Board is structured and conducted consistent with the following principles.

## BM 1010: Commitment

- All Trustees are committed to the College's mission, values, vision and strategic goals.
- Trustees act in the best interests of the College as a whole and all the communities it serves, not the interests of constituency groups, private individuals, or themselves.
- The Board is committed to open communication with the senior management team, faculty and staff.

## BM 1011: Effective Execution of Roles and Responsibilities

- Governance is a proactive, not a passive, responsibility.
- The Board has written descriptions of the responsibilities and expectations of each member.
- Trustees understand their roles and responsibilities.
- The Board governs rather than manages, focusing on five roles:
    - Establishing the ends and measurable goals for the College;
    - Selecting, evaluating and establishing compensation for the President and providing ongoing feedback, guidance and support;
    - Making policies and decisions to further the mission and vision of the College;
    - Overseeing and evaluating performance of Board-approved goals; and
    - Building external relationships with key stakeholders.
- The Board establishes effective and independent processes to perform its oversight responsibilities at the highest standards over critical institutional functions, including: strategic planning and implementation; academic program development, instructional delivery and access to library/information resources; student and religious life programs and environment; student retention and enrollment; faculty, staff and management development, relations and compensation; facilities, physical plant, information technology/infrastructure development and maintenance; institutional advancement, alumni relations, church relations, and community/public relations; financial management and resource investment performance; and, external audits and compliance.

## BM 1012: Effective Board/President Relationship

- The Board establishes an effective process for Presidential goal-setting and evaluation.
- The relationship between the Board and President is characterized by accountability, mutual trust, openness, honesty, candor and frequent communication.

- Trustees actively participate with senior administration and faculty leaders to adopt a shared vision and long-range goals for the organization and to periodically review/update the strategic plan.

## BM 1013: Policy-based Governance Processes

- The Board adopts and consistently follows policies describing the purpose and process for important governance functions, such as: audit oversight; corporate compliance oversight; Presidential compensation, goal-setting and evaluation; strategic planning; budgeting and financial review; planning and oversight; Board self-evaluation, periodic governance policy reviews; etc.
- The Board establishes and monitors policies establishing limits of executive authority.
- The Board Secretary maintains a repository of all enacted policies organized by category.

## BM 1014: Fiduciary Duties

- The individual trustee's duty of care is to be diligent in carrying out the work of the Board by preparing for meetings, attending faithfully, participating in discussions, asking questions, and seeking independent opinions when necessary.
- The individual trustee's duty of loyalty is to act based on best interests of the organization and the wider community it serves.
- The individual trustee's duty of obedience is to the purpose, mission and vision of the College, a duty that should be evident in all of the Board's decisions.

## BM 1015: Streamlined, Effective Structure

- All committees perform meaningful, non-duplicative functions.
- The Board structure is sufficiently flexible to accommodate the possibility that Thiel College may need to evaluate and enter new strategic affiliations and partnerships in the future.
- The Board has effective working committees that proactively and diligently perform oversight, review proposed actions and make well-documented recommendations to the full Board.
- The Board approves descriptions of the charters for all committees describing their responsibilities, annual goals and work plans.
- The Board reviews (not repeats) committee work.
- Committee chairpersons have defined responsibilities and play active roles in working with senior administration to establish committee agendas and to determine information that should be brought to committees and to the Board.
- The Board reviews and revises the committee structure at least every two years. Ad hoc committees are formed as needed.

## BM 1016: Focused on Important Issues

- The Board focuses its work on the most important responsibilities and the critical issues affecting the College's present performance and future effectiveness.

- The Board annually establishes goals and committee work plans identifying the most important issues for education, oversight, policy discussions and decision-making.
- Board and committee meetings are concise and succinct and devote the majority of time to substantive presentations and discussions.
- The Board approves performance targets based on historical trends, higher education benchmarks, and current goals.
- The Board uses comprehensive reports and comparative and best practice data to monitor performance in the areas of finance, strategy, educational outcomes, community benefit, etc.

## BM 1017: Maintain Culture of Accountability

- During its meetings and interactions, the Board actively promotes a culture characterized by:
    - Measurement
    - Independence
    - Trust
    - Cooperation
    - Partnership
    - Communication
    - Transparency/full disclosure
    - Continuous learning
    - Participation and questioning
    - Openness and candor
    - Respect
- The Board, through the Governance/Trusteeship Committee, annually evaluates its performance and implements plans for the improvement of structures, processes, relationships, and Board culture.

## BM 1018: Criteria-based Membership Composition and Continuing Education

- The Board adopts explicit criteria defining the personal attributes (e.g., commitment, integrity), backgrounds (e.g., finance, business, education), diversity, and skills (e.g., leadership, critical thinking) needed on the Board.
- The Board uses these criteria to recruit members.
- The Board follows the requirement for term limits as defined in Bylaws, Article I, Section 1.
- New members participate in a thorough orientation on their responsibilities, Thiel College and higher education issues.
- Effective governance requires continuous learning. Members are encouraged to take advantage of opportunities for education at meetings, retreats, conferences, and through readings.
- Trustees are evaluated by the Governance and Trusteeship Committee annually.

# SECTION 1100: ORGANIZATION

## BM 1110: Composition of the Board of Trustees

The Board consists of no more than thirty-six (36) members and no fewer than twenty-seven (27) members.

The College President is an ex officio member of the Board of Trustees, with voice but no vote.

Two (2) faculty members and two (2) students are official representatives to the Board of Trustees, with voice but no vote.

An ELCA designee may also be an official representative to the Board of Trustees, with voice but no vote.

The number of Emeriti Trustees is not limited. Emeriti Trustees are encouraged to participate in Board meetings and activities, with voice but no vote. Emeriti Trustees are not counted as part of the 36 members.

## BM 1120: Term and Term Limits

The voting members of the Board are elected for a term of three (3) years. The terms of one-third of the members, so far as is practicable, should expire each year.

A voting member may serve only three consecutive three-year terms before leaving the Board for at least one year. After that time, the member becomes eligible for reelection. The Board Officers are exempt from this provision until at least one year has passed following completion of their terms of office.

There is no term limit for Emeriti Trustees. However, a Trustee Emeritus may be removed for good reason by a super-majority vote of the Board.

## BM 1130: Board Composition Guidelines

Individuals are elected to the Board who bring to their responsibilities:

- Commitment to the college's mission, vision and values;
- Personal integrity;
- Leadership skills; and,
- Knowledge, skills, and perspectives that will contribute to effective governance.

In addition, the Board seeks qualified individuals who bring a diversity of generations, gender, and ethnic groups reflective of the community Thiel College serves.

At all times the Board includes:
- Clergy and lay members from the Synods of the ELCA;
- At least seven (7) members who are Alumni of the College; and,

- A strong commitment to having Board members from within the ELCA and the Alumni through the Board-election process.

Board effectiveness depends upon bringing together qualified individuals with the following competencies:

*Universal Competencies*

Personal qualifications required of all Board members:

- Commitment to the mission, values, and vision of Thiel College and to the communities and constituents we serve;
- Willingness to devote the time necessary to Board work, including attending *all* meetings and participating in Board education, community events, fund raising activities, etc.;
- Willingness to personally make a financial contribution to the Annual Fund and to work with the President and staff to seek and secure financial resources from other sources;
- An ability to think strategically and to see the big picture;
- A demonstrated capability to exercise such attributes as leadership, teamwork/consensus-building, and sound judgment on difficult and complex Board matters;
- Good communications skills;
- Personal integrity and objectivity, including no conflicts of interest that would prevent the individual from discharging responsibilities; and,
- Respect for the confidentiality of proprietary and sensitive information that comes before the Board.

*Collective Competencies*

Collective competencies should be present in the Board as a whole, and, therefore, be strong attributes of one or more but not necessarily all members:

- Executive-level experience in a large, complex business, academic institution, or other type of organization. Business, managerial or professional skills demonstrated in running a small or medium size, local business, educational institution or community service organization;
- Financial background and expertise in financial analysis, capital budgets, investments and audit;
- Community leadership and perspective of stakeholders; and,
- Geographic representation.

*Desirable Competencies*

Characteristics that would be an asset to the Board at the present time and should be sought in recruiting new members:

- Individuals who broaden the Board's diversity of gender, age, and ethnic origin;
- Individuals who hold experience and expertise in higher education fields; and,
- Individuals who possess the ability to communicate with and influence key stakeholders, public officials, and public opinion.

## BM 1131: Trustee Election Processes

New Trustees and incumbent members eligible for reelection are normally elected at the Board's annual meeting (the first meeting after September 1st) by a majority of the Trustees then in office. An unfilled term may be filled through a special election at any meeting of the Board.

Twenty-seven (27) members are elected directly by the Board of Trustees.

Up to nine (9) members are elected by the Board of Trustees from candidates recommended by the Synods of the ELCA in accordance with the documents governing the relationship between the ELCA and Thiel College. The two Synods historically linked to Thiel College are the Northwest Pennsylvania and the Southwest Pennsylvania Synods that have, by agreement, seats on the Board.

If the Synods collectively do not recommend nine (9) individuals, the Board, with input from the Synods, may directly elect the difference in number.

The Faculty elects the two (2) faculty representatives. The Student Government elects the two (2) students representatives. The Vocation and Education Unit of the ELCA will designate its representative to the Board of Trustees.

The Governance and Trusteeship Committee (GTC) is responsible for recommending candidates for election and reelection to the Board. The GTC will regularly make the Board, Alumni, Faculty, Synods of the ELCA, College Administration and the larger community aware of its interest in receiving referrals of qualified candidates for Board membership.

Specifically, the GTC works with the Synods to secure the nominations for the Board positions allocated to the Synods.

The GTC reviews prospective Board candidates and develops a "short list" of potential members. Typically, one or more committee members will meet with the individual prospects and share a position description that specifies the responsibilities and expectations of a Board member. The interviewers assess the prospect's interest and qualifications against the Board's needed competencies and make a recommendation to the GTC.

The GTC may independently verify information as appropriate (e.g., a prospective trustee's performance on other boards).

After a careful review of candidates' qualifications, the GTC will recommend a slate of candidates to the Executive Committee for confirmation and then for election by the full Board at its annual meeting.

## BM 1132: Trustee Declaration

Every Trustee before taking office shall make the following Declaration:

> *I sincerely approve of the purpose of Thiel College. I solemnly promise to carry into effect the provisions of its Charter, Constitution and Bylaws, and to promote its aims and objectives.*

## BM 1133: New Trustee Selection Process

The following process is to be used to identify, approach, vet, and approve prospective new trustees.

- Potential trustee names may be generated from various sources both within the College and externally. Names are proposed to either the President or members of the Governance and Trusteeship Committee. Names of potential candidates for the Synod seats will be forwarded by the Synods but each fall the college has an opportunity to suggest names to the Synods to attempt to help with this process.
- Administrators typically will have had prior visits with prospective trustee candidates in order to help with background information and gauge interest and compatibility.
- The Governance and Trusteeship Committee and administration discuss potential candidates. At this point, potential candidates may be approved to continue in the process, be tabled, or otherwise.
- For candidates moving forward, members of the Governance and Trusteeship Committee and/or administration meet with the proposed candidate to explore possible interest in becoming a member of the Board of Trustees of Thiel College.
- At this point, potential candidates may be approved to continue the process, be tabled, or otherwise. Continuing candidates are then prioritized using a predetermined needs assessment.
- If the candidate has expressed interest in becoming a Board member and has the approval of the Governance and Trusteeship Committee, the candidate is recommended to the Full Board.
- The Governance and Trusteeship Committee presents prospective names to the full Board for approval, typically at the spring meeting. Candidates are usually vetted with the Executive Committee before the full board action is taken.
- Newly elected board members participate in an orientation to help become familiar with the ideals, values, and operation of Thiel College.

## BM 1134: New Trustee Orientation

The Board, through the GTC, the President and staff assist each new Trustee to understand the Board of Trustees principles, organization, functions, policies and

procedures before taking office. The following methods are employed. Each Trustee-elect is:

- Invited to an orientation session the day before attending his/her first meeting.
- Invited to come to campus to meet with the President, key staff, faculty members and students to gain insight in the programs, activities and environment on campus and to be briefed by the President and staff on the strategic plans and issues being pursued.
- Given the Board Governance Manual, the Constitution of the College, and the Board Bylaws.
- Assigned a mentor from the ranks of the current Board membership to help answer questions during the first year.

## BM 1135: Trustee and Board Education Program

Through the leadership of the GTC and the President, the Board maintains an ongoing education program for its membership. This program is designed to keep individual Trustees and the Board, as a whole, abreast of the major developments within the College and/or across higher education that have or may have an impact on the Board's performance against its annual work plan. This is executed in the following ways:

- A segment of the Annual Retreat is devoted to briefing and discussing with the Board the current and potential internal, national and international developments the Board will need to be aware of as it conducts its business.
- The GTC, as part of its report at each meeting, brings updates and new developments to the attention of the Board.
- Literature and special reports on topics of priority are sent to the Board as well as pointers to information on Web sites.
- Board members are encouraged to actively pursue self-education endeavors including attending conferences, retreats and special briefings.

## BM 1140: Emeriti Trustees

Thiel College recognizes and honors a select number of members of the Board of Trustees who have given long and honorable service to the College. Upon recommendation of the GTC, a Trustee who has served with distinction for at least two terms may be elected to become Trustee Emeritus at any regular meeting by a majority of regular voting Trustees.

Emeriti Trustees are eligible to attend and participate, but not vote, at all Board and committee meetings. Since they have no fiduciary status, they shall not serve on the Executive Committee or as Chairs of Standing Committees, nor shall they have voting privileges at Board or Committee meetings or be counted as part of quorum determinations.

Age is not a consideration for election.

## BM 1141: Emeriti Trustees Selection, Recognition and Participation

To be elected to the honorary position of Trustee Emeritus, a retiring or previously retired trustee must have demonstrated significant and distinctive service to Thiel College and display an interest in maintaining a highly supportive relationship with the College and the Board as a Trustee Emeritus. The following specific qualifications are considered in the evaluation and selection process:

- Service for a minimum of two full terms as an active Trustee of the College Board;
- A record of financial contributions to the Thiel Fund (formerly the Annual Fund) and to capital campaigns and an interest in continuing financial support;
- Demonstrated willingness to assist in fundraising activity;
- Availability for advice and counsel when requested by the Board Chair or the President; and,
- A good record of committee service and board meeting attendance and participation.

Emeriti Trustees are recognized for their service in appropriate College publications and publications relative to their profession and residence.

Where appropriate, Emeriti Trustees are listed along with current Board members in Thiel College's community publications.

Emeriti Trustees are sent notices and minutes from all Board meetings and from their respective committees. Emeriti Trustees are encouraged to attend Board meetings or otherwise accept special assignments that are helpful to the Board of Trustees and Thiel College.

Emeriti Trustees are invited but not required to participate in all college community and social functions and the annual meeting of the Board of Trustees.

From time to time, Emeriti Trustees may be asked to perform specific assignments for the college. A Trustee Emeritus may not act in a fiduciary role in accordance with the By-laws of the College.

## BM 1150: Board Officers

The officers of the Board are the Chair, Vice Chair, Secretary, and Treasurer of the Board of Trustees. All officers serve at the pleasure of the Board of Trustees.

## BM 1151: Terms and Selection Process for Officers

The Chair is elected annually upon nomination by the GTC and shall serve for no more than three consecutive years.

The Vice Chair is elected annually upon nomination by the GTC and shall serve for no more than three consecutive years. The Vice Chair may or may not be nominated to succeed the Chair when a vacancy occurs.

The Secretary is elected annually upon nomination of the GTC and shall ordinarily serve for not more than three consecutive years.

The Treasurer is elected annually upon nomination of the GTC and shall ordinarily serve for not more than three consecutive years.

## BM 1160: Committees of the Board of Trustees

The Board may establish such standing and ad-hoc committees as it deems appropriate to discharge its responsibilities. Each committee has a written charter and set of primary responsibilities approved by the Board. Annually each committee reviews such statements for their appropriateness and adequacy.

Currently, the Board has the following standing committees: Executive Committee; Academic Affairs; Student and Religious Life; Student Enrollment; Facilities, Physical Plant and Information Technology; Presidential Review and Compensation; Advancement; Finance and Investment; Audit; Honorary Degrees; and Governance and Trusteeship.

## BM 1161: Composition and Appointment of the Committees

The Executive Committee consists of the Board Chair, Vice Chair, Secretary and Treasurer and the chairs of the following standing committees: Committee on Governance and Trusteeship; Committee on Finance and Investment; Committee on Student and Religious Life; Committee on Academic Affairs; Committee on Advancement; Committee on Facilities, Physical Plant and Information Technology; and the Committee on Student Enrollment. The President serves as an ex-officio member, with voice but no vote.

The Audit Committee consists of three (3) voting members of the Board who do not serve on the Finance and Investment Committee.

The Presidential Review and Compensation Committee membership consists of the Chair, Vice Chair and Treasurer of the Board of Trustees.

The Committee on Honorary Degrees consists of the Chairperson of the Board, the President of the College, three additional Board members, and three members of the faculty, who shall be appointed by the President of the College.

The Board Chair appoints the chairs, vice chairs, and members of all the other Board committees. All committee chairs, vice chairs, and a majority of each committee's members are Trustees. Each committee has an administrative officer of the College or member of the Thiel community, as designated by the President, to assist with its work. The Board Chair serves as ex-officio on all committees, with voice but no vote. The President of the College serves as ex-officio on all committees, with voice, but no vote.

The committees are appointed for one-year terms.

# SECTION 1200: ROLES OF THE BOARD OF TRUSTEES AND OFFICERS

## BM 1210: Board Authority and Responsibilities

### *Authority*

Within the laws of the Commonwealth of Pennsylvania and the United States, the Thiel Board of Trustees has the ultimate responsibility and authority to make, establish, alter or repeal all policies, rules and regulations necessary for quality instruction and learning, meaningful student and religious life, and effective management and operations.

The Board has the authority to appoint the President of the College.

By its authority the Board provides the administration and faculty with the stated purpose, mission and strategic direction of the College.

The Board has the authority to give and confer all such diplomas, degrees and honors as are usually given or conferred in colleges or universities.

From time to time the Board may delegate its authority in specific areas of responsibility by Bylaw or resolution.

### *Roles and Responsibilities*

The Board of Trustees executes its authority, working in consultation with the President, by carrying out the following roles and responsibilities:

- Determining and periodically reviewing the College's mission and goals within the context of its status as a Lutheran institution;
- Appointing the President, who shall be the College's chief executive officer, and setting appropriate terms of employment and duties including compensation;
- Supporting the President and annually assessing the President's performance based on mutually agreed-upon goals and other criteria including an annual performance plan within the context of the President's contract with the College;
- Insisting on the development of a Strategic Plan, monitoring its implementation and annually evaluating progress against it;
- Approving the annual budget including tuition and fees, regularly monitoring the College's financial condition, and establishing policy guidelines affecting all the College assets, including investments and physical plant;

- Reviewing and approving changes in the College academic programs and other major enterprises consistent with the College mission, plans and financial resources;
- Approving policies that contribute to the best possible environment for students to learn and develop their abilities;
- Approving policies related to faculty appointments, promotions, tenure, and dismissals;
- Approving policies related to all other personnel appointments, promotions and dismissals;
- Approving anti-discrimination policies for all categories of employees;
- Authorizing the purchase, sale, and management of land, buildings, or major equipment;
- Approving all earned and honorary degrees;
- Instituting programs for communicating and building relationships with key stakeholders to garner support of the policies and strategies in pursuit of the College's mission;
- Undertaking a biannual assessment of the Board's performance to ensure effectiveness; and,
- Reviewing and approving the Faculty Constitution, Bylaws, and/or Manuals and all substantive revisions to those documents.
- Approving the granting of degrees to students who have completed their course of studies.

### BM 1230: Board Officers

The officers of the Board are the Chair, Vice Chair, Secretary, and Treasurer of the Board of Trustees. All officers serve at the pleasure of the Board of Trustees.

### BM 1221: Duties of the Chair of the Board of Trustees

The Board Chairperson presides at all Board and Executive Committee meetings, has the right to vote on all questions, appoint committee chairs and determine the composition of all Board committees (with the exception of the Executive Committee), and otherwise serves as a spokesperson for the Board. The Chair serves as Chair of the Executive Committee, as an ex-officio member of all other standing committees of the Board, and has other duties as the Board may prescribe from time to time.

### BM 1222: Duties of the Vice-Chair of the Board of Trustees

In the absence of the Chair, the Vice Chair performs the duties of the office of the Chair, including presiding at Board and Executive Committee meetings. The Vice Chair has other powers and duties as the Board may from time to time prescribe.

### BM 1223: Duties of the Secretary to the Board of Trustees

The Secretary ensures that the Board of Trustees is acting in accordance with these Bylaws, that Bylaw amendments are promptly made as necessary, that minutes of Board and Executive Committee meetings are accurate and promptly distributed to all Trustees, that meetings are properly scheduled and Trustees notified, and that Board policy

statements and other official records are properly maintained. The Secretary performs other duties as prescribed from time to time by the Board and may be assisted in all duties by an Assistant Secretary. The Board may appoint an Assistant Secretary to assist the Secretary; this person is not a member of the Board of Trustees.

## BM 1224: Duties of the Treasurer of the Board of Trustees

The Treasurer serves as Chair of the Finance and Investment Committee of the Board of Trustees and otherwise serves as the Board's key leader on all financial management policy matters. The Assistant Treasurer is the Chief Financial Officer of the Institution and reports to the President, and is not be a member of the Board of Trustees. The Treasurer, with the support of the Assistant Treasurer, ensures that all Trustees regularly receive appropriate and comprehensible financial statements from the institution's administration that include comparisons of revenues and expenditures with the approved annual budget and the preceding fiscal year. The Treasurer ensures that other financial reports, including those for special or major Board-approved expenditures, institution investments, and annual or special audits, are provided to all Trustees in a timely manner for review and discussion as appropriate. The Treasurer consults with the President, Assistant Treasurer, Board-approved auditor, and the Committee(s) of the Board dealing with the financial affairs and compliance of the College.

# SECTION 1300: ROLES OF BOARD COMMITTEES

## BM 1310: Executive Committee Powers and Responsibilities

*Charter*

The Executive Committee serves at the pleasure of the Board as its agent in helping the President address business between regular Board meetings. It has the authority to act for the Board of Trustees on all matters except for the following, which shall be reserved for the Board: presidential selection and termination; Trustee and Board-Officer election; changes in institutional mission and purposes; changes to the Charter, Constitution or Bylaws; incurring of corporate indebtedness; sale of significant/material institutional assets or tangible property, including the acquisition and sale of real estate; adoption of the annual budget; and conferral of degrees.

The Executive Committee assists the Chair and the President with their joint responsibility to help the Board function effectively and efficiently by suggesting Board meeting agenda items; overseeing the work of the Board committees; receiving and acting on recommendations of the Board committees; and periodically assessing the quality of committee work.

*Roles and Responsibilities*

The Executive Committee has the following roles and responsibilities:

- Exercising the powers of the Board during the interim between Board meetings when waiting for a scheduled Board meeting is not feasible, except for those matters reserved for the Board;
- Acting as a sounding board for the President on select issues;
- Reviewing and approving the annual process of goal-setting and evaluation for the President as recommended by the Presidential Review and Compensation Committee (PRCC).
- Ensuring the PRCC conducts the evaluation processes in a manner that promotes trust and communication between the Board and President; ensuring the President understands the Board's expectations; and providing constructive feedback to the President on performance;
- Recommending to the Board for approval a compensation philosophy and program for senior management that is designed to allow the organization to recruit and retain superior talent;
- Engaging independent consultants and outside counsel to provide comparative information on compensation and benefits as well as advising the committee on compliance issues involving federal and state laws and regulations concerning wage, salary, and benefit programs;
- Reviewing and approving annually all base and variable compensation and implementing the compensation policies and programs of the College;

- Approving base and incentive compensation for the President, consistent with compensation philosophy and program;
- Reviewing a succession plan developed by the President to ensure continuity of senior management;
- Reviewing and approving transactions between the College and a third party that either by the size and/or nature of the transaction itself or the party with whom the transaction is being contemplated give rise to questions and issues related to the not-for-profit tax-exempt status of the College;
- Assisting the Board in identifying, analyzing, and solving problems and concerns between and among those served by the College; and,
- Keeping minutes of its meetings and reporting its actions at the next meeting of the Board for the Board's review.

## BM 1320: Committee on Academic Affairs

### *Charter*

The Committee on Academic Affairs considers matters dealing with instruction and degrees. It considers changes in the tenured instructional staff and shall nominate, upon recommendation of the President of the College, those members of the teaching staff to be elected to tenure. The Committee is authorized to examine the system of instruction, educational management, and all other matters pertaining to the educational programs and processes of Thiel College including activities related to accreditation, and to report and make recommendations thereon.

### *Roles and Responsibilities*

The Committee on Academic Affairs has the following roles and responsibilities:

- Developing and transmitting to the full board a thorough understanding of achievements and initiatives as well as opportunities and challenges within academic affairs at Thiel College;
- Keeping abreast of and consulting with the president and dean on all issues related to faculty hiring, development, retention, governance, assessment and compensation;
- Reviewing presidential and decanal recommendations on faculty candidates for sabbatical leave and for tenure;
- Keeping abreast of and consulting with the president and dean on all issues related to student learning and engagement, with particular emphasis on assessment of student learning and on retention and persistence to graduation;
- Preparing a resolution for the conferral of degrees for presentation to the Executive Committee of the Board for each graduating class;

- Keeping abreast of and consulting with the president and dean on all issues related to the curriculum, co-curriculum, and other aspects of academic programming; and,
- In collaboration with the president and the dean, developing and continuously monitoring a strategic plan for academic affairs.

## BM 1330: Committee on Student and Religious Life

### Charter

The Committee on Student and Religious Life considers those phases of the educational program that deal with the social, emotional, physical, spiritual, cultural and moral development of the student, including health and safety, outside the classroom. The Committee provides a formal channel for student concerns and reviews existing policy on a regular basis in order to influence constant improvement and the fullest development of student life outside the classroom. The Committee is responsible for recommending policy relating to the above-defined areas of the life of the student body. The Committee also considers and recommends policies related to the overall spiritual and religious development of the college community in keeping with its stated purpose. The Committee is also responsible for the annual evaluation of the religious life of the College. It advises in the selection and evaluation of the Dean of Students and the Campus Pastor.

### Roles and Responsibilities

The Student and Religious Life Committee has the following roles and responsibilities:

- Advising the President, Dean of Students, Director of Athletics, and Campus Pastor;
- Reviewing and providing feedback on the processes of setting and evaluating the annual goals and objectives for the areas of Student Life, Athletics, and Religious Life as developed by the President and President's Cabinet;
- Reviewing and recommending policy related to the development of student life outside the classroom;
- Ensuring that appropriate opportunities and channels are in place for hearing and addressing student concerns;
- Discussing current retention trends and strategies, and making recommendations as appropriate;
- Examining student satisfaction survey results and student involvement numbers, and discussing approaches for improving in these areas;
- Annually reviewing campus crime reports, health and wellness, and disciplinary reports;
- Assisting the Board in identifying, analyzing, and solving problems and concerns related to student life and religious life;

- Attending student events on campus and encouraging all Board members to do likewise;
- Communicating to, and advising the full Board on matters related to student life outside the classroom; and
- Keeping minutes of its meetings and reporting recommended actions and policies at the next meeting of the Board for review and approval.
- Reviewing legally required reports such as the Cleary reports and notifications as appropriate.

## BM 1340: Committee on Student Enrollment

### *Charter*

The Committee on Student Enrollment considers matters relevant to the recruitment and admission of new students to Thiel College. Additionally, the Committee considers issues related to retention and shall report on and make recommendations concerning these matters.

### *Roles and Responsibilities*

The Committee on Student Enrollment has roles and responsibilities including, but not limited to, the following areas:

- Reviews and recommends the enrollment objectives for the next academic year;
- Acts as a sounding board for the President and the Dean of Enrollment on issues of student enrollment, recruitment, admission, and retention;
- Reviews and provides input to the Board, Executive Committee, and the administration on the statistics and significant trends related to the retention of students;
- Reviews entering class demographics. Makes recommendations for the next enrollment cycle;
- Reviews the objectives for recruitment;
- Reviews and provides input on the recruiting materials for the existing and next academic year; and
- Advises the Finance Committee of enrollment trends and projections to facilitate the budget process for the next academic year.

## BM 1350: Committee on Advancement

### *Charter*

The Committee on Advancement considers and recommends broad policies and specific programs for the overall development efforts of the College. It evaluates all policies and programs related to public relations, alumni relations, and fund raising, and reports regularly on its advancement activities. The Committee is authorized to carry out its responsibilities as set forth in the Gift Acceptance and Disposition Policy.

*Roles and Responsibilities*

The Committee on Advancement has roles and responsibilities including, but not limited to, the following areas:

- Annually securing substantial funds through gifts or help to reach goals in the Thiel Fund, Special Projects, Capital Campaigns as they arise, and General or Specific Endowments;
- As needed, solicit one another on the Board, or classmates from around one's graduation year;
- Assist with hosting Thiel-related events in one's geographic area;
- In person or by phone, attend three Committee meetings per year, typically January, April, and August; and
- Promote Thiel and its advancement through social networking, Class Agent process, word of mouth, etc.

## BM 1360: Committee on Facilities, Physical Plant and Information Technology

*Charter*

The Committee on Facilities, Physical Plant and Information Technology maintains and continuously updates a campus master plan to reflect the aesthetic and educational goals of the College, and evaluates the projected needs of plant, grounds, and technology infrastructure and equipment. It has the responsibility to assure proper construction and necessary maintenance, and may recommend consultants, architects and contractors as required. The Committee ensures the inspection of all buildings, grounds, and equipment at least annually, reporting on the conditions of the same. It recommends to the Finance and Investment Committee of the Board of Trustees expenditures needed for property maintenance and proper insurance coverage for Thiel College.

*Roles and Responsibilities*

The Committee on Facilities, Physical Plant, and Information Technology is responsible for continually identifying and assessing the educational needs of the marketplace and, in response, reviewing and recommending to the Board the appropriate delivery mechanisms to meet those needs, consistent with the organization's mission, vision, and values. These assessments include strategic initiatives, major programs and services, and facilities and physical resources.

The specific responsibilities of the Committee include:

- Developing and forwarding to the Board facilities master plans after assuring that they are in accordance with the organization's vision, goals and major strategic initiatives.
- Developing or reviewing and recommending to the Board policies relevant to the committee's work on facilities and information technology.
- Reviewing and recommending to the Board significant facility or building projects to ensure consistency with Facility Plan.

## BM 1370: Committee on Finance and Investment

*Charter*

The Committee on Finance and Investment is responsible for overseeing the finances and investments of the College. The Committee assures the Board that there is a current financial plan for the College, projected for a reasonable period, and based upon the College's goals as articulated in its strategic plan. The Committee reviews the annual budget presented by the President and files a report with its recommendations to the Board. The Committee reports on the financial condition of the College at each regular meeting of the Executive Committee and Board of Trustees, and prepares a full report on the financial state of the College for the Board of Trustees Annual Meeting. The Committee defines policies and procedures with respect to investments and reinvestments of all funds of the College. The Committee reviews the investment performance quarterly and regularly evaluates the performance of investment managers and advisors including the approved target asset allocation and manager selection.

*Roles and Responsibilities*

This committee is responsible for recommending to the full Board financial policies, goals, and budgets that support the mission, values and strategic goals of the organization. The committee also reviews financial performance against established targets and makes recommendations to the Board on the financial aspects of major transactions and proposed programs.

The Committee's specific financial oversight responsibilities include:

- Recommending to the Board financial policies that maintain and improve the financial health and integrity of the organization;
- Reviewing and recommending a long-range financial plan, including capital requirements, for the organization;
- Reviewing and recommending to the Board major capital expenditures including the preferred funding source;
- Reviewing and recommending to the Board an annual operating budget and an annual capital budget that are designed to fulfill the mission and strategic vision of the College;
- Adopting and monitoring key financial performance measures for operations and capital projects, and reviewing actual performance versus targets, long-term trends and industry benchmarks;
- Reviewing a rolling forecast and recommending corrective actions, as appropriate, to bring the institution into compliance with its budget and other financial targets;
- Taking advantage of educational opportunities to remain current on important financial trends affecting the College;
- In conjunction with the personnel function of the Board's Executive Committee, oversee the design, funding, and reporting of the institution's pension plan; and

- Annually receive reports on the market competitiveness of faculty and staff compensation,

The committee's specific responsibilities in the area of investment include:

- Adopting investment policies and overseeing the performance of the organization's investment portfolios; and
- Selection of the College's investment advisor and investment managers.

## BM 1380: Committee on Audit

### Charter

The Audit Committee provides oversight for the integrity of financial statements, compliance with legal and regulatory requirements and ethical standards, and the independence and performance of the independent auditors.

### Roles and Responsibilities

The Committee is responsible for:

- Engaging and agreeing to the terms of engagement of an independent auditor to ensure required audits of the College are completed in a timely basis; executing audit engagement documents;
- Meeting with representatives of the appointed certified public accountants prior to the annual audit to confirm the general scope and procedures of the audit and discuss areas where the Committee may desire special emphasis;
- Ensuring currently required annual audits include:
  - Annual independent audit of Thiel College financial statements
  - Annual audit of the Schedule of Receipts and Expenditures of the Institutional Assistance Grant (IAG) program as required by participation in the Pennsylvania Institutional Assistance Grant Program
  - Annual limited-scope audit of the Thiel College 403(b) plan;
- Reporting the results of each annual audit and related information including management letters to the Board; and,
- Reviewing annually the following Thiel College Policies:
  - Policy on Disclosure of Misconduct (Whistleblower Policy)
  - Conflict of Interest Policy

## BM 1390: Committee on Presidential Review and Compensation

### Charter

The Presidential Review and Compensation Committee (PRC) conducts an annual review and assessment of the performance of the President. Based on its performance assessment, the PRC reports and recommends to the Executive

Committee and the full Board any adjustments in the compensation and terms and conditions of presidential employment**.**

The PRC Committee also leads a full presidential evaluation at intervals of three or five years that involves extensive input from all stakeholder groups.

*Roles and Responsibilities*

In conducting its annual review and assessment the Committee employs the following process:

- Soon after fall term admission information has been collected and soon after the audit of the previous fiscal year has been concluded, and as the final stages of the presidential evaluation are being conducted, the president shall prepare and submit to PRC a proposed performance plan for the fiscal/academic year that has just begun;
- The president and the committee reach agreement on the plan based upon current planning documents and contingencies. The plan will be shared with the board of trustees at the fall meeting;
- At a six-month interval, a discussion between the committee and the president will occur on progress to date and a report will be provided to the Trustees at the next regularly scheduled board meeting;
- No later than mid-September, the chair of the board will ask the president to begin to craft a written assessment of his own performance as the fall metrics are finalized and the audit for the previous fiscal year is completed. This assessment will address the specific goals and objectives established the previous year;
- In anticipation of its meeting with the president for the annual assessment, the chair of the PRC will send a request to all trustees asking the trustees to provide their judgment of the president's performance (in late September) based on the performance plan;
- In late September or no later than the first two weeks of October, the president will submit a self-evaluation based on his performance objectives for the past year;
- The PRC will consider the self-evaluation and based upon its assessment of all information will write an evaluation of the president. Concurrently, it will work with the president to establish a performance plan for the fiscal and academic year just beginning. The latter shall be agreed between the president and the PRC (see procedure #1);
- Once concluded, adjustments to compensation will be discussed between the committee and the president for the year in progress;
- The PRC shall report its assessment and recommendation to the Executive Committee prior to the fall meeting of the Board of Trustees; and,
- At the fall meeting of the Board of Trustees (in executive session), the chair of the board (chair of the PRC that effected the evaluation) shall present to the board the results of its evaluation, the performance plan for the year beginning as well as the recommended compensation plan for the

president. The recommendation will be considered and voted upon by the full board at that meeting.

A separate process will be developed for the full presidential evaluation.

## BM 1395: Committee on Honorary Degrees

### Charter

The Committee on Honorary Degrees makes recommendations for honorary degrees. The Committee's nominations are submitted for Board approval. Coordination of the selection and nomination process for honorary degree recipients is the responsibility of the Office of the President.

### Roles and Responsibilities

The Committee has the responsibility to:

- Establish procedures for the nomination of potential candidates for honorary degrees;
- Receive nominations concerning persons who might be considered for an honorary degree;
- Review thoroughly the achievements and qualifications of individuals nominated;
- Deliberate and vote on each candidate, keeping strictly confidential its decisions, except where publication is necessary; and,
- Recommend the selected candidates for honorary degrees to the Board of Trustees for approval.

## BM 1396: Committee on Governance and Trusteeship

### Charter

The Committee on Governance and Trusteeship (GTC) develops and recommends policies, plans, programs, processes and tools that will enhance the effectiveness and efficiencies of the Board, Board committees and individual Trustees in performing their roles in governing the College. Once approved by the Board, the GTC will facilitate their implementation.

The GTC provides the stewardship for the development and maintenance of quality of trusteeship by identifying, evaluating, nominating, recruiting and orienting new Trustees and ensuring the ongoing growth and development of all Thiel Trustees.

### Roles and Responsibilities

The GTC is responsible for:

- Developing and recommending to the Board policies and processes designed to provide for effective and efficient governance, including but

not limited to: policies for evaluation of the Board, officers and Committee chairpersons; election and reelection of Board members; Board orientation and education; and succession planning for the Board chairperson and other Board leaders;

- Conducting an annual review of the corporate Bylaws and the Constitution and making recommendations for changes to the full Board;
- Periodically reviewing and recommending changes to the position description and set of expectations for Board members and the Board chairperson;
- Facilitating the development and implementation of the Annual Board Committee Work Plans;
- Planning and executing Board education, including new member orientation, education at Board meetings, and an annual Board retreat;
- Developing and recommending to the Board a statement of the competencies and personal attributes needed on the Board to be used as a guideline for recruitment and election of Board members;
- Recommending to the Board election of members who bring a needed competency;
- Evaluating the performance of Board members eligible for reelection; counseling members if improvement is needed in their attendance or other aspects of performance; and recommending the reelection of Board members who are performing effectively and continue to provide a competency needed on the Board;
- Engaging in a timely succession planning process for the Board chairperson, and other Board leaders, and annually nominating Board officers for election by the full Board;
- Planning and facilitating the biannual evaluation of the full Board, the annual evaluation of the Board chairperson and individual trustees;
- In cooperation with the standing committee chairs and Ad Hoc committee chairs, coordinating a review of the duties for each committee to insure that they are relevant and current with the needs of the college; for example, that they support the strategic direction. This to be done annually and in advance of the annual meeting; and,
- Developing and updating the Board Governance Manual annually.

# SECTION 1400: BOARD-COLLEGE PRESIDENT RELATIONSHIP

The relationship between the Board and President is based on accountability, mutual trust, openness, honesty, candor, and frequent communication.

## BM 1410: Qualifications of the President

The Board has determined the qualifications for the President of Thiel College should include but not be limited to the following qualities:

- Leadership for bringing the heritage and living message of the Lutheran identity within the Christian church to the students and the college community;
- Strong management skills and financial understanding;
- Vision and leadership skills of the highest caliber;
- Integrity of character and self-confidence;
- A respect for the world of the intellect and learning;
- Authenticity and warmth of personality;
- A consistent expectation of excellence;
- Appreciation for the history, culture and values of Thiel College and the contributions of the College;
- Respect for diversity and cultural differences;
- Accomplished communication skills;
- Fundraising success;
- Demonstration that the candidate meets the Middle States Commission on Higher Education Standards for a president; and
- Commitment to Thiel's affiliation with the Evangelical Lutheran Church in America.

## BM 1420: Position Description and Scope of Responsibilities

The President is the College's Chief Executive Officer and the chief adviser to and executive agent of the Board of Trustees.

The President's authority is vested through the Board of Trustees and includes responsibilities for all of the institution's educational and managerial affairs.

The President is responsible for leading the institution, implementing all Board policies, keeping the Board informed on appropriate matters, consulting with the Board in a timely manner on matters appropriate to its policy-making and fiduciary functions, and serving as the institution's key spokesperson.

The President has the authority to execute all documents on behalf of the institution and the Board of Trustees consistent with Board policies and the best interests of the Institution.

The President serves as an ex-officio member, without vote, of all Board committees.

In the absence or disability, as defined by the President's employment contract, of the President, the Board of Trustees shall, in consultation with the President where feasible, determine which Vice President or other individual shall perform the President's duties.

### BM 1430: Selection Process

The Board has established a committee structure and a process for searching for and selecting a president for the College. It has also set forth a code of conduct to be followed during the process. Exhibit 4.0 provides a detailed description.

### BM 1440: Interactions

The Board actively interacts with the President frequently. This interaction takes many forms. The Board meets three times a year and, as part of each agenda, the President gives a report. The standing committees meet at least four times a year and the President is a non-voting member of each committee. The most frequent interactions are between the Board Chair and the Executive Committee, representing the Board, and the President working on an ongoing basis to ensure the mission, goals and strategies are being implemented effectively.

In addition to these formal venues the President and individual trustees have one-on-one encounters in various forums.

The Board also participates and interacts with the President, senior administration, faculty leaders and students to adopt a shared vision and long-range goals for the college, and it periodically reviews/updates the college's strategic plan.

The Board committees, through the President, use their respective work plans as vehicles to consult and engage the appropriate staff, faculty and students in helping to formulate recommendations for Board action.

### BM 1450: Performance Expectations and Evaluation

The Board establishes an effective process for Presidential goal-setting and evaluation. The Committee of Presidential Review and Compensation has the lead in this process. See BM 1390 for the specifics of the process.

# SECTION 1500: CONDUCTING BOARD BUSINESS-PROCESSES

## BM 1510: The Board

Official Board policies, as strategic decisions that set the course for the future of the College, are most often made in the meetings of the full Board. The Executive Committee does have the authority to act on behalf of the Board between meetings. However, there are certain decisions only the full Board can make.

## BM 1511: Board Meetings

The Board of Trustees is to have at least two meetings annually.

Currently the Board has three officially scheduled meetings including an official annual meeting.

The annual meeting is the first Board meeting scheduled after September 1$^{st}$ of each year.

In late January or early February the Board holds its second meeting. This meeting also has a one-day Board planning retreat the day before the Board meets.

The third Board meeting is held the weekend of Commencement, usually early May.

## BM 1512: Notice of Board Meetings

Notice of the time, place, and content of all meetings of the Board of Trustees is sent to each member of the Board, by electronic mail, facsimile, first class mail, or express mail at least ten (10) calendar days prior to the date of such meetings.

Under emergency conditions, as determined by the President of the College or the Chair of the Board of Trustees, notice for a special meeting may be given not less than twenty-four hours prior to the meeting and may be given telephonically or orally.

## BM 1513: Special Board Meetings

Special meetings may be held at the call of the Board Chair, the President, or any five Trustees. In the absence of an emergency, as stated in BM 1512 above, the Chair or the Secretary of the Board of Trustees shall give appropriate notice by electronic mail, facsimile, first class mail, or express mail of such special meetings to all Trustees, along with a clear statement of purpose, at least ten (10) calendar days in advance.

## BM 1514: Quorums and Votes

A quorum for the transaction of business at meetings of the Board of Trustees and the Executive Committee shall consist of a majority of their respective regular, voting member Trustees.

Except as otherwise noted in the Constitution and Bylaws, a majority vote of those members present, with a proper quorum, constitutes proper action.

## BM 1515: Board Member Participation

All Board members are expected to attend all Board and their assigned Committee meetings, either in person or via conference telephone.

One or more Trustees may participate in a meeting of the Board of Trustees, or a committee of the Board, by means of conference telephone or similar means of communications equipment by means of which all persons participating in the meeting can hear each other. Such participation constitutes presence in person at such meeting.

## BM 1516: Conducting Board Meetings: Agendas, Principles and Procedures

Exhibit 5.0 provides a sample of a Board agenda that is used for the Board meetings. It also includes the principles and procedures used to conduct these meetings and the scope of the consent agenda.

## BM 1517: Board Meeting Minutes

Draft minutes of Board meetings are issued to the members shortly after the meeting. The Board approves these minutes at its next meeting.

## BM 1518: Actions without Formal Meeting

Any action required or recommended to the Board of Trustees or by any committee may be taken without a formal on site meeting.

Rather, Meetings and/or Board decisions may be effected by mail, fax, conference call, telegram, cable, e-mail or in any other way the Trustees decide.

A written consent setting forth the actions taken and signed or electronically mailed by each appropriate member Trustee shall be filed with the minutes of the proceedings as soon as is practical.

## BM 1519: Parliamentary Rules

The current edition of the Modern Rules of Order, published by the Pennsylvania Bar Institute, governs any procedure not covered by theses bylaws, and which is not addressed in the Pennsylvania statutory law applicable to nonprofit corporations.

## BM 1520: Board Committees

The standing committees of the Board provide the mechanism for the Board to gain a more in-depth understanding of the functions, programs and operations of the College. It is through these committees that the important issues opportunities facing the College are examined, recommended actions are brought to the Executive Committee, and then to the full Board for final decision on the course of action to take. In essence, the committees gain the knowledge and forge the recommendations the Board will ultimately address with an action.

## BM 1521: Committee Meetings

Each of the standing committees will meet quarterly, or when necessary at the call of the chairperson.

### BM 1522: Quorums

A quorum for the transaction of business at meetings of standing Board committees shall consist of a majority of their respective regular, voting member Trustees.

A majority vote of those voting members present, with a proper quorum, constitutes proper action.

### BM 1523: Committee Meeting Agendas

Each committee has latitude in constructing its agendas.

### BM 1524: Committee Meeting Minutes

Draft minutes of committee meetings are to be issued to the committee members shortly after the meeting. At the same time the draft minutes are forwarded to the Executive Committee as information. The committee approves the minutes at its next meeting.

### BM 1525: Committee Recommendations for Board Action

As stated, committees do not have the final decision-making authority on any issue. Only the Board and the Executive Committee, between Board meetings, have the authority to make a binding decision. Thus, when a committee believes the Board should take action on an issue, it forwards that recommendation. Exhibit 6.0 provides the form by which a committee submits its formal recommendations.

# SECTION 1600: BOARD PLANNING, PERFORMANCE EXPECTATIONS, AND EVALUATIONS

## BM 1610: Annual Board Committee Work Plans

The companion document to this Board Governance Manual is the Annual Board Work Plan. The Board Work Plan is a compilation of the annual work plans of the standing committees.  Each committee develops and implements a work plan annually utilizing the framework shown in Exhibit 7.0. Normally, the work plans are developed at the beginning of each calendar year, initiated with the Annual Board retreat at the winter meeting. The plans cover a period from April 1 through September of the following year, a period of 18 months. By overlapping fiscal and calendar years continuity of the work of the committees is assured even though membership may change.  The current Annual Work Plans for the committees can be found at http://www.thiel.edu/president/trustees/.

## BM 1620: Performance Expectations for the Board

The Governance and Trusteeship Committee has developed the following set of criteria to be used by the Board, in whole, in making an annual confidential self-evaluation of its performance.

- **Accountability.** The Board ultimately is accountable to act in the best interests of the College and its mission and vision.
- **Duty of Care.** The Board has the fiduciary duty of care to represent the interests of the College and not those of any constituency or individual.
- **Exercise of authority**. A Board carries out the powers of governance only when acting as a Board during a duly constituted meeting.
- **Attendance.** Every Trustee is expected to attend all Board meetings, assigned committee meetings, and Board retreats.
- **Participation.** Every Trustee is expected to come to Board meetings prepared, asking informed questions and making a positive contribution to discussions.
- **Education.** Every Trustee is expected to take advantage of opportunities to become educated and informed about the Board and higher education issues.
- **Contribution.** Every Trustee is expected to make a financial contribution to the College annually. Also, each Trustee is asked to give time and effort beyond the regular Board and Committee meetings.
- **Constituent Relations.** The Board is expected to establish and maintain communications and strong relationships with various constituencies of the College including: Executive Management, Faculty, Staff, Students, Alumni, the Lutheran Church, Greenville and Surrounding Community, and groups in all of Thiel's service area.

## BM 1621: Performance Expectations for the Executive Committee

The Governance and Trusteeship Committee has developed the following set of criteria to be used by the Executive Committee, acting on behalf of the Board, in making an annual confidential self-evaluation of its performance.

- **Accountability.** The Executive Committee, acting on behalf of the Board, is accountable to act in the best interests of the College and its mission and vision.
- **Duty of Care.** The Executive Committee has the fiduciary duty of care to represent the interests of the Board and College and not those of any constituency or individual.
- **Exercise of authority**. The Executive Committee carries out its delegated powers of governance only when acting as the Executive Committee during a duly constituted Executive Committee meeting.
- **Attendance.** Every Member is expected to attend all Executive Committee meetings.
- **Participation.** Every Member is expected to come to Executive Committee meetings prepared, asking informed questions and making a positive contribution to discussions.
- **Contribution.** Every Member is asked to give time and effort beyond the regular Executive Committee meetings.
- **Constituent Relations.** The Executive Committee is expected to establish and maintain communications and strong relationships with the Board, Standing Committees, and Executive Management.

## BM 1622: Performance Expectations for the Committees

The Governance and Trusteeship Committee has developed the following set of criteria to be used by each Standing Committee in making an annual confidential self-evaluation of its performance.

- **Accountability.** Each Standing Committee is accountable to act in the best interests of the College and its mission and vision.
- **Duty of Care.** Each Standing Committee has the fiduciary duty of care to represent the interests of the Board and College and not those of any constituency or individual.
- **Exercise of authority**. Each Standing Committee has a charter and is assigned responsibilities to address, discuss and formulate recommended actions for the full Board to consider and act upon during a duly constituted Board meeting.
- **Attendance.** Every Member is expected to attend all Standing Committee meetings.
- **Participation.** Every Member is expected to come to the Standing Committee meetings prepared, asking informed questions and making a positive contribution to discussions.
- **Contribution.** Every Member is asked to give time and effort beyond the regular Standing Committee meetings.
- **Constituent Relations.** Each Standing Committee is expected to establish and maintain communications and strong relationships with the Executive Committee, the Board, and Executive Management.

## BM 1623: Performance Expectations for Individual Trustees

The Governance and Trusteeship Committee has developed the following set of criteria to be used by each individual Trustee in making an annual confidential self-evaluation of his/her performance.

- **Accountability.** A trustee ultimately is accountable to act in the best interests of the College and its mission and vision.
- **Duty of Care.** A trustee has the fiduciary duty of care to represent the interests of the College and not those of any constituency or individual.
- **Exercise of authority**. A trustee carries out the powers of the office only when acting as a voting member during a duly constituted meeting or when authorized by the Board to act on its behalf.
- **Chain of command**. A trustee respects the responsibilities delegated by the Board to the President, management, and the faculty, avoiding interference with their duties but insisting upon accountability and reporting mechanisms for assessing performance.
- **Handling Complaints.** If a member of the community or college staff brings a specific issue, concern or complaint to a member of the Board, the Board member should handle it through appropriate channels. In general, complaints and concerns about college operations or faculty issues should be directed to the President or the Chairman of the Board who will advise the President. Unresolved matters should be brought to the Board or Board committees only after consultation with the President and the Chairman of the Board and after other avenues for resolution have been attempted.
- **Attendance.** A Trustee is expected to attend all Board meetings, assigned committee meetings, and Board retreats. All trustees are expected to serve on one or more committee(s). Attendance and participation will be key criteria in the annual trustee evaluation.
- **Participation.** Every Trustee should come to meetings prepared, asking informed questions and making a positive contribution to discussions. Board members treat others with trust and respect.
- **Confidentiality.** A Trustee respects the confidentiality of Board discussions and information.
- **Public support.** A Trustee explains and supports the decisions and policies of the Board in discussions with outsiders, even if the Board member voiced other views during a Board discussion.
- **Conflict of interest.** A Trustee avoids conflicts of interest and fully complies with the Board's conflict of interest policy and other policies on individual conduct.
- **Education.** Trustees take advantage of opportunities to become educated and informed about the Board and higher education issues.
- **Self-evaluation.** Every Trustee participates in the self-evaluation of the Board and individual members.

## BM 1630: Evaluation Processes

To ensure the Thiel Board of Trustees is performing its roles and responsibilities effectively, the Governance and Trusteeship Committee has developed a confidential self-evaluation, Exhibit 8.0, to be conducted annually by the Board, the Executive Committee, each Standing Committee, and every individual Trustee. Each self-evaluation process is to be done prior to or as part of the Winter Retreat to help inform the next cycle of work plans.

# SECTION 1700: BOARD ENACTED AND ENDORSED MANAGEMENT POLICIES AND PROCEDURES

As part of its "duty of care," the Thiel Board of Trustees develops and approves a wide range of policies and procedures. It also delegates to the President the authority to institute management-level policies and procedures that subsequently the Board is asked to review and endorse.

In all cases these policies and procedures are designed to promote and enhance the College's mission and to adhere to the laws of the Commonwealth of Pennsylvania and the United States. These policies are identified and grouped by category of applicability.

## BM 1710: Trustees and the Board
(Content still under research.)

## BM 1711: Board Conflict of Interest
Article IX of the Thiel College Bylaws sets the policy on Conflict of Interest for Trustees. It states explicitly:

> A Trustee shall be considered to have a conflict of interest if the Trustee:
>
> 1. Has existing or potential financial or other interests that impair or appear to impair that Trustee's independent, unbiased judgment in the discharge of that Trustee's responsibilities to the Institution; or
>
> 2. Is aware that a member of that Trustee's family has financial or other interests that would impair or appear to impair the Trustee's independent judgment in the discharge of that Trustee's responsibilities to the Institution. For the purposes of this provision, a family member is defined as a spouse, domestic partner, parent, sibling, child, or any other relative residing in the same household as the Trustee.

All Trustees shall disclose to the Board any possible conflict of interest at the earliest practical time. Further, the Trustee shall not attend discussions of, and refrain from voting on, such matters under consideration by the Board of Trustees or its committees. The minutes of such a meeting shall reflect that a disclosure was made and that the Trustee with a conflict or possible conflict did leave the meeting during discussions and abstained from voting. Any Trustee who is uncertain as to whether a conflict of interest may exist in any matter may request that the Board or committee resolve the question in that Trustee's absence by majority vote. Each Trustee shall complete and sign a disclosure form provided annually by the Secretary of the Board of Trustees.

## BM 1712: Board Indemnification and Liability
The Institution indemnifies the director and officers, and may indemnify any other employee or agent, who was or is a party to, or is threatened to be made a party to or who is called as a witness in connection with any threatened, pending, or completed action,

suit or proceeding, whether civil, criminal, administrative or investigative, including an action by or in the right of this Institution, A full and detailed statement of indemnification is found in Article VI of the Bylaws.

A director of the Institution shall not be personally liable, as such, for monetary damages for any action taken, or for any failure to take any action, unless (1) the director has breached or failed to perform the duties of his or her office under Subchapter B ("Fiduciary Duty") of Chapter 57 of the NCL and, (2) the breach or failure to perform constitutes self-dealing, willful misconduct or recklessness. The full statement of monetary liability is found in Article VII of the Bylaws.

## BM 1720: All Employees

Policies and procedures that apply to all employees of the College are in the Thiel College Employee Handbook, posted at: http://www.thiel.edu/governance/.

## BM 1730: Faculty

Policies and procedures that are specifically applicable only to members of the Thiel College faculty are included in the Thiel College Faculty Handbook, available at: http://www.thiel.edu/governance/.

## BM 1740: Students

Policies affecting the students of Thiel College are posted at: http://www.thiel.edu/governance/.

## BM 1760: Academic Programs

This section is still under development by the Governance and Trusteeship Committee in collaboration with the Committee on Academic Affairs, the President and the Vice President for Academic Affairs. The target date for completion is Fall 2011.

## BM 1770: Financial and Facility Resources and Assets

This section is still under development by the Governance and Trusteeship Committee, in collaboration with the Committee on Finance and Investment, Committee on Facilities, Physical Plant and Information Technology, the President, and the Vice President for Finance and Management The target date for completion is Fall 2011.

## BM 1780: General and Other

This section is still under development by the Governance and Trusteeship Committee.

# EXHIBITS

## Exhibit 1.0: Thiel College Charter

See the Trustees website: http://www.thiel.edu/president/trustees/

## Exhibit 2.0: Thiel College Constitution

See the Trustees website http://www.thiel.edu/president/trustees/

## Exhibit 3.0: Thiel College Bylaws

See the Trustees website: http://www.thiel.edu/president/trustees/

## Exhibit 4.0: Presidential Selection Process

### *Appointment of the Presidential Search Committee*

Be it resolved that the Trustees of Thiel College approve the creation of a Presidential Search Committee (PSC) and approves, as of this date, the following process for the appointment of members of the Thiel College community to the committee. This committee will be disbanded thirty days after the new president shall take office.

The Chair of the Board of Trustees will appoint the Chair of this committee from among the members of the Board of Trustees.

In addition to the Chair of the Presidential Search Committee, the committee shall be composed of 10 to 12 members, one of whom should be a community member:

- Trustees: four (including the chair of the committee)
- Faculty: four
- Administration: one
- Lutheran Church Representative: one
- Alumni: one
- Student: one

All Committee members are expected to represent the institution as a whole rather than as individuals or group stakeholders.

### *Process for selection:*

**Trustees:** The Chair of the Board of Trustees will appoint the chair of the PSC and the other three committee members from a list of solicited trustees who have indicated a willingness to serve. Eligible Trustees must be able to serve several more years on the Board.

**Faculty:** The Executive Committee of the Faculty, led by the Chair of the Faculty, will appoint to the PSC four full-time faculty members, at least one of

whom shall be tenured. The selected faculty members must reflect a range of disciplines/academic units of the college.

**Administration:** Chaired by the designee, appointed by the Board Chair, the senior staff (Cabinet) shall select one of its members to serve on the PSC. The designee approves of these nominees and communicates their candidacy as recommendations to the Chair of the Board of Trustees, who will appoint these members of the committee. The selected administrator must be able to offer a reasonably comprehensive view of and sensitivity to administrative staff experience and issues at the College. They must have demonstrated engagement in the College through broad leadership activities.

**Evangelical Lutheran Church in America:** The Chair of the Board of Trustees shall ensure that one ordained minister of the Evangelical Lutheran Church in America be a member of the committee. It may be the Chaplain of the College, a member of the board or another rostered ELCA pastor.

**Alumni:** The Chair of the Board of Trustees shall ensure that at least two of the members of the PSC shall be alumni of the College. The appointment to the committee may be as faculty, administrators, or board of trustee members. If two members are not appointed in this way, the Chair of the Board will appoint an alumni member of the board in consultation with the VP for Advancement and the President of the Alumni Association of Thiel College. The members should reflect broadly the alumni community and include representation from the college's donor community.

**Student:** The Dean of Students, in conjunction with President of Student Government, shall recommend to the Chair of the Board of Trustees three student nominees, one of whom will be appointed to the PSC by the Chair of the Board of Trustees. The student shall have been a Thiel student for at least two years and shall have maintained an academic record of high standing and be actively involved in the life of the college.

## *Charge to the Presidential Search Committee of Thiel College*

Be it resolved that with respect to the authority to be granted to the Presidential Search Committee and the search process to be utilized thereby, that the Board of Trustees of Thiel College charges the committee as follows:

1. Based on a statement approved by the board in conjunction with the President and the Chair of the Faculty, the committee will develop a presidential search profile that will guide the search and selection process and be shared with candidates, nomination sources, and other interested parties. The profile should include but not be limited to the following qualities:

      a. leadership for bringing the heritage and living message of the Lutheran identity within the Christian church to the students and the college community
      b. strong management skills and financial understanding
      c. vision and leadership skills of the highest caliber
      d. integrity of character and self-confidence
      e. a respect for the world of the intellect and learning
      f. authenticity and warmth of personality
      g. a consistent expectation of excellence
      h. appreciation for the history, culture and values of Thiel College and the contributions of the college
      i. respect for diversity and cultural differences
      j. accomplished communication skills
      k. fundraising success
      l. demonstration that the candidate meets the Middle States Commission on Higher Education Standards for a president

2. To review, interview and engage a nationally recognized search organization to assist with all aspects of the search process.

3. To adopt, in consultation with the Chair of the Board of Trustees, a timetable for the search that will permit the appointment of a president, typically between 12-18 months, but to remain flexible regarding timing in order to yield the best presidential appointment possible.

4. To conduct an active national and, as circumstances allow, international search to attract highly qualified candidates. Aided by the search firm, the Committee should vigorously seek the names of qualified persons from a wide variety of sources.

5. To make periodic reports to the Board of Trustees and members of the Thiel College community about the progress of the search.

6. To protect the dignity of the prospective candidates and the integrity of the search process through the observance of strict confidentiality in the conduct of the search. The Presidential Search Committee shall sign and abide by a code of conduct adopted by the Board of Trustees. Any member of the Search Committee who breaches confidentiality may be removed from the committee by the Chair of the Committee.

7. To bring the name(s) of three or more candidates as finalists to the Board of Trustees, which retains the right to select and appoint the president.

*Code of Conduct for the Presidential Search Committee*

Be it resolved that the Board of Trustees of Thiel College establishes this Code of Conduct for the Presidential Search Committee:

To attract the best candidates, to retain until closure those who are most competitive, and to fulfill the responsibility to treat candidates confidentially and ethically, the Thiel College Presidential Search Committee will commit itself to this Code of Conduct. The Chair of the committee will have the responsibility to ensure that all members of the committee agree to and adhere to this code. The Chair of the Committee will consult with the Chair of the Board of Trustees on all issues related to this code.

The search for the new president is an opportunity for Thiel College to sustain and demonstrate our high ethical standards. Excellent searches win the respect and praise of candidates who are drawn from across the nation. In addition, an effective search will be an opportunity for Thiel College to show itself favorably to many groups and individuals (e.g., national references, academic colleagues, professional associations). Through this Code, the Thiel Presidential Search Committee commits itself to:

- Create a search environment that respects the rights and dignity of all persons;
- Adhere to the highest standards of ethical and professional conduct;
- Maintain in strict confidence and in perpetuity:
  - All information about candidates secured during the search process (e.g., names, written materials, references)
  - All search committee conversations and deliberations, most especially any information about the tentative rank or standing of any candidate(s) in general or vis a vis any other candidate(s);
- Avoid keeping electronic files on unsecured computers or servers;
- Put aside personal agendas, biases, or political positions so that each candidate receives an honest and fair evaluation;
- Disclose all conflicts of interest to the chair of the committee or the entire committee and the Executive Committee of the Board of Trustees;
- Represent the institution as a whole rather than as individuals or group stakeholders;
- Prohibit any search committee member from becoming a candidate for the position;
- Work affirmatively to assure a rich, diverse pool of candidates with a commitment to the spirit of all fairness in employment laws;
- Receive candidate permission prior to reference checking;
- Perform due diligence to establish the accuracy of information on candidates;
- Provide candidates with full and accurate information about Thiel College;
- Ensure the safety and confidentiality of records after the search is completed, retaining search records in compliance with Thiel College, and EEOC guidelines and disposing of records in a manner which retains candidate confidentiality;

- Follow all Thiel governance documents as well as the laws of the Commonwealth of Pennsylvania and the United States;
- Affirm that only the chair of the committee, or someone he may specifically designate, will speak for the committee on any and all matters involving the search; and
- After consultation with the Chair of the Board of Trustees, the chair of the committee may remove any member of the committee who violates the code for cause.

Agreed to and affirmed by: _____

Date: _____

## Exhibit 5.0: Sample Board Meeting: Agenda, Principles and Procedures

*Sample Agenda*

A. Opening Prayer

B. Call to Order—Board Chair

C. Roll Call—Board Secretary

D. Approval of Agenda

E. Approval of Minutes

F. Consent Items

G. President's Report

H. Standing Committees: *NOTE*: *The order is dependent upon the topics*
   a. Student and Religious Life
   b. Facilities, Physical Plant and Information Technology
   c. Audit Committee
   d. Finance and Investment
   e. Governance/Trusteeship
   f. Advancement
   g. Academic Affairs
   h. Student Enrollment

I. Executive Session
   a. Presidential Review and Compensation Committee
   b. Other

J. Old Business

K. New Business (NOTE: Examples)
   a. Imagining Thiel
   b. Thiel 150 Strategic Planning
   c. Other

L. Adjournment

*Principles and Procedures*

**Principles**

The Board will focus its time on its most important responsibilities and on substantive discussions of important issues affecting the organization, currently and in the future. The Board will approve an Annual Board Work and Education Plan that will serve as a basis for planning Board meeting agendas and integrating education into the work of the Board.

The Board will conduct its routine business in a prudent but expeditious manner, using consent agendas as appropriate, in order to concentrate the majority of its time on major issues.

**Procedures**

1. **Board goals**. Annually, the Board will agree on several "Board goals." A Board goal is a specific objective or area of focus on which the Board intends to center its attention in the coming year, in addition to performing its ongoing responsibilities.

2. **Annual work and education plans for the Board and Board committees**. Annually, management will develop and submit, through the Committee on Governance and Trusteeship, to the Board for approval a Board Work and Education Plan in a calendar format. The plan will show, meeting by meeting, how the Board will allocate its time amongst its goals, major strategic directions and core responsibilities. It will include education at Board meetings and an annual retreat. The plan will be revised and flexibly applied during the year to respond to new and changing priorities. Committees will also develop goals and work plans.

3. **Meeting agendas**. Using the Board Work and Education Plan as a guideline, the President and Board Chairperson will meet prior to each meeting to agree on an agenda for the next meeting. As much as possible, agendas will devote 50 percent to 75 percent of time to focused discussion or education around major actions, Board goals and strategic initiatives rather than routine business. All Board members will have an opportunity to recommend agenda items. The agenda will be circulated in advance along with the meeting materials.

4. **Consent agenda**. Routine matters requiring Board approval will be incorporated into a consent agenda. Supporting documentation will be distributed in advance of the meeting. The consent agenda will be presented at the Board meeting without a verbal report. Any action item may be removed for separate action upon the request of any Board member. Routine committee minutes not requiring discussion will be incorporated into the consent agenda.

5. **President's report**. The President may distribute a written report in advance with the meeting materials. At each meeting, the President will make a brief verbal report to highlight a few items and respond to questions.

6. **Key indicators report**. A report of key performance indicators will be presented at each meeting. The report will permit the Board to expeditiously review actual performance against Board-approved goals for finances, strategic initiatives, quality of care, customer service and mission effectiveness. The Board also will receive financial statements at each meeting and will discuss them in detail if major variances from budgeted targets occur.

*Purpose, Scope and Examples of Consent Agenda Item*

**Purpose**
To expedite the conduct of routine business during Board meetings in order to allocate more meeting time for education and discussion of substantive issues.

**Scope**
1. The consent agenda should consist of routine financial, legal and administrative matters that require Board action.
2. Consent agenda items are expected to be non-controversial and not requiring of discussion.
3. The consent agenda generally is voted on in a single majority vote, but it may be divided into several, separate items.
4. Motions, resolutions and all supporting materials for the consent agenda should be sent to Board members in advance of the meeting.
5. The consent agenda should be considered early in a Board meeting. The Chair will ask if any member wishes to remove an item from the consent agenda for separate consideration, and if so, the Chair will schedule it for later in the meeting.
6. The Board will assess the use of consent agendas by means of a question on its self-assessment survey.

**Examples**
1. The following items would be suitable for the consent agenda:
   - Approval of minutes
   - Approval of signatories for bank accounts
   - Approval of contracts that have been reviewed by a designated Board committee
   - Approval of routine but unbudgeted capital expenditures of less than $100,000 that have been approved by the Finance Committee, such as an unexpected replacement of equipment or an unplanned facility upgrade
   - Approval of reappointments which meet criteria for a "clean" appointment and are recommended by a designated Board committee
2. The following items are not suitable for the consent agenda:
   - Approval of the annual update of the strategic plan
   - Approval of the annual budget

## Exhibit 6.0: Recommended Form for Board Action

*Board of Trustees*

RECOMMENDATION OF _____ COMMITTEE FOR BOARD ACTION

| **Management or Committee Recommendations** |
| --- |
| |
| **Executive Summary** |
| |
| **Key Performance Objectives** AND COST OR OTHER FINANCIAL IMPLICATIONS |
| |
| **Pertinent Related Documents** |
| |

| **Description**: _____ This proposal supports the following strategic initiatives: LIST | **Presenter's name**: |
| --- | --- |

Date of Committee Recommendation: _____

EXECUTIVE COMMITTEE APPROVAL _____
BOARD APPROVAL_____

## Exhibit 7.0: Sample Committee Annual Work Plan

| Committee Tasks | Apr | May | Jun | Jul | Aug | Sept | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | July | Aug | Sept |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Develop and/or Review Committee Work Plan and Timeline | X | | | | | | | | | | | | X | | | | | |
| Hold committee meetings | X | | | | | X | | | | | | | X | | | | | X |
| Review objectives of Dean of Students | | | | | | X | | | | | | | | | | | | X |
| Meet with students two times per year to discuss topics of interest to them, gain feedback, etc. | | X | | | | | | X | | | | | | X | | | | |
| Review on campus housing policies once per year | | | | | | X | | | | | | | | | | | | X |
| Discuss retention results and strategies | X | | | | | X | | | | | | | X | | | | | X |
| Review student satisfaction findings and implications | | | | | | X | | | | | | | X | | | | | |
| Examine student involvement numbers | X | | | | | | | | | | | | X | | | | | |
| Attend at least 2 student events on campus and encourage all members to do likewise | | | | | | | | X | X | | | | | | | | | |
| Discuss and receive updates, challenges, and/or future initiatives in Athletics, Religious Life and Student Life | X | | | | | X | | | | | | | X | | | | | X |
| Invite the current Student Government Association President (SGA) to a meeting once a year to provide a report on status and initiatives of the SGA | | | | | | X | | | | | | | | | | | | X |

## Exhibit 8.0: Sample Trustee Self Evaluation

THIEL COLLEGE
TRUSTEE SELF EVALUATION

This document is to allow trustees to self-evaluate his/her effectiveness as a trustee of Thiel College. It is designed to help each trustee focus on some of the important characteristics of an effective leader. Please take time to review this document and self assess your activities as it relates to your trusteeship.

1.  Have I actively and regularly participated in the committees to which I have been assigned? _____

2.  Have I shown active leadership on my committee assignments? _____

3.  Have I attended and participated in the regularly scheduled Trustee meetings? _____

4.  Have I worked to become more familiar with Thiel College staff development activities? (In-service training, reading professional articles in Trustee Magazine, reading Governance Manuals, etc.) _____

5.  Have I been supportive of the administrative efforts of the College? _____

6.  Have I contributed my "talents and treasure" to the college? _____

7.  Have I talked with potential students, parents, friends and colleagues about Thiel College? _____

8.  In what other ways have I supported Thiel in its efforts to be an outstanding liberal arts institution of higher education? _____

THIEL
COLLEGE

| Committee Tasks | Sept | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | June | July | Aug | Sept |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Area 1:  Strategic Plan Implementation** | X | | X | | | X | | | X | | | | X |
| **Area 2:  Academic Affairs Achievements, Initiatives (retrospective); Opportunities, Challenges (prospective)** | X | | | | | | | | | | | | X |
| **Area 3:  Faculty Hiring, Development, Retention, Evaluation,  and Compensation** | | | | | | | | | | | | | |
| New Faculty Hires | X | | | | | | | | | | | | X |
| Compensation & Benefits | | | X | | | | | | X | | | | |
| Tenure Process & Criteria | | | | | | X | | | | | | | |
| Search Updates | | | | | | X | | | X | | | | |
| Faculty Development | X | | | | | X | | | | | | | X |
| Faculty Accomplishments | X | | | | | | | | | | | | X |
| **Area 4:  Tenure Conferral** (Apr or May) | | | | | | | | X | X | | | | |
| **Area 5:  Conferral of Degrees** (Apr or May) Resolution on Degree Conferral to Executive Committee | | | | | | | | X | X | | | | |
| **Area 6:  Student Learning, Engagement, and Retention** | X | | X | | | | | | X | | | | X |
| **Area 7:  Curriculum, Co-curriculum, and Programming** | | | | | | X | | | | | | | |
| **Area 8:  Assessment (all Academic Affairs areas)** | | | | | | X | | | | | | | |

**Meeting Dates:  September 26, 2013 – 4 p.m.; October 31, 2013 – 5 p.m.; February 6, 2014 – 5 p.m.; April 9, 2014 – 12 p.m. (conf. call)**
**May 2, 2014 – 5  p.m.**

(revised 10/31/2013)

FACILITIES, PHYSICAL PLANT & INFORMATION TECHNOLOGY COMMITTEE
WORK PLAN
SEPTEMBER 2013-NOVEMBER 2014

| Committee Tasks | Sept | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | July | Aug | Sept | Oct | Nov |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Review/Approve Facilities and IT summer capital projects; include Finance and Advancement Committees in funding discussion. | | | | | | | X | | | | | | | | |
| Review progress on existing capital projects including budgets and reports from architects, construction managers, contractors, etc. | C | | | | | | X | | | | | | X | | |
| Review deferred maintenance program and schedule of improvement/corrective projects. | | | | | C | | X | | | | | | | | |
| Review proposals for information technology projects and upgrades. Review progress on system/software projects including budgets. | | | | | C | | | | | | | | | | |
| Review of operational/maintenance cost of all new buildings and equipment put into use. | | | | | C | | | | | | | | | | |
| Review property insurance program for all buildings and equipment. | | | | | C | | | | | | | | | | |
| Annually allot time for a walk-through of buildings and grounds. | C | | | | | | | | | | | | X | | |

C = COMPLETED
X = PLANNED

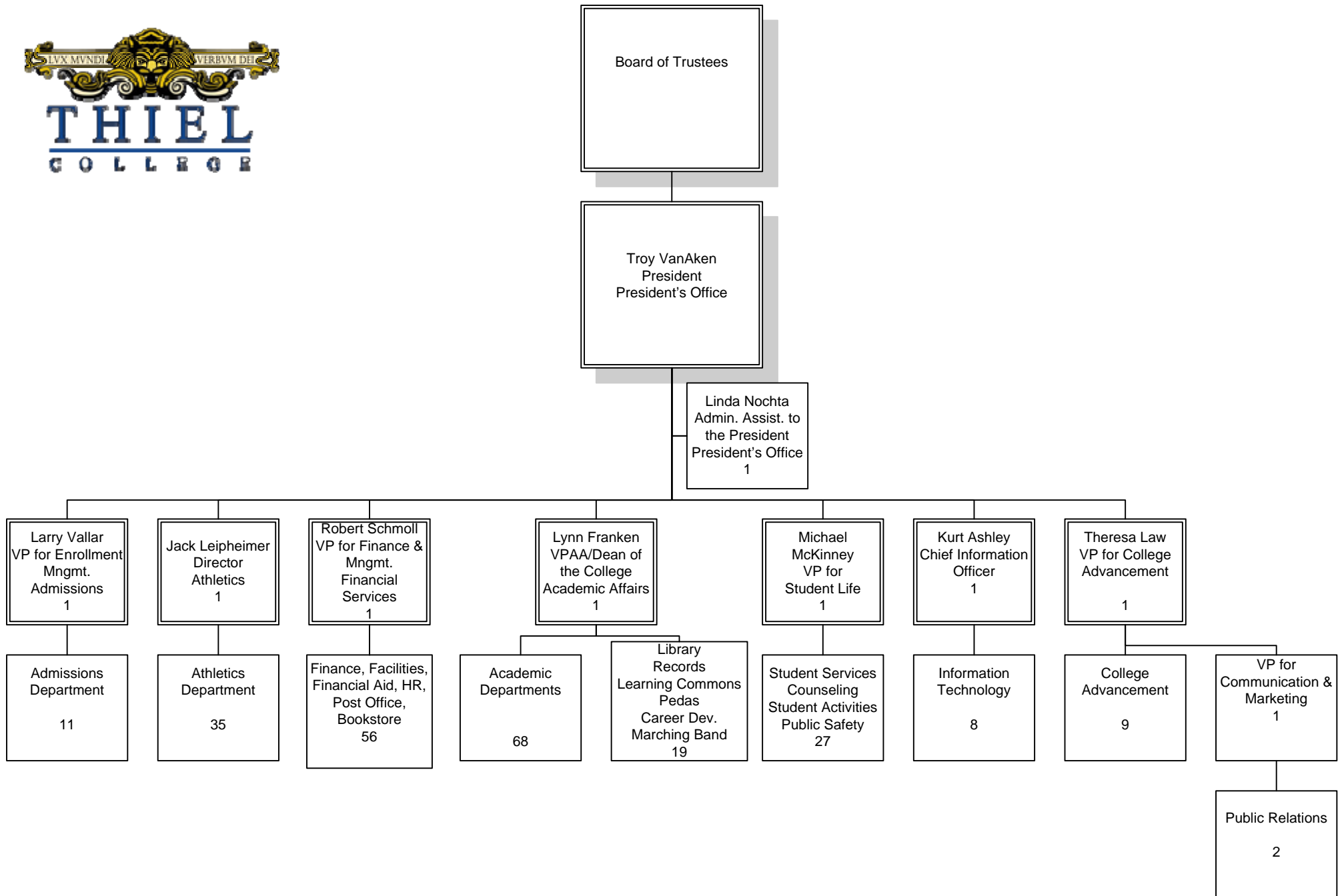| Committee Tasks | Apr | May | Jun | Jul | Aug | Sept | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | July | Aug | Sept |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Committee meeting dates | X | | | | | X | | | | X | | | X | | | | | X |
| Perform Trustee Evaluations for Re-nomination | | | | | | X | | | | | | | | | | | | X |
| Perform Board Meeting Evaluation | | X | | | | | | X | | | | | | | | | | |
| Perform Board Self-Evaluation | | X | | | | | | | | | | | | X | | | | |
| Review of all By-laws | | | | | | | | | | | | X | | | | | | |
| Perform Board Nominations | X | X | | | | | | | | | | | | | | | | |
| Perform Board Re-nominations | | | | | | X | | | | | | | | | | | | X |
| Terms up for re-nomination; call to establish interest in returning | | | | | | X | | | | | | | | | | | | X |
| Send invitation to re-nominated Board members | | | | | | X | | | | | | | | | | | | X |
| Send letters to those not returning | | | | | | X | | | | | | | | | | | | X |
| Orientation:  New Board Officers/Committee Chairs | | | | | | | | X | | | | | | | | | | |
| Review New Board member orientation materials | | | | | X | | | | | | | | | | | | | X |
| Develop Succession Plan for Board Officers/ Committee Chairs | | | | X | X | X | X | | | | | | | | | X | | X |
| Review of Constitution * | | | | | | | | | | | | | | | | | | |
| Review of Policy & Procedures Manual * | | | | | | | | | | | | | | | | | | |
| Board Development Plan * | | | | | | | | | | | | | | | | | | |

*performed as needed.

Meeting dates:  April 17, 2013–3 p.m., September 18, 2013–4 p.m., January 29, 2014–4 p.m.; April 10, 2014–5 p.m., September 17, 2014–4 p.m.
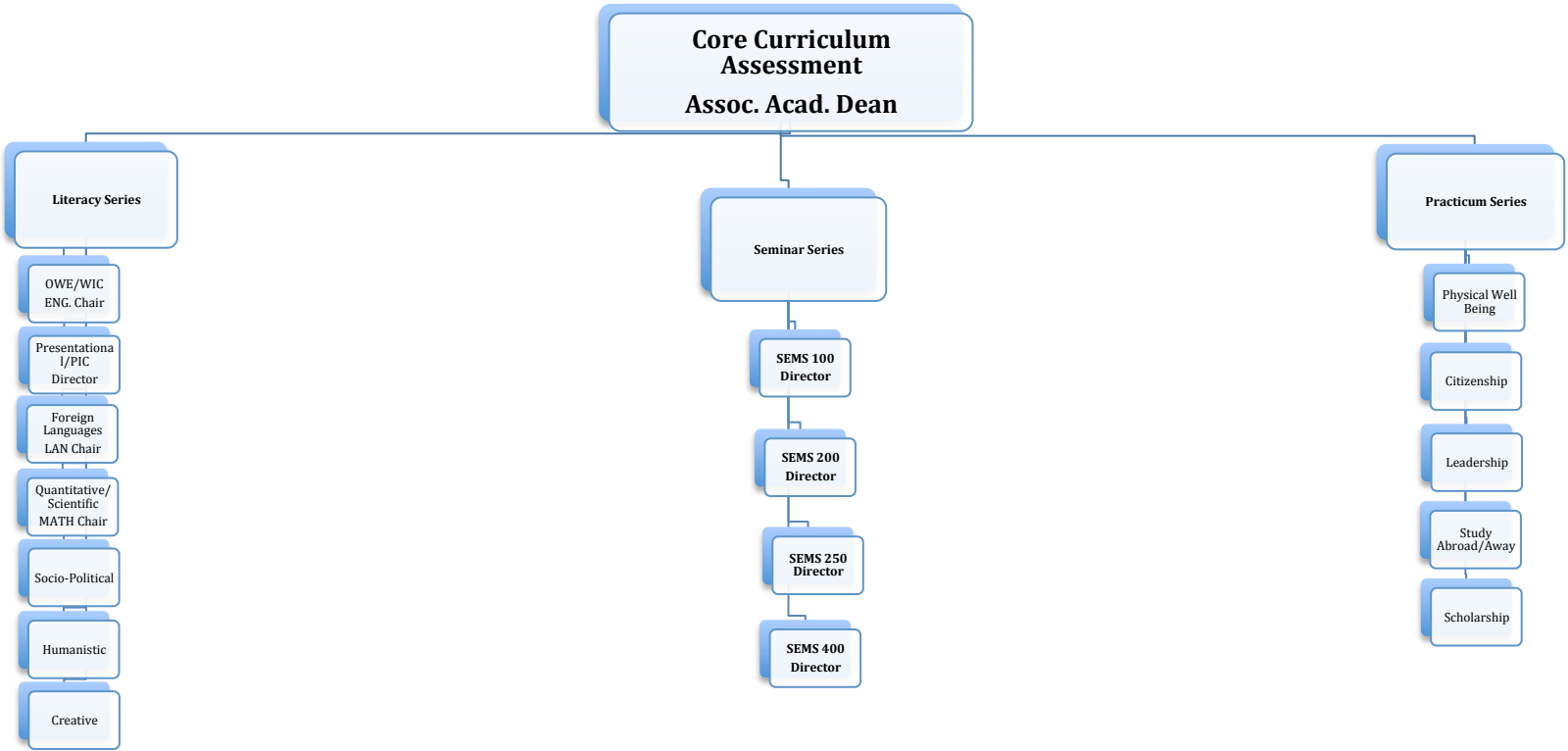
(Revised: 3/10/14)

# Calendar of Core Assessment Cycle

| | Academic Year/ Semester | | | | | | | | | | | |
| | AY 2013-2014 | | AY 2014-2015 | | AY 2015-2016 | | AY 2016-2017 | | AY 2017-2018 | | AY 2018-2019 | |
| | Fall | Spring | Fall | Spring | Fall | Spring | Fall | Spring | Fall | Spring | Fall | Spring |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **SEMS Series Course Goals & Objectives** | | | | | | | | | | | | |
| **1. Students will recognize the value of understanding how various desciplines are interconnected.** | SEMS 100<br>SEMS 200 | SEMS 100<br>SEMS 200<br>SEMS 250 | | SEMS 100<br>SEMS 200<br>SEMS 250 | SEMS 400 | SEMS 100<br>SEMS 200<br>SEMS 250<br>SEMS 400 | | SEMS 100<br>SEMS 200<br>SEMS 250<br>SEMS 400 | | SEMS 100<br>SEMS 400 | | SEMS 200<br>SEMS 250 |
| **interdisciplinary nature of complex problems in the United States and around the world.** | | SEMS 200<br>SEMS 250 | | SEMS 100<br>SEMS 200<br>SEMS 250 | SEMS 400 | SEMS 200<br>SEMS 250<br>SEMS 400 | | SEMS 200<br>SEMS 250<br>SEMS 400 | | SEMS 400 | | SEMS 200<br>SEMS 250 |
| **development of society and the interconnectedness among different socieities and civilizations** | | SEMS 200<br>SEMS 250 | | SEMS 100<br>SEMS 200<br>SEMS 250 | SEMS 400 | SEMS 200<br>SEMS 250<br>SEMS 400 | | SEMS 200<br>SEMS 250<br>SEMS 400 | | SEMS 400 | | SEMS 200<br>SEMS 250 |
| **4. Demonstrate an understanding and awaremenss of the complexity, depth, an richness of civilizations** | | SEMS 200<br>SEMS 250 | | SEMS 200<br>SEMS 250 | SEMS 400 | SEMS 200<br>SEMS 250<br>SEMS 400 | | SEMS 200<br>SEMS 250<br>SEMS 400 | | SEMS 400 | | SEMS 200<br>SEMS 250 |
| **5. Critically read, analyze, and summarize the significance of primary texts** | SEMS 100<br>SEMS 200 | SEMS 100<br>SEMS 200<br>SEMS 250 | | SEMS 100<br>SEMS 200<br>SEMS 250 | SEMS 400 | SEMS 100<br>SEMS 200<br>SEMS 250<br>SEMS 400 | | SEMS 100<br>SEMS 200<br>SEMS 250<br>SEMS 400 | | SEMS 100<br>SEMS 400 | | SEMS 200<br>SEMS 250 |
| **6. Utilize civil and critical discourse and engage in dialogue** | SEMS 100<br>SEMS 200 | SEMS 100<br>SEMS 200<br>SEMS 250 | | SEMS 100<br>SEMS 200<br>SEMS 250 | SEMS 400 | SEMS 100<br>SEMS 200<br>SEMS 250<br>SEMS 400 | | SEMS 100<br>SEMS 200<br>SEMS 250<br>SEMS 400 | | SEMS 100<br>SEMS 400 | | SEMS 200<br>SEMS 250 |
| **7. Discuss, compare, and evaluate representative texts within the humanities** | SEMS 100<br>SEMS 200 | SEMS 100<br>SEMS 200<br>SEMS 250 | | SEMS 100<br>SEMS 200<br>SEMS 250 | SEMS 400 | SEMS 100<br>SEMS 200<br>SEMS 250<br>SEMS 400 | | SEMS 100<br>SEMS 200<br>SEMS 250<br>SEMS 400 | | SEMS 100<br>SEMS 400 | | SEMS 200<br>SEMS 250 |
| **8. Strengthen and promote critical thinking through discussion, research, class presentations, writing, and assessment** | SEMS 100<br>SEMS 200 | SEMS 100<br>SEMS 200<br>SEMS 250 | | SEMS 100<br>SEMS 200<br>SEMS 250 | SEMS 400 | SEMS 100<br>SEMS 200<br>SEMS 250<br>SEMS 400 | | SEMS 100<br>SEMS 200<br>SEMS 250<br>SEMS 400 | | SEMS 100<br>SEMS 400 | | SEMS 200<br>SEMS 250 |
| **9. Articulate thoughts clearly by participating in seminar discussion and write about course texts and themes** | SEMS 100<br>SEMS 200 | SEMS 100<br>SEMS 200<br>SEMS 250 | | SEMS 100<br>SEMS 200<br>SEMS 250 | SEMS 400 | SEMS 100<br>SEMS 200<br>SEMS 250<br>SEMS 400 | | SEMS 100<br>SEMS 200<br>SEMS 250<br>SEMS 400 | | SEMS 100<br>SEMS 400 | | SEMS 200<br>SEMS 250 |

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                              │   Board of Trustees   │
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                              ┌──────────────────────┐
                              │     Troy VanAken      │
                              │      President        │
                              │  President's Office   │
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                              ┌──────────────────────┐
                              │     Linda Nochta      │
                              │  Admin. Assist. to    │
                              │     the President     │
                              │  President's Office   │
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| Larry Vallar VP for Enrollment Mngmt. Admissions 1 | Jack Leipheimer Director Athletics 1 | Robert Schmoll VP for Finance & Mngmt. Financial Services 1 | Lynn Franken VPAA/Dean of the College Academic Affairs 1 | Michael McKinney VP for Student Life 1 | Kurt Ashley Chief Information Officer 1 | Theresa Law VP for College Advancement 1 |

| Admissions Department 11 | Athletics Department 35 | Finance, Facilities, Financial Aid, HR, Post Office, Bookstore 56 | Academic Departments 68 | Library Records Learning Commons Pedas Career Dev. Marching Band 19 | Student Services Counseling Student Activities Public Safety 27 | Information Technology 8 | College Advancement 9 | VP for Communication & Marketing 1 |

VP for Communication & Marketing 1

Public Relations 2

# Core Organizational Chart

**Core Curriculum Assessment**
**Assoc. Acad. Dean**

**Literacy Series**

- OWE/WIC ENG. Chair
- Presentational/PIC Director
- Foreign Languages LAN Chair
- Quantitative/Scientific MATH Chair
- Socio-Political
- Humanistic
- Creative

**Seminar Series**

- SEMS 100 Director
- SEMS 200 Director
- SEMS 250 Director
- SEMS 400 Director

**Practicum Series**

- Physical Well Being
- Citizenship
- Leadership
- Study Abroad/Away
- Scholarship

# Departmental SLO Assessment Calendar/Cycle

| Stage | Deadline | Activity/Task | Responsible Person(s) |
|---|---|---|---|
| Reflection | February 2013 | Review of outcomes for 2013-13 Goals/Objectives begins | Department Chairs/Area Heads, Administrative Staff |
| | March-May 2014 | Conduct assessment of learning outcomes, evaluate performance, create action plans to address areas of concern | Department Chairs/Area Heads, Administrative Staff |
| | May 2014 | Assessment results submitted to VPAA and ASC, ASC evaluates results | VPAA, members of ASC, Cabinet |
| Planning | June-July 2014 | Develop and approve departmental goals for 2014-15 informed by 2013-14 assessment data, action plans, strategic plan | Department Chairs/Area Heads,, Administrative staff, members of ASC, Cabinet |
| | July-August 2014 | 2014-15 budget finalized and departments informed of allocations | Cabinet/VPFM |
| | November 2014 | Preliminary budget requests (capital and operating) submitted for 2015-16 | Department Chairs/Area Heads, Administrative staff |
| | December 2014 | Capital  and operational budget expenses considered, priorities set with respect to strategic plan and institutional need | Instituitional Planning & Budget committee, Financial Services staff, Cabinet |
| Implementation | Fall 2014 | Communicate assessment findings to departments, begin implementing action plans | Department chairs, Administrative staff, ASC |
| | November 2014-January | ASC reviews assessment | ASC, Cabinet, VPFM |

| | 2015 | planning, and budgeting cycle, make adjustments for 2015-16 | |
|---|---|---|---|
| | February 2015 | Board of Trustees reviews assessment, planning and budgeting cycle, may make strategic adjustments | Board of Trustees, Cabinet |
| | Spring 2015 | Continue implementing action plans | Department Chairs/ Area Heads, Administrative Staff |
| Reflection | May 2015 | Cycle begins again for 2015-16 | Department Chairs/Area heads, Administrative Staff |

# The DHI Curriculum
## (Blue Track)

The Blue Track of the DHI Curriculum consists of four courses (12 credit hours) taken during the first year, two courses (6 credit hours for science majors and 7 credit hours for non-science majors because their course includes a one credit hour lab) taken during the second year, two courses (6 credit hours) taken during the third year, and one course (3 credit hours) taken during the fourth year. DHI students also are to take at least one elective course (3 credit hours) during years two, three, or four. This amounts to ten Honors courses for a total of 30 or 31 credit hours, which is about 25 percent of the 124 credit hours required for graduation. In addition, sometime during the four years the student is to demonstrate proficiency in a foreign language and mathematics and is to take five Writing Intensive Courses. The figure below provides a schemata of the courses in relation to the four years.

| | | |
|---|---|---|
| **Year One** | **First Semester**<br>  Becoming Human: Love, Power, Justice<br>  Communicating Effectively: Grammar, Dialectic (Logic), Rhetoric<br>**Second Semester**<br>  Creating Culture: Ancient, Medieval, Modern<br>  Interpreting Scriptures: Jewish, Christian, Islamic | |
| **Year Two** | **First Semester**<br>  Composing Contextually: Enlightenment, Romanticism, Postmodernism<br>**Second Semester**<br>  Emerging Reality: Universe, Life, Mind | Demonstrate proficiency in a foreign language and mathematics and take five Writing Intensive Courses. |
| **Year Three** | **First Semester:**<br>  Understanding Globalization: Markets, Images, Sustainability<br>**Second Semester**<br>  Appreciating Creativity: Artistic, Scientific, Societal | |
| **Year Four** | **First or Second Semester**<br>  A senior capstone seminar in the humanities, the natural sciences, the social sciences, or professional studies culminating in the presenting of a significant creative achievement. | |
| **During Years Two, Three, or Four** | Elective courses: Select at least one elective course, such as:<br>  Loving Wisdom: Plato, Aristotle, de Beauvoir<br>  Narrating History: Voltaire, von Ranke, Foucault<br>  Interpreting Suspiciously: Marx, Nietzsche, Freud<br>  Rationalizing Society: Weber, Durkheim, Habermas<br>  Reading Novelists: Austen, Dostoevsky, Melville<br>  Creating Justice: Gender, Race, Class<br>  Transforming Science: Bacon, Newton, Einstein<br>  Reasoning Faith: Augustine, Thomas, Luther | |

# Descriptions of the Nine Regular DHI Courses

**BECOMING HUMAN: LOVE, POWER, JUSTICE: HON 110 - 3 CREDIT HOURS**

This First Year Seminar course gives students the opportunity to think together about what it means to become a human being by considering the three big questions of love, power, and justice. If love is the reunion of that which is separated, power is the quest of the free individual for understanding and action that shapes the self, and justice tends to the structuring of life in such a way that power's questing can eventuate in love—then these three big ideas each play an essential role in the process of individuals becoming full human beings. This course also serves as an orientation to college life, to the Dietrich Honors Institute, and to participating in a seminar.

**COMMUNICATING EFFECTIVELY: GRAMMAR, DIALECTIC, RHETORIC: HON 113 - 3 CREDIT HOURS**

The "trivium" of the classical liberal arts includes grammar, dialectic, and rhetoric, which deal respectively with language, reasoning, and persuasion. The art of grammar teaches the student to speak and write well. The student learns about dialectic or logic or reasoning by engaging in the give and take with other students and the teacher and reflecting on the process of thinking through discussion, debate, argumentation, and questioning. In rhetoric the student learns the science of communication and the art of persuasive writing and speech.

**CREATING CULTURE: ANCIENT, MEDIEVAL, MODERN: HON 114 - 3 CREDIT HOURS**

Students are introduced to highlights in the history, literature, art, music, philosophy, and religion of western humanities. Greece and Rome are emphasized in the ancient period; civilization and thought of the Mediterranean area and Europe are stressed in the medieval period, culminating in the Renaissance; and the Reformation and early modern developments are underscored up until 1789 or the beginning of the French Revolution. Big ideas and major people are lifted up for each period, with connections being drawn from one period to the next.

**INTERPRETING SCRIPTURES: JEWISH, CHRISTIAN, ISLAMIC: HON 128 - 3 CREDIT HOURS**

In religious communities writings can take on a sacred aura and serve important functions for adherents of the given faith. This is surely the case within the three major monotheistic traditions of the western world. This course uses historical-critical methods to examine the Hebrew Bible of Judaism (the Old Testament of Christians), the New Testament of Christianity, and The Qur'an of Islam. In learning the way to interpret these texts, the focus falls on their meaning for life in the contemporary world.

**COMPOSING CONTEXTUALLY: ENLIGHTENMENT, ROMANTICISM, POSTMODERNISM: HON 126 - 3 CREDIT HOURS**

This course continues two other Honors courses, namely, HON 113, the composition course Communicating Effectively: Grammar, Dialectic, Logic, and HON 114, the course in the history of western humanities entitled Creating Culture: Ancient, Medieval, Modern. While covering the history of western humanities from the beginning of the French Revolution in 1789 to the fall of the Berlin Wall in 1989, the course also allows students to develop further their composition skills in the context of studying these two fascinating centuries of creating culture. Highlighted will be three major cultural configurations: first, the Enlightenment, with its emphasis on reason, universality, and form; second, the backlash against the Enlightenment in Romanticism with its stress on emotion, individuality, and freedom; and third, the revolt against the Enlightenment and Romanticism trajectories of modernity in postmodernism, which accentuates relativism, pluralism, and fragmentation.

**EMERGING REALITY: UNIVERSE, LIFE, MIND - HON 127 - 3 CREDIT HOURS**

The notion of emergence has been gaining currency in various disciplines over the past few decades. This course studies three sequential big bangs that have given rise to human experience: the big bang of matter-energy some 13.7 billion years ago, the big bang of life some 3.5 to 4 billion years ago, and the big bang of human self-consciousness rather more recently. These three moments in reality's emergence mark the most important events, at least · from the perspective of human beings, in the history of cosmic evolution. Physics, chemistry, biology, psychology, and neuroscience will give us insights into these three.

**EMERGING REALITY LAB - HON 137 - 1 CREDIT HOUR**

This laboratory course, Emerging Reality Lab, HON 137, is a supplement to the course Emerging Reality: Universe, Life, Mind, HON 127. It serves as an introduction to the natural sciences in general and supports the basic content of the Emerging Reality course, which centers on the coming to be of the universe in the Big Bang together with the emergence of life and the emergence of mind or human self-consciousness. Four labs will be related to each of these three major moments of our evolving universe. No sophisticated level of mathematical proficiency will be assumed in the course. Those students majoring in one of the sciences are exempted from taking this lab course that accompanies Emerging Reality, HON 127.

**UNDERSTANDING GLOBALIZATION: MARKETS, IMAGES, SUSTAINABILITY: HON 230 - 3 CREDIT HOURS**

The notion of globalization took on new meaning after the era of exploration and discovery in the 16th century. But the fall of the Berlin wall in 1989 was an exceptional event in world history that ushered in a new era of globalization. After that event many countries made the transition to democracy and market economics. Over the past two decades markets have been increasingly shaped by the power of images to influence consumers to purchase goods. Global economic forces sometimes threaten earth processes that are needed for sustaining life. Called for today is thoughtful reflection concerning how economic prosperity can occur while at the same time honoring the sustainability of the Earth.

**APPRECIATING CREATIVITY: ARTISTIC, SCIENTIFIC, SOCIETAL: HON 240 - 3 CREDIT HOURS**

Creativity is alive in nature; as creatures embedded in the natural world, human beings participate in the creative advance of the universe. This course gives students the opportunity to gain an appreciation for the multi-faceted reality of creativity. Many types of human creativity are investigated with the intent of identifying ways in which these creative forms differ from one another and yet are the same. The comparison of creativity as manifested in the world of artists, of scientists, and of societies will contribute to appreciating this fundamental human characteristic. The course will set the stage for the senior capstone course to be taken in the following year, during which each student will present their creative project.

**CONTRIBUTING CULTURALLY: RESEARCHING, CREATING, PRESENTING: HON 340 - 3 CREDIT HOURS**

For this course, there will be separate senior capstone seminars in each of the four major divisions of the disciplines—the humanities, the natural sciences, the social sciences, and professional studies, with the experience culminating in the presenting of a significant research and/or creative achievement. Students will conceive, plan, and execute a high-quality project in the appropriate disciplinary or multi-disciplinary context. If the student is situated in a department that already has a senior capstone expectation, he or she will work cooperatively with departmental professors to ensure that those expectations as well as those of the DHI are met. A focus on ethics will find its place in the course as general ethical principles are taught across the four seminars while more specific ethical issues of each division are accommodated within the particular context of each seminar.          2/4/2013

**INTEGRATIVE REQUIREMENT 5-YEAR REVIEW – 2008-2009**

1. **Goals and Objectives.**
   a. The Goals and Objectives of the Integrative Requirement of Thiel College were assumed to be those identified in the catalogue. These are, in abbreviated form: Intellectual Rigor, Problem Solving, Imaginative Sensitivity, Socio-Cultural Awareness, Historical Perspective, Environmental Responsibility, Individual and Social Maturation, Human Commitment to Life, Physical Development and Religious Awareness and Growth.
   b. For each of the ten Institutional Objectives, specific Learning Objectives and Learning Outcomes were identified. Because students do not always take courses in the IR in a particular sequence, a primary course was identified as one in which the particular objective and outcomes are emphasized, rather than the more traditional way of identifying a course where the elements are first introduced. In a similar vein, the designation of Secondary Courses on our curriculum map corresponds to the more traditional category of Outcomes Reinforced. Assessments have been identified for all outcomes. The Curriculum Map is included as Appendix A.

   *Concerns:*
   1A. Currently, there are no institutional objectives that are expected to be met by all programs. There is no built-in continuity between Institutional Objectives and Program Objectives.

   *Recommendations:*
   *1A. That the Institutional Objectives of Intellectual Rigor, Problem Solving, Individual and Social Maturation and Humane Commitment to Life be adopted as objectives of every academic program.*
   *Rationale:* In its publication, *Characteristics of Excellence*, the Middle States Commission on Higher Education identifies three types of objectives that are central to undergraduate education, those related to the development of knowledge, of skills, and of values. The publication goes on to say that outcomes at the three levels of course, program, and institution must be interrelated; "continuity, coherence, and integration should be evident." By including these four objectives in the list of objectives of each academic program, the College demonstrates its commitment to the development of knowledge, skills, and values across its curriculum.

2. **Department Demographics.**
   a. Faculty and staff –

i. On average, 21.9 FTE faculty deliver the core curriculum of the College. The total FTE faculty is approximately 76.  Consequently, about 29% of faculty load is dedicated to the delivery of the core curriculum. The core curriculum is here taken to include Honors courses; Foreign Language and Math competency courses (College Algebra and Cultural Approaches to Math); Western Humanities; Global Heritage; Scriptures; OWE; HPEd theory and activities courses; and the three developmental courses: Introduction to Algebra, Basic English and Basic Math.  It does not include courses that can be used for Group IV because it is impossible to determine the percent of load for these courses that would be specifically supporting the IR.

ii. The percent of faculty delivering various components of the IR who are full-time varies considerably among courses. The Honors Program is delivered exclusively by full-time faculty.  Western Humanities is delivered exclusively by full-time faculty and on average, 94% of the Global Heritage faculty is full-time.  Interpreting the Jewish and Christian Scriptures is, for the most part (82%), delivered by full-time faculty.  The Math component of the IR saw a steady increase in percent taught by full-time faculty, up to a maximum of 100% in the spring of 2007.  Since that time, the percentage has fallen to close to 50%.   The two components of the IR that have the lowest percentages of full-time faculty are Foreign Language with 39% being delivered by full-time faculty and OWE with 32%.

iii. Basic Math has been taught exclusively by full-time faculty for the past four semesters.  Basic English has been taught more frequently by full-time faculty in the past two years than it had been previously, although it is still taught about 50% of the time by adjuncts. Basic Reading is taught by a full-time employee of the Academic Success Center who has adjunct faculty status.

b. Students –

i. Total credit hours generated in the spring semesters total 4-10% fewer than those generated in their corresponding fall semesters.  When one looks at IR credit hours, the drop from first to second semester ranges between 17-30%.   The IR component of total student load is higher for first-year students and presumably decreases as the student moves through the four years. Consequently, it is not surprising that the IR shows a greater total credit hour drop between semesters than is seen for the curriculum as a whole. The drop in freshman enrollment between fall and spring semesters averaged over the nine semester period covered by this report is 19%.  The average drop between freshman and sophomore years is 38%.  Because the IR tends to be front-loaded, with the bulk of the courses being taken in the first two years, the drop in IR total credits appears to be explainable.

**TABLE 1. CREDIT HOURS GENERATED**  Total, IR, and Percent of Total Represented by IR

| SEMESTER | F04 | S05 | F05 | S06 | F06 | S07 | F07 | S08 | F |
|----------|-----|-----|-----|-----|-----|-----|-----|-----|---|
| TOTAL CH | 17670 | 15854 | 18111 | 17143 | 18147 | 16338 | 16359 | 15752 | |
| IR CH | 6672 | 5546 | 6980 | 5770 | 6740 | 4745 | 5930 | 4564 | |
| IR(% TOT) | 0.38 | 0.35 | 0.39 | 0.34 | 0.37 | 0.29 | 0.36 | 0.29 | |

ii. The IR represents between 29% and 39% of the credit hours generated in any given semester. Approximately one-third of the student's total credit load is expected to be devoted to the IR. First-year students represent the largest cohort and IR requirements account for about half of the first-year student's course load. Consequently, it is expected that the IR would represent more than a third of the total credit hours. Total IR credit hours are underestimated because of the inability to quantify the IR credit hours represented by Group IV.

iii. Total credit hours generated by Basic courses in each of the full academic years included in this report, 2004-5, 2005-6, 2006-7, and 2007-8, are 5.3, 14.1, 13.7, and 5.9 times higher than those generated by the Honors program. Two important factors to be considered are the total number of Honors-eligible students recruited in any given year and the percent of eligible students opting into the Honors Program. As indicated in Table 2, the percentage of the first-year class that was eligible for the Honors Program decreased from 2004 to 2006 and increased from 2006 to 2008. The effort to decrease the percentage of students least prepared for Thiel and to increase the percentage of well-prepared students over the past two recruitment seasons appears to have borne fruit. The trend in percentage of eligible students opting into the Honors Program is also positive, with an unusually high percentage opting into the program in 2007.

| TABLE 2.  HONORS PROGRAM – FIRST YEAR ENROLLMENT | | | | | |
|--------------------------------------------------|------|------|------|------|---|
| **FALL SEMESTER** | **2008** | **2007** | **2006** | **2005** | |
| **FRESHMEN ELIGIBLE FOR HONORS** | 53 | 38 | 29 | 38 | |
| **(% OF CLASS)** | (16.7) | (10.6) | (7.9) | (8.9) | |
| **FRESHMEN REGISTERED FOR HONS  OWE I** | 30 | 30 | 13 | 16 | |
| **(% OF CLASS)** | (9.5%) | (8.3%) | (3.6%) | (3.8%) | |
| **PERCENT OF ELIGIBLE FRESHMEN TAKING HONS OWE I** | 56.60% | 78.95% | 44.83% | 42.11% | 3 |
| **FRESHMAN COHORT** | 317 | 360 | 365 | 426 | |

iv. Average class size for the curriculum as a whole varied little between the fall of 2004 and the spring of 2008, ranging between 19-21 students per class. The past two semesters show a dip to 18 and 16 respectively. Averages for non-IR courses range from 14-18, while those for the IR (excluding Basic and Honors courses) range from 22 to 27. It is clear that the larger class sizes of the IR allow for smaller classes on average in the non-IR courses. The average class size for the Honors Program ranges from 9-16, while that for Basic courses ranges from 14-23.

**TABLE 3. AVERAGE CLASS SIZE FOR VARIOUS CURRICULAR ELEMENTS**

|                 | F04 | S05 | F05 | S06 | F06 | S07 | F07 | S08 | F08 |
|-----------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| All courses     | 19  | 19  | 21  | 19  | 20  | 19  | 19  | 18  | 16  |
| Non-IR courses  | 17  | 17  | 18  | 18  | 17  | 17  | 16  | 16  | 14  |
| Basic Courses   | 21  | 23  | 24  | 17  | 24  | 19  | 22  | 14  | 18  |
| IR Courses      | 23  | 23  | 25  | 23  | 27  | 23  | 26  | 23  | 23  |
| Honors Courses  | 12  | 15  | 13  | 10  | 13  | 9   | 16  | 14  | 16  |

*Concerns:*

2A. OWE, a first-year, core requirement is being taught primarily by adjunct faculty.

2B. Foreign Languages are being taught primarily by adjunct faculty.

2C. Between 5 and 15 times more credit hours are being generated by Basic courses than by Honors courses. Currently, only about one-half of the students eligible for the Honors Program enroll in it, and less than 20% of all incoming students are even eligible. Of the 15 students who were enrolled in HONS OWE I in 2004, only five graduated in the Honors Program in 2008 (33.3%). Of the 16 students enrolled HONS OWE I in 2005, ten graduated in the Honors Program in 2009 (62.5%). Although this is a vast improvement over the year before, it is a small number of students.

*Recommendations:*

*2A. That the College increase the proportion of full-time faculty delivering OWE.*

*Rationale:* A large body of literature supports the belief that full-time faculty members should be teaching first-year courses. It is during the first year that students bond with the institution, and a key element in student bonding is making strong connections with faculty. Full-time faculty members are more available to the students because of their increased teaching load and increased presence on campus, compared with adjunct faculty.

*2B. That the College increase the proportion of full-time faculty teaching Foreign Language.*

*Rationale:* It is very difficult to build a program that is staffed almost exclusively by adjuncts. It is also difficult to maintain a strong program that is solely a service program. Reinstituting the second full-time

position that was lost three years ago might allow for some creative envisioning of the Foreign Language Department and its role at Thiel. Thiel's study abroad program has languished; increasing the Foreign Language profile at Thiel might have the side benefit of vitalizing the study abroad program.

*2C. That the College focus more attention on developing, promoting and supporting the Honors Program.*

*Rationale:* A strong, high-profile Honors Program has the potential to attract and retain good students.

3. **Program and Student Assessment.**

Outcomes assessment has not been done before at the institutional level. Periodic reviews of the core/IR have occurred, and occasional revisions have been made, but the focus has been on what is included in the IR, not on what is achieved. Consequently, the academic year 2008-2009 was devoted to generating an assessment plan, as well as to reviewing various aspects of the delivery of the IR. It is proposed that the first round of comprehensive learning outcomes assessment be instituted during the 2009-2010 academic year, with responsibility for oversight of the assessment being assigned to the Coordinator of the IR. Recommendation 3A describes a structure for ongoing assessment of the IR.

A Curriculum Map (Appendix A) and Specific Learning Outcomes Matrix (Appendix B) are attached. The General Learning Outcomes of the IR (found in both Appendix A and Appendix B) were derived directly from The Objectives of Thiel College as listed in the Academic Catalogue. The Specific Learning Outcomes of individual IR courses (found in Appendix B) were matched with the appropriate General Learning Outcome of the IR. In almost every case, Specific Learning Outcomes for more than one required course were identified for each General Learning Outcome. Consequently, the institution is in a position to assess each learning outcome using different instruments, in different courses, and involving different assessors. It is expected that this will address concerns about variability in expectations and standards without reducing the assessment of the IR to a purely quantitative exercise.

Because each of the General Learning Outcomes is being addressed by course-specific learning objectives of more than one course, it can be concluded that, taken as a whole, the IR as currently constructed does address all of the objectives of the College. What will be conducted next year (and in subsequent years) is an assessment of institutional effectiveness in achieving the College objectives.

Assessment instruments are in place for each component of the IR. Some additional assessment strategies are under consideration or are being recommended to the faculty as a whole. In order to establish some uniformity in assessing skills – oral and written communication, computational and foreign language skills – two recommendations are being made. Recommendation 3B describes standards for assessing oral and written communication skills for the

faculty to consider adopting.  Recommendation 3C suggests the use of standardized tests in assessing basic competencies. Two additional recommendations are being made.  Recommendation 3D suggests that the faculty consider institutionalizing e-portfolio as a developmental as well as evaluative tool.  Recommendation 3E calls on the faculty to consider adopting an institutional expectation that all programs include a capstone experience as part of their requirements.

Group IV of the IR has not been included in the current analysis.  Because of the variety of options available to the student in meeting this portion of the IR, it was impossible to identify specific learning outcomes of these courses that could be matched with the general learning outcomes of the IR.  In some cases, a general nesting of a group of courses within a particular objective might have been possible – the requirement of a course in fine or performing arts is likely to contribute to the development of imaginative sensitivity, for example.  However, such a general analysis is of questionable worth.  The goal of Group IV, as stated in the Academic Catalogue, is "to challenge students to choose areas of exploration into human knowledge and experience that promote diverse ways of thinking and inquiring." By requiring students to satisfactorily complete 3-4CH in each of the four major cognate areas, the College insures the achievement of the goal.  Specific learning outcomes of individual courses are likely to reinforce many of the general learning objectives of the IR.

The IR for the Honors Program has been included in this review only as it relates to the Objectives of the College and not to any specific objectives of an honors program.  Honors sections of  Interpreting the Jewish and Christian Scriptures, OWE I and II, and Western Humanities I and II have the same Specific Learning Objectives as the non-Honors sections of the same courses with regard to the College Objectives (although they may have additional outcomes specific to the Honors Program).   In attempting to assess the Honors Program IR, it was noted that there may no longer be educational goals unique to that program.   The goals of the program, according to the catalogue, are "to provide an integrative education designed to enhance critical thinking, to enable students to make connections among disciplines, and to promote a world view grounded in the exploration of ideas, ideologies, and values." When the Honors Program was first established, the College had a distributive core.  At that time, the above description distinguished the Honors core from that of the larger College. However, when the College adopted the Integrative Requirement, that particular distinctiveness of the Honors Program's educational goals was eliminated. Until a few years ago, the Honors Program was also distinctive in its requirement of two years of a foreign language.  That was also changed and is now the same as the requirement for the rest of the College. Currently, the curriculum of the Honors Program is distinctive in the substitution of its four-semester sequence of Honors Interdisciplinary courses for Group IV of the general College IR.  It is also distinctive in that there is no physical education requirement. Because the Honors Program does not currently require that students take any physical education or

allied health courses, the program as constructed fails to meet the College Objective of promoting physical development in its students. A recommendation to address this deficiency is included as Recommendation 3F. A recommendation to address the assessment of the Honors Program as a whole is included as Recommendation 3G.

*Concerns:*

3A. There is currently no structure and no process for ongoing coordinated oversight and assessment of the core curriculum of the College. Individual components of the IR are either housed in particular departments or exist as stand-alone entities with individual coordinators housed within the general academic program overseen by the Academic Dean. With the loose organizational structure and high autonomy of the components comes the potential for lack of accountability.

3 BThere are no uniform criteria for assessing compositions or speeches. The College has a Writing Intensive Course requirement with no set of standards by which to measure effective written communication.

3 C With the discontinuation of the English Competency test, there is no institutional assessment of this competency, nor is there any institutional assessment of other competencies – Math or Foreign Language.

3 D  The Honors Program does not require Health and Physical Education courses.  Therefore, this objective is not being met by the current Honors Program curriculum.

3E   The Honors Program has nothing comparable to Group IV of the College's core, so the program does not require that students engage in deeper exploration of specific disciplines within the four broad areas of the academy.

3F   The Honors Program has not revised its goals, objectives or outcomes since its inception in 1981.  With the changes in the core curriculum of the college and the modifications of the Honors Program core over the years, much of the distinctiveness of the original Honors Program has been lost.  A thorough assessment of the effectiveness of the Program is not possible in the absence of clear goals, objectives, and outcomes.

*Recommendation:*
*3A. That the College adopt an organizational structure for the IR that will facilitate ongoing assessment and improvement of the core curriculum of the College.*
> *Recommended structure:*
>> The IR would be evaluated at two levels:
>> 1. Individual courses.  The faculty members involved in the delivery of an individual component of the IR (Western Humanities, Global Heritage, OWE, Interpreting the Jewish and Christian Scriptures) serve as assessment committees for their respective components.  These committees will have the responsibility of developing and refining instruments that assess the individual learning outcomes of the course(s) they deliver.  The committees will also have the responsibility of

reviewing their course(s) annually to determine the extent to which the individual learning outcomes are being achieved and to determine the appropriateness and effectiveness of the assessment instruments.  It is expected that some group evaluation of actual work products will be included in the analysis.

        2. IR Committee. The coordinators of the individual components of the IR (Western Humanities and Global Heritage), chairs of departments housing IR components (English, Religion, Math/CSci and Foreign Language), and the Director of the Honors Program serve with the Coordinator of Teaching and Learning as the IR oversight committee under the direction of the Coordinator of the IR .  It will be the responsibility of the IR Committee to assess the effectiveness of the IR as a whole, identifying weaknesses and, in conjunction with the Academic Dean, recommending changes to the Curriculum Study Committee.

*3B That the faculty consider adoption of uniform standards for assessing oral and written expression*

*pieces. Suggested standards are included as Appendix C.*

*Rationale:*  An absence of uniform standards makes it difficult to measure institutional effectiveness.  It is not sufficient to have a standard for the number of words to be generated in Writing-Intensive Courses; it is also necessary to have a set of standards by which written pieces are judged.  If all programs are to incorporate intellectual rigor in their list of objectives (recommendation 1A), then it is important that a set of standards be adopted for the institution. The standards do not have to be incorporated into the grading rubrics of courses (although they could be used for this purpose as well); they are to be used as criteria by which the ability of Thiel students to generate college-level oral and written pieces of work is measured.

*3C. That standardized tests be incorporated into the institutional assessment process.*

*Rationale:* Skill development is one of the general objectives of the institution.  Standardized tests can be used to assess skill development in foreign language, mathematics, and English. Pre- and post-tests can be used to assess progress within a course, program, or within the curriculum as a whole, and the post-test can be used to assess competency in these areas.  This would be but one instrument to be used within the entire set of assessment strategies.

*3D That the institution incorporate the use of e-portfolios as institutional assessment tools.*

*Rationale:* Because institutional assessment is concerned with student learning outcomes rather than with specific course elements, an e-portfolio approach would allow for individualized demonstration of learning achievement. However, Thiel has not yet developed a comprehensive system of e-portfolio use and, consequently, it may be wise to delay action on this recommendation until e-portfolios have been further developed and possibly institutionalized at Thiel.

*3E That the institution consider requiring a capstone experience for all students.*
> *Rationale:* Capstone experiences can take many forms – a senior seminar, an independent research project, an internship – or it can be a combination of elements. Capstone experiences are valuable tools in helping students to integrate various elements of their undergraduate experience and, as such, the capstone experience has become a primary means by which programs assess their effectiveness. Currently, capstone experiences exist within the Honors Program and within a number of majors. The Kemper Seminar on the Value of a Liberal Arts Education also serves as a capstone experience.

*3F That the Honors Program generate a mechanism by which the objective of physical development can*
> *be met by its students.*
> *Rationale:* Because Physical Development is not a general objective of most programs, unless this objective is met by the core curriculum, the institution cannot guarantee that the objective is being addressed for all students.

*3G That the Curriculum Study Committee call for a review of the Honors Program with the purpose of establishing and articulating goals, objectives, and outcomes that will be reflected in the individual curricular components of the program.*
> *Rationale:* A lot of attention and resources have been directed toward support of Thiel's least prepared students. The number and variety of services designed to enhance the learning experience of these students have increased over the past two decades. The Honors Program has not benefitted from the same sort of focused attention. Although the number of students in the Honors Program has increased generally, only about half of the students eligible for the Honors Program actually enroll in it. There is also attrition from the Honors Program of between 40-50%. A complete review of the Honors Program might allow the College to reshape and reinvigorate the program so that it becomes an important vehicle for attracting and retaining well-prepared and well-motivated students.

*3G That the institution consider requiring a service-learning experience for all students.*
> *Rationale:* A service-learning experience calls upon a student to apply knowledge and skills to the benefit of others. The Mission of Thiel College concludes with the belief that all of its graduates should be prepared for lives of service. One small step in that preparation might be the requirement that all students experience the intrinsic value of using their talents to help others. In so doing, students learn more about themselves, about others, and about the disciplines that they are applying. General learning outcomes of the institution are likely to be addressed in such an activity. Problem-solving, individual and social maturation, a human commitment to life, intellectual rigor, and effective communication are likely to be enhanced by a service-learning experience.

4. **Changes Considered and/or Implemented.**

As part of, or in parallel with, this review of the IR, a number of activities have occurred that might be considered changes. Perhaps the most ambitious project was undertaken by Professor Grover in attempting to specify elements of mathematical competency and to make sure that each of the Math courses that might be taken to fulfill the math competency requirement is structured so that each element (Specific Learning Outcome) might be met. The Specific Learning Outcomes and assessments of the Math component of the IR as well as those for each of the courses of the IR are attached as Appendix D.

Dr. Hall has attempted to establish some consistency of expectations among OWE instructors and has recommended that the English Department assume more collective oversight of OWE (including HONS sections) and Basic English. With six full-time and seven adjunct faculty delivering these courses during the 2008-2009 academic year, the challenge of establishing uniformity of expectation without limiting the approaches to teaching that characterize this diverse group is daunting. The Coordinator of the English Language Competency Requirement (Dr. Dorfeld) in collaboration with Dr. Hall conducted a mid-semester evaluation of the OWE course. That evaluation and Dr. Hall's direct classroom observation of each of the OWE instructors have raised concerns about delivery, course content and outcomes, and inability of students to produce clear, cogent, and properly formatted papers and speeches requiring sustained and substantive research (beyond 3-4 pages or 4-8 minutes). The English Department will be asked to consider these issues during the coming academic year.

This year, the director of the Writing Center was invited to attend the monthly meetings of the English Department and was asked to report on the number of OWE and Basic English students who visited the Writing Center for assistance. A recommendation to incorporate the Writing Center into the English Department is presented as Recommendation 4A.

In Global Heritage, efforts are being made to formalize the Think Globally, Act Locally project by supporting a Micro-Credit loan project in Managua, Nicaragua. One member of the Global Heritage team has worked with this project in Managua during the past three summers and this summer a second member of the teaching team will participate. This active participation by Global Heritage faculty members has provided the opportunity for students to support a global project and to receive direct feedback from the beneficiaries of the project. Global Heritage faculty members are working to develop service-learning opportunities for students. Update of the Global Heritage text will occur soon.

Members of the Religion Department have been discussing the merits of adding the Qur'an to the texts covered in REL 120. The current structure (3CH) might not accommodate such an addition, so it might be necessary to increase the credit hours to 4 if the Qur'an were to be included in the course. Given the current global impact of the Islamic religion and its followers, introducing Thiel students to Islamic scriptures and their interpretations is worth considering. No

recommendation is being put forth at this time.  The Religion Department may attempt to introduce the Qu'ran in a limited way within the current structure initially.

*Recommendation:*
  *4A. That the Writing Center be organizationally situated within the English Department.*
  *Rationale:* This organizational structure exists at most colleges and universities. If the English Department bears the major responsibility for insuring that our students are competent writers, having  the Writing Center under the direction of the English Department would facilitate achievement of shared goals. In addition, many of the students who staff the Writing Center are members of Sigma Tau Delta, the English Honorary Society, who work closely with the English Department.

5. **Staffing**.
   There are two different staffing challenges associated with the delivery of the IR. The first revolves around the number of full-time faculty available to teach specific components. There exists a need for additional full-time staffing in English and Foreign Language.  Recommendations for these specific staff increases were made in Section 2 of this report.  The second challenge is in balancing commitments to the IR with departmental teaching commitments. The Honors Program has periodically experienced difficulty in attracting faculty members to teach its interdisciplinary courses.  Global Heritage is currently struggling to provide expertise in the biological sciences during the fall semesters when biological sciences are emphasized. Last fall, this coming fall, and possibly in the following fall semester, sabbatical leaves limit participation in Global Heritage by biology faculty.  The problem is compounded by the fact that twice as many students tend to take Global Heritage I (fall semester) than Global Heritage II (spring semester).   No specific recommendation is being made to address these challenges.

6. **Academic Support Assessment.**
   a. **Facilities.**
      Bly Lecture Hall, S200, and the library classroom have been equipped in recent years so that they adequately support Global Heritage, Western Humanities, and OWE respectively.  The library and G101 classroom would serve the needs of OWE better, however, if a printer were available in the classrooms.  All IR courses have incorporated technology, and so courses like REL120 have become increasingly dependent upon the availability of smart technology.  There is a need for more classrooms equipped with interactive smart technology.   Although the basic facilities needs are currently being met, there is a need to continue to explore the possibility of establishing an interdisciplinary learning center where the sciences might more effectively interface with the rest of the academic community.  This would likely benefit Global Heritage as well as the other areas of the IR.

b. **Services**
   Library holdings are adequate to meet the needs of the IR. The staff works
   closely with the OWE faculty, including conducting classes in the use of
   library resources. The CLA has worked with IR instructors on the Early
   Alert process. Students who are in jeopardy in any of the IR courses are
   identified and CLA staff members work to determine appropriate
   intervention strategies. ASC provides a variety of support services –
   Supplemental Instruction, tutoring, and review sessions in some disciplines.
   The measure of the effectiveness of these services should be included in the
   separate ASC review which was to have been completed during the current
   academic year.

7. **Financial Impact Supplement.**
   Separate budgets exist only for Western Humanities, Global Heritage, and the
   Honors Program. Costs of other elements of the IR are included in the budgets of
   their respective departments. The Honors Program budget will be analyzed in the
   separate review of that program. Budgets for other components of the IR are
   adequate and continue to support field trips to art museums (Western Humanities
   and Global Heritage) and to the Cleveland Zoo (Global Heritage). These are
   considered key components of the interdisciplinary courses.

   A grant of $135,000 from FIPSE, NEH, and NSF was used to develop Global
   Heritage. The Global Institute of Thiel College grew out of the Global Heritage
   initiative. The Global Institute has organized an Earth Week lecture series and a
   workshop for elementary school children every year for the past ten years. In
   recent years, these activities have been supported by EITC money. This year the
   Earth Week events were included as part of the Community Building Initiative of
   the College. Global Heritage and its surrounding activities have also helped to
   provide a variety of professional development experiences for the faculty. Dr.
   Barton and Dr. Cuff had the opportunity to study in Ghana for a month as a direct
   result of the Global Heritage course. It is likely that participation in Global
   Heritage and writing the accompanying textbook had a role in several Fulbright
   awards to Global Heritage faculty members. These included both full-year and
   summer institutes.

**Concluding Observations and Recommendations.**

**General Recommendation.** The goal of the IR is to provide a common learning
experience for all students that leads to specific learning outcomes. The assumption is
that IR courses are foundational, serving to introduce the student to skills, knowledge,
and values that they will further develop during their remaining undergraduate experience
and throughout their lives. If students are to build on the IR foundation while still at
Thiel, it is necessary that they complete the IR requirements prior to their senior year.
The senior year ought to be a time of capstone experiences and of preparation for the
transition from undergraduate to post-graduate life. In order to optimize the impact of
the IR on the lives of Thiel students it is recommended:

*8A That the IR be completed by all Thiel students prior to their senior year.*
Too many students are waiting to take IR courses until their senior year because they have, or think they have, a weakness in the area to be covered by those courses. Rather than using the IR as it is intended to be used—as  a mechanism for establishing a knowledge and skill base upon which to build an education—some students view the IR solely as a set of obstacles to be overcome. Because of a lack of understanding of the inherent value of a core curriculum, some students are denying themselves those opportunities that might have significant positive impacts on their performance at Thiel. The College has a responsibility to design the curriculum in such a way that students will derive optimal benefit from it. Requiring students to complete the IR during their first three years at Thiel would help to accomplish that task.

There are circumstances under which this recommendation would not be met. Those who transfer with significant credits from another school may have to fulfill some specific Thiel requirements during their senior year.  Some programs, such as Education, because of scheduling challenges, may have to postpone fulfillment of an IR requirement until the senior year.  Such examples should serve as exceptions to the rule rather than as an argument against the rule.

**General Observation.**  It is safe to say that the idea of outcomes assessment has not been met with unbridled enthusiasm by the faculty as a whole.  There are legitimate reasons to approach assessment with some caution.  Liberal arts colleges are unique institutions, and much of what they do is intangible.  An assessment that attempts to reduce everything to numbers or that denies the transformational nature of what occurs in such institutions simply because it cannot be easily measured would be very damaging to a liberal arts college.  On the other hand, it is equally irresponsible to hide behind lofty goals or to use the history of success of such institutions as excuses for not examining carefully what they are doing and what they are accomplishing.  It is our hope that this document will serve as an example of how assessment can be constructed so that accountability is insured while intangibles are preserved and honored.

The group of individuals who worked on this first major effort at outcomes assessment of the IR is fairly representative of the spectrum of backgrounds in and attitudes toward assessment found in the whole faculty.  What was critical to our effort this year was the willingness of everyone to put any negative attitudes aside and to engage in a positive collaboration to achieve our goal.  Those who approached the task with more trepidation were simply given more time to learn with and from those who were more comfortable with shaping the process. In the final analysis, the group is comfortable with the process and with the product of our deliberations.  Ultimately, we have all come to understand the importance of this assessment task.  The goal of assessment is to measure the extent to which we deliver on our promise to the student and to determine ways of improving on our delivery.  This is certainly a worthy goal. It is our hope that this document will serve as a guide for programs and departments who share some of the uncertainty with which our group initially approached its assignment. It is our hope that all of the faculty will

come to appreciate the importance of assessment and the opportunity it provides for refocusing our efforts and for re-envisioning what is possible at Thiel College.

Joyce Cuff  (Coordinator of the IR), Chair
Mark DelMaramo (Western Humanities)
Andy Grover (Math/CSci)
Mercedes Gutierrez Garcia (Foreign Languages)
Mary Theresa Hall (English)
Merv Newton (Academic Dean)
Beth Parkinson (Honors Program)
Curt Thompson (Global Heritage and Interpreting Jewish and Christian Scriptures)

# New Core Summary

## I.  <u>LITERACIES</u>

| | | |
|---|---|---|
| Writing | 2 courses | 6 CH |
| Presentational | 1 course | 1 CH |
| Scientific/Quantitative | 1 sc. lab course | |
| | 1 QR course | |
| | 1 sc or quant | 10 CH |
| Creative | 1 course | 3-4 CH |
| Socio-Political | 1 course | 3 CH |
| Foreign Language | | 0-6 CH |
| Humanistic | 2 courses (Scriptures req.) | 6 CH |

## II.  <u>SEMINAR SERIES</u>

| | | |
|---|---|---|
| SEMS 100: | Introduction to Seminar | 1 CH |
| SEMS 200: | Western Traditions | 3 CH |
| SEMS 250: | World Cultures | 3 CH |
| SEMS 400: | Global Issues | 3 CH |

# III. PRACTICUM SERIES

A. Concern for Physical Well Being            4 CH

B. Citizenship (e.g. service learning)

C. Leadership (e.g. internship)            Choose 2

D. Study Away/Study Abroad

E. Scholarship (e.g. research presentation)

# EDUCATIONAL MATRIX
## CHEMISTRY DEGREE

| Outcome | Course Introduced | Course Reinforced | Course Assessed | How Assessed |
|---|---|---|---|---|
| The student gains experience in conducting experimental work in the laboratory, keeping a laboratory notebook, and evaluating results. | Chem 140 | Chem courses: 160, 200, 210, 240, 310, 320, 370, 580/590<br><br>Physics 173 and183<br><br>Math 181 and 182 | Chem courses: 140, 160, 200, 210, 240, 310, 320, 370, 580/590<br><br>Physics 173 and183<br><br>Math 181 and 182 | The student experience is assessed by evaluating lab notebooks, lab work, calculations, analysis of results, and answers to questions regarding the lab. |
| 100% of chemistry majors will have an internal or external chemistry research experience.<br><br>50% of chemistry majors will participate in an external chemistry research project or internship | Chem 580 or Chem 590<br><br>Optional: Chem 555 | | Chem 580 or Chem 590<br><br>Optional: Chem 555 | The student's work is rated by the supervisor(s).<br><br>Student research paper is evaluated by a departmental faculty member.<br><br>The presentation given in senior seminar is evaluated by all department members.<br><br>Results of alumni satisfaction surveys |
| For 80% of graduates (averaged over a 5 year period) to find employment in a chemistry related field or to attend graduate or professional school.<br><br>For 70% of graduates who pursue advanced studies (averaged over a 5 year period) to successfully complete those studies. | Chem 140 | Chem courses: 160, 200, 210, 240, 310, 320, 370, 470, 480, 580/590<br><br>Physics 173 and183<br><br>Math 181 and 182 | This is assessed by employment and placement data on our graduates. | An ongoing database of job placement, acceptance and completion of graduate or professional school (as percentage), alumni comments and related information are kept in the department. |

| | | | | |
|---|---|---|---|---|
| Continued certification by the ACS and continued excellence in the chemistry program. | Chem courses: 140, 160, 200, 210, 240, 310, 320, 340, 370, 400, 460, 470, 480, 580/590<br><br>Advanced Topics courses:<br>Chem 510, 520, 530, 540, 550, 560<br><br>Physics 173 and 183<br><br>Math 181 and 182 | | Chem courses: 140, 160, 200, 210, 240, 310, 320, 340, 370, 400, 460, 470, 480, 580/590<br><br>Advanced Topics courses:<br>Chem 510, 520, 530, 540, 550, 560<br><br>Physics 173 and 183<br><br>Math 181 and 182 | Even though all the courses in the ACS certified program are not required for a non-ACS certified chemistry degree, the fact that we are an ACS-certified department indicates that our program and courses have been reviewed by our peers of the Committee of Professional Training of the American Chemical Society and match a national standard acceptable for professional education in chemistry. This gives even our non-certified chemistry degree a higher reputation than we would have if our department were not ACS-certified. The ACS reviews courses offered, instructor load, graduates and their plans yearly and does a complete program review every five years. |
| The student gains an understanding of the application of specific scientific principles to problem solving and to the development of scientific technology in society. | Chem 140 | Chem courses: 160, 200, 210, 240, 310, 320, 370, 470, 480, 580/590 (Optional: 555)<br><br>Physics 173 and 183<br><br>Math 181 and 182 | Chem courses: 140, 160, 200, 210, 240, 310, 320, 370, 470, 480, 580/590 (Optional: 555)<br><br>Physics 173 and 183<br><br>Math 181 and 182 | Student knowledge is assessed by giving several exams/quizzes during the course of the semester and a comprehensive final exam at the end of the semester. |

# Psychology Department Outcomes—05-06

## Students will:

1. Demonstrate an understanding of the scientific method. They will also apply the scientific method to test hypotheses and psychological theories.

2. Demonstrate an understanding of psychological theories.
   - Compare, contrast and evaluate historical and theoretical perspectives
   - Select elements of theoretical perspectives for practical application

3. Demonstrate an understanding of, and be able to apply professional ethical principles in research and the helping professions.

4. Increase their awareness of the values, attitudes and cognitions that underlie their understanding of self and the self in relation to others.

5. Investigate and evaluate the influence of culture on psychological processes.

6. Investigate and evaluate their own abilities and interests with an eye toward vocational discernment.

| Outcome | Course Introduced | Course Reinforced | Course Assessed | How Assessed |
|---|---|---|---|---|
| Demonstrate an understanding of the scientific method. They will also apply the scientific method to test hypostheses and psychological theories. | Psy 150 | Psy 220, 222, 230, 240-244, 230, 340-342, 360, 430,440, 450, 570, 590 | All listed previously | Exams (objective and essay), laboratory assignments, research projects, literature reviews |
| Demonstrate an understanding of psychological theories. a. Compare, contrast and evaluate theoretical perspectives b. Select elements of theoretical perspectives for pratical application | Psy 150 a. Psy 150 b. Psy 150 | All courses a. Psy 220, 230, 280, 340-342, 360, 370, 420, 430, 440, 450, 570, 590 b. Psy 230, 250, 280, 300, 340-342, 360, 370, 420, 430,450, 555, | all courses a. all listed previously b. all listed previously | Exams, laboratory assignments, written assignments a. exams, homework assignments, laboratory assignments, oral presentations, literature reviews b. Journals, reflection papers, exams |

| | | | | |
|---|---|---|---|---|
| Demonstrate an understanding of, and be able to apply professional ethical principles in research and the helping professions. | Psy 150 | Psy 240-244, 250, 280, 300, 340-342, 360, 370, 420, 430, 440, 450, 555, 570, 590 | Psy 250, 280, 300, 340-342, 370, 420, 555, 570,590 | Exams, written assignments, co-op/internship logs and papers, critical analysis of practice interviews, research projects, review of case scenarios/counseling vignettes |
| Increase their awareness of the values, attitudes and cognitions that underlie their behavior in daily life. | Psy 150 | Psy 250, 240-244, 280, 300, 342, 360, 370, 420, 450, 555 | All courses listed | Exams, reflective journals, co-op/internship logs, critical analysis of practice interviews, co-op/internship final report |
| Investigate and evaluate the influence of culture on psychological processes. | Psy 150 | Psy 250, 220, 240-244, 280, 300, 360, 370, 420, 430, 450 | All courses listed | Exams, written assignments |
| Investigate and evaluate their own abilities and interests for the express purpose of vocational discernment | Psy 150, academic advising | Which courses do you think belong here? | Which courses? | Introspective writing assignments, taking and interpreting vocational interest inventories |

3. The evidence for the above grid may be found in the following locations:
   - Course syllabi are on file in the Faculty Secretary's office.
   - Sample examinations from all Psychology courses may be found on the I drive
   - Each year faculty members who are at ranks lower than the full professor must undergo chair/peer evaluations. Full-professors must complete this process every three years. The chair/peer evaluation is only available for Dr. Griffin for the 04-05 academic year. Both Dr. Bright and Dr. Shaffer will be evaluated this year. Chair/Peer evauations are on file in the faculty's personnel portfolio.

4.

| |
|---|
| **Institutional Mission Statement:** To provide an education that expands knowledge, stimulates global awareness, promotes ethical and responsible service, develops leaders, and prepares students for careers by engaging students where they are and showing them pathways to excellence. |

**Unit Mission/Goals:** 1) To provide a solid educational foundation and prepare students for careers in fields (human service agencies, social work, other helping professions, education, etc.) for which a background in psychology is desirable or necessary; 2) To prepare students to continue their education at the graduate level, either in psychology or a related discipline; and 3) to meet the needs of students pursuing a liberal arts education---check APA documents for additional or reworded unit goals

| Outcome | Criteria/Indicators for Assessment | Measures | Assessment Resutlts | Use of Results |
|---|---|---|---|---|
| Demonstrate an understanding of the scientific method. They will also apply the scientific method to test hypostheses and psychological theories | Completion of required courses with C or better; Completion of research projects with C or better; Completion of literature with C or better | Exams (objective and essay), laboratory assignments, research projects, literature reviews | | |
| Demonstrate an understanding of psychological theories. a. Compare, contrast and evaluate theoretical perspectives b. Select elements of theoretical perspectives for pratical application | Successful completion of required courses (C or better) | Exams, laboratory assignments, written assignments a. exams, homework assignments, laboratory assignments, oral presentations, literature reviews b. Journals, reflection papers, exams c. literature review/article summaries | | |
| Demonstrate an understanding of, and be able to apply professional ethical principles in research and the helping professions | Particular grade on analysis of counseling interviews? Satisfactory completion of case reviews Satisfactory evaluations from on-site co-op/internship supervisors | Exams, written assignments, co-op/internship logs and papers, critical analysis of practice interviews, research projects, review of case scenarios/counseling vignettes | | |
| Increasestudents' awareness of the values, attitudes and cognitions that underlie their behavior in daily life. | Evaluation of journals, interview skills | Exams, reflective journals, co-op/internship logs, critical analysis of practice interviews, co-op/internship final report | | |

| | | | | |
|---|---|---|---|---|
| Investigate and evaluate the influence of culture on psychological processes. | | Exams, written assignments | | |
| Investigate and evaluate their own abilities and interests for the express purpose of vocational discernment | Advising survey (to be designed) Measures from 250? | Introspective writing assignments, taking and interpreting vocational interest inventories, advising sessions | | |

Thank you for a very productive Board retreat last February, in which your thoughtful participation and good insight contributed greatly to the many upcoming decisions we will be making together that are important to the future of Thiel College. Our commitment to growth and progress has never been more evident than now, and Thiel College has never been stronger in its desire to move forward in new and exciting directions.

I am pleased to report that we continue to make meaningful progress in support of key initiatives across the four pillars of excellence that comprise the 2016 Strategic Plan.  Most notably, we have been relentless in our focus to finalize an advancement campaign – the largest in our history – which aspires to transform this institution and ensure our place among the nation's premier liberal arts and sciences colleges.  Included with this report, is the DRAFT campaign plan which provides the framework for helping to drive the aims of this initiative.  Please review this information in detail, as we are planning a priority discussion where your input will be invaluable in helping to finalize goals and determine the direction of key messages for support.

On Saturday, we will be hosting two milestone campaign events.  Please join us for a special luncheon as we celebrate the life and career of Professor David Miller '60, the longest serving tenured faculty in the history of Thiel College.  We will gratefully acknowledge him for his leadership, dedication and the fine legacy that he leaves to this institution.  Secondly, we will come together for the beginning of a new tradition on this same day that celebrates the generosity of our alumni, friends and partners to be inducted into Thiel College's Lifetime Giving Societies including The Lifetime Giving Society and The President's Circle.

The Thiel College 2013-14 operating budget environment remains sound, and we are expecting to land in a position of surplus financial result.  However, I underscore the importance of continuing to manage expenditures closely, examining delivery of programs, and maximizing efficiencies where possible during these closing months of the fiscal year to ensure we can deliver on investments that promise to keep us on track and building for the future.

It is important to note that new fall 2014 enrollment is tracking at less than anticipated.  While we can hope that this is a trend of students making college decisions later, we must acknowledge other trends mirror those being experienced nationally and by peer institutions such as changing geodemographics, fewer high school graduates, tougher requirements for financial aid, and an economy that is sending more people to the workforce than the classroom.  Therefore, that Cabinet will be approaching 2014-15 with great economy, prudence and an eye toward this 'new normal' doing all that we can from a marketing and enrollment management perspective to attract qualified students to Thiel College.    Despite the enrollment challenges that we, and all of higher education face today, I think you will agree that objective data of recent performance at Thiel College justifies our continued excitement in the quality and caliber of students we are attracting.

Work continues on our first new academic building in 40 years as the James Pedas Communication Center takes center stage on campus.  Please mark October 4, 2014 on your

calendars now for dedicating this building, and join me in thanking Dr. Pedas for his vision and generosity to Thiel.

The first weekend in May is always special on campus.  On Sunday, May 5 at 2PM, 185 newly-minted Thiel College graduates will receive their degrees during Commencement exercises at the Passavant Center.  Congratulations are in order, as well, for our former trustee colleague and friend, Dr. M. Roy Strausbaugh, who will receive an honorary doctor of humanities degree and serve as the commencement speaker.  Every year at this time, I am reminded of just how well our graduates are prepared for productive, responsible careers and rewarding lives.  In fact, recent Career Development office data shows that in 2013 (with 78% reporting), 95% of Thiel College graduates are either employed full-time, or enrolled in graduate school.  Garnering key metrics such as this, along with other outcomes like top employers, starting salaries and job placement statistics will serve us well in the future as we go about the business of differentiating ourselves from other higher education institutions.

I'm enclosing an article of interest that *TIME* Magazine published just this week "**Should U.S. Colleges Be Graded by the Government?"** that each of us should familiarize ourselves.   This article frames information I shared at the February board retreat about why Thiel College must continue its efforts related to outcomes on many fronts. The article takes a look at President Obama's plan to assign an official government rating to every college and university in the country and allocate federal financial aid tied to performance.  It's a challenging national debate with local implications.  I'd be interested in hearing your views as it may relate to Thiel College.

In closing, I have the distinct privilege of announcing a new gift by Dr. Barry '70 our esteemed trustee colleague and chair of the advancement committee and his wife Carol Stamm, '71.  The Stamm family has pledged a gift of $1.5 million to the proposed new Science Center initiative of the forthcoming capital campaign effort.  Generosity like this sets the stage for a promising future – for our campaign aims and for our students.  Thank you, sincerely, Carol and Barry!

For your review and information, Cabinet submits its respective divisional summaries which provide additional detail around items I've mentioned in this introduction.  To each of the members of the Thiel College Board of Trustees, I respectfully submit this quarterly report with thanks and appreciation for your ongoing commitment as we strive together for continue excellence in all things "Thiel College."

| **Cabinet Liaison Reports** | **Attachments** |
|---|---|
| Academic Affairs | Article of Interest: *TIME* Magazine **"Should US Colleges Be Graded by the** |
| Advancement | **Government?"** April 28, 2014. |
| Athletics | Quarterly Financials |
| Communications and Marketing | Admissions Weekly Report |
| Enrollment | Quarterly Fundraising Summary |
| Financial services | |
| Information Technology | |
| Student Life | |

Assessment:  An Assessment Steering Committee has been established with the following membership: trustees Benninghoff, Maenpa, Danko, and Fager; faculty members M. Balas, Batchelor, Hall, and Witosky; administrators Franken and Griffin.  This group will oversee assessment at Thiel through the next Middle States site visit in 2017.   The Middle States Monitoring Report, due September 1, 2014, will focus on Standard 7, Institutional Assessment, and Standard 14, Student Learning Outcomes Assessment.   Cabinet areas are working on Standard 7 and academic departments with their students on Standard 14.

Academic Program Review: On April 17, Mike Williams, of the Austen Group, met with academic department chairs to explain the Curriculum and Cost Analysis Data that will be forthcoming for Thiel's academic departments in late May/early June.  Data will be analyzed within departments and also at cabinet and board levels.  The departmental curriculum reviews called for in the Strategic Plan and announced for academic year 14/15 will take place on schedule, beginning next fall, with the benefit of added information from Austen Group analytics.

Faculty Search Update:  We have signed and returned contracts or verbal acceptances from candidates in Biology (immunology and parasitology); Mathematics/Computer Science (computer science); Psychology (counseling); English (rhetoric and composition); Business Administration and Accounting; Neuroscience; and Sociology/Criminal Justice Studies (criminal justice).  At this writing, only the second position in Biology (anatomy and physiology) is still underway.

New Lecture Series:  The Haer Family Symposium: Neuroscience Lecture Series, held April 1-3, featured cutting-edge lectures from three neuroscience scholars.  The final lecture, on neuroethics, was co-sponsored by the Community Medical Ethics Project.  Attendance was strong, with many students present and participating.  The Haer Family Symposium will continue next year.

Thiel College Research Symposium:  This is a new conference in the sense that it represents the first College-wide student research effort.   Students from the DHI and some fourteen different departments presented their work orally or in poster sessions.   This symposium will also continue next year.  We will begin planning earlier and publicize the good work of our students more broadly.

Career Development:  Martin Black has been doing outstanding work with our students while also developing the career placement data we have needed for so long.  His complete analysis on career placement for the graduating classes of 2012 and 2013 will be presented at the next meeting of the BOT Committee on Academic Affairs.

**Thiel 2016 Campaign**

Campaign gifts currently total over $42M.  A draft campaign plan was presented to the Advancement Committee on April 15, 2014.  Key components of the plan included establishing a campaign theme, creating a campaign cabinet, and development of a campaign timeline, with a public announcement of the campaign and tentative $60M goal scheduled for commencement weekend in May 2015.

Campaign counsel Chad Jolly from Gonser Gerber was on campus April 15 and 16, 2014, and presented the draft campaign plan, along with Vice President for College Advancement Theresa Law, to the Advancement Committee.  Mr. Jolly also consulted with the college on structure of the advancement department, and prospect management during the campaign.  Mr. Jolly will return to campus in June.

Trustee and Advancement Committee Chair Barry Stamm will serve as the Campaign Chair.  Marketing and communications firm Pipitone Group (the same firm who produced the Science Summit materials) will be engaged to create campaign materials.  A final goal for the Science Center will be determined in June, pending discussions with key donors to the project.

In addition to the Science Center, Athletics, Scholarship, and Endowment priorities already established for the campaign, fundraising efforts to endow a chair named for Professor David Miller will begin with a luncheon in Professor Miller's honor on May 3, 2014.  Commitments of nearly $200,000 have been made toward a goal of at least $1M.

**Alumni Relations**

Recent alumni relations events were held in Florida and Pittsburgh.  Upcoming events include:

- April 24 – Baltimore (hosted by Rick and Mary Ellen Huether)
- May 1 – Latrobe (hosted by Jim and Betty Ann McHugh)
- May 6 – Washington, DC (hosted by David Johnston and Sara Blitch)
- May 13 – Buffalo (by invitation only, hosted by Richard and Polly Hamister)
- July 12 – California (hosted by Tom West, tentative)

Beginning in FY15, Alumni Relations will plan a year-long slate of events, in coordination with campaign events, and incorporating admissions needs where possible.

**Thiel Fund**

The FY14 Thiel Fund totals $683,188.04 through April 11, 2014, slightly ahead of the previous year's total at this time, and on track to meet an adjusted FY14 goal of $750,000. In March, the Thiel Fund promoted a one-day triple match challenge, allowing donors to get a 2-for-1 match for each new or increased dollar given to Thiel. The one-day challenge raised $27,655 from 69 donors. An additional 1-for-1 challenge match day is planned for May 21st.

The Thiel Fund is also holding a mini-phonathon April 14-16 and April 21-24, 2014. The focus will be calls to lapsed donors, and calls to donors who have not yet paid a current pledge.

Donors who have given $1,000 or more annually to Thiel are invited to attend the President's Circle dinner on May 3, 2014. This dinner will also honor donors whose lifetime giving to Thiel is $50,000 or greater, and is the first time these donors will be recognized for their cumulative giving. Several levels of recognition for lifetime giving between $50,000 (Passavant Society) through $500,000 or more (Brother Martin's Society) have been established. Donors at each level will receive a recognition gift at the dinner, and future recognition efforts are being planned.

**Planned Giving**

The Society of 1866 now has 351 members, with 4 new commitments being added FYTD. Pending estates total over $4.1M. As a reminder, estate commitments from donors who will reach age 65 prior to the end of the campaign on December 31, 2016 will be included in our campaign totals.

In a continued effort to enhance facilities we are identifying strategic projects that can be incorporated into the summer projects list. It is our plan to renovate the visitor's women's locker room, replace some lockers in the men's varsity locker room, and reconfigure the entrance to the fitness center. Based on the positive feedback we have received from last year's renovations of the training room and visiting men's locker room by our student-athletes, coaches, and visiting teams we feel this will continue to demonstrate our commitment to the third pillar of Thiel College 2016 Strategic Plan; Commitment to Enhanced Facilities and Infrastructure.

The annual Hall of Fame induction ceremony took place on Sunday, March 23 in the Lutheran Heritage Room. This year's inductees were: Patsy Combine '70, Don Walters '71, and Les McClimans '72. In addition, five other alumni were honored with George Webb '67 and Jim Yohe '70 receiving the Athletic Alumni Commendation, Josh Cialone '08 received the Meritorious Service & Commitment Award, Tim Taylor '13 received the Charles Evanoff Award for outstanding senior male athlete, and Kelly Barzak '13 was recognized with the Lynn Trimble Award for outstanding senior female athlete.

Two of our winter sport athletes earned All-American status while competing at the NCAA National Championships recently; in wrestling, Jacob Lowry, junior (Smithfield, PA / Albert Gallatin) placed 3$^{rd}$ in the 197 lb. bracket, and in track, Nic Jones, junior (Franklin, PA / Franklin) took 4$^{th}$ place in the high jump with a height of 6' 8 ¼". Needless to say we are extremely proud of their accomplishments and the efforts of their coaches, Craig Thurber and Steve Carr.

I fully recognize the need for the athletic department to improve our performance in both the retention of our current student-athletes and the recruitment of new students and we are working diligently in both those areas. We had a special meeting with all coaches of male athletes and several members of the Cabinet to identify issues and formulate strategies to address these issues. As a result each head coach was provided with a list of student-athletes that were in high risk cells, which had been previously identified, with the expectation that each coach would have more intentional dialogue with these student-athletes regarding all phases of their Thiel experience. In addition, subsequent meetings have been held with the head coaches of the male sports and a mentoring program may be piloted in the fall targeting a few of our teams in an effort to increase the retention.

As for recruiting new student-athletes for fall 2014, we are currently down in deposits by 16, but we are up in visits by 124. Our coaches are working diligently to bring in the best class possible.

Finally, I have secured Dr. Gary Best '77, a performance psychologist and executive leadership coach, to conduct a daylong seminar with our coaches. Our coaches have been required to read the book Emotional Intelligence 2.0 and did an on-line assessment, with the results of the assessment sent to Dr. Best so his seminar can be tailored to best fit our needs. It is my hope that we will come away with a better understanding of how we can effectively communicate, motivate, and teach our student-athletes, as well as improve the overall dynamics within the athletic department.

**Communications & Marketing Department Vision Statement:**
The Communications & Marketing Department will be **a best-in-class division** that sets ambitious goals to ensure the priorities of the institution can be advanced across communication channels that support and augment favorable reputation and brand perception, generate positive media attention, position our people and programs in circles of influence, deliver on enrollment and giving indicators, and deliver cohesive  messaging across all stakeholder groups.

## In Reputation Management and Brand Awareness:

✓ The department managed the **launch of communications in support of the first-ever Haer Family Symposium and its inaugural Neuroscience Lecture Series** through traditional and social media outreach (Tweeting live from the event) and in partnership with UPMC Horizon, the Greenville Chamber of Commerce,  St. Paul's, and across internal communication channels.

✓ The department delivered **communications support** to **Commencement, three Alumni Association events, The Thiel Fund Challenge, the Employee Recognition Dinner, the Haller Institute Scholarship Dinner, the Thiel College Research Symposium, the Installation Celebration for Pastor Jayne Thompson, Campus Ministry Weekend, Earth Week, and Enrollment & Admissions.**

✓ **The positioning of the February 6 Founders' Day Celebration** (honoring University of Pittsburgh Chancellor Mark Nordenberg) resulted in **substantial media publicity** for Thiel College in major regional news outlets including the *Pittsburgh Business Times, Youngstown Vindicator, The Sharon Herald, WHIRL Magazine, Pittsburgh Magazine* and *The Pitt Chronicle*, to name a few.  The **University of Pittsburgh will be re-purposing portions of our tribute video** for inclusion in the formal University of Pittsburgh celebration of Chancellor Nordenberg's tenure, thereby generating additional visibility and distinction for the Thiel College brand in circles of prominence.

✓ Strategic communications planning continues in anticipation of the opening of the **new James Pedas Communication Center** in the fall and the launch of the **Thiel College Comprehensive Campaign 2016**.

✓ The department produced the **Thiel College Faculty Accomplishment Book in Celebration of Scholarly and Creative Achievements** for Academic Affairs during the period 2012-2013.  The publication is available in hard copy and on the website.

## Media Relations & Articles of Interest:

✓ **The Thiel College press release formats have been revised, master media distribution lists have been updated for improved reach, and standard boilerplate description of Thiel College has been established for media outreach purposes.  Most recently, President VanAken had the opportunity to speak with a higher education reporter at the *Pittsburgh Post-Gazette* for a feature story on the tradition of awarding an honorary doctorate.**

*The Daily News* **Crawford County | Lawrence County | Mercer County | Trumbull County | Grove City**
"Thiel College invites Community to Join 16th Annual Earth Week Celebration." April 5, 2014. http://mercercountyfreepress.com/?p=6946

*Team PA Foundation*
"Neuroscience Center Fuels Greenville's Renaissance."  March 17, 2014.
http://teampa.com/2014/03/neuroscience-center-fuels-greenvilles-renaissance/
TeamPA Foundation is chaired by the governor of Pennsylvania and combines the strengths of private/public sector to advance a shared mission of prosperity for Pennsylvania. Thiel alumnus Karen Winner Sed is on the Board.

*The Youngstown Vindicator*
"Thiel College Bestows Service Awards."  February 17, 2014.
**http://www.vindy.com/news/2014/feb/17/thiel-college-bestows-service-award/**

*The Pittsburgh Business Times*
"Nordenberg Honored at Alma Mater." February 6, 2014.
**http://m.bizjournals.com/pittsburgh/blog/morning-edition/2014/02/nordenberg-honored-at-alma-mater.html**

## Digital Engagement Marketing & Social Media Communications

- ✓ The department worked closely with IT to deliver **a robust, new www.thiel.edu landing page** which features a revolving presentation of current events and news of Thiel College. **The site features 'news sliders'** -- large scale photography, calls to action, and the ability to click through to additional information being promoted through regular messaging from Admissions, Advancement, Athletics, Academics, and Student Life.

- ✓ We continue to organically grow and build additional content across the **Thiel College Newsroom** http://www.thiel.edu/newsroom to illustrate the positive stories of success being generated as a result of the good work of our faculty and staff, and the overall institution. In turn, we have been able to **leverage this storytelling across our social media properties** including Facebook, Twitter, Instagram, and YouTube.

- ✓ We are moving closer to a goal of **increasing Facebook presence** by 100% to 5,000 followers (4,480), and **increasing Twitter followers** by 100% to 2,000 (1,524) by June 30, 2014. According to our web analytics we are reaching an average of 5,000 viewers per month on Facebook.

- ✓ The "**Why Thiel?" promotional video** has been professionally produced and completed and is integrated across available communication channels including prominent posting to the website landing page and available in the admissions arena.

## Official Institutional Communications

- ✓ The next issue of **The Bell,** the Thiel College Magazine for alumni and friends, is currently in production and anticipated to be released during the last week in May. This issue will feature the "Thiel Commitment to Building New Environments" with an emphasis on the opening of the Pedas Center this fall.

- ✓ The department **overhauled T-Notes, Thiel College's weekly internal e-newsletter** to streamline messaging and format while improving effectiveness of delivery at http://www.thiel.edu/t-notes/2014/04/09.

- ✓ The department collaborated with Academic Affairs, Records and IT to ensure that Thiel College was able to adhere to the Federal requirements for providing student consumer information disclosures on the website in compliance with regulations outlined in the Higher Education Opportunity Act. http://www.thiel.edu/about/student-consumer-information-disclosure.

- ✓ The department conducted a **search for a new Assistant Director of Public Relations** at Thiel College and is pleased to **welcome Dominick DiRienzo** to Thiel College. Most recently, DiRienzo was marketing coordinator for the SECO/Warwick Corporation, sports editor for the *Meadville Tribune*, and a reporter for the *Pittsburgh Tribune-Review.*

### Sampling of Promotional Advertising Placement:

**Fall 2014 Admission**

The new student recruitment has been challenging and the market has been tough to read. Many institutions in the region are seeing slower trends in enrollment and deposits.

New student enrollment indicators are difficult to read this year.  Our first year student application count is slightly down, but the flow of new applications since January 1 has been strong.  We have seen a 7% increase in the offers of admission and a 5% increase in financial aid packages.  Deposits are lagging by about 15% with two weeks to go before May 1.  We have launched a series of deposit and registration push messages.  Staff are also following up on financial aid packages and working with the Office of Financial Aid to review individual awards.

Regarding transfer recruitment, the inquiry and application numbers have not been solid all campaign long.  We will need to be aggressive with our follow-up throughout the spring and summer to attempt to close the gap.

**Fall 2015 Admission**

Our first year student inquiry count for Fall 2015 is at 13,218.  This is a 6% increase compared to last year and one of the highest levels the college has experienced in mid-April.  We will continue our efforts to develop interested inquiries with a more aggressive student search program through Royall.  These searches will involve communication to qualified students identified though the College Board, ACT and possibly the National Research Center for College and University Admission (NRCCUA).  In addition, we will work with the two leading college search sites, Cappex and Zinch, to develop interest in our primary and developmental markets.

We will implement an earlier application development program and offer the opportunity for qualified students to apply over the summer.  This program will continue throughout the fall and early winter months.  According to the staff at Royall, this is one of the most aggressive application development programs they have ever managed.

The admission staff is working hard on the Fall 2014 campaign.  They are also coming together to develop the Fall 2015 recruitment plan.  The plan will include initiatives and communication to be used in various phases of the new recruitment campaign.

These phases include:
- ***Inquiry Development***
- ***Application Development***
- ***Campus Visitation***

- *Admission (Application Completion)*
- *FAFSA Filing*
- *Yield*

**Financial Aid and Scholarship**
We will look to establish a set of algorithms and matrices that will allow for overall and segmented leveraging and controls to maximize net revenue.  This will include a restructuring of the merit program.

As was discussed at the most recent Board Enrollment Management Committee meeting, we are investigating the elasticity of our pricing/discount model.  We are reviewing discounting scenarios and the impact on market position, student quality and net revenue.

The decision will be whether to we should leverage quantity and retention, and have net revenue generated by bigger new student numbers.  The risk is relative to whether we could still grow enrollment through competitive pricing and discounting in a shrinking college-bound student market, especially in western Pennsylvania and eastern Ohio.

**Budget Review**

2014 Fiscal Year

At the end of the third quarter (March 31st) we remain on target to finish the fiscal year with a positive change in unrestricted net assets. There are several revenue items that still need to hit their targets (summer school, unrestricted gift income and bookstore) and we need to keep our expenses within budget.  The projection includes unfunded financial aid support to students in excess of that which was budgeted.  We are currently in the process of reviewing the cause and assessing how to better project the final balance in the future.  Initial calculations reveal the reduction in the planned increase in tuition has resulted in a decrease in revenue from returning students of approximately $300,000 which would have helped reduce the tuition discount.  We are producing worksheets on the trends to research how many students actually stay for all 4 years and their corresponding discount rate.  The discount rate is also impacted by the increase in quality of the students.  Higher quality students demand a higher discount.  We will continue to monitor and analyze this situation to determine our strategies for the upcoming years.

We must remain diligent in achieving the final sources of budgetary revenue as well as continue a conservative approach to our expenditures.  Our ability to realize these two goals will position us to finish the year better than predicted and continue the positive momentum the institution has enjoyed the past several years.

2015 Fiscal Year Budget Preparation

The preliminary operating budget for the 2015 fiscal year has been developed.  We are able to fund most of the initiatives requested by departments and still maintain a positive change in unrestricted net assets.  There is no question this will be a very tight budget with little room for contingencies.  We have introduced a new budget narrative report which presents major components of the budget in a narrative rather than strictly numerical format.  At the present time we are working with a preliminary budget that is based on total revenues of $28,054,840 and total expenses of $28,044,542 for a slim positive change in net assets of just over $10,000.  Over the next several months we will be monitoring enrollment and other factors to determine if expenditure adjustments will need to be made.  Cabinet Officers are already preparing alternate budget plans should there be a need to make reductions.

**Endowment Management**

Last year at this time we were in the process of interviewing investment firms to manage our endowment funds which ultimately lead to our hiring of Hirtle Callaghan.  Their concept of

serving as an outsourced chief investment officer has proven to be a good move for Thiel.  At the end of March, which is the end of the third quarter for investing with Hirtle Callaghan, we were pleased to have a 12.1% return on our investments (net of fees).   This return compares favorably with our established benchmarks.  As we look ahead we may not be able to achieve these same levels of return but the strategies employed by Hirtle Callaghan will help us reach a solid return. The Finance and Investment Committee was able to meet with Dan Geraghty of Hirtle Callaghan and review the YTD reports and performance.  The Hirtle Callaghan report and minutes from Dan's visit are available in the Finance and Investment Committee section of the Trustee Web Portal.  The Finance and Investment Committee is recommending a presentation by Hirtle Callaghan to the entire Board of Trustees at an upcoming meeting.

**Financial Aid**

The Financial Aid staff has been busy preparing and sending financial aid packages for incoming students. The report from Friday, April 11th indicates we have sent out more awards this year than the past two years at this same time. We have been working with Admissions Staff to review aid amounts for those students who have requested additional support.  Where appropriate we have made adjustments to provide the extra resources that might matriculate the student, in all cases we try to identify those students who will be the best fit for Thiel and have the highest probability of retention.  At the present time our new student discount rate for the fall of 2014 is running between 58% and 60%.

As mentioned above we are doing some in-depth analysis of financial aid. We will have preliminary results to share soon.  We have held to the belief that students with higher aid packages tend to retain at a better rate and the preliminary analysis supports this.  Our analysis will provide the numerical trends associated with our discounting and provide the foundation for our strategic directions in the future.

We are in preliminary discussions with Admissions on how to best structure our financial aid awarding strategy for students entering in the fall of 2015.  We believe there are a number of ways we can adjust our methodology, achieve our enrollment goals and maintain a discount rate that maximizes our net marginal revenue.

**Pedas Communication Center**

Despite the cold and wet weather activity continues to move forward with a targeted completion date on or about July 1st.  With the current change orders, construction costs are slightly over budget.  Construction is approximately 2 weeks ahead of schedule which may save some overhead costs.  Additionally, there may be some savings with IT as some of their equipment may be less expensive than originally planned.   Landscaping between Roth Hall, the Library, the Pedas Center and the encompassing area surrounding the parking lot is also an added expense, which will probably not be included in the Pedas budget, but will come from other funding.  Although there have been added costs in these change orders, in each case they were carefully scrutinized and it was felt that the added cost significantly enhanced the building and surrounding area.  Additional information regarding the project and budget can be found in the FPPIT meeting materials on the Trustee Web Portal.

**Campus Facility Projects**

We have been preparing for our summer projects so that we can begin as soon as possible after graduation. Our goal has been to have the projects selected, bids awarded, permits received and materials ordered in a timely fashion so we are not pushing to get things completed in August. A resolution coming before the Board is to spend approximately $1.1 million through debt financing to complete these projects (see borrowing update below for information on debt financing). At this point the list includes projects from nearly all areas across campus including athletics, academics, administration, general areas and IT. Several projects are top priorities such as wireless in the residence halls, renovations to Greenville Hall and Davis Square Apartments. A complete list of projects and the anticipated costs can be found in the FPPIT section of the Trustee Web Portal.

We are also exploring our utility use (gas and electric) and mechanical systems to determine if there are projects with sufficient paybacks to cover the amortization of additional debt. This is a project that may take several months to complete but will enable us to determine if we are able to fund certain HVAC repairs/replacements through the savings of new equipment and infrastructure. We have received several bids from companies to do an initial energy audit analysis on major campus buildings. Along with John Hudson we are reviewing these proposals and hope to contract with a firm to conduct the energy audit studies in the next couple of weeks.

**Borrowing Update**

The College's estimated additional remaining borrowing capacity from the original $30 million is just over $6 million. At the end of March the long term debt structure is as follows:

| Thiel College – Long Term Debt as of March 31, 2014 | | |
|---|---|---|
| | Rate | Outstanding Balance |
| March 2011 Fixed Rate | 3.92% | $14,169,214 |
| May 2011 Fixed Rate | 3.86% | $2,720,423 |
| December 2013 Fixed Rate | 3.29% | $4,811,468 |
| Total Debt | | $21,701,105 |

At the end of December we were able to obtain a one-year extension of the eligibility for additional borrowing beyond the original cutoff date of December 29, 2013. We are currently meeting with representatives from the bank to determine our options to assume additional debt this spring or summer. We don't anticipate a problem with securing the additional financing however, one requirement in the new agreements will be an adjustment to our debt covenants. Although the College remains compliant on all bond covenants the additional debt may cause some difficultly in meeting the capitalization ratio at the end of FY 2015. It appears we will be able to negotiate a gradual move toward an adjusted capitalization ratio rather than the abrupt change from .65 to .55 which is currently required.

**Greenville Water Authority**

We are moving forward with the approved agreement between Thiel and the Greenville Water Authority regarding the meter issue. The original claim of $233,238 has been reduced to

$135,926 due largely to the agreement that the installed meters were larger than required and Thiel should be charged at the smaller meter rate.  The amount due will be used to perform a water main replacement project running along College Avenue at the front of the campus. We are currently working with the same engineering firm the Water Authority uses to design, bid and manage the project for a fee of $35,000.   The project will start in June and finish in July, in the next fiscal year.

**Audit**

We are in the final year of our three year contract with Deloitte.  However, the Audit Committee decided we would go ahead and issue an RFP for audit services beginning with the 2015 fiscal year.  We sent out 14 requests and received eight ranging between $46,750 and $142,500.  The Committee will be reviewing the proposals at their upcoming meeting on April 21st and narrowing the field down to three or four firms to bring to campus for interviews.

**Bookstore**

The Thiel College Bookstore has submitted its RFP to outsource textbooks and other course materials to seven "virtual store" vendors:

- Akademos
- Barnes & Noble
- eCampus
- ED MAP
- Follett
- MBS Direct
- Neebo (aka Nebraska Book)

The deadline for response is June 30th; target date for vendor selection is September 30th (but no later than the end of this calendar year).  All informed vendors have previously expressed interest. The Bookstore's operations will be status quo for the school/fiscal year of 2014-15 with virtual store online sales of textbooks, etc. to begin with the Fall 2015 semester.  Joint operational preparations will begin with pre-registration for that semester in mid-March 2015.

The industry trend is to move away from selling books on campus and to build a relationship with one of the virtual vendors.  The net margins and volume have been steadily decreasing as a result of students purchasing more books on-line or through rental arrangements. By partnering with a virtual vendor we will capture some revenue stream and provide an avenue for students to obtain their textbooks at the best possible price on the open market.

Non-textbook merchandise will continue to be sold from the present Bookstore location.  A name change will be necessary and determination of the store's future make-up and mission is in the very early stages.

It is anticipated that Bookstore cash flow for FY2014-15 will remain consistent with the results of the past several years while most of the remaining textbooks inventory will be liquidated at full value through the normal sales process.  By the conclusion of the Spring 2015 semester, a three-year planned full value phase-out of textbooks and associated credit balances in the amount

of $135,000 will be complete.  Anticipated ending write-off should be less than $10,000, some of which may be recovered through open-market sales and future use of remaining credit by the Library or other campus departments.

The following table provides a YTD revenue comparison of the Bookstore operations:

| Bookstore Revenue Comparison | | |
| --- | --- | --- |
| **Category** | **Third Quarter 2013** | **Third Quarter 2014** |
| **Supplies** | $19,397 | $19,815 |
| **Clothing** | $65,067 | $67,647 |
| **Food** | $1,306 | $1,539 |
| **Other** | $17,454 | $24,484 |
| **Total** | $106,224 | $113,485 |

## Human Resources

New Employee Orientation

The new on-line employee orientation program is now available on the College Website. Jennifer Clark (HR) along with Jonathon Shearer (IT) worked on this project which will be a tremendous boost to our indoctrination of new employees and we are anxious to get feedback from new employees who have utilized this program.

Training

In mid-January the College sponsored harassment prevention training for all Thiel College employees and Volunteers.  As part of Thiel's "Commitment to Ethical Standards" we have the responsibility for ongoing education related to the prevention of discrimination and harassment.  In addition, we are eligible for a lower deductible from our insurer by conducting this training on a biennial basis.

In conjunction with the *Great Colleges to Work For* task force, the HR Department sponsored two training sessions for all staff employees during spring break.  The two sessions were:

> *Training Front Office Staff: Handling Difficult & Disruptive Behaviors*
> *How To Achieve Exceptional Front-Line Customer Service In Higher Education*

Both sessions were well attended and provided some useful tips and techniques to employees. We hope to continue these training sessions during spring break in future years.

Position Searches

The HR Department has been involved in a number of faculty and staff searches over the past few months.  Among the open positions are six full-time faculty positions for the fall of 2014. Offers and acceptances have been made in a number of these searches with other positions still open.

Benefit Fair

The annual benefit fair which took place on March 11th was a huge success.  In addition to the traditional health care and employee benefit providers we included other local area vendors that provide benefits to Thiel employees.  We hope to keep expanding this event in future years to include more local vendors and activities for employees.  This is always a popular event for employees and local vendors.

Summer Student Employment

HR has been coordinating summer student employment with various departments.  Due to housing constraints, there was a push to get students lined up earlier this year.  Summer employment begins the first full week in May and most positions have been filled at this time.  We will also be restructuring the ledger and payroll system to separate summer student employment into its own functional line.  This will allow for improved management and planning of summer needs as well as financial tracking.

Availability of Forms and Materials

HR and IT are working together to simplify access to employee forms and resources.  An access drive was created and we are in the process of arranging and naming a system of files so that employees will be able to easily access the most up-to-date internal forms (those not necessarily appropriate to post on our website).  Our hope is that it will be a drive on which all departments will be able to post forms and materials in order to provide a "one-stop shop" for employees.

**Curriculum Cost Analysis**

We have been working with the Austen Group to conduct a curriculum cost analysis.  When the analysis is completed we will receive a report which will serve as an analytical tool that provides the institution with a thorough examination of the program, mix, demand and cost for all academic program offerings.  The analysis is tailored to capture the organizational nuances and uses course-level analysis to apportion costs to the appropriate departments.  With this research we should be able to make strategic decisions in light of demand and cost.  The report is based on an analysis of five categories of institution data:  1) course information, 2) graduate data by major, 3) prospective student anticipated major, 4) financial information for faculty, and 5) department operating budgets.  Data gathering was conducted by the Records Office, IT Department and Accounting Office.

An initial meeting with Mike Williams, the CEO of the Austen Group will be held on April 16 and 17 with the Institutional Planning and Budget Committee, all Academic Department Chairs and the Cabinet.  The purpose of the meeting is to review the process and provide some insight into how the report can be utilized in decision making. The final report will be available sometime in mid to late May.

Trustees,

Over the past two years, we have deployed over 100 new wireless access points to ensure wireless coverage in our academic and common spaces on campus. It has been gratifying to walk through our academic spaces and see an increasing number of students utilizing their Thiel provided laptops thanks in part to increased wireless networking coverage. However, as we have discussed many times, students continue to request wireless access in their residence halls. We are now evaluating solutions from three wireless networking vendors (Aruba, Extreme, and Meraki) to determine which hardware best suits our needs. We are also working with these vendors to quantify the costs for making all our residence halls completely wireless. Once we finish our hardware evaluations and have pricing quotes, IT will work with Financial Services to establish a budget and develop an implementation plan for this project.

One of the strategic plan goals for Information Technology is the development of a campus intranet, also commonly known as a web portal. To meet this goal, we have purchased software from Lenovo called Stoneware. We are currently customizing this software for Thiel's technology environment and expect to launch the software to campus in the fall. Once it has launched, this intranet will provide a common interface for employees and students to access their technology resources, regardless of what device they utilize. This software will also provide a web page where students can reset their own network passwords, resulting in increased convenience for them and reduced calls to the IT Solution Center.

Our contract with Comcast for Internet service ends in July of this year, and we are exploring renewal of the contract along with an examination of alternative Internet providers. In conjunction with this contract expiration, I am renegotiating terms with our other Internet provider, Zito Media. This is extremely preliminary, but I am optimistic we will be able to at least triple our current Internet bandwidth without increasing our current spending. This will be a great resource for our students and enhance our strategy to utilize additional cloud services where economical, applicable and appropriate. I plan to have negotiations and decisions finalized before the end of April. These upgrades will also require replacing our Internet router and firewall. The new hardware has been purchased and is currently being configured for installation at the end of this semester.

Speaking of contracts, our two contracts with ComDoc expire at the end of this calendar year. We will issue a request for proposals shortly for our printing services, and I expect ComDoc will be one of the participants. These two contracts (one for copiers, one for laser printers) will be combined into a single contract to realize deeper discounts based on increased volume. We have been satisfied with ComDoc's performance, but in a market as competitive as this, we have an obligation to evaluate options and make sure Thiel receives the best deal possible.

In mid-March, we refreshed the appearance of the main landing page on our website, www.thiel.edu. This was done in collaboration with our Communications and Marketing area. In early April, we extended this new design to the rest of the website. You will notice an enhanced calendar and news stories on the site among the many other changes. While we're talking about web technologies, you may have heard about the "Heartbleed"

security vulnerability that was recently in the news. We only had 5 production and 1 test system that was affected by this vulnerability, and all of them patched within 48 hours of this vulnerability going public. These systems do not host critical data and are not integrated with our centralized directory system. Given the small number of servers affected, low value of the data the house, and the rapid response to this issue, our security risk was very minimal.

Aside from a few computers that need to wait until the end of the semester, we have replaced or upgraded all Thiel owned computers running Windows XP. This was critical because Microsoft ended support for this product on April 8th. In addition to the security benefits, users have enjoyed the enhanced performance these newer computers provide.

Finally, we expect a busy summer ahead of us. In addition to the projects listed above, we will be busy with the new technology going into Pedas, replacing outdated technology in several classrooms, and carrying out procurement and preparation of the new freshmen laptops for fall. I'm excited for all the changes and enhancements we have on the horizon; it is a great time to be in IT!

Thank you for your time and attention.

### Student Retention (Strategic Plan, Pillar I, Goals 1d & 1e)

Following the retention reports shared with the Board of Trustees during our last round of committee meetings, much work and analysis has been done. For the past two years, a retention committee (made up of several members of cabinet and other key employees) has been meeting regularly to strategize numerous approaches for addressing student persistence and retention at Thiel College. More recently, the group has been able to pull together more data than we have ever had at our disposal.

Although we have not explored every possible variable and/or combination of variables, we have found some indicators that should help with our efforts moving forward. For example, based on multiple years of first-to-second semester and first-to-second year data, we were able to hone in on some student populations that are of higher risk (based on financial and academic variables). As a result, numerous interventions and processes have already been put into place with hopes of improving in these areas. Some example high risk populations include male athletes and students falling within specific cells in our academic/financial matrix.

Thus far, financial ability and the level of institutional aid a student receives are the most significant factors that we have found. Likewise and probably interrelated, students coming from out-of-state areas are not persisting as well as our Pennsylvania cohorts. These findings have moved our attention towards exploring our financial aid strategies, and will likely lead to significant changes in the future. We will also continue and enhance current retention efforts, while also drilling deeper into our data.

### Student Engagement (Strategic Plan, Pillar II, Goals 4a, 4c, & 4e)

Another key factor related to student persistence is the level and quality of involvement a student has outside the classroom (i.e. engagement). We have found that students who are more involved are more likely to persist and succeed at Thiel College. In addition, we also have concrete examples of specific activities that yield better retention numbers (e.g. marching band, Greek life, DHI, etc.), which speaks to the importance of higher quality experiences. These findings are not unique to Thiel College, but Goal 4 of the strategic plan was developed to capitalize on those factors with more planning and intentionality.

Since the development of the strategic plan, we have made strides to capture more information on student involvement in order to develop and execute an operational plan for improvement. Currently we have 4-5 years of data on student involvement in specific activities, retention numbers for many of those activities, and the ability to track individual student involvement at a much more efficient level. Although we are not completely in line with the timeframe that is identified on the strategic plan, I am confident that we will be able to achieve our involvement goals at a high level. This summer, Student Life will hold a staff retreat that should help in this regard. We also plan to develop officer and advisor trainings that will pull in more students and employees to help with quality enhancements to our programs. Finally, our Student Government Association has also recently voted in changes to bi-laws that should too have a positive impact.

### Great Colleges To Work For (Strategic Plan, Pillar IV, Goal 5a)

The Great Colleges To Work For Task Force began meeting again in September of 2013, and will submit their annual report this month.  The task force met on a bi-weekly basis, and the report will include recommendations for employee and community development, and policy changes.  The report will also provide a summary of our data from last year's survey, and information about progress made throughout the year (including recommendations from last year's report).  The college participated in the survey again this spring, and we will receive new data over the summer months.

### Policy/Procedural Changes:

On March 7, 2013, President Obama signed a bill that strengthened and reauthorized the Violence Against Women Act. Included in the bill was the Campus Sexual Violence Elimination Act (Campus SaVE), which amends the Jeanne Clery Act and affords additional rights to campus victims of sexual violence, dating violence, domestic violence, and stalking.  On October 01, 2014 schools must report compliance of the Campus SaVE Act in their annual Clery Report.  As a result, Student Life has been auditing our compliance with the various acts, along with revisiting other policies and procedures.  A number of new programs, trainings, and recommendations will arise from this audit (including suggestions for improving Title IX compliance).

In addition to changes influenced by federal mandates, another policy that will likely receive more institutional attention is our campus smoking policy.  Currently there is to be no smoking inside any campus facilities.  There are also designated non-smoking areas outside our facilities (many of which are located near the entrances of campus buildings).  Unfortunately we have issues with groups of people ignoring the non-smoking areas, forcing others to walk through a cloud of smoke to gain access to facilities.  The Great Colleges To Work For Task Force will be including a recommendation to change our smoking policy and restrict smoking near the entrance to any facility on campus.

### Program Review & Assessment:

Divisional Assessment

This summer student life will be conducting our first round of "external" program reviews for three of our departments (i.e. residence life, counseling, and intramurals).  As you may recall, last year I reported that we adopted division wide learning domains to establish departmental goals along with the development of a new program review process.  We will invite faculty and staff external to our department to help conduct the reviews.  Ultimately we felt this approach (versus inviting individuals external to the College) would be most cost effective, yet still provide an outsider's perspective of our programs and services. All departments within the division will participate in this process on a rotating basis, and this process will help to meet Middle States requirements and our strategic goals for superior delivery of programs and services.

Student Satisfaction

This spring we also launched our biennial Student Satisfaction Survey.  This survey was developed internally, and it measures student satisfaction with numerous services and programs outside the classroom. Results from the survey are used to inform decisions for future efforts within our division, and they will be shared with the Student & Religious Life Committee in the fall.

*Student Activities*

Finally as always, this spring we implemented a large number of activities for the students to participate. Some of our larger events included Winter Weekend, the New City Trip, Greek Week, Diversity Week, Spring Into Action Day, and our upcoming Farewell Festival. This year we have also implemented Pop-Up Programs which the students have responded favorably towards.

In an effort to enhance the Farewell Festival, we have scheduled the spring concert to take place as part of that event. The festival is always held on the final day of classes for the year, and we are hosting performing artist, Mike Posner, who sings the popular song "Cooler Than Me." Our goal with this event is to provide on last big activity prior to the students leaving for the summer and/or entering the workforce as alumni of the College.

This year we also partnered with the Career Development Office to enhance the New York City Trip. In addition to the social aspects of the trip, students were also provided the opportunity to tour several businesses with staff from the Career Development Office. Our goals with this are to expose our students to more professional organizations, and hopefully develop possible internship or job placement opportunities.

**Thiel College**

**Financial Statements (unaudited)**

**For the period ending March 31, 2014 and 2013**

**And for the Year Ended June 30, 2013**

**THIEL COLLEGE**
**STATEMENT OF FINANCIAL POSITION (Unaudited)**
**March 31, 2014 and 2013 and June 30, 2013**

| ASSETS | 3/31/2014 | 3/31/2013 | 6/30/2013 |
|---|---|---|---|
| Cash and cash equivalents | 13,877,601 | 12,670,482 | 11,112,610 |
| Student accounts receivable (net) | 2,049,433 | 2,804,025 | 1,459,682 |
| Other accounts receivable | 285,100 | 145,413 | 188,626 |
| Contributions receivable (net) | 543,059 | 1,098,398 | 561,788 |
| Loans receivable (net) | 1,637,322 | 1,686,884 | 1,611,155 |
| Other assets | 548,754 | 443,454 | 201,158 |
| Inventories | 130,518 | 221,461 | 130,517 |
| Land, buildings and equipment (net of accumulated depreciation) | 33,635,313 | 29,308,451 | 29,461,244 |
| Bond and debt issuance costs (net) | 259,897 | 276,481 | 272,335 |
| Long-term investments | 28,931,898 | 26,678,221 | 27,103,981 |
| **Total assets** | **81,898,895** | **75,333,270** | **72,103,096** |

**LIABILITIES AND NET ASSETS**
**LIABILITIES:**

| | 3/31/2014 | 3/31/2013 | 6/30/2013 |
|---|---|---|---|
| Accounts payable and other liabilities | 1,499,295 | 1,611,276 | 2,033,878 |
| Student deposits and advance fees | 151,078 | 108,111 | 340,735 |
| Accrued interest on debt | 2,031 | 2,076 | 2,031 |
| Annuity obligations | 27,892 | 29,949 | 27,892 |
| Refundable advances | 1,703,665 | 1,703,665 | 1,703,665 |
| Lease obligations | 424,834 | 552,756 | 552,756 |
| Long-term debt | 21,924,484 | 18,863,707 | 20,453,950 |
| Interest rate swap liability | 966,769 | 1,527,475 | 1,069,805 |
| Deposits held in custody for others | 200,536 | 212,604 | 164,122 |
| Considitional asset retirement obligations | 3,954,963 | 3,784,524 | 3,823,068 |
| **Total liabilities** | **30,855,547** | **28,396,143** | **30,171,903** |

**NET ASSETS**

| | 3/31/2014 | 3/31/2013 | 6/30/2013 |
|---|---|---|---|
| Unrestricted | 14,787,159 | 14,063,082 | 8,420,529 |
| Temporarily restricted | 10,527,872 | 8,638,492 | 9,338,908 |
| Permanently restricted | 25,728,317 | 24,235,553 | 24,171,757 |
| **Total net assets** | **51,043,348** | **46,937,127** | **41,931,193** |
| **Total Liabilities and Net Assets** | **81,898,895** | **75,333,270** | **72,103,096** |

**Thiel College**

**Statement of Activities (Unaudited)**

**For the Nine Months Ended March 31, 2014 and 2013 and for the Year Ended June 30, 2013**

| | Unrestricted | Temporarily Restricted | Permanently Restricted | 3/31/2014 | 3/31/2013 | 6/30/2013 |
|---|---|---|---|---|---|---|
| **Operating revenues, gains and other support** | | | | | | |
| Tuition and fees | 26,504,100 | 587,000 | 0 | 27,091,100 | 25,499,080 | 26,009,412 |
| Institutionally funded financial aid | (13,246,769) | 0 | 0 | (13,246,769) | (12,179,060) | (12,270,760) |
| Net tuition and fees | 13,257,331 | 587,000 | 0 | 13,844,331 | 13,320,020 | 13,738,652 |
| | | | | | | |
| Federal and state grants and contracts | 0 | 758,562 | 0 | 758,562 | 785,616 | 830,230 |
| Private gifts and contracts | 668,718 | 2,061,052 | 0 | 2,729,770 | 2,992,918 | 4,539,395 |
| Investment gains | 141,781 | 144,875 | 1,556,115 | 1,842,771 | 2,880,399 | 3,082,255 |
| Auxiliary enterprises revenue | 10,471,997 | 0 | 0 | 10,471,997 | 10,180,733 | 10,242,914 |
| Other income | 246,902 | 18,407 | 446 | 265,755 | 173,014 | 257,985 |
| Net assets released from restriction | 2,380,932 | (2,380,932) | 0 | 0 | 0 | 0 |
| Total operation revenues, gains and other support | 27,167,661 | 1,188,964 | 1,556,561 | 29,913,186 | 30,332,700 | 32,691,431 |
| | | | | | | |
| **Operating expenses** | | | | | | |
| Instruction | 4,938,903 | 0 | 0 | 4,938,903 | 4,701,941 | 6,419,884 |
| Academic support | 717,387 | 0 | 0 | 717,387 | 797,777 | 1,161,281 |
| Student services | 2,890,016 | 0 | 0 | 2,890,016 | 2,586,072 | 3,879,980 |
| Institutional support | 3,238,716 | 0 | 0 | 3,238,716 | 2,774,034 | 3,868,146 |
| Operation and maintenance of plant | 2,308,739 | 0 | 0 | 2,308,739 | 2,007,885 | 3,723,911 |
| Organized activities related to education | 1,748,336 | 0 | 0 | 1,748,336 | 1,710,036 | 2,212,695 |
| Auxiliary enterprises | 3,453,151 | 0 | 0 | 3,453,151 | 3,347,025 | 4,410,144 |
| Restricted financial aid | 1,576,023 | 0 | 0 | 1,576,023 | 1,539,637 | 1,627,637 |
| Loan fund expenses | 32,797 | 0 | 0 | 32,797 | 3,826 | 10,628 |
| Total operation expenses | 20,904,068 | 0 | 0 | 20,904,068 | 19,468,233 | 27,314,306 |
| | | | | | | |
| Change in net assets before loss on refinancing of previous debt and unrealized loss on interest rate swap | 6,263,593 | 1,188,964 | 1,556,561 | 9,009,118 | 10,864,467 | 5,377,125 |
| Gain (loss) on interest rate swap | 103,037 | 0 | 0 | 103,037 | 168,480 | 649,888 |
| | | | | | | |
| Change in net assets | 6,366,630 | 1,188,964 | 1,556,561 | 9,112,155 | 11,032,947 | 6,027,013 |
| Net assets at beginning of year | 8,420,529 | 9,338,908 | 24,171,756 | 41,931,193 | 35,904,180 | 34,904,180 |
| Net assets at end of year | 14,787,159 | 10,527,872 | 25,728,317 | 51,043,348 | 46,937,127 | 40,931,193 |

**THIEL COLLEGE**
**STATEMENTS OF CASH FLOWS (Unaudited)**

| | For the Qtr Ended Mar. 31, 2014 | For the Qtr Ended Mar. 31, 2013 | For the Year Ended June 30, 2013 |
|---|---|---|---|
| CASH FLOWS FROM OPERATING ACTIVITIES: | | | |
| Change in net assets | $ 9,112,155 | $ 11,032,947 | $ 6,027,013 |
| Adjustments to reconcile change in net assets to net cash | | | |
| Depreciation, amortization, and accretion | 2,004,992 | 1,944,312 | 2,603,788 |
| Unrealized (gain) loss on interest rate swap | (103,037) | (192,218) | (649,888) |
| Gain (loss) on sale of land, buildings, and equipment | 1,850 | 0 | (4,690) |
| Bad debt expense | (37,306) | (46,436) | 653,005 |
| Contributions for long-term investments | (261,064) | (105,343) | (2,803,186) |
| (Increase) decrease in cash surrender value | 0 | 0 | (8,566) |
| Realized and unrealized (gain) loss on investments | (1,510,453) | (2,498,048) | (2,628,870) |
| Changes in operating assets and liabilities providing (using) cash: | | | |
| Accounts and other receivables | (878,594) | (1,251,782) | (637,910) |
| Contributions receivable | 279,792 | (375,015) | 2,096,338 |
| Inventories and other assets | (347,596) | (385,702) | (52,463) |
| Accounts payable and other liabilities | (534,584) | (712,299) | (289,697) |
| Student deposits and advance fees | (189,657) | (222,140) | 10,485 |
| Accrued interest on debt | 0 | 0 | (45) |
| Refundable advances | 0 | (16,015) | (16,015) |
| Deposits held in custody for others | 36,415 | 38,164 | (10,319) |
| Net cash provided by operating activities | 7,572,913 | 7,210,425 | 4,288,980 |
| CASH FLOWS FROM INVESTING ACTIVITIES: | | | |
| Purchases of land, buildings, and equipment | (6,034,728) | (2,225,715) | (3,006,802) |
| Proceeds from repayment of loans receivable | 203,508 | 204,793 | 268,338 |
| Proceeds from sale of land, buildings, and equipment | (1,850) | 0 | 16,200 |
| Proceeds from sale of long-term investments | 220,311 | 0 | 1,446,737 |
| Purchases of long-term investments | (537,775) | (413,505) | (2,146,614) |
| Net cash provided by investing activities | (6,150,534) | (2,434,427) | (3,422,141) |
| CASH FLOWS FROM FINANCING ACTIVITIES: | | | |
| Proceeds from debt | 2,125,000 | 0 | 1,800,000 |
| Collection of pledges for long-term investments | 0 | 105,343 | 868,444 |
| Payments of annuity obligations | 0 | 0 | (2,058) |
| Payments on debt | (654,466) | (568,691) | (778,447) |
| Payments on capitalized leases | (127,922) | (121,634) | (121,634) |
| Net cash used in financing activities | 1,342,612 | (584,982) | 1,766,305 |
| INCREASE IN CASH AND CASH EQUIVALENTS | 2,764,991 | 4,191,016 | 2,633,144 |
| CASH AND CASH EQUIVALENTS — Beginning of period | 11,112,610 | 8,479,466 | 8,479,466 |
| CASH AND CASH EQUIVALENTS — End of period | $ 13,877,601 | $ 12,670,482 | $ 11,112,610 |

Thiel College
Notes to Consolidated Financial Statements (Unaudited)
For the Period Ending March 31, 2014

- **Organization** — Thiel College (the "College") operates as an independent, co-educational institution related to the Evangelical Lutheran Church in America. Located in Greenville, Pennsylvania, the College was established in 1866.

- **Basis of Presentation** — The College's quarterly financial statements are prepared on a modified accrual basis of accounting. Net assets and revenues, expenses, gains, and losses are classified based on the existence or absence of donor-imposed restrictions. Accordingly, net assets of the College and changes therein are classified and reported as follows:

  *Unrestricted Net Assets* — Net assets that are not subject to donor-imposed stipulation.

  *Temporarily Restricted Net Assets* — Net assets subject to donor-imposed stipulations that may or will be met either by actions of the College and/or the passage of time, including gifts for which donor-imposed restrictions have not yet been met, annuity and life income funds, pledges receivable, and realized and unrealized capital gains on endowment.

  *Permanently Restricted Net Assets* — Net assets subject to donor-imposed stipulations that they be maintained permanently by the College, including gifts that require, by donor restriction, that the corpus be invested in perpetuity and only the income be made available for program operations and gifts that have been donor stipulated to provide loans to students.

- **Cash Equivalents** — The College considers all highly liquid investments with a maturity of three months or less when purchased to be cash equivalents, unless it is part of the endowment, annuity, and plant fund investments, which are carried at cost, which approximates fair value.

- **Student Accounts and Notes Receivable** — The College's student accounts and notes receivable are not collateralized.

- **Inventories** — Inventories are stated at a lower of first-in, first-out cost or market.

- **Land, Buildings, and Equipment** — Land, buildings, and equipment are stated at cost and provisions for depreciation are computed on a straight-line basis using a half-year convention over the estimated useful lives of the assets, which are between 5 and 40 years. Repairs, maintenance, and minor replacements of existing facilities are charged to expense as incurred.

- **Debt Issuance Costs** — Debt issuance costs are stated at cost and are being amortized over the term of the related debt.

- **Auxiliary Enterprises** — Revenues and expenditures from auxiliary enterprises include the student housing, food service, bookstore, and conferences. Certain indirect expenditures are not charged to the auxiliary enterprises.

- **Income Taxes** — The College is exempt from federal income taxes under Section 501(a) of the Internal Revenue Code (the "Code") as an organization described under Section 501(c)(3) of the Code.

- **Investments** — Investments in debt and equity securities are stated at fair value. Beneficial interests in assets held in trust are stated at fair value based on the College's share of the fair value of the underlying assets held in the related outside trusts.

- **Refundable Advances** — The College administers several federally funded loan programs for the benefit of its students. This liability represents the amount that must be returned to the federal government upon termination of the program.

- **Accounting for Contributions** — Contributions, including unconditional promises to give, are recognized as revenues in the period in which the promise is received. Conditional promises to give are not recognized until the conditions are met.

  Donor-restricted support is reported as an increase in temporarily or permanently restricted net assets, depending on the nature of the restriction. When a stipulated time restriction ends or purpose restriction is accomplished, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities as net assets released from restrictions.

  Contributions other than cash are recorded at their estimated fair value.

  Contributions to be received after one year are discounted at a discount rate, which approximates current market rates

  An allowance for uncollectible contributions, which is based on management's judgment of the risks, is provided as a reduction of the amount of contributions received.

- **Collections** — The College follows a policy of not recording or capitalizing its collections of works of art, historical treasures, and similar assets.

- **Use of Estimates** — The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amount of revenues and expenses during the reporting period. Actual results could differ from those estimates.

- **Risks and Uncertainties** — Investment securities are exposed to various risks, such as interest rate, credit, and overall market volatility. Due to the level of risk associated with certain investment securities, it is reasonably possible that changes in risks and values of

investment securities will occur in the near term and that these changes could materially affect the amounts reported in the statements of financial position.

- **Guarantees** — In the ordinary course of business, the College enters into contracts with third parties pursuant to which the third parties provide services on behalf of the College. In many of the contracts, the College agrees to indemnify the third-party service provider under certain circumstances. The indemnifications relate to losses, claims, damages, liabilities, and other expenses incurred by underwriters that would arise as a result of any untrue statements or material omissions made by the College. Additionally, pursuant to their bylaws, the College provides indemnification to directors, officers, and, in some cases, employees and agents against certain liabilities incurred as a result of their service on behalf of, or at the request of, the College.

- The College's revenue recognition is a function of billing for tuition and fees. This billing occurs in July and January.

- There is an unrealized gain on the interest rate swap that is shown below the line as an unusual operating event.

- The endowment release for fiscal 2014 is budgeted at the board approved 5.75%. Most Act 141 disbursements are transferred from the College's endowment.

- The College is obligated to record a liability for conditional asset retirement obligations. Thiel has performed an analysis of such obligations and has determined that asbestos remediation costs represented the College's source of such liabilities. The analysis included an estimated inflation factor and discount rate, which were used to determine the present value of the obligation. The cumulative cost of asset remediation is amortized over the remaining useful life of the affected asset.

- Several of the line items on the March 2014 Statement of Activity show variances from March 2013. These are timing issues due to the cyclical nature of a college's fiscal year and actual transactions dates.

## Year: 2014

| | Freshman | Transfers | Internationals | Total |
|---|---|---|---|---|
| **Inquiries** | | | | |
| Traditional inquiries | 18131 | 54 | 321 | 18506 |
| Direct applications | 874 | 28 | 43 | 945 |
| Total inquiries | 19005 | 82 | 364 | 19451 |
| **Applications** | | | | |
| Total Applications | 2346 | 42 | 52 | 2440 |
| Denials | 84 | 0 | 0 | 84 |
| Withdraw before acceptance | 207 | 2 | 4 | 213 |
| Active applications | 2043 | 40 | 48 | 2131 |
| **Total Acceptances** | 1642 | 25 | 22 | 1689 |
| Withdraw after Acceptance | 451 | 2 | 5 | 458 |
| Active Acceptances | 993 | 16 | 16 | 1025 |
| **Gross Deposits** | 190 | 5 | 1 | 196 |
| Withdraw after deposit | 11 | 0 | 0 | 11 |
| Withdraw after registered | 1 | 0 | 0 | 1 |
| **Net deposits** | 178 | 5 | 1 | 184 |
| Active deposited not registered | 69 | 2 | 0 | 71 |
| **Net Registered** | 117 | 5 | 1 | 123 |
| **Summary of Active Applications** | | | | |
| Incomplete | 401 | 15 | 26 | 442 |
| Accepted | 993 | 16 | 16 | 1025 |
| Deposited | 190 | 5 | 1 | 196 |
| Registered | 117 | 5 | 1 | 123 |
| Total Active Applications | 1701 | 41 | 44 | 1786 |
| **Financial Aid** | | | | |
| Financial aid packages Issued | 780 | 11 | 0 | 791 |
| Financial aid packages accepted | 100 | 2 | 0 | 102 |
| % Accepted | 12.82% | 18.18% | | 12.90% |
| **Campus Visits** | | | | |
| Inquiries | 655 | 4 | 1 | 660 |
| Applicants | 757 | 15 | 2 | 774 |
| Total | 1412 | 19 | 3 | 1434 |
| **Junior Inquiries** | 13625 | 3 | 135 | 13763 |
| **Other Analytical Data** | | | | |
| Application conversion rates: | | | | |
| Traditional inquiry conversion | 12.9% | 77.8% | 16.2% | 13.2% |
| Total inquiry conversion | 12.3% | 51.2% | 14.3% | 12.5% |
| Admittance rate | 64.3% | 56.8% | 39.3% | 63.7% |
| Deposit yield | 10.8% | 20.0% | 4.5% | 10.9% |

International Tuition Exchange number included in deposited/registered

**Spring 2014**

| | Freshman | Transfers | Internationals | Total |
|---|---|---|---|---|
| Total applications | 15 | 23 | 29 | 67 |
| Total acceptances | 7 | 16 | 23 | 46 |
| Net deposits | 1 | 8 | 18 | 27 |
| Net registered | 5 | 9 | 20 | 34 |

## Year: 2013

| | Freshman | Transfers | Internationals | Total |
|---|---|---|---|---|
| **Inquiries** | | | | |
| Traditional inquiries | 16563 | 55 | 84 | 16702 |
| Direct applications | 989 | 59 | 61 | 1109 |
| Total inquiries | 17552 | 114 | 145 | 17811 |
| **Applications** | | | | |
| Total Applications | 2419 | 69 | 64 | 2552 |
| Denials | 31 | 0 | 1 | 32 |
| Withdraw before acceptance | 284 | 2 | 2 | 288 |
| Active applications | 2099 | 67 | 60 | 2226 |
| **Total Acceptances** | 1552 | 31 | 21 | 1604 |
| Withdraw after Acceptance | 477 | 4 | 0 | 481 |
| Active Acceptances | 855 | 19 | 19 | 893 |
| **Gross Deposits** | 209 | 7 | 2 | 218 |
| Withdraw after deposit | 4 | 0 | 1 | 5 |
| Withdraw after registered | 1 | 0 | 0 | 1 |
| **Net deposits** | 204 | 7 | 1 | 212 |
| Active deposited not registered | 45 | 2 | 1 | 48 |
| **Net Registered** | 170 | 6 | 0 | 176 |
| **Summary of Active Applications** | | | | |
| Incomplete | 547 | 36 | 39 | 622 |
| Accepted | 855 | 19 | 19 | 893 |
| Deposited | 209 | 7 | 2 | 218 |
| Registered | 170 | 6 | 0 | 176 |
| Total Active Applications | 1781 | 68 | 60 | 1909 |
| **Financial Aid** | | | | |
| Financial aid packages Issued | 761 | 14 | 0 | 775 |
| Financial aid packages accepted | 118 | 5 | 0 | 123 |
| % Accepted | 15.51% | 35.71% | | 15.87% |
| **Campus Visits** | | | | |
| Inquiries | 570 | 5 | 1 | 576 |
| Applicants | 798 | 22 | 1 | 821 |
| Total | 1368 | 27 | 2 | 1397 |
| **Junior Inquiries** | 12524 | 12 | 31 | 12567 |
| **Other Analytical Data** | | | | |
| Application conversion rates: | | | | |
| Traditional inquiry conversion | 14.6% | 125.5% | 76.2% | 15.3% |
| Total inquiry conversion | 13.8% | 60.5% | 44.1% | 14.3% |
| Admittance rate | 57.4% | 43.7% | 31.8% | 56.5% |
| Deposit yield | 13.1% | 22.6% | 4.8% | 13.2% |

International Tuition Exchange number included in deposited/registered

**Spring 2013**

| | Freshman | Transfers | Internationals | Total |
|---|---|---|---|---|
| Total applications | 16 | 38 | 21 | 75 |
| Total acceptances | 5 | 22 | 13 | 40 |
| Net deposits | 3 | 13 | 13 | 29 |
| Net registered | 3 | 15 | 13 | 31 |

## Year: 2012

| | Freshman | Transfers | Internationals | Total |
|---|---|---|---|---|
| **Inquiries** | | | | |
| Traditional inquiries | 14187 | 91 | 42 | 14320 |
| Direct applications | 1010 | 58 | 64 | 1132 |
| Total inquiries | 15197 | 149 | 106 | 15452 |
| **Applications** | | | | |
| Total Applications | 2154 | 83 | 72 | 2309 |
| Denials | 74 | 0 | 3 | 77 |
| Withdraw before acceptance | 244 | 8 | 4 | 256 |
| Active applications | 1819 | 75 | 65 | 1959 |
| **Total Acceptances** | 1398 | 29 | 16 | 1443 |
| Withdraw after Acceptance | 359 | 1 | 2 | 362 |
| Active Acceptances | 819 | 22 | 13 | 854 |
| **Gross Deposits** | 196 | 6 | 1 | 203 |
| Withdraw after deposit | 15 | 0 | 0 | 15 |
| Withdraw after registered | 2 | 0 | 0 | 2 |
| **Net deposits** | 179 | 6 | 1 | 186 |
| Active deposited not registered | 34 | 3 | 1 | 38 |
| **Net Registered** | 169 | 3 | 0 | 172 |
| **Summary of Active Applications** | | | | |
| Incomplete | 421 | 46 | 49 | 516 |
| Accepted | 819 | 22 | 13 | 854 |
| Deposited | 196 | 6 | 1 | 203 |
| Registered | 169 | 3 | 0 | 172 |
| Total Active Applications | 1605 | 77 | 63 | 1745 |
| **Financial Aid** | | | | |
| Financial aid packages Issued | 506 | 11 | 0 | 517 |
| Financial aid packages accepted | 94 | 4 | 0 | 98 |
| % Accepted | 18.58% | 36.36% | | 18.96% |
| **Campus Visits** | | | | |
| Inquiries | 411 | 7 | 1 | 419 |
| Applicants | 717 | 29 | 3 | 749 |
| Total | 1128 | 36 | 4 | 1168 |
| **Junior Inquiries** | 10799 | 14 | 11 | 10824 |
| **Other Analytical Data** | | | | |
| Application conversion rates: | | | | |
| Traditional inquiry conversion | 15.2% | 91.2% | 171.4% | 16.1% |
| Total inquiry conversion | 14.2% | 55.7% | 67.9% | 14.9% |
| Admittance rate | 58.3% | 31.9% | 21.1% | 56.3% |
| Deposit yield | 12.8% | 20.7% | 6.3% | 12.9% |

International Tuition Exchange number included in deposited/registered

**Spring 2012**

| | Freshman | Transfers | Internationals | Total |
|---|---|---|---|---|
| Total applications | 35 | 29 | 35 | 99 |
| Total acceptances | 17 | 17 | 23 | 57 |
| Net deposits | 8 | 11 | 20 | 39 |
| Net registered | 10 | 14 | 21 | 45 |

Test Scores and GPA Distribution is for accepted applicants who are not withdrawn.

| Year: 2014 Date of report: 4/25/2014 10:42:51 AM | | | | | Year: 2013 Date: Friday, 4/26/2013 10:41:24 AM | | | | | Year: 2012 Date: Friday, 4/27/2012 10:41:24 AM | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Gender | SAT | ACT | GPA | Distribution | Gender | SAT | ACT | GPA | Distribution | Gender | SAT | ACT | GPA | Distribution |
| Female | 962.75 | 21.20 | 3.41 | 50% | Female | 957.27 | 21.13 | 3.48 | 53% | Female | 971.81 | 21.32 | 3.46 | 49% |
| Male | 981.93 | 21.00 | 3.19 | 50% | Male | 986.72 | 20.58 | 3.17 | 47% | Male | 943.83 | 19.90 | 3.05 | 51% |
| Total | 972.79 | 21.11 | 3.27 | 100% | Total | 972.24 | 20.86 | 3.27 | 100% | Total | 956.44 | 20.54 | 3.18 | 100% |

# Thiel College

## Advancement and Fund Raising
## March 31, 2014

| | Current Year-To-Date | | Previous Year-To-Date | | Previous Year Totals | | Project/Campaign-To-Date | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total Pledges & Gifts | Total Receipts * | Total Pledges & Gifts | Total Receipts | 2012 - 2013 Pledges & Gifts | 2012 - 2013 Receipts | Total Receipts | Pledges Outstanding | Total Pledges & Gifts | Project Goal | % of Goal |
| **The Thiel Fund** | | | | | | | | | | | |
| Annual Operations | $564,095 | $435,966 | $554,693 | $440,715 | $675,469 | $675,469 | $435,966 | $124,167 | $560,133 | $672,500 | 83.29% |
| Student/Academic Programing | 29,562 | 33,497 | 23,942 | 23,359 | 31,467 | 31,467 | 33,497 | 0 | 33,497 | 75,000 | 44.66% |
| Annual Scholarships | 30,895 | 30,921 | 27,810 | 26,974 | 46,666 | 46,666 | 30,921 | 0 | 30,921 | 75,000 | 41.23% |
| Annual Athletics | 31,266 | 31,171 | 44,231 | 43,971 | 51,736 | 51,736 | 31,171 | 95 | 31,266 | 50,000 | 62.53% |
| Total Thiel Fund | 655,818 | 531,555 | 650,676 | 535,019 | 805,339 | 805,339 | 531,555 | 124,262 | 655,817 | 872,500 | 75.17% |
| | | | | | | | | | | | |
| **Other Unrestricted** | | | | | | | | | | | |
| Synod Apportionment | 3,875 | 3,875 | 7,040 | 7,040 | 8,540 | 8,540 | 3,875 | 0 | 3,875 | 7,500 | 51.67% |
| Other | 3,026 | 3,026 | 0 | 0 | 0 | 0 | 0 | 1,521 | 1,521 | 20,000 | 7.61% |
| Total Other Unrestricted | 6,901 | 6,901 | 7,040 | 7,040 | 8,540 | 8,540 | 3,875 | 1,521 | 5,396 | 27,500 | |
| | | | | | | | | | | | |
| **Thiel Innovation Fund** | 0 | 0 | 0 | 0 | 0 | 0 | 462,425 | 11,300 | 473,725 | 500,000 | 94.75% |
| | | | | | | | | | | | |
| **Imagine Thiel Athletic Fund** | | | | | | | | | | | |
| Rissell/Schreyer Dome | 0 | 1,050 | 0 | 20,200 | 1,250 | 23,750 | 926,510 | 1,000 | 927,510 | 1,700,000 | 54.56% |
| Turf/Stadium Renovation | 0 | 9,250 | 250 | 18,100 | 5,050 | 60,350 | 457,280 | 15,200 | 472,480 | 750,000 | 63.00% |
| ** Facility Enhancements | 14,550 | 14,800 | 60,000 | 1,100 | 90,950 | 23,650 | 385,747 | 492,295 | 878,042 | 350,000 | 250.87% |
| Imagine Thiel Athletic Fund | 14,550 | 25,100 | 60,250 | 39,400 | 97,250 | 107,750 | 1,769,537 | 508,495 | 2,278,032 | 2,800,000 | 81.36% |
| | | | | | | | | | | | |
| **Restricted** | | | | | | | | | | | |
| Scholarships | 308,911 | 308,861 | 99,053 | 98,153 | 191,959 | 170,759 | 308,861 | 4,702 | 313,563 | | |
| Resch Foundation | 0 | 0 | 0 | 0 | 198,000 | 198,000 | 0 | 0 | 0 | | |
| Blue/Gold Athletics | 40,933 | 40,932 | 25,467 | 25,467 | 31,011 | 31,011 | 40,932 | 120 | 41,052 | | |
| Program Support | 295,478 | 389,747 | 584,110 | 277,221 | 1,457,590 | 1,150,801 | 389,747 | 76,040 | 465,787 | | |
| Total Restricted | 645,322 | 739,540 | 708,630 | 400,841 | 1,878,561 | 1,550,571 | 739,540 | 80,862 | 820,402 | | |
| | | | | | | | | | | | |
| **Restricted Facility & Plant** | | | | | | | | | | | |
| Pedas Communication Center | 1,001,263 | 1,044,463 | 814,550 | 1,017,350 | 848,666 | 1,588,166 | 5,645,976 | 217,500 | 5,863,476 | TBD | |
| Other | 100 | 120 | 2,684 | 2,680 | 5,432 | 5,501 | 120 | 117,743 | 0 | | |
| Total Restricted Facilities & Plant | 1,001,363 | 1,044,583 | 817,234 | 1,020,030 | 854,098 | 1,593,667 | 5,646,096 | 335,243 | 5,863,476 | | |
| | | | | | | | | | | | |
| Total | $2,323,954 | $2,347,679 | $2,243,830 | $2,002,330 | $3,643,787 | $4,065,867 | $9,153,028 | $1,061,683 | $10,096,848 | | |

\* Please Note: Pledges and gifts include gifts-in-kind; and are current year only
Total receipts include current activity and may include payment on previous years' pledges.

\*\* A portion of the Facilities Enhancement Pledge is contingent upon raising matching funds at a rate of two dollars for every one in the pledge. This portion is $370,000.

| | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | Thiel 2016 Goal | Thiel 2016 Pillar |
|---|---|---|---|---|---|---|---|---|---|---|
| **STUDENTS** | | | | | | | | | | |
| First-time, Full-time Freshmen (includes international freshmen) | | | | | | | | | | |
| Average SAT Combined Score | 926 | 933 | 938 | 930 | 936 | 951 | 956 | 969 | 980 | Academic Excellence and Relevance |
| Average High School GPA | 2.97 | 2.90 | 3.02 | 3.00 | 2.99 | 3.07 | 3.18 | 3.27 | 3.20 | Academic Excellence and Relevance |
| | | | | | | | | | | |
| Fall New Student Enrollment | | | | | | | | | | |
| Fall Domestic Freshmen | 351 | 360 | 304 | 262 | 343 | 372 | 295 | 299 | 350 | Academic Excellence and Relevance |
| Fall International Freshman (Tuition Paying) | 15 | 10 | 13 | 11 | 9 | 1 | 3 | 4 | 20 | Academic Excellence and Relevance |
| Fall Transfer Students | 49 | 31 | 41 | 38 | 46 | 48 | 32 | 26 | 40 | Academic Excellence and Relevance |
| Fall IREX Students | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | - | Academic Excellence and Relevance |
| International Exchange Students | 10 | 9 | 9 | 12 | 17 | 20 | 24 | 25 | 20 | Academic Excellence and Relevance |
| Total | 425 | 410 | 367 | 323 | 415 | 441 | 354 | 355 | 430 | Academic Excellence and Relevance |
| | | | | | | | | | | |
| Fall Student Population, New and Continuing | | | | | | | | | | |
| Full-time | 1,205 | 1,144 | 1,074 | 942 | 1,036 | 1,065 | 1,038 | 1,061 | | Academic Excellence and Relevance |
| Part-time | 74 | 75 | 63 | 57 | 59 | 44 | 43 | 39 | | Academic Excellence and Relevance |
| Total | 1,279 | 1,219 | 1,137 | 999 | 1,095 | 1,109 | 1,081 | 1,100 | 1,200 | Academic Excellence and Relevance |
| | | | | | | | | | | |
| Full-time Equivalent (FTE) | 1,237 | 1,174 | 1,105 | 962 | 1,062 | 1,083 | 1,056 | 1,076 | | Academic Excellence and Relevance |
| | | | | | | | | | | |
| Demographics (Fall) | | | | | | | | | | |
| Other Student Data | | | | | | | | | | |
| Combined Athletic Rosters (see Note 2) | 442 | 404 | 438 | 395 | 431 | 422 | 435 | 430 | | Caring and Confidence |
| Teams with 3.0 average GPA or higher | 8% | 41% | 47% | 59% | 41% | 32% | 55% | --- | 50% | Caring and Confidence |
| Overall Athletics Win/Loss Percentage | 35% | 38% | 36% | 42% | 37% | 41% | 50% | --- | 50% | Caring and Confidence |
| Athletic Conference Academic Honor Roll Awards | 44 | 46 | 49 | 67 | 80 | 57 | 80 | --- | 75 | Caring and Confidence |
| Greek Life Participation | 217 | 171 | 197 | 199 | 234 | 296 | 276 | 295 | 300 | Caring and Confidence |
| Persistence Rates for First-time, Full-time Students | | | | | | | | | | |
| First to Second Semester | 83.0% | 78.5% | 82.7% | 86.3% | 81.2% | 87.60% | 88.26% | --- | | Academic Excellence and Relevance |
| First to Second Year | 56.4% | 58.1% | 60.6% | 67.2% | 58.4% | 67.39% | 65.44% | --- | 75.0% | Academic Excellence and Relevance |
| First to Third Year | 40.0% | 43.3% | 48.6% | 52.8% | 48.2% | 57.95% | --- | --- | 65.0% | Academic Excellence and Relevance |
| First to Fourth Year | 34.2% | 40.5% | 45.1% | 48.7% | 46.4% | --- | --- | --- | 57.0% | Academic Excellence and Relevance |
| Four-Year Graduation Rate | 23.6% | 27.0% | 27.1% | 27.0% | --- | --- | --- | --- | 45.0% | Academic Excellence and Relevance |
| Six-Year Graduation Rate | 32.1% | 34.7% | --- | --- | --- | --- | --- | --- | 50.0% | Academic Excellence and Relevance |
| | Actual | Actual | Actual | Actual | Actual | Actual | Actual | Est. | | |
| **FINANCIAL (in thousands)** | | | | | | | | | | |
| Total Audited Unrestricted Revenues | $23,033 | $22,950 | $22,245 | $21,325 | $24,512 | $24,330 | $25,183 | $25,250 | | Facilities and Infrastructure |
| Change in Unrestricted Cash | ($563) | $130 | ($300) | $86 | $573 | $359 | $240 | $200 | | Facilities and Infrastructure |
| Change in Unrestricted Net Assets | $771 | $948 | ($809) | ($754) | $1,520 | $717 | $663 | $63 | | Facilities and Infrastructure |
| Total Net Assets | $38,123 | $36,519 | $30,775 | $34,128 | $36,920 | $35,904 | $41,931 | $42,000 | | Facilities and Infrastructure |
| Total Long-Term Debt | $19,008 | $18,171 | $17,194 | $16,126 | $19,607 | $20,107 | $21,007 | $19,823 | | |
| Total Endowment | $27,311 | $25,742 | $19,676 | $20,881 | $24,313 | $23,767 | $27,104 | $27,500 | $35,000 | Facilities and Infrastructure |
| Endowment Draw | | | | | 7.00% | 6.50% | 6.00% | 5.75% | 5.00% | Facilities and Infrastructure |
| | | | | | | | | | | |
| **ADVANCEMENT (in thousands, except alumni data)** | | | | | | | | | | |
| Giving - Assets Booked (total cash and pledges) | $7,477 | $3,953 | $3,689 | $4,958 | $5,099 | $2,322 | $3,644 | $5,400 | | Facilities and Infrastructure |
| Giving - Cash Received | $6,507 | $4,495 | $3,954 | $3,106 | $4,015 | $3,681 | $4,066 | $4,500 | | Facilities and Infrastructure |
| Thiel Fund/Annual Fund | $689 | $750 | $771 | $900 | $989 | $787 | $805 | $920 | $1,000 | Facilities and Infrastructure |
| Total Living Alumni | 10,475 | 10,445 | 10,448 | 10,336 | 10,759 | 10,544 | 10,575 | 10,600 | | Facilities and Infrastructure |
| Alumni Giving Rate | 28.7% | 27.2% | 27.6% | 25.4% | 26.0% | 23.2% | 20.8% | 24.0% | 29.0% | Facilities and Infrastructure |
| Alumni Donors | 3,002 | 2,838 | 2,888 | 2,625 | 2,798 | 2,453 | 2,207 | 2,544 | | Facilities and Infrastructure |
| Total Donors | 3,733 | 3,475 | 3,523 | 3,390 | 3,954 | 3,244 | 2,832 | 3,200 | | Facilities and Infrastructure |
| Thiel 2016 Campaign Total | | | | | | | $30,882 | $40,000 | $50,000 | Facilities and Infrastructure |

**Descriptions on back side of this document**

# SIGNIFICANT INDICATORS - DATA DEFINITIONS

## STUDENTS

Fall admissions counts (applications and acceptances) are compiled by the Admissions Office and reported in the Common Data Set (see note below). Counts for applications, acceptances and enrollments are reported as of the fall census date.

Fall New Student Enrollment figures are compiled by the Registrar on the fall census date and are reported in the Common Data Set.

The "Minority Students" line includes all U.S. citizens who designate themselves as black, non-Hispanic, American Indian or Alaska Native, Asian or Pacific Islander, or Hispanic.

## EMPLOYEES

Faculty and Staff are counted as of September 1 of each year. The information is provided by the Human Resources Office using templates developed for and used in reporting of employee information for ELCA.

Part-time faculty includes adjuncts and other instructors paid solely for part-time instruction.

Fall Student-to-Faculty Ratio is calculated using the Common Data Set procedure: dividing the number of full-time students plus one-third the number of part-time students by the number of full-time faculty plus one-third the number of part-time faculty.

Full-time and Part-time Staff includes all administrative, clerical and trades employees. Staff does not include contracted employees (e.g. food services).

## COST OF ATTENDANCE

The discount rate is computed by the Business Office based on total institutional gift assistance awarded.

## FINANCIAL

The Total Audited Unrestricted Revenues is reported net of Financial Aid.

Total Endowment is reported as of the end of the most recent fiscal year and is taken from Institutional Advancement reports.

## ADVANCEMENT

Total Living Alumni includes graduates and non-degree alumni who attended Thiel at least two terms. This includes living and address-validated alumni as of June 30 in the reporting year (permits inclusion of current year graduates).

**Note**: The Common Data Set (CDS) initiative is a collaborative effort among data providers in higher education and publishers including the College Board, Peterson's, and U.S. News & World Report. The goal of the collaboration is to improve the quality and accuracy of information, as well as to reduce the reporting burden of data providers.

# Goals and Outcomes

The following goals or expected outcomes will result from the effective implementation of **The Thiel Commitment: The Thiel College 2011-2016 Strategic Plan**.

| Strategic Goals—The Four Pillars of the Strategic Plan |
|---|
| **I. COMMITMENT TO ACADEMIC EXCELLENCE AND RELEVANCE** |
| Overall headcount enrollment will increase from 999 in Fall 2009 to over 1,200 in Fall 2016. |
|     a. New first year domestic students will increase to over 350 by Fall 2016. |
|     b. New traditional tuition-paying international students will increase to 20 by Fall 2016. |
|     c. The average academic profile of new first year students will improve from 3.0 to 3.2 GPA and 930 to 980 SAT from 2009 to 2016. |
|     d. First- to second-year retention will increase from 62% in Fall 2009 to over 75% by Fall 2017. Similarly, retention from first to third and first to fourth year will support long term goals of 65% (1-3) and 57% (1-4) respectively. |
|     e. The Fall 2016 cohort at Thiel College will graduate at a rate higher than 50% (six-year graduation rate). |
| By 2016, 95% of all graduates will be employed or in graduate school within six months of graduation. |
| By 2016, academic excellence and relevance will be enhanced by each academic department setting and achieving goals related to employment or graduate school acceptance for students and academic performance of students (retention, GPA, academic outcomes determined by faculty) that improve on current performance yet are unique to each department. |
| **II. COMMITMENT TO A CULTURE OF CARING AND CONFIDENCE** |
| By 2016, every Thiel graduate will participate in at least 4-6 meaningful student engagements prior to graduation (internship, study abroad/study away, athletics, clubs and organizations, Greek life, and community service) |
| By 2016, Thiel College and the Greenville Community will exemplify best practice in college-community relations, provide ongoing opportunities for community service and service learning, and enable Thiel students to fulfill internship requirements. |
| **III. COMMITMENT TO ENHANCED FACILITIES AND INFRASTRUCTURE** |
| By 2011 and every year thereafter, Thiel College will show a surplus in its annual operating budget. |
| By 2016, Thiel will complete a comprehensive campaign of $50 million (or amount TBD) to fund the Strategic Plan and the Campus Facilities Master Plan. |
|     a. Thiel will have developed a Campus Facilities Master Plan that includes academic, recreational and residential spaces. |
|     b. The Thiel Fund will increase from $770,000 in 2008-09 to $1 million by 2016 and the number of donors will increase by 10%. |
|     c. Alumni giving percentage will increase from 25% in 2011-12 to more than 29% in 2015-16. |
|     d. The endowment will increase from $21 million in 2009-2010 to over $35 million in 2015-16. |
| **IV. COMMITMENT TO SUPERIOR DELIVERY OF PROGRAMS AND SERVICES** |
| By 2016, Thiel College will achieve operational excellence through superior delivery of all academic, student life programs, service programs, administrative services and Thiel College operations. |

| Operational Goals | Annual Benchmarks | Responsibility |
|---|---|---|
| 1. Overall headcount enrollment will increase from 999 in Fall 2009 to over 1,200 in Fall 2016.<br>*A comprehensive enrollment management and marketing strategy focusing on recruitment of new students and retention of current students will be finalized by end of 2012, then reviewed and refined annually to achieve annual benchmarks.* | **Fall 2012 actual: 1081**<br>**2012-13   1100**<br>**2013-14   1145**<br>**2014-15   1185**<br>**2015-16   1220**<br>**2016-17   1250** | Enrollment, Academic Affairs, Student Life |
| a. New first year domestic students will increase to over 350 by Fall 2016. | **Fall 2012 actual: 295**<br>**2012-13   315**<br>**2013-14   325**<br>**2014-15   330**<br>**2015-16   340**<br>**2016-17   350** | Enrollment |
| b. New traditional tuition-paying international students will increase to 20 by Fall 2016. | **Fall 2012 actual: 5**<br>**2012-13   5**<br>**2013-14   10**<br>**2014-15   12**<br>**2015-16   15**<br>**2016-17   20** | Enrollment |
| c. The average academic profile of new students will improve from 3.0 to 3.2 GPA and 930 to 980 SAT from Fall 2009 to Fall 2016. | **Fall 2012 actual: 3.18 / 956.4**<br>**2012-13   3.10     940**<br>**2013-14   3.13     950**<br>**2014-15   3.15     960**<br>**2015-16   3.17     970**<br>**2016-17   3.20     980** | Enrollment, Academic Affairs |
| d. First-to second-year retention will increase from 62% in Fall 2009 to over 75% by Fall 2017. Similarly, retention from first to third, and first to fourth year will support long term goals of 65% (1-3) and 57% (1-4) respectively. | **2012-13   67%**<br>**2013-14   69%**<br>**2014-15   71%**<br>**2015-16   73%**<br>**2016-17   75%** | Enrollment, Academic Affairs, Student Life |
| e. By Fall 2014, Thiel College will have selected and implemented appropriate software to assist with advising, tracking, and retention of students. | **2013-14   Select software, begin advisor and mentor training**<br>**2014-15   Full implementation**<br>**2015-16   Review and refine** | Academic Affairs, Student Life, Chief Information Officer |
| f. The Fall 2016 cohort at Thiel College will graduate at a rate higher than 50% (six-year graduation rate). | **2012-13   35%**<br>**2013-14   38%**<br>**2014-15   42%**<br>**2015-16   46%**<br>**2016-17   50%** | Enrollment, Academic Affairs, Student Life |
| 2. By 2016, 95% of all graduates will be employed or in graduate school within six months of graduation.<br>*Career Services in collaboration with Academic Affairs will design in 2012-13 and implement in 2013-14 a strategy to ensure graduates receive the best possible curricular, co-curricular and advising to prepare them for employment or for acceptance into graduate or professional school; then the strategy will be reviewed and refined annually to achieve annual benchmarks.* | **2012-13   81%**<br>**2013-14   83%**<br>**2014-15   85%**<br>**2015-16   87%**<br>**2016-17   95%** | Academic Affairs, Student Life, Alumni |
| a. By Fall 2014, Thiel will develop a comprehensive plan for enhancing career services.<br>*The plan will include strategies to track alumni outcomes, job and graduate school placement, and provide enhanced co-operative, internship and support programs. The plan will be reviewed and refined annually to achieve annual benchmarks.* | **2013-14   Develop Plan**<br>**2014-15   Implement Plan**<br>**2015-16   Review and Refine** | Academic Affairs, Student Life, Alumni |

| | 2011-12 | Planning | Academic Affairs |
|---|---|---|---|
| 3. By 2016, academic excellence and relevance will be enhanced by each academic department's and the Dietrich Honors Institute's setting and achieving strategic goals related to student enrollment and academic success (GPA, retention, graduation rates), and success after graduation (employment or graduate school acceptance). | 2011-12<br>2012-13<br>2013-14<br>2014-15<br><br>2015-16 | Planning<br>Plan/Implementation<br>Plan/Implementation<br>Implementation<br>/Review and Refine<br>Improve/Enhance | Academic Affairs |
| a. By Spring 2014, each academic department will have assessed its performance in terms of number and quality of students enrolled, retention in the major/in the College, and percentage of graduates accepted to graduate school or employed and will improve by at least 10% in 2014/2015, and by at least 15% in 2015/2016. | 2012-13<br>2013-14<br>2014-15<br><br>2015-16 | Planning<br>Implementation<br>10% Improvement/<br>Assessment<br>15% Improvement/<br>Assessment | Academic Affairs |
| b. By Fall 2014, each academic department will have thoroughly reviewed its curricula for majors and minors to ensure optimal academic excellence and relevance. | 2012-13<br>2013-14<br>2014-15<br><br>2015-16 | Planning<br>Implementation<br>Assessment/<br>Improvement<br>Assessment/<br>Improvement | Academic Affairs |
| c. By Spring 2015, each academic department will have developed a departmental statement on teaching and learning in its discipline. The statement will be accompanied by a plan for faculty development in teaching, for continuous assessment of student learning, and for goals related to improvement in student learning outcomes, including consideration of nationally- or state-normed assessments. | 2013-14<br>2014-15<br>2015-16 | Planning<br>Implementation<br>Improve/Enhance | Academic Affairs |
| d. By Fall 2013, Thiel College will have fully designed its new core curriculum. By Fall 2014, implementation will have begun, with full implementation by Fall 2016. Assessments based upon faculty participation, student enrollment, student learning outcomes, and evaluations by students and faculty will have been developed as implementation proceeds and will be analyzed annually. | 2012-13<br><br>2013-14<br>2014-15<br>2015-16 | Develop/Begin<br>Approval Process<br>Finalize Approval<br>Begin Implementation<br>Full Implementation /<br>Review and Refine | Academic Affairs |
| e. By Spring 2013, Thiel College will have developed a comprehensive plan for the new Dietrich Honors Program. By Spring 2014, goals will have been set for student enrollment in the program, retention, and quality and effectiveness of programming, both curricular and co-curricular, and for staffing efficiency and effectiveness. | 2012-13<br>2013-14<br>2014-15<br>2015-16 | Develop Plan<br>Implementation<br>Review and Refine<br>Improve/Enhance | Academic Affairs |
| f. Student-faculty research goals (number of collaborative projects undertaken annually/number resulting in presentation or publication) will be established by Fall 2014 and assessed annually. | 2013-14<br>2014-15<br>2015-16 | Develop Plan/Goals<br>Implement Plan<br>Assess/Enhance | Academic Affairs |
| g. By Spring 2014, academic advising and Learning Commons goals related to quantity, quality, and results of student contacts (i.e. academic success and retention) will be established and assessed annually. | 2012-13<br>2013-14<br>2014-15<br>2015-16 | Develop Plan<br>Implementation<br>Review and Refine<br>Improve/Enhance | Academic Affairs |
| h. By Fall 2014, the Langenheim Library will undertake a thorough review of its mission, staffing, and operational goals. Appropriate models for contemporary delivery of research resources and student instruction in research literacy will be explored and adapted as appropriate. | 2013-14<br><br>2014-15<br><br><br><br>2015-16 | Develop Plan for<br>Review/ Begin Review<br>Finalize Review and<br>Begin Implementation<br>of Recommendations<br>Assess and Refine | Academic Affairs |
| 4. By 2016, every Thiel graduate will participate in at least 4 to 6 meaningful student engagements prior to graduation (internship, study abroad/study away, athletics, clubs and organizations, the arts, Greek life and community service). *An exemplary program of meaningful student engagement with specific goals will be designed and implemented.* | 2011-12<br>2012-13<br>2013-14<br>2014-15<br>2015-16 | Assess Program<br>Develop Plan<br>Implementation<br>Review and Refine<br>Improve/Enhance | Student Life,<br>Academic Affairs |

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| a. By Fall 2012, Thiel College will implement an accurate process for determining student involvement in co- and extra-curricular programs, setting goals for tracking and evaluating outcomes for student involvement, and then tracking student involvement.<br>*The Dean of Students in collaboration with Student Life staff will use best practice in tracking student engagement to develop and monitor the database; to set goals for student involvement; and to review and refine student involvement annually.* | **2012-13**<br>**2013-14**<br>**2014-15**<br>**2015-16** | **Assess Program**<br>**Develop Goals**<br>**Track Involvement**<br>**Review and Refine** | Student Life,<br>Academic Affairs |
| b. By Fall 2014, Thiel College will develop and implement a specific initiative that integrates the Lutheran heritage of emphasizing vocation as the higher calling of humans to serve one another and engage responsibly with the world.<br>*A special committee of faculty and staff will develop the initiative including specific goals and will oversee implementation; the initiative will be reviewed and revised annually.* | **2013-14**<br>**2014-15**<br>**2015-16**<br>**2016-17** | **Assess and Plan**<br>**Develop Goals**<br>**Implement Plan**<br>**Review and Refine** | Student Life,<br>Academic Affairs |
| c. By Spring 2014, Thiel College will have designed and begun to implement a comprehensive program to enhance academic and co-curricular offerings in the arts (music, art, theatre, creative writing) and related communication programs (radio, TV, digital and print media) and will have designed and begun to implement programming in presentational literacy for all students. | **2012-13**<br><br><br>**2013-14**<br><br><br>**2014-15**<br><br><br><br>**2015-16** | **Assess Current Programming and Staffing**<br>**Develop New Programming/Begin Implementation**<br>**Continue Implementation/Revise and Refine**<br>**Improve/Enhance** | Academic Affairs |
| d. By Fall 2016, improve the quality of recognized and active clubs and organizations.<br>*The Dean of Students in collaboration with Student Life staff and Student Government will oversee an initiative to improve the overall quality and quantity of student clubs and organizations, including goals and benchmarks. Dean of Students will monitor quality of clubs and organizations as well as review and revise the plan to increase student engagement in clubs and organizations.* | **2012-13**<br>**2013-14**<br>**2014-15**<br>**2015-16** | **Assess and Plan**<br>**Implement Plan**<br>**Review and Refine**<br>**Improve/Enhance** | Student Life |
| e. By Fall 2016, improve the overall quality of the Greek life system and the number of students participating.<br>*Student Life, in collaboration with the Greek Councils, will oversee efforts for improving the overall quality of the Greek system with an emphasis on academics, service, leadership, recruitment, retention, and conduct; membership will move from the 269 members to more than 300 by 2016; Students Life and Academic Affairs will annually review and revise strategies for improving all chapters' GPA.* | **2012-13**<br>**2013-14**<br>**2014-15**<br>**2015-16** | **Assess and Plan**<br>**Develop Plan**<br>**Implement Plan**<br>**Review and Refine** | Student Life |
| f. At least half of Thiel College's athletic teams will consistently achieve a team GPA of 3.0 or better by 2016. | **2012-13**<br>**2013-14**<br>**2014-15**<br>**2015-16**<br>**2016-17** | **36% teams**<br>**40% teams**<br>**44% teams**<br>**48% teams**<br>**50% teams** | Athletics |
| g. Thiel College will increase the number of athletes on the President's Athletic Conference Academic Honor Roll by 2016 to consistently 75 or higher. | **2012-13**<br>**2013-14**<br>**2014-15**<br>**2015-16**<br>**2016-17** | **61**<br>**65**<br>**69**<br>**73**<br>**75** | Athletics |
| h. Thiel College will consistently achieve an overall yearly winning percentage of .500 or above. | **2012-13**<br>**2013-14**<br>**2014-15**<br>**2015-16**<br>**2016-17** | **.430**<br>**.450**<br>**.470**<br>**.490**<br>**.500** | Athletics,<br>President, Cabinet |

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| 5. By 2016, Thiel College will achieve operational excellence through superior delivery of all academic and student life programs and services.<br>*Existing and ad hoc committees of faculty and staff will define measures of operational excellence and design a plan to achieve the measures; the Cabinet will oversee implementation of the plan as well as review and refine the plan.* | **2011-12 Define Measures**<br>**2012-13 Develop Plan**<br>**2013-14 Implement Plan**<br>**2014-15 Review and Refine**<br>**2015-16 Improve/Enhance** | Cabinet, Faculty, Staff |
| a. Starting Spring 2012, Thiel College will administer an employee satisfaction survey using the "Great Colleges to Work For" categories as a starting point. By Fall 2013, Thiel will have developed and started to implement a comprehensive employee satisfaction program with annual benchmarks.<br>*Using an existing or ad-hoc committee, guidelines based upon survey results will be developed to achieve appropriate goals.* | **2012-13 Develop Plan**<br>**2013-14 Implement Plan**<br>**2014-16 Review and Refine** | Administration, Employees |
| b. By Fall 2013, Thiel will have designed and developed a new external website that uses appropriate content management systems. Specific goals for faculty and staff to engage in this process and be actively involved in content development will be important.<br>*The Chief Information Officer and President will oversee design and implementation of websites.* | **2012-13 Design Websites**<br>**2013-14 Implement**<br>**2014-16 Review and Refine** | Chief Information Officer, Faculty, Staff |
| c. By Fall 2014, Thiel will have designed and developed an internal website (portal) that allows for internal communication and most technology resources to be accessed from a single location. Specific goals for faculty and staff to engage in this process and be actively involved in content development will be important.<br>*The Chief Information Officer and President will oversee design and implementation of websites.* | **2013-14 Design Websites**<br>**2014-15 Implement**<br>**2015-16 Review and Refine** | Chief Information Officer, Faculty, Staff |
| d. By Fall 2013, Thiel will have developed plans to enhance professional development programs for faculty and staff .<br>*The Cabinet will assess current professional development programs and develop a plan to enhance performance through effective and efficient programs of professional development for faculty and staff; then implement, review and refine programs.* | **2012-13 Develop Plan**<br>**2013-14 Implement Plan**<br>**2014-16 Review and Refine** | Cabinet |
| e. By Fall 2013, Thiel will have developed plans for a quarterly supervisor training/development program.<br>*The HR Department will develop a plan for quarterly supervisor training to cover areas of policy and procedure Compliance, internal communication and professional development.* | **2012-13 Develop Plan**<br>**2013-14 Implement Plan**<br>**2014-16 Review and Refine** | Human Resources |
| f. By Fall 2013, Thiel will have developed a new Employee Orientation program.<br>*The HR Department will develop a plan for an on-line New Employee Orientation program to include a mentoring program with cross-departmental mentors.* | **2012-13 Develop Plan**<br>**2013-14 Implement Plan**<br>**2014-16 Review and Refine** | Human Resources |
| g. By 2014, Thiel will have identified a cohort benchmark group and developed and started to implement a compensation plan that takes into account salary, retirement, fringe benefits and internal and external equity (with link to national, regional and local markets). | **2012-13 Develop Plan**<br>**2013-14 Implement Plan**<br>**2014-16 Review and Refine** | Finance |
| h. Thiel will continue the "Imagining Thiel" initiative to sustain an environment supportive of new idea/program development by employees with at least $10,000 allocated each year.<br>*The President will provide guidelines and encourage submission of projects for "Imagining Thiel" initiative, review submissions, select recipients, and report results at the annual opening of school retreat.* | **2012-13 Provide Guidelines**<br>**2013-16 Select Projects**<br>**2013-16 Communicate**<br>**Results to campus** | President, Cabinet |
| i. By Fall 2015, Thiel will have developed and implemented a plan to strengthen a culture of caring and confidence through its Lutheran heritage of welcoming individuals of all faiths and backgrounds, affirming the dignity for each individual, a commitment to service, free and open exploration of ideas, development of individual talents, and the study of religion and ethics.<br>*A committee of faculty and staff will develop a plan with specific goals to enhance a culture of caring and confidence consistent with Thiel's Lutheran heritage, will oversee implementation as well as an annual review and revision of the plan.* | **2014-15 Develop Plan**<br>**2015-16 Implement Plan** | President, Student Life |

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| j. By 2013, Thiel will begin to automate centrally generated reports and data collection (move from manual to automated/auto refreshed).<br>*Chief Information Officer and VP for Finance and Management will assess data collection, design new processes and systems to automate data collection and report generation, implement these processes and systems, and review and refine.* | **2012-13**<br>**2013-14**<br>**2014-15**<br>**2015-16** | **Assess**<br>**Develop Plan**<br>**Implement Plan**<br>**Review and Refine** | Chief Information Officer, Academic Affairs |
| k. By 2014, Thiel College will create regular, reliable reports to show key indicators by academic department and major (recruitment, retention, student profile, workload, etc.).<br>*The Chief Information Officer and VP for Academic Affairs will assess data collection, design new processes and systems to create regular and reliable reports of key academic indicators by department and major, implement these processes and systems, and review and refine these reports and the decision-making associated with the reports.* | **2012-13**<br>**2013-14**<br>**2014-15**<br>**2015-16** | **Assess**<br>**Develop Plan**<br>**Implement Plan**<br>**Review and Refine** | Chief Information Officer, Academic Affairs |
| l. By Fall 2014, Thiel will have a robust calendar infrastructure that supports internal scheduling of facilities and events, and improves the communication of events open to the public.<br>*The Dean of Students and Chief Information Officer will develop a committee of campus representatives to determine specific features, responsibilities, and planning related to this process.* | **2013-14**<br>**2014-15**<br>**2015-16** | **Develop Plan**<br>**Implement Plan**<br>**Review and Refine** | Student Life, IT |
| 6. By June 30, 2011, and every year thereafter, Thiel College will show a surplus in its annual operating budget. | **2011-12**<br>**2012-13**<br>**2013-16** | **Develop Model**<br>**Monitor Budget**<br>**Review and Refine** | Finance |
| a. Starting in 2012, Thiel will develop a multi-year annual operational budget forecasting model that allocates resources consistent with the Strategic Plan.<br>*The VP for Finance and Management and the President will develop the financial model consistent with the Strategic Plan, monitor the budget carefully, and review and revise the budgeting process to ensure a balanced budget or surplus.* | **2011-12**<br>**2012-13**<br>**2013-14**<br>**2014-16** | **Develop Model**<br>**Monitor Budget**<br>**Implement Model**<br>**Review and Refine** | President, VP Finance |
| b. Starting in 2012, Thiel College will reduce the annual endowment draw from 7% in Fall 2009 to 5% in Fall 2016. | **2011-12**<br>**2012-13**<br>**2013-14**<br>**2014-15**<br>**2015-16**<br>**2016-17** | **6.5% Draw**<br>**6% Draw**<br>**5.75% Draw**<br>**5.5% Draw**<br>**5.25% Draw**<br>**5% Draw** | President, VP Finance |
| c. By Fall 2012, Thiel will develop a comprehensive plan for tuition increasing and discounting.<br>*The VP for Finance and Management, Dean of Enrollment, and President develop a comprehensive plan for tuition increases and discounting.* | **2012-13**<br>**2013-14**<br>**2014-16** | **Develop Model**<br>**Monitor Budget**<br>**Review and Refine** | President, VP Finance, Dean of Enrollment |
| d. Develop/maintain a rolling 3-year forecast of prioritized capital and maintenance needs that could include replacement cycle items (e.g., desktop technology, cars, etc.) and enhanced IT Infrastructure (internet connections, wireless, telephone, etc.). | **2012-13**<br>**2013-14**<br>**2014-16** | **Develop Model**<br>**Monitor Budget**<br>**Review and Refine** | Information Technology |
| 7. By 2016, Thiel College and the Greenville Community will exemplify best practice in college-community relations, provide ongoing opportunities for community service and service learning, and enable Thiel students to fulfill internship requirements.<br>*The Dean of Students will work with a special committee of faculty, staff, students and community leaders to design and implement an exemplary community development program incorporating best community service, service learning, and internships, as well as ideas from Imagining Thiel, oversee the program, and review and revise the program annually.* | **2012-13**<br>**2013-14**<br>**2014-16** | **Develop Plan**<br>**Implement Plan**<br>**Review and Refine** | Cabinet, College, Community |

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| a. By Fall 2016, successfully track and identify service projects and hours, and implement a plan to improve and/or increase service projects in the Greenville community.<br>*The Dean of Students and VP for Academic Affairs will develop a strategy to increase and improve service projects with an emphasis on the Greenville community, then review and revise the program annually.* | **2012-13 Assess Practices**<br>**2013-14 Develop Plan**<br>**2014-15 Implement Plan**<br>**2015-16 Review and Refine** | | Student Life, Academic Affairs |
| b. By 2016, Thiel will implement a plan for vigorous engagement in a set of relationships and outreach activities with regional religious networks.<br>*The Campus Pastor, in full collaboration with Admissions, will lead a working group of staff, faculty, students, and key Lutheran ministry partners in the region to foster relationships, create compelling activities and events, and pursue shared projects which enhance the missions of the College and churches.* | **2014-15 Develop Plan**<br>**2015-16 Implement Plan** | | Campus Pastor, Admissions |
| 8. By 2016, Thiel will undertake a comprehensive expansion and upgrade of campus facilities and infrastructure, funded by a comprehensive campaign and increased college fundraising activities. | | | |
| a. The $50 million figure has been identified as a placeholder figure pending more detailed projection of campaign costs and completion of the feasibility study. | **2012-13 Campus Plan**<br>**2013-14 Feasibility Study**<br>**2014-15 Leadership Phase**<br>**2015-17 Public Phase** | | Advancement |
| b. Thiel will develop a Campus Facilities Master Plan that includes academic, recreational and residential spaces.<br>*The Campus Facilities Master Plan will be completed by December 15, 2012, including four phases with priorities for each phase that could accelerate renovation and new construction by increasing bond indebtedness; the Board of Trustees will review, refine and approve the Campus Facilities Master Plan at its February 2013 Meeting; then the Master Plan will be reviewed and refined annually to achieve annual benchmarks.* | **2011-12 Complete Plan**<br>**2012-13 Implement Phase 1**<br>**2013-14 Implement Phase 2**<br>**2014-15 Implement Phase 3**<br>**2015-16 Implement Phase 4** | | Finance |
| c. The Thiel Fund will increase from $770,000 in 2009 to more than $1 million by 2016. | **2010 $810,000**<br>**2011 $850,000**<br>**2012 $890,000**<br>**2013 $920,000**<br>**2014 $950,000**<br>**2015 $975,000**<br>**2016 $1,000,000** | | Advancement |
| d. The number of donors will increase by 10% in 2016. | **2010 2%**<br>**2011 4%**<br>**2012 6%**<br>**2013 7%**<br>**2014 8%**<br>**2015 9%**<br>**2016 10%** | | Advancement |
| e. Alumni giving percentage will increase from 25% in 2009 to more than 29% in 2016.<br>*A strategy to increase alumni giving will be finalized in 2012, then reviewed and refined annually to achieve annual benchmarks.* | **2011-12 25%**<br>**2012-13 26%**<br>**2013-14 27%**<br>**2014-15 28%**<br>**2015-16 29%** | | Advancement |
| f. The endowment will increase from $21 million in 2009-2010 to over $35 million in 2016.<br>*A strategy to increase the endowment, including a combination of fundraising and investment strategy, will be finalized in 2013, then reviewed and refined annually to achieve annual benchmarks.* | **2011-12 $25 million**<br>**2012-13 $27 million**<br>**2013-14 $29 million**<br>**2014-15 $31 million**<br>**2015-16 $35 million** | | Advancement |