



Core Value: 1 Advancing the Catholic & Dominican Mission of Providence College

Initiative: 1.1 *We will develop the pilot program Learning Circles @ PC—a new, broad-based community discussion and reflection program that invites faculty and staff to explore deeper Catholic and Dominican mission integration with enriched campus climate.*

Metric: 1.1.01 Thirty-percent participation of all faculty, staff, and administrators in Learning Circles by fall 2017.

2015 Yr: 10% (103 participants/1015 total employees) employee participation (calculated using 2014 employee census; actual % may be higher based on number of invitations)

2016 Yr: 11% (90 distinct participants/837 total employees invited) participation rate

2017 Yr: tbd



Core Value:	1	Advancing the Catholic & Dominican Mission of Providence College
Initiative:	1.2	<i>We will sustain and enrich the College's Catholic and Dominican intellectual tradition, with a particular emphasis on the teachings of St. Thomas Aquinas. The Center for Catholic and Dominican Studies and Academic Affairs will sponsor activities and support efforts to animate the tradition and will nurture the campus conversation around this tradition.</i>
Metric:	1.2.01	Creation of partially endowed chair for Dominican Studies.
2015 Yr:	Gifts received from donors for partially endowed chair (\$500,000)	
2016 Yr:	Agreement signed; the proposal for a Catholic Studies minor is moving forward; once it is in place, a search for a possible chair will begin	
2017 Yr:	tbd	
Metric:	1.2.02	Creation of minor in Catholic or Dominican Studies.
2015 Yr:	Minor Program in Catholic Studies to be proposed in spring 2016	
2016 Yr:	Proposal on the agenda for the February meeting (was delayed due to Theology's CIP review)	
2017 Yr:	tbd	
Metric:	1.2.03	Establishment of program for up to three lay faculty per academic year to participate in the national conversation about what it means to be a Catholic institution, and bring these ideas back to campus.
2015 Yr:	Five faculty presenting at the Dominican Higher Education Colloquium. Reinitiated involvement in Collegium (national workshop for faculty on the Catholic Intellectual Tradition)	
2016 Yr:	Providence College is now slated to be the host institution for the Dominican Higher Education Colloquium in 2018. A Collegium faculty participant will be selected this semester for their summer program	
2017 Yr:	tbd	



Core Value:	1	Advancing the Catholic & Dominican Mission of Providence College
Initiative:	1.3	<i>We will develop FaithSpeaks—a new outreach and evangelization program that is run by and for students and that will further enliven Catholic and Dominican values integration.</i>
Metric:	1.3.01	The FaithSpeaks will be researched in AY 2014-2015; metrics will be developed at that time.
2015 Yr:	FaithSpeaks is operating with a full complement of peer ministry groups this year (2015-16)	
2016 Yr:	FaithSpeaks now has over 30 peer ministers with nearly 200 student participants in the program. Participation has exceeding expectations and is predicted to continue to grow next year	
2017 Yr:	tbd	



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Initiative: 1.4 *We will solidify FaithWorks and expand FaithAbroad–Campus Ministry’s immersion and service programs that provide students with the opportunity to serve their local and global neighbors when and where help is most needed and the chance to study or serve in the context of a Catholic, Dominican community.*

Metric: 1.4.01 FaithWorks: Extend the pre-orientation program to ongoing service site projects throughout the academic year.

2015 Yr: FaithWorks coordinator successfully creating service opportunities

2016 Yr: FaithWorks coordinator successfully creating service opportunities

2017 Yr: tbd

Metric: 1.4.02 FaithAbroad: Sufficient funding to maintain participation in all international programs at 175 students.

2015 Yr: FaithAbroad continues to be a year to year funding challenge, but an endowment created to meet these needs—this will take years to build up

2016 Yr: Now in a good position for the coming year thanks to one time gifts and the establishment of two endowments

2017 Yr: tbd



Core Value:	1	Advancing the Catholic & Dominican Mission of Providence College
Initiative:	1.5	<i>We will expand the Dominican Heritage lecture series—the program by which notable speakers address issues central to the Dominican mission of the College, Dominican history and tradition, and Dominican forms of education.</i>
Metric:	1.5.01	A minimum of three annual lectures.
2015 Yr:	6 Dominican Heritage lectures scheduled for spring 2016	
2016 Yr:	There will be 3 designated lectures this year, but there have also been a number of Centennial events planned around the Dominican heritage: Las Casas Conference, Dominicans in the Arts, etc.	
2017 Yr:	tbd	



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Initiative: 1.6 *We will expand Interreligious Dialogue initiatives for the campus community and for the local diocese— these initiatives will increase authentic understanding and appreciation of differences and commonalities between people of various faith traditions.*

Metric: 1.6.01 Theological Exchange between Catholics and Jews will continue to offer two major events each year.

2015 Yr: At least 3 events held. Members of the College Community have been instrumental in the new Jewish Catholic Dialogue for the state of RI.

2016 Yr: At least 3 events held

2017 Yr: tbd

Metric: 1.6.02 CCDS will build its dialogue programs so that it has two to three events by 2017.

2015 Yr: 1 event planned in 2015-16

2016 Yr: 1 event planned in 2016-17 (spring)

2017 Yr: tbd



Core Value:	1	Advancing the Catholic & Dominican Mission of Providence College
Initiative:	1.7	<i>We will enhance Dominican identity within the campus community—working together with the Province of St. Joseph and with Dominican Provinces throughout the world to ensure appropriate Dominican presence and succession at the College.</i>
Metric:	1.7.01	Dominicans teaching or presenting at the College will be increased by three by 2015; by four by 2016; and by five by 2017. This will include full-time, tenure track positions, guest lecturers, and special speakers.
2015 Yr:	6 lectures presented by Dominicans in 2015-16	
2016 Yr:	Several visiting professors added this year and next (Dominicans in transition to doctoral studies); 6 Dominicans have been invited to campus to speak this year	
2017 Yr:	tbd	
Metric:	1.7.02	A comprehensive publication describing the history and charism of the Dominican Order, along with the history and mission of the College, will be ready for distribution to all campus constituencies (students, faculty, and staff) by fall of 2016.
2015 Yr:	Working on text for this publication; slated to be ready by fall 2016	
2016 Yr:	This could not be produced by fall of 2016; new target set for fall 2017	
2017 Yr:	tbd	



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Initiative:	1.8	<i>We will implement the international travel-pilgrimage program In the Footsteps of St. Dominic—the program will enable community members and friends to explore the early foundations of the Dominican Order.</i>
Metric:	1.8.01	We will have a minimum of 15 participants in the travel program for the summers of 2016 and 2017.
2015 Yr:	Currently 5 registered participants for November 2016 trip	
2016 Yr:	The November 2016 trip was cancelled due to lack of interest; an October 2017 trip is planned for Italy (with a different travel company and a higher participation rate is expected)	
2017 Yr:	tbd	



Core Value:	2	Enhancing Academic Excellence
Initiative:	2.1	<i>We will enhance and promote the College's identity as a prominent liberal arts institution—we will support and nurture academic offerings in the arts and sciences and across our Core Curriculum; strengthen the connections between the liberal arts and other programs of study at the College; and join the national conversation on the primary role of liberal arts in higher education.</i>
Metric:	2.1.01	Curricula at leading liberal arts colleges will be analyzed and compared to PC's; where there are weaknesses or inconsistencies, recommendations for change will be presented to the Provost.
2015 Yr:	LATF report completed September 2014; recommendations under consideration. Success of new Core to be assessed as first class graduates.	
2016 Yr:	Core Curriculum Committee is beginning a core assessment process in spring 2017, and the LATF recommendation on a core review body is being re-examined. Either or both processes will likely lead to recommendations for change	
2017 Yr:	tbd	
Metric:	2.1.02	Acceptance to the Phi Beta Kappa Society (if eligible).
2015 Yr:	After consultation with Phi Beta Kappa Society, it was determined that PC is not a strong enough candidate at this point (e.g., more students need to study foreign languages). Have begun consultative process with PC's current Phi Beta Kappa faculty and Foreign Language Department to determine if/how this can be addressed.	
2016 Yr:	Student participation in foreign language study is underway. For the first time, all entering students (Class of 2020) were required to take a placement exam, which helped with pre-enrollment process for fall 2016. This resulted in a small net increase in the number of first-year students studying foreign language. A committee plans to create a process to prepare the application for the next due date (11/1/18)	
2017 Yr:	tbd	



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Metric:	2.1.03	The recommendations of the Liberal Arts Task Force will be jointly evaluated by faculty and administration and implemented as appropriate.
2015 Yr:	Progress on specific LATF recommendations includes: Mission and branding--Liberal arts message being strengthened on Web site and other publications; LA mission emphasized at PCSB groundbreaking, National Board of Overseers meeting; Humanities Forum begun; Examination of interdisciplinary majors/programs--communication task force; examination of PCSB/STEM curricular alignments; STEM students participated in PCSB PwC challenge	
2016 Yr:	College Web site updated with a liberal arts page; work with the National Board of Overseers is continuous, and one member has served as a guest speaker in the first-year experience course pilot; business studies program in process of revamping to be more interdisciplinary; environmental track in biology is in development; Communications Degree committee plans to submit proposal in spring 2017; Humanities Forum, PwC Challenge involvement continues; limited number of liberal arts scholarships created in TDF, MSC, ART/H	
2017 Yr:	tbd	
Metric:	2.1.04	Faculty, staff, or student representatives will participate in a minimum of two regional/national meetings to engage in discussion of the liberal arts and will share recommendations with the College community.
2015 Yr:	1 regional meeting attended by 3 PC representatives in 2015; faculty/staff scheduled to attend 2 national meetings in 2016 (January and July)	
2016 Yr:	1 national AAC&U meeting (several PC faculty/admin attended); 1 national joint conference of Phi Beta Kappa with American Conference of Academic Deans (2 faculty); 1 AAC&U summer institute (LEAP Challenge team, 5 total faculty/admin from PC); 1 regional AAC&U LEAP Challenge team meeting (3 from PC); another team to attend January 2017 national AAC&U meeting, with some making a workshop presentation.	
2017 Yr:	tbd	



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Metric:	2.1.05	Percentage of scholarship funds available to liberal arts majors generally, and languages and fine/performing arts majors will increase by 5% by 2017.
2015 Yr:	<p>Total of \$30,278,069 in institutional grant/scholarship funds (did not consider athletic aid) was offered to 1,327 students who are liberal arts majors (2014-15). Average award \$22,786. Of this amount, \$13,378,122 was academic merit (703 recipients with an average award of \$19,030).</p> <p>Total of \$30,023.815 in institutional grant/scholarship funds (did not consider athletic aid) was offered to 1,268 students who are liberal arts majors (2015-16). Average award \$23.678. Of this amount, \$12,760,615 was academic merit (684 recipients with an average award of \$18,656).</p> <p>No increase in funds for 2015-16 (overall funds approx. 200k less although average award higher).</p>	
2016 Yr:	<p>Total of \$29,617,703 offered in institutional grant and scholarship funds to students who are liberal arts majors. (Athletic aid is not included)-average is \$24,785 to 1,195 students. Of this amount, \$12,510,553 represents merit awards offered to 651 students for an average of \$19,217</p> <p>While overall awards to this population have decreased, the average per student has increased.</p>	
2017 Yr:	tbd	



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Metric:	2.2.01	Faculty workload, currently and evolving as new strategic initiatives are implemented, will be consistent with comparator schools.
2015 Yr:		Workload report submitted to Provost on 12/10/2015. No action yet on recommendations to increase flexibility in workload credits and shifting more authority to school deans.
2016 Yr:		Flexibility in workload credits, as recommended by Workload Report has been discussed with school deans but no action taken yet; “research courses” policy approved; workload reassignment possibilities in the event of insufficient enrollment presented to deans; school deans delegated authority of part-time faculty hiring, sabbatical approvals, and workload justifications
2017 Yr:		tbd
Metric:	2.2.02	100% of newly hired ordinary faculty will have terminal qualifications and normally, all newly hired term faculty will have a terminal degree or equivalent experience.
2015 Yr:		100% (12/12) new tenured track faculty in fall 2015 had terminal qualifications
2016 Yr:		100% (10/10) new tenured track faculty in fall 2016 had terminal qualifications
2017 Yr:		tbd
Metric:	2.2.03	Two new endowed chairs/professorships (one of which is in the School of Professional Studies) will be established by 2018. Note that competitor institutions have considerably more endowed chairs than PC.
2015 Yr:		One new endowed chair (Michael A. Ruane Distinguished Chair in Economics) commencing in Arts and Sciences in 2016. Brings total funded chairs to 4.
2016 Yr:		No new chairs established
2017 Yr:		tbd



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Metric:	2.2.04	Ordinary faculty will be retained at a minimum of 90% at three years, 80% at five years, and 70% at ten years.
2015 Yr:	3-yr retention rate for cohorts 2004-2012 was 89% (118/133); 5-yr rate for cohorts 2004-2010 was 77% (81/105); 7-yr rate for cohorts 2004-2008 was 75% (51/68); 10-yr rate for cohorts 2004-2005 was 65% (15/23)	
2016 Yr:	3-yr retention rate for cohorts 2004-2013 was 90% (128/143); 5-yr rate for cohorts 2004-2011 was 78% (91/116); 7-yr rate for cohorts 2004-2009 was 77% (70/91); 10-yr rate for cohorts 2004-2006 was 69% (24/35)	
2017 Yr:	tbd	
Metric:	2.2.05	Faculty compensation will be commensurate with that of the institutions used in the Sibson Consulting compensation study.
2015 Yr:	Sibson study was basis for 2015-16 increments. All faculty were compensated at 80% of comparators or above. Increments ranged from 2% (for those above 120% of median) to 14% (for those farthest below median).	
2016 Yr:	Second year of increments based on a 2% increase in median salaries by rank and discipline at comparator schools. Increments ranged from 2% (at or above the 119th percentile by rank and discipline) to 5% for those who fell below 86%. While 70% of the faculty were below these medians when Sibson did its study and 12 were below the 80th percentile, with two years of variable percent increases, 60% of the faculty are above 95% of the median salary, half are above the median salary, and no faculty are below 80% of the median. In addition, promotion increments were raised for Associate (from \$7,000 to \$8,000) and Professor (from \$10,000 to \$13,000) and minimum salaries for ranks were increased. A contingency fund for travel was established and policies for access to it were promulgated	
2017 Yr:	tbd	



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Metric: 2.2.06 Pre-tenure research leaves will be offered to probationary faculty by 2017.

2015 Yr: 10 faculty took pre-tenure leaves in 2015-16 and another 3 approved for 2016-17

2016 Yr: 2 faculty took pre-tenure research leaves in 2016-17 (one delayed it until 2017-18) and a total of nine approved for 2017-18

2017 Yr: tbd

Metric: 2.2.07 Part-time, special lecturer course stipends will be paid minimally at the average of a set of relevant comparator institutions, taking academic discipline into account.

2015 Yr: New analysis to be completed

2016 Yr: Discussions on part-time faculty stipends have been taking place with the Faculty Welfare Committee; Human Resources is surveying other institutions

2017 Yr: tbd

Metric: 2.2.08 Three new faculty awards established by 2017—one for teaching (probationary faculty), one for exemplary research, one for exemplary service.

2015 Yr: New awards not yet established. Provost has received proposal for merit awards for outstanding research, teaching, and service. This awaits Faculty Senate counsel.

2016 Yr: Approval has been given for a research/scholarship award during 2016-17; discussions are on-going for a service award, to be distributed in 2017-18; one-time faculty excellence awards distributed to 16 faculty in 2016

2017 Yr: tbd



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Metric:	2.2.09	Coordination of, and a vision for, faculty development activities/programs within Academic Affairs by 2016.
2015 Yr:	Inventory of faculty development support completed. New strategic money allocated for faculty (\$58,500) and chairs (\$20,000) for FY 2016.	
2016 Yr:	Appointment of liaison for faculty development initiatives in 2016; Secured strategic money to support diversity and inclusion training for all faculty, retention support for students of color, and faculty/chair development support; established mentoring mini-grants for faculty – December 2016; grants to support the use of Open Educational Resources (OERs); 3-year plan for new faculty orientation; summer workshop for ENG 101 instructors	
2017 Yr:	tbd	



Core Value: 2 **Enhancing Academic Excellence**

Initiative: 2.3 *We will engage all students deeply in their learning—the College will be known as a first-choice destination where students can pursue rigorous independent and faculty-mentored research, study, and service; where diversity, inclusion, and internationalization will be integrated across the curriculum and co-curriculum; where students' best work will be recognized and promoted; and where innovative, engaging pedagogies will be investigated, implemented, and supported.*

Metric: 2.3.01 Minimum of 75% of undergraduates will engage in research, academic service, or out-of-classroom fieldwork by graduation.

2015 Yr: National Survey of Student Engagement (NSSE) 2014: 79% have completed or are completing an internship, co-op, field experience, student teaching, or clinical placement; 37% worked or are working with a faculty member on a research project

2016 Yr: Next NSSE administration in spring 2017

Led by strong encouragement and guidance from the Undergraduate Research Committee (PC-URC), a small number of new individualized “Research” and “Independent Study” courses have been approved

2017 Yr: tbd

Metric: 2.3.02 30% increase in the number of Core Curriculum Diversity Proficiency courses by 2017.

2015 Yr: 47 Diversity Courses approved through 2014-15 (44 through 2013-14) – note: number of seats in Diversity Proficiency courses exceeds need for all students to meet requirement by 60%+)

2016 Yr: 62 Diversity Proficiency courses approved through 2015-2016 (32% increase from 2015)

2017 Yr: tbd

Metric: 2.3.03 Positive quantitative and qualitative evaluation of annual “Celebration of Student Scholarship and Creativity” based on annual assessment.

2015 Yr: Since the 1st Celebration in 2010, student participation numbers have increased by 351%; the number of projects presented are +211%; the number of majors represented are +17%

2016 Yr: Participation and qualitative evaluations remain strong; 113 projects by students (206) representing 34 majors were presented in 2016 – both were new highs

2017 Yr: tbd



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Metric:	2.3.04	National Survey of Student Engagement (NSSE) results in the top 50% of participating institutions across the five benchmarks established by the NSSE, based on 2017 survey administration.
2015 Yr:	2014 NSSE: Engagement indicators replaced benchmarks; PC First-Years' average scores at least comparable to the top 50% in 5/10 indicators and PC Seniors' average scores at least comparable to the top 50% in 5/10 indicators	
2016 Yr:	Next NSSE administration in spring 2017	
2017 Yr:	tbd	
Metric:	2.3.05	Improved academic advising model for undergraduate students by 2017.
2015 Yr:	Revisions being proposed to academic advising model in early spring 2016	
2016 Yr:	Comprehensive “Renewing Academic Advising to Promote a Culture of Engaged Learning” proposal submitted after discussions with Student Congress and Faculty Senate; new full-time director of academic advising position approved and new director hired (begins January 2017)	
2017 Yr:	tbd	



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Metric:	2.3.06	Student demand for summer academic opportunities will be measured and met.
2015 Yr:	Number of students seeking support for summer undergraduate research opportunities has increased over the last 3 years (+73%); number supported by the College has increased (+80%); number of competitive but unfunded proposals increased (+166%). 50% (4/8) of Walsh Fellowship applications (biology and chemistry) were funded in summer 2014 and 100% (6/6) were funded in summer 2015. In summer 2015, there were 63 students total who participated in summer research opportunities (PC-summer research, externally funded, departmentally funded, and Walsh Fund combined).	
2016 Yr:	Over the last year, the number of students seeking support for summer undergraduate research opportunities continued to increase over (+21%); number supported by the College also increased (+33%); number of competitive but unfunded proposals remained the same. 100% (8/8) of Walsh Fellowship applications (biology and chemistry) were funded in summer 2016. In summer 2016 there were 72 students who participated in summer research opportunities (PC-summer research, externally funded, departmentally funded, and Walsh Fund combined).	
2017 Yr:	tbd	
Metric:	2.3.07	Major renovations to the Science Complex (Albertus Magnus/Sowa Halls, in particular), will be completed by 2018 to further strengthen the College's science curricula.
2015 Yr:	Renovation plan is nearly complete; construction slated to begin on science complex addition in summer 2016; overall project timeline not yet finalized (project will be completed in phases)	
2016 Yr:	Design for science complex renovation reviewed and endorsed by all involved; project funding of approximately \$50M approved by BOT; first phase of renovation project (mechanical infrastructure for new addition) completed; preparing for construction of science complex addition, with construction to commence in May 2017; addition on track to open in fall 2018	
2017 Yr:	tbd	



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Initiative:	2.4	<i>We will leverage areas of academic strength and capacity in developing a vision for graduate and continuing education—these programs will attract increasing numbers of students and enrich learning across the College’s academic offerings.</i>
Metric:	2.4.01	Performance relative to targets (to be determined by fall of 2016) for percentage of SCE and graduate courses taught by Ordinary/non-Ordinary faculty.
2015 Yr:	Targets not yet set	
2016 Yr:	Targets not yet set	
2017 Yr:	tbd	
Metric:	2.4.02	Performance relative to targets (to be determined by fall 2016) for Non-day School revenue in the context of the overall College budget.
2015 Yr:	Targets not yet set	
2016 Yr:	Performance targets not yet set; spring 2017 appointment of Coordinator of Graduate Assistants and policy development to use assistantships as recruitment device	
2017 Yr:	tbd	
Metric:	2.4.03	Performance relative to targets (to be determined by fall 2017) for implementation of selected Instructional Technology Strategic Plan initiatives, including those related to online/blended course offerings and enrollment.
2015 Yr:	Quantitative targets for online learning not yet set; activities that support online learning have been initiated (Instructional Technology Development Program (ITDP) developed support materials for faculty to teach online; ITDP has begun to provide workshops and consultations specifically for School of Continuing Education (SCE) instructors; ITDP has developed draft ‘developing an online course’ wiki and course site, in collaboration with SCE)	
2016 Yr:	Quantitative targets for online learning not yet set; ITDP has created ‘developing an online course’ course site, in collaboration with SCE. ITDP will be leading the course for online instructors in spring 2017; ITDP has also developed online resources for all instructors.	
2017 Yr:	tbd	



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Initiative: 2.5 *We will recruit and retain a diverse and superior student body—our students will be motivated and supported to learn deeply and to contribute positively to the College and global communities and will face fewer economic barriers in accessing the Providence College experience fully.*

Metric: 2.5.01 Levels and quality of advising, tutoring, and other academic services will satisfy student demand.

2015 Yr: Assessment indicates that students are very satisfied with the quality of advising, tutoring, and other academic services in the Office of Academic Support Services. The majority of the demand for tutoring is met, but OAS is seeking cost-effective solutions to meet the high demand during peak periods.

2016 Yr: Assessment continues to indicate that students are very satisfied with the quality of academic support services. Academic Services has also taken important steps to meet more of the demand. For example, with the help of strategic money, funds to support peer tutoring were increased by almost 34% in 2015-16; this increase has allowed for additional tutoring staff. A full-time ESL/Academic Skills Specialist, who provides support to non-native English speakers in reading and writing, has also been added to the staff. The office is still challenged to meet demand for tutorial assistance at peak times, but is doing a much better job than two years ago

2017 Yr: tbd

Metric: 2.5.02 Increase admission yield to a minimum of 22% annually by 2017.

2015 Yr: Undergraduate day school yield 18% (Class of 2019)

2016 Yr: Undergraduate day school yield 18% (Class of 2020)

2017 Yr: tbd

Metric: 2.5.03 Increase geographic diversity of incoming class by minimum 4% annually by 2017.

2015 Yr: 16% of the Class of 2019 was non-MA/NY/CT/RI/NJ (same % as 2014)

2016 Yr: 16% of the Class of 2020 was non-MA/NY/CT/RI/NJ (same % as 2015)

2017 Yr: tbd



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Metric: 2.5.04 Maintain minimum 90% undergraduate student retention rate, in the aggregate and across sub-populations.

2015 Yr: Fall 2013 overall retention rate was 92%; sub-population rates were generally consistent

2016 Yr: Fall 2014 overall retention rate was 90%; sub-population rates were generally consistent

2017 Yr: tbd

Metric: 2.5.05 Maintain minimum 84% undergraduate student graduation rate, in the aggregate and across sub-populations.

2015 Yr: Entering cohort 2008 overall graduation rate was 86%; sub-population rates were generally consistent; may need to monitor Pell Grant recipient rates

2016 Yr: Entering cohort 2009 overall graduation rate was 85%; sub-population rates were generally consistent; may need to monitor Black/African American and Pell Grant recipient rates

2017 Yr: tbd

Metric: 2.5.06 Reduce maximum student debt per student based on relevant financial variables (to be determined) by 2017.

2015 Yr: Average gaps for each class have remained the same. Discretionary aid budget (tied to tuition discount) has increased. Additional aid available based on increases in tuition and not on corresponding increases in room and board. Students have increased levels of borrowing to cover increased gaps/higher level of unmet need

2016 Yr: Once again, average gaps for each class have remained the same. Discretionary aid budget (tied to tuition discount) has increased. Additional aid available based on increases in tuition and not on corresponding increases in room and board. Students have increased levels of borrowing to cover increased gaps/higher level of unmet need

2017 Yr: tbd



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Metric: 2.5.07 Continue to increase enrollment of Pell-eligible students, with 15% as minimum annual percentage.

2015 Yr: Undergrad day % Pell 14%; SCE, 21%; All undergrads, 15%

2016 Yr: Undergrad day % Pell 13%; SCE, 17%; all undergrad, 13%

2017 Yr: tbd

Metric: 2.5.08 Continue to increase enrollment of “first generation” students, with 12% as minimum annual percentage.

2015 Yr: 11% first generation in Class of 2019 (an additional 4% had parents who have some college but no degrees)

2016 Yr: 11% first generation in Class of 2020 (an additional 4% had parents who have some college but no degrees)

2017 Yr: tbd

Metric: 2.5.09 Minimum 90% retention rate for participants in Friar Foundations Summer Bridge program.

2015 Yr: FFP Cohort 2014 - 96% retention rate (24/25)

2016 Yr: FFP Cohort 2015 - 92% retention rate (23/25)

2017 Yr: tbd



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Metric:	2.5.10	Positive quantitative and qualitative evaluation of Friar Foundations Summer Bridge Program based on annual assessment.
2015 Yr:		All evaluations overwhelmingly positive
2016 Yr:		Evaluations from FFP participants, mentors, and instructors remain overwhelmingly positive; quantitative tracking data (e.g., retention, grades, etc) also indicate positive student development
2017 Yr:		tbd
Metric:	2.5.11	Analysis of the relationship between admission, incoming academic credentials, financial need, aid awarded, yield, and PC performance (e.g., retention, graduation, grades, majors chosen, etc.) in order to inform recruiting strategies, admission and decision processes and the distribution of financial aid, and ongoing student support.
2015 Yr:		Major study completed in February 2015; study used to inform recruiting and admission practices
2016 Yr:		Nearly all major admission/financial aid metrics have remained consistent (e.g., yield, academic quality) or improved (e.g., number of applications, selectivity rate, conversion of some merit-based to need-based aid)
2017 Yr:		tbd
Metric:	2.5.12	Increase enrollment of community college transfer students in SCE by 5% annually through 2017.
2015 Yr:		50% increase between fall 2013 and 2014; 14% increase between fall 2014 and 2015
2016 Yr:		6.25% increase between fall 2015 and fall 2016; an annual increase of 26% between AY 2014-15 and 2015-16
2017 Yr:		tbd



Core Value: 2 **Enhancing Academic Excellence**

Initiative: 2.5 *We will recruit and retain a diverse and superior student body—our students will be motivated and supported to learn deeply and to contribute positively to the College and global communities and will face fewer economic barriers in accessing the Providence College experience fully.*

Metric: 2.5.13 The College’s student loan default rate will not exceed 2.5%.

2015 Yr: Most recent official default rates were FY 2012: 2.0%; FY 2011: 2.3%; FY 2010: 2.2%

2016 Yr: FY 2013 3-year preliminary default rate was 2.9%

2017 Yr: tbd



Core Value: 2 **Enhancing Academic Excellence**

Initiative: 2.6 *We will establish a culture of accountability and continuous improvement—the College will conduct regular reviews and assessments of effectiveness, increase and enhance communication among stakeholders, and bring greater transparency and accountability to College operations and decision-making.*

Metric: 2.6.01 Complete minimum five external Continuous Improvement Program (CIP) reviews annually through 2017.

2015 Yr: 8 CIP reviews completed in 2014-15 (Biology, Business Studies, Economics, Finance, Graduate History, Math/Computer Science, Philosophy, Theology)

2016 Yr: 5 CIP reviews completed in 2015-16 (Gr. Math, Global Studies, History, Humanities, Sociology)

2017 Yr: tbd

Metric: 2.6.02 Minimum 90% of Academic Affairs academic departments/programs/offices will have high-quality, authentic, annual assessment programs in place by 2017.

2015 Yr: 70% of units engaging in high quality assessment, based on reports submitted in 2012-13, 2013-14, & 2014-15

2016 Yr: Within the past three years [2015-16, 2014-15, and/or 2013-14], 55% of the School of Arts & Sciences units have submitted assessment reports; 100% of the School of Business units have submitted reports; 60% of the School of Professional Studies units have submitted reports; 100% of School of Continuing Education units have submitted reports. As a result, 2016-17 was spent conducting in-person meetings with departments/programs to improve consistency with submissions and to work with them in engaging in more meaningful assessment work

2017 Yr: tbd

Metric: 2.6.03 At least three Core Curriculum mission-related learning outcomes will be directly assessed by 2017.

2015 Yr: Oral communication assessed in spring 2015; deep reading assessed in fall 2014 and fall 2015; comprehensive 4-year Core portfolio study started in fall 2014

2016 Yr: Cross cultural competence and diversity being assessed in 2016-17; comprehensive 4-year Core portfolio study ongoing (started in fall 2014)

2017 Yr: tbd



Core Value: 2 **Enhancing Academic Excellence**

Initiative: 2.6 *We will establish a culture of accountability and continuous improvement—the College will conduct regular reviews and assessments of effectiveness, increase and enhance communication among stakeholders, and bring greater transparency and accountability to College operations and decision-making.*

Metric: 2.6.04 Post-tenure faculty review/development program by 2017, and faculty merit/recognition program that would run concurrently or immediately following the review/development program.

2015 Yr: Under discussion between Faculty Senate President and Provost

2016 Yr: Post-tenure review/development program piloted with 12 newly tenured faculty in fall 2016; program to be rolled-out in schools, beyond School of Business, in spring 2017

2017 Yr: tbd

Metric: 2.6.05 Complete external review and assessment of minimum two branches of the College's administration not already subject to review by the Continuous Improvement Program by 2017.

2015 Yr: Safety and Security undergoing comprehensive external review in spring 2016

2016 Yr: Art & Science Financial Aid Strategy in fall 2016; Human Resources Audit in 2016; Community Standards undergoing external review in 2016-17

2017 Yr: tbd

Metric: 2.6.06 Minimum 10% increase in web traffic on the internal assessment website by 2017.

2015 Yr: New analytics system in place for 2015. Baseline 2015 hits: 3,748. Previous analytics system: 419% increase in hits between 2008 and 2014

2016 Yr: The College's former internal server was shuttered at the end of 2016; fresh analytics won't be available until 2017. Based on 2016 data remnants, there was an increase in unique visitors to the institutional effectiveness internal site between 2016 and 2015 (+25%)

2017 Yr: tbd



Core Value: 2 **Enhancing Academic Excellence**

Initiative: 2.7 *We will improve the academic governance of the College by increasing communication between College stakeholders and by better distributing and communicating academic responsibilities. We will support and enhance the collegium of the faculty by giving them a greater stake in the success of the College, and we will empower students to have a stronger voice in their academic experiences.*

Metric: 2.7.01 Board of Trustees chair or his/her representative will hold at least one open meeting with the College faculty annually, with topics agreed upon in advance by the Board chair and Faculty Senate president.

2015 Yr: Will be scheduled for the October meeting

2016 Yr: This has not happened; discussed at Executive Committee in January 2017

2017 Yr: tbd

Metric: 2.7.02 Bylaws will be formalized to include faculty membership on the Board of Trustees' Audit, Building and Property, Catholic and Dominican Mission, Development & Alumni Affairs, Finance, Investment, Strategic Planning, Student Affairs, and Varsity Athletics committees.

2015 Yr: Faculty have been added to committees; bylaws will be updated upon completion of the work of the Shared Governance Committee

2016 Yr: The changes to the Bylaws were formally approved by the BOT and the Corporation on September 30, 2016

2017 Yr: tbd

Metric: 2.7.03 At least one professional lay academic (tenured faculty from outside colleges or universities) will be added to the Board of Trustees membership by 2017.

2015 Yr: Not accomplished yet; academic on the "short-list" of potential Trustees

2016 Yr: Administrator/faculty member from the University of Missouri was appointed to the Board on June 10, 2016

2017 Yr: tbd



Core Value: 2 **Enhancing Academic Excellence**

Initiative: 2.7 *We will improve the academic governance of the College by increasing communication between College stakeholders and by better distributing and communicating academic responsibilities. We will support and enhance the collegium of the faculty by giving them a greater stake in the success of the College, and we will empower students to have a stronger voice in their academic experiences.*

Metric: 2.7.04 A committee comprised of faculty, administrators, and trustees will be established to arrive at a mutually agreeable understanding of shared governance by February 2015.

2015 Yr: In process through the Shared-Governance Committee. Thus far, Shared Governance Committee has met 10 times and has engaged an AGB consultant.

2016 Yr: Shared governance committee has met 19 times and has issued a report to the Cabinet, Faculty Senate, and Board of Trustees on October 1, 2016; faculty representatives on all but three BOT committees; senate president attends Cabinet meetings on monthly basis

2017 Yr: tbd

Metric: 2.7.05 Recommendations of the Shared-Governance Committee will be submitted to the Board of Trustees by February 2016.

2015 Yr: In process

2016 Yr: Shared governance committee has met 19 times and has issued a report to the Cabinet, Faculty Senate, and Board of Trustees on October 1, 2016; faculty representatives on all but three BOT committees; senate president attends Cabinet meetings on monthly basis

2017 Yr: tbd

Metric: 2.7.06 Improvement in results of COACHE satisfaction survey.

2015 Yr: Pending; next COACHE administration in spring 2017

2016 Yr: Pending; next COACHE administration in spring 2017

2017 Yr: tbd



Core Value: 3 **Embracing Diversity**

Initiative: 3.1 *We will intentionally create a more inclusive and dynamic learning environment—increasing diversity in its many forms among students, faculty, staff, and Trustees will reflect authentically an ever more global society into which our future alumni/ae will live, learn, serve, and worship.*

Metric: 3.1.01 Increase undergraduate day student multicultural enrollment to a minimum of 17% by fall 2017.

2015 Yr: 17% multicultural enrollment (Class of 2019)

2016 Yr: 17% multicultural enrollment (Class of 2020)

2017 Yr: tbd

Metric: 3.1.02 Increase multicultural representation among faculty and staff to a minimum of 14% by fall 2017.

2015 Yr: 15.6% faculty; 11% staff as of 12/17/15

2016 Yr: 15.9% multicultural faculty; 12.9% multicultural staff; and 13.9% overall. Data as of 12/1/16

2017 Yr: tbd

Metric: 3.1.03 Increase multicultural representation on Board of Trustees to a minimum of 10% by fall 2017.

2015 Yr: 5% in 2015

2016 Yr: 5% in 2016

2017 Yr: tbd



Core Value: 3 **Embracing Diversity**

Initiative: 3.1 *We will intentionally create a more inclusive and dynamic learning environment—increasing diversity in its many forms among students, faculty, staff, and Trustees will reflect authentically an ever more global society into which our future alumni/ae will live, learn, serve, and worship.*

Metric: 3.1.04 Explore the feasibility of establishing the “Pathways to Independence” Program—a certificate-bearing program to encourage intellectual growth, enrich vocational training, and promote independent living for students with intellectual disabilities; if the Program is considered feasible, submit a formal proposal by 2017.

2015 Yr: In process

2016 Yr: In process

2017 Yr: tbd



Core Value:	3	Embracing Diversity
Initiative:	3.2	<i>We will establish the “Center for Inclusive Excellence and Cross-Cultural Engagement”—the Center, through collaborative efforts between the Office of Institutional Diversity, Academic Affairs, and Student Affairs, will promote student social and intellectual development, the connection between diversity and academic excellence, and the development of a welcoming and diverse community.</i>
Metric:	3.2.01	Formal proposal to Cabinet by April 2015.
2015 Yr:	Formal presentation in January 2015; proposal in February 2015; physical updates to space in December 2015 – January 2016	
2016 Yr:	The Moore Hall Steering Committee continues to meet and is currently reviewing the architect's first draft renderings of the possible configuration. The plan is for the committee to comment for advanced draft renderings, revise, then hold public forums for community feedback, and to have the plan completed and approved by March 2017. Renovations will then begin in the summer of 2017	
2017 Yr:	tbd	



Core Value:	3	Embracing Diversity
Initiative:	3.3	<i>We will establish and fund the “Reverend Robert A. Morris Speaker Series” in honor of retired professor Father Robert Morris, O.P.—the Series will feature eminent leaders in diplomacy, education, business, and the arts and sciences, promoting excellence and active engagement of diverse perspectives and voices.</i>
Metric:	3.3.01	Minimum of three annual events by fall 2017.
2015 Yr:	N/A; Morris Speaker Series officially established by fall 2016. As such, relevant events featuring speakers such as Richard Rodriguez and Taylor Branch took place under a different programmatic category; Dr. Clayborne Carson, Professor of History, Stanford University is scheduled for fall 2016.	
2016 Yr:	In conjunction with the Humanities Forum, hosted the inaugural Fr. Morris speaker, Dr. Clayborne Carson, in September 2016. Speaker series will continue with Ibram X. Kendi in March 2017	
2017 Yr:	tbd	
Metric:	3.3.02	Minimum participation of 100 per event.
2015 Yr:	N/A; Morris Speaker Series officially established by fall 2016	
2016 Yr:	Attendance at the first event featuring Dr. Clayborne Carson last September was ~175-200 people, and included a dinner with ~12 students, faculty and administrators from the College	
2017 Yr:	tbd	



Core Value:	3	Embracing Diversity
Initiative:	3.4	<i>We will establish “The Difficult Dialogues Initiative at Providence College”—the multifaceted program will promote respectful, transformative campus dialogue on controversial topics and complex social issues.</i>
Metric:	3.4.01	Minimum of four campus events by fall 2015.
2015 Yr:	5 community conversations held during 2015; 2-day faculty/staff professional development workshop held during 2015-16	
2016 Yr:	Power of Questions training held for faculty and staff and a Facilitator Training session held for students. Will hold the first of a series of dialogue events focusing on the connection between the work of diversity, equity and inclusion and the College mission in February 2017	
2017 Yr:	tbd	
Metric:	3.4.02	Minimum 10% improvement in diversity/cultural competence related results and rankings in the National Survey of Student Engagement (NSSE) by 2017.
2015 Yr:	2014 NSSE: Engagement Indicators replaced benchmarks; PC First-Years and Seniors' Discussions w/ Diverse Others averages were significantly lower than Carnegie, NSSE All, Top 50%, Top 10% comparison groups' averages	
2016 Yr:	Next NSSE administration in spring 2017	
2017 Yr:	tbd	



Core Value:	3	Embracing Diversity
Initiative:	3.5	<i>We continuously will evaluate our campus climate—evidence of inclusiveness and respect will be gathered systematically and used effectively to measure the progress toward achieving a diverse campus environment in which all members enjoy dynamic, reciprocal, and compassionate interactions reflective of St. Dominic’s “wide embrace of all people.”</i>
Metric:	3.5.01	“Thrive metric” targets related to underrepresented students’ satisfaction with high-impact learning practices, campus services, and leadership opportunities will be established by 2016; success will be based on these metrics.
2015 Yr:	In progress; will be completed by fall 2016	
2016 Yr:	The development of thrive metrics are in process. In addition, working with a small group of institutions [as Higher Education Data Sharing Consortium (HEDS) members] to administer the Campus Living, Learning, and Working Environment Survey this spring	
2017 Yr:	tbd	
Metric:	3.5.02	Conduct a minimum of one annual external review related to the College’s embrace of diversity by 2017.
2015 Yr:	Reviews of Safety and Security and Elementary/Special Education will have components related to diversity and inclusiveness	
2016 Yr:	Review of DWC will have component related to diversity and inclusiveness	
2017 Yr:	tbd	



Core Value:	4	Preparing Our Students for Lives of Meaning & Purpose
Initiative:	4.1	<i>We will provide comprehensive services and programs, based on our Catholic and Dominican faith tradition and proven practices, that promote human flourishing, cultural agility, integrated learning, and contemplation and communication—ideals referred to as the “Friar Four.”</i>
Metric:	4.1.01	Student participation in club sports, intramurals, and fitness programs will be 60% or more of FTE undergrads.
2015 Yr:	65% participation in club sports, intramurals, and fitness programs	
2016 Yr:	68% participation in club sports, intramurals, and fitness programs	
2017 Yr:	tbd	
Metric:	4.1.02	Campus climate survey results will demonstrate that sexual assault prevention is having a positive effect. Benchmarking data will be collected in 2015 and improvement goals will be determined.
2015 Yr:	90% of respondents to the spring 2015 Sexual Violence Campus Climate Survey reported receiving sexual violence prevention training in the past year. 83% of respondents agreed/strongly agreed that the training was useful in increasing their knowledge of bystander intervention.	
2016 Yr:	73% of respondents to the spring 2016 Sexual Violence Campus Climate Survey reported receiving sexual violence training in the past year, down from 90% of 2015 survey respondents, but above the cross-institution average of 54%. 87% of respondents agreed/strongly agreed that the training was useful in increasing their knowledge of bystander intervention, up from 83% of 2015 survey respondents and above the cross-institution average of 79%	
2017 Yr:	tbd	



Core Value:	4	Preparing Our Students for Lives of Meaning & Purpose
Initiative:	4.1	<i>We will provide comprehensive services and programs, based on our Catholic and Dominican faith tradition and proven practices, that promote human flourishing, cultural agility, integrated learning, and contemplation and communication—ideals referred to as the “Friar Four.”</i>
Metric:	4.1.03	ACUHO-I/EBI Resident Study data will show at least a 5% increase in diverse interactions between students.
2015 Yr:	2013 EBI performance rating 71.4% for Diverse Interactions Factor: To what degree has your on-campus housing experience helped you 1) interact with residents who are different from you, 2) understand other residents by putting yourself in their place and 3) benefit from the interactions with residents who are different from you (6.6% pt increase from 2010). Note: Performance ratings = issue (0-70%), needs work (71-74%), and good (75-100%)	
2016 Yr:	2016 EBI performance rating 73.3% for Diverse Interactions Factor: To what degree has your on-campus housing experience helped you 1) interact with residents who are different from you, 2) understand other residents by putting yourself in their place and 3) benefit from the interactions with residents who are different from you (1.9% pt increase from 2010). Note: Performance ratings = issue (0-70%), needs work (71-74%), and good (75-100%)	
2017 Yr:	tbd	
Metric:	4.1.04	Binge-drinking levels will be reduced by 5% as per CORE survey results by 2017.
2015 Yr:	63.7% of 2015 CORE respondents reported binge drinking in the previous two weeks (5.8 percentage point increase from 2013)	
2016 Yr:	Next CORE administration in fall 2017	
2017 Yr:	tbd	



Core Value:	4	Preparing Our Students for Lives of Meaning & Purpose
Initiative:	4.1	<i>We will provide comprehensive services and programs, based on our Catholic and Dominican faith tradition and proven practices, that promote human flourishing, cultural agility, integrated learning, and contemplation and communication—ideals referred to as the “Friar Four.”</i>
Metric:	4.1.05	Qualitative analyses (blogs, self-assessments, interviews, and rubrics) will show incremental increases in the majority of students’ cultural agility.
2015 Yr:	Studies pending	
2016 Yr:	89% of respondents to the Friar Four self-assessment survey administered in spring 2016 said that they were aware of and understand the concepts in the Cultural Agility pillar, and 41% said they were taking action to learn/grow in this area. Survey will be repeated in spring 2017 and progress measured. Assessment of the Friar Four blog project showed that the bloggers overall scored 2.5 out of 4 (1=unaware; 2=aware; 3=affirming; 4=acting) at the end of their sophomore year. Assessment to be repeated at the end of their senior year to measure growth	
2017 Yr:	tbd	
Metric:	4.1.06	Self-assessments will show 10-20% annual increases in student learning (knowledge, attitudes, skills) using the “Friar Four” rubrics.
2015 Yr:	Student learning baselines will be established via self-assessment project in collaboration with Res Life (spring 2016). Student blogging project underway; progress to be measured in succeeding years.	
2016 Yr:	Student learning baselines as established by Friar Four Self-Assessment project in the spring of 2016 (% of students who understand concepts in the pillar and are taking action to grow in these areas): Human Flourishing -42%; Cultural Agility – 41%; Contemplation & Communication – 43%; Integrated Learning – 44%. Survey will be repeated in spring 2017 and progress measured. Assessment of the Friar Four blog project showed that the bloggers overall scored 2.8 out of 4 for Human Flourishing, 2.6 for Contemplation & Communication, 2.5 for Cultural Agility, and 2.3 for Integrated Learning. (1=unaware; 2=aware; 3=affirming; 4=acting) at the end of their sophomore year. Assessment to be repeated at the end of their senior year to measure growth	
2017 Yr:	tbd	



Core Value: 4 Preparing Our Students for Lives of Meaning & Purpose

Initiative: 4.1 *We will provide comprehensive services and programs, based on our Catholic and Dominican faith tradition and proven practices, that promote human flourishing, cultural agility, integrated learning, and contemplation and communication—ideals referred to as the “Friar Four.”*

Metric: 4.1.07 80% of students who participate in “Friar Four” weekend workshops will report that they would recommend attending to their peers.

2015 Yr: On hold – workshops pending funding

2016 Yr: First Friar Four weekend workshop took place December 2016. Assessment to be completed spring 2017

2017 Yr: tbd

Metric: 4.1.08 In a six-month post participation survey, at least 85% of weekend workshop participants will be able to identify specific changes in their attitudes and behaviors attributed to the workshop.

2015 Yr: On hold – workshops pending funding

2016 Yr: First Friar Four weekend workshop took place December 2016. Assessment to be completed spring 2017

2017 Yr: tbd



Core Value:	4	Preparing Our Students for Lives of Meaning & Purpose
Initiative:	4.2	<i>We will foster in our students the qualities of compassion, good citizenship, and commitment to social justice. Through collaborative efforts, we will collectively respond to human needs locally and globally.</i>
Metric:	4.2.01	Improvement of empathy-measurement results regarding bystander education.
2015 Yr:	Baselines will be established with spring 2016 study	
2016 Yr:	Baselines established as part of the 2016 EBI Survey (% saying “Describes me well”): I try to look at everybody's side of a disagreement before I make a decision – 77%; I sometimes try to understand my friends better by imagining how things look from their perspective – 80%; Before criticizing somebody, I try to imagine how I would feel if I were in their place – 75%. Next EBI administration scheduled for 2019	
2017 Yr:	tbd	
Metric:	4.2.02	At least 60% of students will be able to describe bystander intervention experiences.
2015 Yr:	Baselines will be established with spring 2016 study	
2016 Yr:	Data gathered during fall 2016 semester, report to be completed spring 2017	
2017 Yr:	tbd	
Metric:	4.2.03	Service participation data, collected by the College’s Committee on Service, will show a 10% increase in sustained involvement.
2015 Yr:	New database and submission process created for capturing/reporting service data. Unduplicated service data will be available for 2015-16 year.	
2016 Yr:	2015-16 data pending (will be available spring 2016)	
2017 Yr:	tbd	



Core Value:	4	Preparing Our Students for Lives of Meaning & Purpose
Initiative:	4.3	<i>We will help prepare all students for their lifework, beginning their first year, by providing meaningful opportunities to assess their strengths, discover their passions, and hone their professional and leadership skills.</i>
Metric:	4.3.01	Quantitative and qualitative analyses of student use of, and satisfaction with, the Center for Career Education will be benchmarked and increase annually by at least 2-5%.
2015 Yr:	Center Satisfaction baseline will be established with spring 2016 survey. Official count to be done June 30, 2016. On track to have over 10% increase over 2014-15.	
2016 Yr:	25% increase in student usage; baseline satisfaction rate established in 2016 by those using center was 92%	
2017 Yr:	tbd	
Metric:	4.3.02	There will be a 20% increase in the number of available internship opportunities by 2017.
2015 Yr:	Official count will be done June 30, 2016; on track to have 10% increase over 2014-15	
2016 Yr:	70% increase in number of internship opportunities	
2017 Yr:	tbd	
Metric:	4.3.03	At least 10 funded summer internships will be available for students to work at non-profits.
2015 Yr:	4 funded for summer 2016	
2016 Yr:	5 funded internships awarded in summer 2016	
2017 Yr:	tbd	



Core Value:	4	Preparing Our Students for Lives of Meaning & Purpose
Initiative:	4.3	<i>We will help prepare all students for their lifework, beginning their first year, by providing meaningful opportunities to assess their strengths, discover their passions, and hone their professional and leadership skills.</i>
Metric:	4.3.04	There will be a 10% increase in the number of students utilizing the Career Education Center and its' associated programs by 2017.
2015 Yr:	Official count to be done June 30, 2016; on track to have 5% increase for 2015-16	
2016 Yr:	31% increase in number of students utilizing the Career Education Center and its' associated programs in 2016	
2017 Yr:	tbd	
Metric:	4.3.05	In interviews, at least 85% of students who complete professional skills workshops and students who participate in the Leadership Fellows Program will recommend participation to their peers and report significant learning (knowledge, attitudes, skills).
2015 Yr:	Surveys to be completed spring 2016	
2016 Yr:	92% of Leadership Fellows Program participant survey respondents would recommend the program. 94% of survey respondents agreed or strongly agreed they learned more about their personal values from LFP participation (94% learned more about their passions, 78% learned more about their talents, and 73% learned more about their purpose in life)	
2017 Yr:	tbd	



Core Value: 4 **Preparing Our Students for Lives of Meaning & Purpose**

Initiative: 4.4 *We will engage student-athletes, who while competing at the NCAA Division I level, will participate in the life and mission of the College. They will benefit from the programs and services afforded to all students.*

Metric: 4.4.01 100% of student-athletes will participate in one or more community service initiatives annually by 2017.

2015 Yr: 96% of student-athletes participated in one or more community service initiative

2016 Yr: 96% of student-athletes participated in one or more community service initiatives

2017 Yr: tbd

Metric: 4.4.02 Maintain overall 3.0 student-athlete term grade point average each semester.

2015 Yr: 3.20 fall 2015 term gpa

2016 Yr: 3.20 spring 2016 term gpa; 3.12 fall 2016 term gpa

2017 Yr: tbd

Metric: 4.4.03 Increase student-athletes' NCAA Graduation Success Rate (GSR) to 90% annually by 2017.

2015 Yr: NCAA Graduation Success Rate (GSR) was 91% in 2015

2016 Yr: NCAA Graduation Success Rate (GSR) was 91% in 2016

2017 Yr: tbd



Core Value: 4 **Preparing Our Students for Lives of Meaning & Purpose**

Initiative: 4.4 *We will engage student-athletes, who while competing at the NCAA Division I level, will participate in the life and mission of the College. They will benefit from the programs and services afforded to all students.*

Metric: 4.4.04 Finish in the top 100 annually in NCAA Division I Learfield Sports Directors' Cup by 2017.

2015 Yr: Learfield Director's Cup, 2014-15: PC Overall Rank 54

2016 Yr: Learfield Director's Cup, 2015-16: PC Overall Rank 105

2017 Yr: tbd

Metric: 4.4.05 Finish in the top 10 annually in NCAA Division I-AAA (non FBS/FCS) Learfield Sports Directors' Cup by 2017.

2015 Yr: Learfield Director's Cup, 2014-15: PC Division I-AAA Rank 2

2016 Yr: Learfield Director's Cup, 2015-16: PC Division I-AAA Rank 7

2017 Yr: tbd

Metric: 4.4.06 At least 80% of student-athletes will report satisfaction with, and/or positive perceptions of, selected services afforded to all students (e.g., counseling, academic support, health, and career preparedness).

2015 Yr: 93% of student-athletes reported satisfaction with the Office of Academic Services; broader study pending

2016 Yr: 95% of student-athletes reported satisfaction with the Office of Academic Services; broader study pending

2017 Yr: tbd



Core Value: 4 **Preparing Our Students for Lives of Meaning & Purpose**

Initiative: 4.4 *We will engage student-athletes, who while competing at the NCAA Division I level, will participate in the life and mission of the College. They will benefit from the programs and services afforded to all students.*

Metric: 4.4.07 At least 80% of student athletes will be able to name administrators or faculty with whom they have connected, in addition to those in Athletics.

2015 Yr: Study pending

2016 Yr: Study pending

2017 Yr: tbd



Core Value: 4 Preparing Our Students for Lives of Meaning & Purpose

Initiative: 4.5 *We will celebrate student excellence in research, academics, the performing and creative arts, and athletics—this will serve to promote community and strengthen institutional affiliation among students, faculty, staff, alumni, parents, and the local community.*

Metric: 4.5.01 Attendance at select events will increase proportionately each year measured by attendance and/or ticket sales.

2015 Yr: 47% increase in student attendance at MBB games and a 63% increase in student season tickets sold from 2013-14 to 2014-15; 10% increase in MIH/WBB attendance from 2013-14 to 2014-15

2016 Yr: Student attendance for athletic events in the 2015-16 academic year increased 9% overall from the 2014-15 Season (10% growth in basketball, 6% growth in hockey), including a single game student ticket distribution record at the Xavier game of 1,729. A key factor to this growth was men's basketball season ticket sales increasing 27% from 2014-15

2017 Yr: tbd

Metric: 4.5.02 Institutional affiliation and spirit will be measured and benchmarked.

2015 Yr: 52% of 2015 SSI respondents reported feeling a sense of belonging at PC and 67% reported feeling a sense of pride about the campus

2016 Yr: Next SSI administration scheduled for spring 2018

2017 Yr: tbd



Core Value: 4 **Preparing Our Students for Lives of Meaning & Purpose**

Initiative: 4.6 *We will expand and improve the scope of advising by preparing more staff and faculty to guide, coach, and support students.*

Metric: 4.6.01 By 2017 at least 75% of FTE undergraduate students will be able to name one or more faculty/staff who mentored and supported them.

2015 Yr: 64% of 2015 SSI respondents indicated that they were satisfied or very satisfied with their relationship with 1 or more professional employees who really care about them as individuals

2016 Yr: Next SSI administration in spring 2018

2017 Yr: tbd

Metric: 4.6.02 Positive quantitative and qualitative measures of academic advising effectiveness.

2015 Yr: Advising measures based on SSI and NSSE results reveal satisfaction to be generally similar to that of comparative institutions; advising proposal used results to inform recommendations

2016 Yr: Next NSSE and SSI administration in springs 2017 and 2018, respectively

2017 Yr: tbd



Core Value:	5	Building Lifelong Relationships, Growing Financial Resources, and Increasing Overall Institutional Effectiveness
Initiative:	5.1	<i>We will realize the goals of the College's comprehensive campaign, "Our Moment: The Next Century Campaign for Providence College," as aligned with our 2017 Centennial Celebration—the Campaign and Centennial will promote a shared and deep understanding of the participation levels necessary, and responsibilities involved, in securing the College's future success.</i>
Metric:	5.1.01	Successfully complete \$140M comprehensive campaign by July 2017.
2015 Yr:	\$121.4 million as of FY 2015	
2016 Yr:	\$159.8 million as of FY 2016	
2017 Yr:	tbd	
Metric:	5.1.02	Maintain minimum annual total revenue (cash and pledges) at \$20M (including unrestricted, corporate/foundation, current use restricted, facility, and endowment giving) by 2017.
2015 Yr:	\$26,250,721 annual revenue for FY 2015	
2016 Yr:	\$39,581,565 annual revenue for FY 2016	
2017 Yr:	tbd	
Metric:	5.1.03	Increase total donors from 8500 to 12,500 by July 2017.
2015 Yr:	13,314 total donors for FY 2015	
2016 Yr:	12,510 total donors for FY 2016	
2017 Yr:	tbd	



Core Value:	5	Building Lifelong Relationships, Growing Financial Resources, and Increasing Overall Institutional Effectiveness
Initiative:	5.1	<i>We will realize the goals of the College's comprehensive campaign, "Our Moment: The Next Century Campaign for Providence College," as aligned with our 2017 Centennial Celebration—the Campaign and Centennial will promote a shared and deep understanding of the participation levels necessary, and responsibilities involved, in securing the College's future success.</i>
Metric:	5.1.04	Increase alumni donor participation to 22% annually by July 2017.
2015 Yr:	18% alumni participation for FY 2015	
2016 Yr:	18% alumni participation for FY 2016	
2017 Yr:	tbd	
Metric:	5.1.05	Increase Harkins Society membership to 350 members by July 2017.
2015 Yr:	318 Harkins Society members, as of FY 2015	
2016 Yr:	321 Harkins Society members, as of FY 2016	
2017 Yr:	tbd	



Core Value:	5	Building Lifelong Relationships, Growing Financial Resources, and Increasing Overall Institutional Effectiveness
Initiative:	5.2	<i>We will expand and increase revenues beyond undergraduate day-school tuition—in order to diversify income, further enhance sustainability, better utilize institutional resources, and support strategic initiatives. We will establish innovative educational programs and/or facilities rental opportunities for part-time learners, alumni, community neighbors, and institutional friends and guests.</i>
Metric:	5.2.01	Develop minimum of three new revenue-generating programs offered during non-peak operational periods (e.g. summer and breaks) to be approved at the Cabinet level by 2017.
2015 Yr:	In process	
2016 Yr:	In process	
2017 Yr:	tbd	



Core Value:	5	Building Lifelong Relationships, Growing Financial Resources, and Increasing Overall Institutional Effectiveness
Initiative:	5.3	<i>We will build an even more vibrant and diverse alumni network—a culture of philanthropy and outreach will be created and sustained, and opportunities for involvement will be maximized across alumni class years and local alumni clubs.</i>
Metric:	5.3.01	Increase number of regional alumni clubs to 29 by July 2017.
2015 Yr:	27 alumni clubs are established as of FY 2015	
2016 Yr:	Planning to establish one alumni club on the east coast of FL; researching an opportunity to establish a club in Ireland during FY 2017	
2017 Yr:	tbd	
Metric:	5.3.02	Identify and organize three affinity groups by July 2017.
2015 Yr:	3 groups have been organized and engagement programming has begun	
2016 Yr:	Initiative has been met: SCE, MBA, ROTC.	
2017 Yr:	tbd	
Metric:	5.3.03	Increase Reunion Weekend attendance by minimum 3% annually through 2017.
2015 Yr:	6.7% increase in 2015	
2016 Yr:	3.1% increase in 2016	
2017 Yr:	tbd	



Core Value:	5	Building Lifelong Relationships, Growing Financial Resources, and Increasing Overall Institutional Effectiveness
Initiative:	5.3	<i>We will build an even more vibrant and diverse alumni network—a culture of philanthropy and outreach will be created and sustained, and opportunities for involvement will be maximized across alumni class years and local alumni clubs.</i>
Metric:	5.3.04	Identify and train minimum one alumnus/a per graduating class to serve as class agent(s) by 2017.
2015 Yr:		70 class ambassadors have been trained representing 33/60 classes. A separate program is being established for class agents as a new initiative.
2016 Yr:		5 additional alumni ambassadors have been trained, representing 38/61 classes. The new class agent program currently has 27 classes represented
2017 Yr:		tbd
Metric:	5.3.05	Establish three annual programs to educate undergraduate students on their lifelong philanthropic relationship to PC by 2017.
2015 Yr:		2 annual programs have been established and programmed
2016 Yr:		Established programs include: Forever a Friar New Student Orientation Program, Gratitude Day, Senior Class Welcome to the FOLD. Also, a new Philanthropy Committee, as part of Student Alumni Association, is in development
2017 Yr:		tbd



Core Value:	5	Building Lifelong Relationships, Growing Financial Resources, and Increasing Overall Institutional Effectiveness
Initiative:	5.4	<i>We will continue our comprehensive program of renovation and new construction and will complete a campus transformation project—the quality of our facilities will meet or exceed those of our major competitor institutions, and the transformation project will unify the campus landscape, enhance and beautify the College’s park-like environs, maximize open and green space, and minimize vehicular traffic on campus.</i>
Metric:	5.4.01	Reduce average age of physical plant from 15.2 years to below 13 years by 2017.
2015 Yr:	14.82 years – age increased from 2014 (14.17) due to the fact that major work was in progress and completed after the end of the fiscal year	
2016 Yr:	14.79 years	
2017 Yr:	tbd	
Metric:	5.4.02	Renovate an average of 1/8 of residential hall bedrooms or residential square footage annually through 2017.
2015 Yr:	No change from 2014; focus was on roof and utility upgrades	
2016 Yr:	The College has focused on residence hall infrastructure while planning for the complete renovation of Aquinas Hall	
2017 Yr:	tbd	
Metric:	5.4.03	Reduce average energy consumption per square foot by 1% annually through 2017.
2015 Yr:	3% per square foot reduction in electricity and 4% reduction in natural gas/oil. Extensive light replacement program installing LED and motion sensitive dimming. Expanding and upgrading building control systems to allow improved monitoring and adjustment of usage. Replacement of major hot water and steam lines to east campus -- improved insulation and elimination of leaks.	
2016 Yr:	The College’s electrical consumption last year showed an increase of .35%. The rounded number would be a 0% reduction in consumption. The College absorbed additional electric consumption due to the opening of Chaney Field at Anderson, a parking garage and a new softball field. Natural Gas consumption dropped 3% in FY 2016 from FY 2015 usage	
2017 Yr:	tbd	



Core Value:	5	Building Lifelong Relationships, Growing Financial Resources, and Increasing Overall Institutional Effectiveness
Initiative:	5.4	<i>We will continue our comprehensive program of renovation and new construction and will complete a campus transformation project—the quality of our facilities will meet or exceed those of our major competitor institutions, and the transformation project will unify the campus landscape, enhance and beautify the College’s park-like environs, maximize open and green space, and minimize vehicular traffic on campus.</i>
Metric:	5.4.04	Contingent on donor support and project sequencing, complete major capital projects by 2018.
2015 Yr:	Completed fundraising for School of Business and began construction; relocated Softball field; constructed parking deck with tennis courts and commenced construction of Chapey @ Anderson Stadium; designed Albertus Improvements, Friar Development Center; and received approval for the Campus Transformation Plan	
2016 Yr:	Completed new traffic circle and entrance on Huxley. Construction ongoing on Ryan Center for Business Studies (Completed 1/17/17) and Albertus expansion. Design for Friar Development Center Phase I being finalized	
2017 Yr:	tbd	



Core Value:	5	Building Lifelong Relationships, Growing Financial Resources, and Increasing Overall Institutional Effectiveness
Initiative:	5.5	<i>We will enhance and expand the College's use of information and instructional technologies—effective technologies will promote academic and administrative excellence and efficiency, and digital technology will be used to enhance students' self-direction and as a gateway to meaningful in-person interactions.</i>
Metric:	5.5.01	Performance relative to targets (to be determined by fall 2017) for implementation of selected Instructional Technology Strategic Plan initiatives.
2015 Yr:	Quantitative targets not yet set; activities that enhance/ expand the use of information and instructional technologies have been initiated (Instructional Technology Dev Prog Summer Institute funded and initial Institute being planned for summer 2016; created Learning Spaces and Instructional Technology Steering Committee – replaces two former committees; iHelp initiative ongoing – enhanced support, services, and resources through collaborative group initiative; classroom designated as 'Active Learning Classroom')	
2016 Yr:	Activities that support online and face-to-face learning have been initiated; Instructional Technology Development Program (ITDP) has developed support materials for faculty to teach online, as well as face-to-face (learning continuity, recording student presentation wikis); ITDP has begun to provide workshops and consultations specifically for School of Continuing Education (SCE) instructors, including 'developing an online course' course site (in collaboration with SCE); ITDP will be leading the course for online instructors in spring 2017; ITDP has also developed online resources for all instructors; ITDP (working closely with CTE) has led several workshops around active learning, as well as, led workshops on new technologies, such as Sakai's lessons tool & the iPad Pro and Apple pencil	
2017 Yr:	tbd	



Core Value:	5	Building Lifelong Relationships, Growing Financial Resources, and Increasing Overall Institutional Effectiveness
Initiative:	5.6	<i>We will recruit, retain, and support a diverse and excellent staff—the staff will support the teaching and learning process and will enhance overall institutional efficiency and effectiveness.</i>
Metric:	5.6.01	Multicultural representation among staff will increase to a minimum of 14% by fall 2017.
2015 Yr:	11% staff as of 12/17/15	
2016 Yr:	13% multicultural staff as of 12/1/16	
2017 Yr:	tbd	
Metric:	5.6.02	Staff compensation will be commensurate with that of the institutions used in the Sibson Consulting compensation study.
2015 Yr:	Staff compensation generally commensurate with comparison institutions; Administrative Compensation Review Committee to use results to inform recommendations	
2016 Yr:	The Administrative Compensation Review Committee (ACRC) has completed its review of the Sibson study recommendations. A report of the findings will be provided to the Cabinet. Average staff compensation and benefits are in line with the Sibson comparator institutions. However, ACRC is making recommendations for adjustments/enhancements to offered benefits and recognition and reward opportunities	
2017 Yr:	tbd	
Metric:	5.6.03	We will analyze staffing levels versus comparator institutions and develop short- and long-range staffing plans, especially with respect to key administrative offices and services, by 2017.
2015 Yr:	The Sibson study revealed that PC has 17% less administrative and support staff than the comparator institutions. Due to budgetary constraints, requests for new positions will be carefully considered on a case by case basis.	
2016 Yr:	The College has slowly allowed an increase in staff hiring, but the College remains below the 2015 50% percentile staffing levels of comparator institutions	
2017 Yr:	tbd	



Core Value:	5	Building Lifelong Relationships, Growing Financial Resources, and Increasing Overall Institutional Effectiveness
Initiative:	5.6	<i>We will recruit, retain, and support a diverse and excellent staff—the staff will support the teaching and learning process and will enhance overall institutional efficiency and effectiveness.</i>
Metric:	5.6.04	Based on Sibson Consulting’s recommendations, we will implement improved processes in the areas of position grading and performance management by 2017.
2015 Yr:	Administrative Compensation Review Committee to use results to inform recommendations	
2016 Yr:	As part of its report, the ACRC advocated for improved processes in the areas of position grading and performance management. As a result, HR will be introducing a new on-line performance management system with revised appraisal forms developed by the ACRC in the spring of 2017. The ACRC also is recommending a broadened grading structure to allow more opportunity for employee recognition and growth	
2017 Yr:	tbd	



Core Value:	5	Building Lifelong Relationships, Growing Financial Resources, and Increasing Overall Institutional Effectiveness
Initiative:	5.7	<i>We will express the College's new brand identity across communication channels—the College will be regarded as a nationally known, first-choice destination institution of higher education.</i>
Metric:	5.7.01	Realize average annual 3% increases in admissions yield-specific website visits, time on designated sites, and social media engagement metrics during defined time frames (mostly April of each year).
2015 Yr:	New baselines were established with the creation of updated social media and website structures in 2015. Examples include admission web pages with 358,000 page views and the Class of 2019 Facebook group, which had 1,388 members who engaged the College in discussion through the decision-making process and connected with each other for meaningful, genuine social networking.	
2016 Yr:	Admission website traffic increased dramatically year to year, to 668,000 page views (an 87 percent increase). Average time on pages remained constant but “bounce rate” decreased by 25 percent. The Class of 2020 Facebook group engaged 1,382 members – virtually the same as the Class of 2019 group	
2017 Yr:	tbd	
Metric:	5.7.02	Increase the number of departments, by at least five per year, integrating the College’s brand identity into print and digital communications.
2015 Yr:	Engaged 6 new collaborating departments, integrating the College brand identity into print and digital communications	
2016 Yr:	Engaged another 6 new collaborators	
2017 Yr:	tbd	
Metric:	5.7.03	Create a redesigned web presence (meshing providence.edu, alumni.providence.edu, and support.providence.edu) that fully integrates the College’s brand identity into digital communications, including social media channels.
2015 Yr:	The integrated website redesign project was completed in 2015. Page-by-page transition will continue into 2016.	
2016 Yr:	The redesign and the transition of all pages are complete	
2017 Yr:	tbd	



Core Value:	5	Building Lifelong Relationships, Growing Financial Resources, and Increasing Overall Institutional Effectiveness
Initiative:	5.8	<i>We will address the strategic challenges impacting higher education— areas of focus will include revenue expansion and diversification, enrollment/retention, tuition levels/financial aid, enterprise risk management, Title IX compliance, staffing levels/compensation, and student life/athletics.</i>
Metric:	5.8.01	Necessary task forces will be established in spring 2015 and will report annually to the appropriate campus decision-makers.
2015 Yr:	To be established as part of the new strategic planning process	
2016 Yr:	Future of Higher Education Research Team appointed to gather best research on these challenges in order to inform next strategic plan	
2017 Yr:	tbd	

