

STRATEGIC MEASURES

Achieving the vision of strengthening Spelman’s core depends on the ability to coordinate and focus attention and resources on the most critical priorities. As Spelman embarks on its plan for 2015, consistently measuring progress and holding employees accountable for meeting targets and milestones are essential to the College’s ultimate success. The following table outlines the measures and targets associated with the plan for 2015.

Responsible for Setting and Tracking Measure	Measure	2008	2015
<i>Transform the Student and Faculty Experience and Strengthen the Academic Core</i>			
Provost	Student/Faculty Ratio	12:1	10:1
Provost	Average Class Size	19	15
<i>Faculty Development (% Faculty Participating in Faculty Development Activities Annually)</i>			
Provost	o Individual (sabbaticals and research leaves, small grants, etc.)	14%	35%
	o Group (Faculty Institutes, Pedagogical Workshops in the Teaching Research and Resource Center)	69%	90%
<i>Undergraduate Research</i>			
Provost	o % of Students Participating in Undergraduate Research and/or Internships connected to their course of study	30%	100%
	o % of Students with Senior Capstone Experience (thesis, major creative or research project)	50%	100%
<i>Advising and Mentoring</i>			
Provost	o % of Students with a SpelMILE Leadership Plan	0%	100%
	o % of Students with an Alumnae Mentor	Unknown	100%

Responsible for Setting and Tracking Measure	Measure	2008	2015
<i>Transform the Student and Faculty Experience and Strengthen the Academic Core</i>			
Provost, VP of Enrollment Management	<i>International Experience</i>		
	o Number and % of international students in the student body	0.7%	3%
	o Number and % of Students participating in international curricular or co-curricular experience prior to graduation	3.5%	100%
Provost	<i>Curricular Transformation</i>		
Provost	o SpEl.Folio Implementation	25%	100%
Provost	o General Education Outcomes		
	<ul style="list-style-type: none"> ▪ % of Students meeting current Gen Ed standards (writing portfolio pass rate) ▪ % of Students meeting new Gen Ed standards (3 or better on a 4 point scale) 	74%	n/a ¹⁵
Provost	% of Students with Interdisciplinary Learning Experience	20%	100%
Provost	Free Thinking Women modules in the disciplines and capstone experience	0%	100%
Provost	% of Students Scoring Meets Expectations on Institutional Learning Outcomes by Senior Year ¹⁶	20% (SpEl.Folio Assessment)	85% (SpEl.Folio Assessment)

¹⁵ Current Gen Ed standards will no longer be in effect in 2015. The new Gen Ed standards incorporate the writing portfolio performance as one of the SpEl.Folio assessments.

¹⁶Please refer to the Appendix on page 73 additional details related to Interdisciplinary Core Curriculum Learning Outcomes (General Education).

Responsible for Setting and Tracking Measure	Measure	2008	2015
Strengthen the Constituent Core (Best-in-Class Constituents)			
VP of Development	Alumnae		
	o Alumnae Participation	29.5%	45%
	o Number and % of Alumnae Donors (Campaign Starting donor count=2,704)	49% (4,034 Donors)	160% (7,000 Donors)
CFO/Director, Human Resources	Professional Development		
	o Staff/Leadership Development	0.001% of salary	1% of salary
Strengthen the Campus Infrastructure and Learning Core			
CFO	Residential Halls		
	o Total number of residence halls	11	11
	o Total number of renovated residence halls	0	2
	o Number of air-conditioned beds	723 (52%)	1015 (73%)
	o Expanded study spaces	62	75
	o % of Residential students	62%	70%
VP, Student Affairs and Dean of Undergraduate Studies	Number of Living and Learning Communities ¹⁷	2	10
CIO	Technology		
	o % of Wireless coverage	65%	100%
	o Number and % of classrooms with SMART technology (Total number of classrooms = 140)	19 14%	70 50%

¹⁷ “In higher education, learning communities are classes that are linked or clustered during an academic term, often around an interdisciplinary theme, that enroll a common cohort of students.” This represents an intentional restructuring of “students’ time, credit, and learning experiences to build community among students, between students and their professors, and among faculty members and disciplines.” (Source: From “Learning Communities,” and, accessed on-line at <http://www.evergreen.edu/washcenter/lcFaq.htm> during March and April 2006). Learning communities provide “opportunities for deeper understanding of and integration of the material they are learning, and more interaction with one another and their [professors] as fellow learners in the learning enterprise.” (Source: F. Gabelnick, J. MacGregor, R. Matthews, and B.L. Smith, Learning Communities: Creating Connections Among Students, Faculty, and Disciplines, San Francisco: Jossey-Bass, 1990, 19, cited by Jodi Laufgraben, “Overview of Learning Communities,” in Learning Communities Fall Handbook, Fall 2005, Temple University, accessed on line at http://www.temple.edu/lc/handbook_fall2005.pdf during March and April 2006).

Responsible for Setting and Tracking Measure	Measure	2008	2015
Strengthen the Campus Infrastructure and Learning Core			
CFO/Provost/Vice President, Student Affairs	Sustainability¹⁸		
	o % of Waste Reduction	0%	50%
	o % of Reduction in Automobile Traffic	0%	10%
	o % of Water Consumption Reduction	0%	20%
	o Academic Component	TBD	TBD
Strengthen the Community Core (Community Engagement and Development)¹⁹			
Executive Director, LEADS	o Total number of strategic community partnerships (focused) o Impact of AUC Signature Project o Impact on community engagement and development o Impact on student learning	TBD	TBD
Strengthen the Operational Core (Operational and Organizational Excellence)			
Provost/Vice Provost	Constituent Satisfaction²⁰		
	o Students <ul style="list-style-type: none"> ▪ NSSE (Item: ENTIREXP)²¹ 	Freshman: 3.34 Carnegie Peers: 3.30 Seniors: 3.49 Carnegie Peers: 3.40	Significantly better than Carnegie peers at the .05 level or better
	o Spelman Specific Survey (% satisfied) <ul style="list-style-type: none"> ▪ Students, Faculty, Staff, Alumnae, and Parents 	TBD	TBD
	o Board Assessment	TBD	TBD

¹⁸ Baselines and/or measures for Sustainability to be established during the 2009–2010 academic year.

¹⁹ Measure categories and baseline measures to be established during the 2009–2010 academic year.

²⁰ Constituent Satisfaction measures to be established during the 2009–2010 academic year once initial surveys are administered and baselines are established.

²¹ Analysis of current NSSE data (review of Spelman data as well as other comparable colleges and universities) will be completed during the 2008–2009 academic year.

Responsible for Setting and Tracking Measure	Measure	2008	2015
<i>Strengthen the Financial Core</i>			
President	Total Enrollment	2237	2000
CFO	Budget	\$91 Million	\$120 Million
CFO	Endowment	\$276 Million	\$400 Million
Vice President, Development	Annual Fundraising Target	\$10–13 Million	\$14-17 Million
Vice President, Enrollment Management	% of Student’s Financial Need Met	27%	40%
<i>Socio-Economic Diversity</i>			
Vice President, Enrollment Management	o % of Pell Grant Recipients	40%	34%
	o % of Students Requiring Financial Aid That Are Not Pell-Eligible	50%	53.5%
	o % of Students Requesting No Financial Aid	10%	12.5%