INSTITUTIONAL EFFECTIVENESS
CONTINUOUS IMPROVEMENT REPORT
2008-09

Prepared by

Office of Institutional Planning, Research & Assessment

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ATHENS STATE UNIVERSITY MISSION AND GOALS

Athens State University, offering coursework at the junior and senior level, is the baccalaureate degree granting institution of the Alabama College System. Governed under the authority of the Alabama State Board of Education, and in conjunction with the other institutions of the Alabama College System, Athens State University provides affordable education in an environment which recognizes diversity and nurtures the discovery and application of knowledge. Located in northern Alabama, Athens State University acknowledges a commitment to primarily serve transfer students of the Alabama College System as well as students from other accredited institutions of higher education. The University prepares students for professional careers, graduate school, lifelong learning, and enrichment. The University, through quality teaching, individual attention, and a varied course delivery system, assists students in the timely achievement of their professional and career goals. In addition, Athens State University offers programs of continuing education and community services that provide a variety of cultural and professional opportunities.

1. To provide educational opportunity to postsecondary students through carefully planned programs of study that impart a body of knowledge, stimulate critical thinking, develop communication and technological skills, foster ethical behavior, and encourage life-long learning in a diverse and changing world.

2. To serve the student effectively and efficiently by providing flexible scheduling, varied modes of delivery and cooperative arrangements with other institutions.

3. To recruit, retain, and promote professional development of qualified faculty and staff.

4. To provide and maintain appropriate learning resources which are supportive of student learning, quality teaching, scholarly research, diversity, and technological proficiency.

5. To develop and maintain periodic internal evaluation to ensure that all programs are operating within a manner consistent with the mission statement of the University.

6. To provide opportunities for students to expand their intellectual, social, and cultural horizons.

7. To provide and maintain student services which furnish necessary information, financial assistance, guidance counseling to assist progress toward personal, academic, and career goals.

8. To promote and maintain effective student recruitment and retention.

9. To promote the use of appropriate University and community resources to facilitate educational and training programs for the diversified needs of business, industry, education, and government in addition to providing cultural and intellectual enrichment.

10. To acquire and administer efficiently and effectively all fiscal resources.

11. To provide, develop, and maintain a physical plant appropriate for the support of the University programs.

12. To effectively communicate the University's vision and goals as a baccalaureate degree granting institution to internal and external constituencies.

2008-2009 ATHENS STATE UNIVERSITY PROFILE

- The impact of Athens State University on the local economy is over $63 million annually
- Athens State University employs 363 people from the community
- 213 full-time, 150 part-time employees (IPEDS)

Student Characteristics

- 4,664 students enrolled in 2008-2009
- 67% of students are female (Fall 2008)
- 18% of students are minority (Fall 2008)
- 44% are enrolled full time (Fall 2008)
- 96% are Alabama residents (Fall 2008)
- 48% of students receive financial aid (Federal) (Fall 2008)
- Average age is 32 (Fall 2008) (Fall 2008)
- 85% of students take at least 1 Distance Learning class (Fall 2008)
- 51% of students take all Distance Learning classes (Fall 2008)

Program Descriptions

- *Academic*
    - Education
    - Business
    - Humanities and Fine Arts
    - Natural Sciences and Mathematics
    - History, Social, and Behavioral Sciences
    - General Studies

Student/Community Services

- Financial Aid, academic advising, career guidance, and counseling
- Learning Resource Center
- Testing (CAAP, BST, MAT, CLEP)
- Extracurricular activities

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I. EXECUTIVE SUMMARY

Athens State University's commitment to create and sustain a "culture of assessment" initiated in 2006-07, continued throughout 2008-09. The institutional effectiveness climate, as perceived by faculty and staff, reflected improvements in all but three of sixteen components involving planning, evaluation, and assessment.

Ninety-two (92.9%) percent of academic programs (n=28) and administrative support functions (n=29) conducted assessment activities and submitted data results and action plans, effectively completing the second assessment cycle under a systematic system pursuant to ASU Institutional Outcomes Assessment Policy. Academic programs and administrative and support units documented uses of assessment findings for future planning and improvement based on their respective organizational function. A balance between some central oversight and organizational units' control of their assessment activities continued to prove successful in advancing the process, although further improvements are needed.

Assessment of student learning via evidenced-based methods among all 28 academic programs indicates that students are achieving most of the goals assessed. Student self-assessment of entering and exiting level competencies also shows gains after going through the curriculum. The Graduate Follow-Up Survey, implemented in 2009, demonstrates that the majority of respondents (classes of 2006 and 2007) are employed in their major area, hold full time permanent positions, and are either pursuing or planning to pursue further studies.

Administrative and support organizations continued to make improvements in both services and administrative processes. Better documentation to track effectiveness and efficiency in day-to-day operations was developed by many programs. Consequently, many administrative units are in a better position to collect information on their respective programs and formulate strategies accordingly.

Completion of the second assessment cycle under a systematic approach initiated in 2006-07 offered additional "lessons learned" and a better understanding of the challenges ahead. It is evident that major efforts from all levels must continue until assessment is recognized as a customary part of university day-to-day operations in both academic and administrative organizations. Senior-level institutional support remains critical in keeping the "momentum" of the assessment process initiated in 2006.

This report presents detailed information on assessment activities conducted during 2008-09, the findings regarding the extent to which target outcomes were met, and the planned and/or implemented actions to address weaknesses as identified through the evaluation process.

II. OUTCOMES OF THE INSTITUTIONAL ASSESSMENT PROCESS

A. Institutional Effectiveness Climate

A baseline for the institutional effectiveness climate, measured by 16 components involving planning, evaluation, and assessment was established in 2007-08 (2.92/4.0).

One year later, results from the 2008-09 Institutional Effectiveness Climate Survey (IECS) indicate more positive perceptions and/or opinions from faculty and staff regarding planning, budgeting, and assessment functions. The biggest improvement relates to respondents' more positive perceptions regarding the expressed leadership and support of the president. This suggests that the starting tenure of a new President is perceived positively by the majority of respondents. In addition, enhanced university efforts to disseminate information and encourage involvement from faculty and staff can be credited for this improvement.

Table 1. Institutional Effectiveness Climate Comparative Data

Assessment of Institutional Effectiveness	2007-2008 (n=26)	2008-2009 (n=44)
	MEAN SCORE	**MEAN SCORE**
Expressed leadership and support from the chief executive officer is evident.	**3.00**	**3.51**
Appropriate staff expertise is available in planning and evaluation.	**3.04**	**3.30**
Appropriate fiscal support is provided for planning, evaluation, and institutional research.	**2.85**	**3.18**
Plans identify major issues and priorities for the institution.	**2.96**	**3.29**
Plans are based upon an ongoing assessment of external environment, internal factors, and institutional capabilities.	**3.12**	**3.10**
Well-defined written procedures and schedules have been developed.	**2.76**	**2.93**
Integration of major institutional processes is emphasized (e.g., results of assessment, personnel evaluation, program review, etc., provide input for planning).	**2.96**	**3.05**
Planning/evaluation processes are coordinated with external entities/demands (e.g., state level, planning and budgeting, federal reports, accreditation processes, etc.).	**3.13**	**3.21**
Procedures are established for monitoring progress and implementing appropriate modifications within the planning/evaluation cycle.	**2.72**	**3.21**
Procedures are established for annual update of plans, incorporating assessment results into plans for institutional improvements.	**3.04**	**3.33**
Clear linkages are established between institutional goals, plans, and allocation of resources.	**2.79**	**3.23**
Planning and evaluation procedures take into account the accreditation criteria which specifically apply to each functional area of the institution.	**2.95**	**3.29**
Outcomes assessment findings are "fed back" to decision makers.	**2.80**	**3.26**
Clear and explicit goals are formulated for each functional unit of the institution.	**2.75**	**3.15**
Emphasis is placed on the identification of specific educational outcomes.	**2.83**	**3.15**
Provisions are made for the broad-based involvement of faculty members and administrators in development and implementation of planning and evaluation processes.	**2.95**	**3.21**

Faculty and staff opinions regarding various elements of institutional effectiveness measured through the IECS indicated improvements in the following areas:

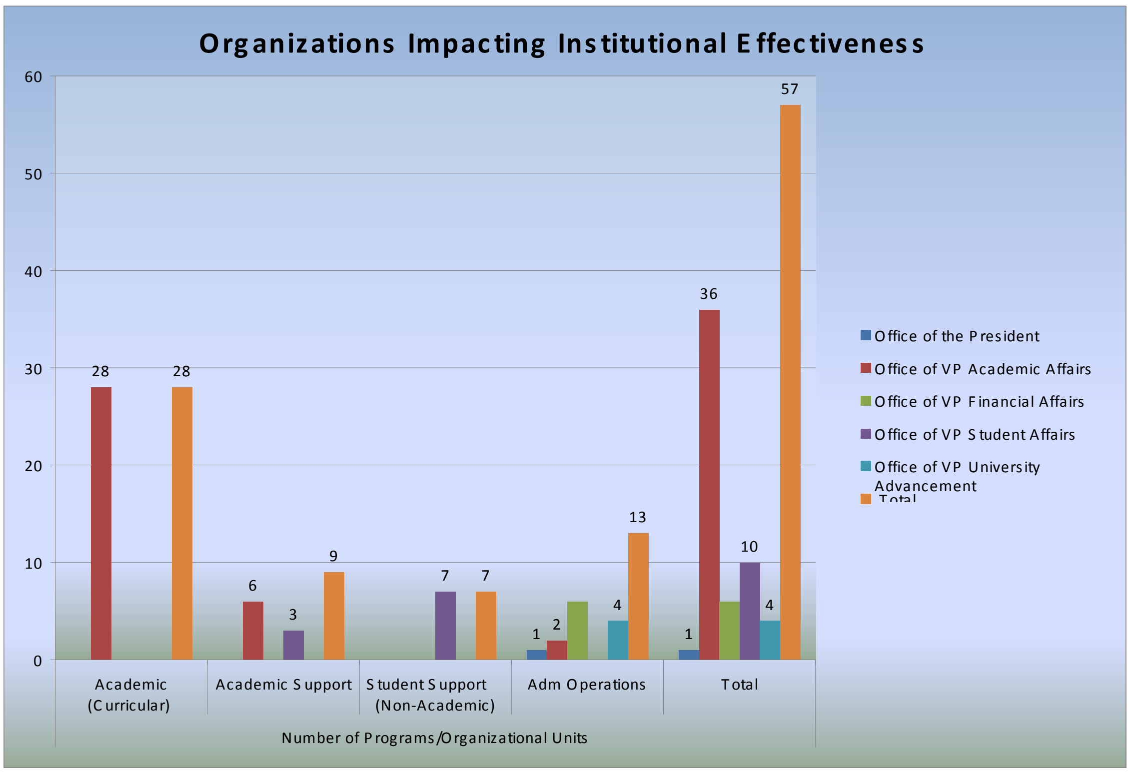
- alignment between planning and evaluation procedures and accreditation criteria for all functional areas of the institution
- written procedures and schedules
- better integration of major institutional processes and coordination with external entities
- improved monitoring ability to effect appropriate change within the planning and evaluation cycle
- better opportunities for faculty and staff involvement in the planning and evaluation process.

B. Summary of 2008-09 Assessment Activities

B.1 Organizational Functions Impacting Institutional Effectiveness

The assessment model is based on the identification of programs and office units with impact on institutional effectiveness. Accordingly, fifty-seven organizations that include all academic programs, student support services, and administrative/operational support units are mandated to conduct formal assessment activities, pursuant to University policy 1600-0900.

Figure 1. Organizational Functions Impacting Institutional Effectiveness



Appendix A presents the compliance status by organizations identified with impact on institutional effectiveness during 2007-08 and 2008-09.

B.2 Programs' Participation in the 2008-09 Assessment Cycle

- **Phase I (Planning Year: 2007-08)**: Fifty-three Annual Assessment Plans[1] (AAP) were developed and submitted for review and approval. All fifty-three AAPs were approved by the Institutional Assessment Committee (IAC). Forty-three AAPs (81.1%) required minor revisions with no further review by the IAC. Ten AAPs (18.9%) required major revisions and

[1] The Colleges of Business and Education submit a single assessment plan covering all majors, respectively, while the College of Arts and Sciences submit individual assessment plans for each on its major programs.

resubmission. Four organizations did not submit an AAP for 2008-09 but began planning and developing the 2009-10 AAP.

As the University moved into the second assessment cycle under a systematic process, OIPRA and the IAC focused their attention in assisting programs improve outcomes statements and means of assessment. During the review process the IAC suggested revisions to weak or inappropriately-stated outcomes and assessment methodology. To encourage programs to review their respective plans, no AAP was approved as initially submitted. Some programs adopted several of the suggestions.

Figure 2. Assessment Cycle-Phase I

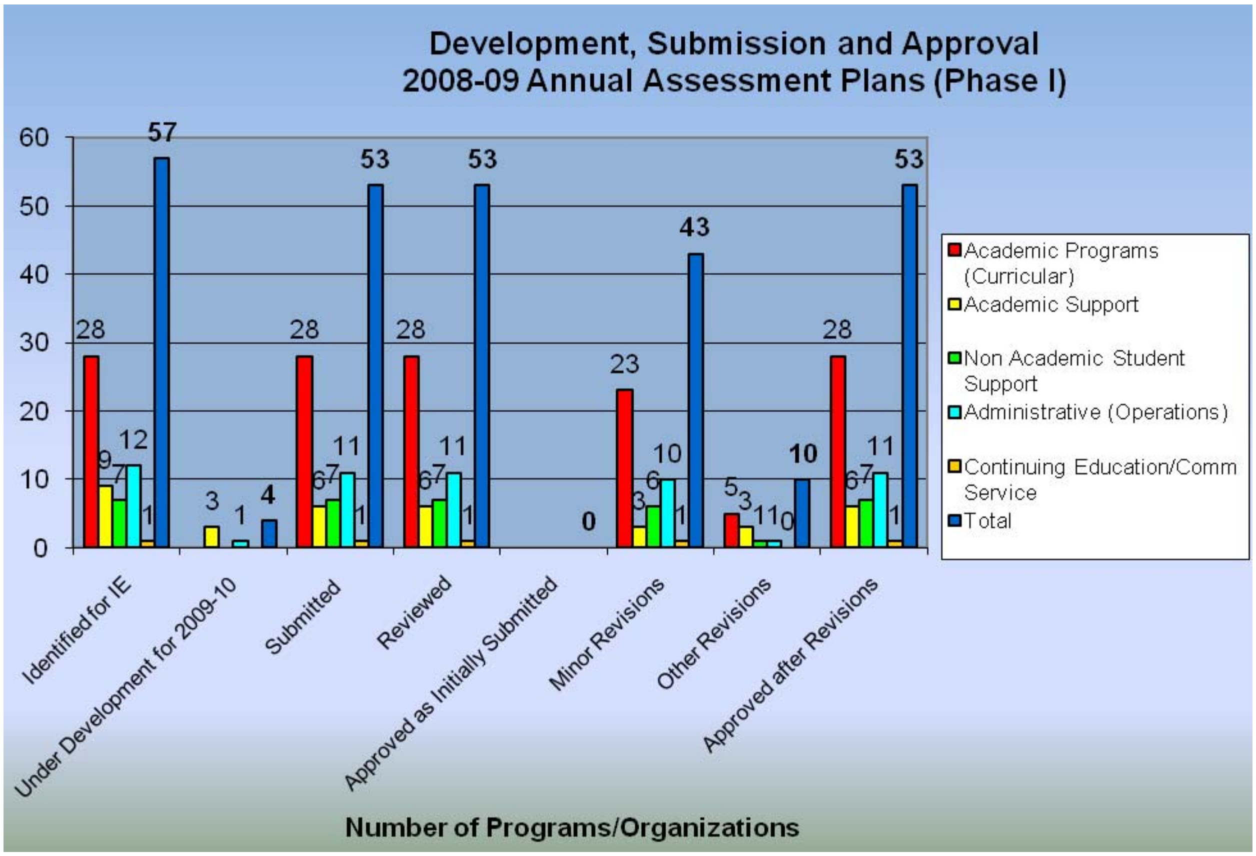


Table 2. Phase I: 2008-09 Annual Assessment Plan Approvals by the IAC

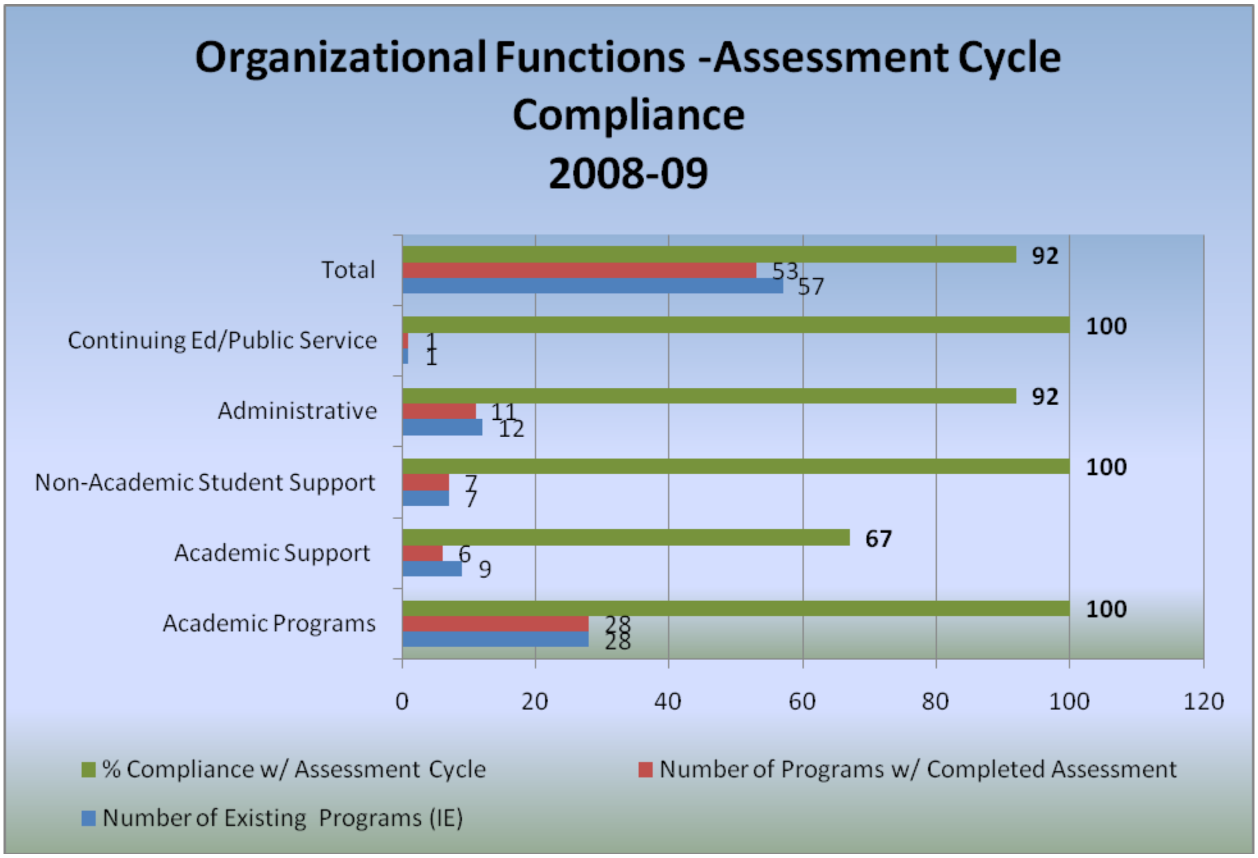
Program Function	Approved w/ Conditions (b)				Approved after Revisions	
	Minor Revisions		Revisions			
Academic Programs (Curricular)	23	82.1%	5	17.9%	28	100%
Academic Support	3	50.0%	3	50.0%	6	100%
Non Academic Student Support	6	71.4%	1	28.6%	7	100%
Administrative	10	90.9%	1	9.1%	11	100%
Continuing Education/Public Service	1	100.0%	0	0.0%	1	100%
Total (As % of Total Submissions)	43	79.2%	10	20.8%	53	100%

- **Phase II**: All programs and organizations implemented most of their data collection activities as stated in their respective AAPs. However, review of the Annual Assessment Report (AAR) indicated that some programs did not implement all the measurement elements included in the assessment methodology as planned. Consequently, certain data was not available at the end of the assessment cycle.

  An analysis of the assessment process during 2008-09 indicated that the major reasons for missing data were related to the development and implementation of assessment instruments. Data collections coordinated by OIPRA (university-wide instruments and unit-specific point of service (POS) surveys) were implemented for the most part and data was collected. Some organizational units missed data collection opportunities by not developing or implementing their POS surveys. Available data was analyzed and results reported back to each organizational unit. The Employer Survey was developed but not implemented due to constraints in identifying employers and the logistics of sending the survey. OIPRA is working with Career Services, the Alumni Association, and the College Deans to identify a valid list of employers and formulate the logistics for applying the survey.

- **Phase III**: Ninety-two percent (92.9%) of academic programs and organizational units submitted their Annual Assessment Report (AAR) and Action Plan (AP) as required and were certified for compliance pursuant to university policy 1600-0900 (Outcomes Assessment). Annual Assessment Plans, Annual Assessment Reports, and Action Plans were consolidated into one document and are officially on record in OIPRA and stored in AMOS.

Figure 3. Organizational Functions' Compliance with Assessment Cycle



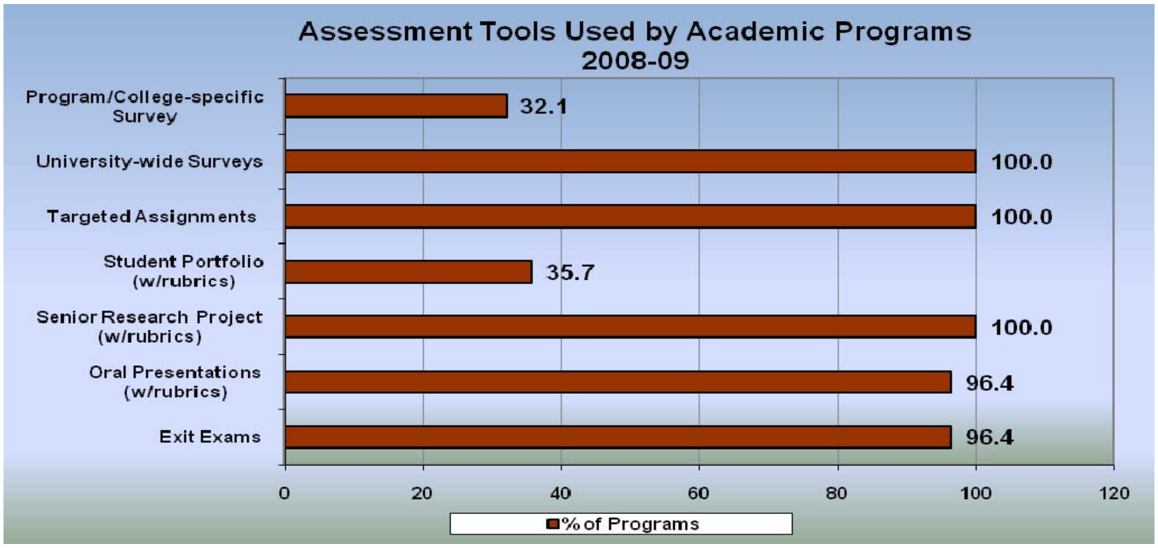
B.3 Assessment Methodology (Tools Used)

Consistent with the standards of the assessment model, all academic programs and administrative support units employed both direct and indirect methods to measure target outcomes as described in the matrix below.

ASSESSMENT METHOD	METHOD DESCRIPTION	ACADEMIC PROGRAMS	ADMINISTRATIVE/SUPPORT UNITS
Direct	Demonstrate actual success in achieving outcomes evidenced by a clear and valid connection between the outcome and the assessment instrument	• Discipline/Subject Matter – Specific (Pre-Post Tests) • Basic/Gen. Skills & Competencies (Pre-Post Tests) • In-House Generated Testing • Capstone Course Evaluations • Course-Embedded Assessments • Senior Research Project/Paper • Licensures & Certifications	• Program Records/Log Systems • Third-Party Certifications (Audits, Certifications) • Log Systems • Program Reports
Indirect	These methods rely on opinions and perceptions of success in achieving outcomes captured through attitudinal and/or opinion surveys. <u>Indirect methods alone cannot be the sole means of assessing outcomes.</u>		
University-wide	Administered by the Office of Institutional Planning, Research, and Assessment.	• Graduating Senior Exit Survey – Section III (GSES) • Faculty Course Evaluation (FCE) • Graduate Follow-Up Survey • Employer Survey • Distance Learning Surveys (pending review)	• Graduating Senior Exit Survey • Institutional Effectiveness Climate Survey • Administrative Evaluations (Executive Level)
Organization-specific	Administered by each program/unit and coordinated with the Office of Institutional Planning, Research, & Assessment.	• College-Specific Surveys (COAS, COB, COE) • Focus Groups	• Point of Service (POS) Surveys • Administrative Surveys (Non-service related) • Focus Groups

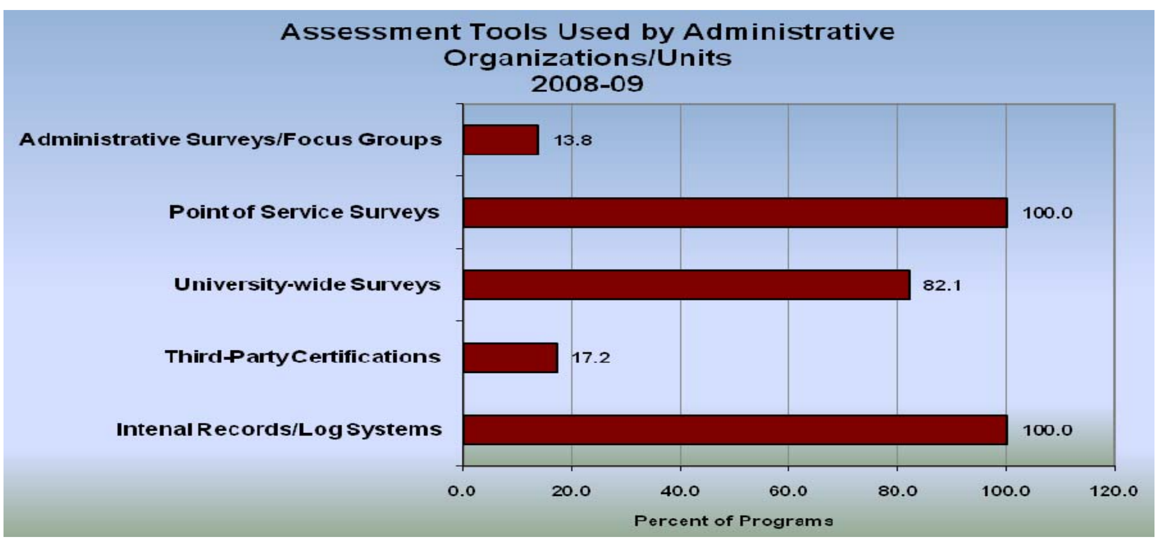
B.3.1 Academic Programs

Figure 4. Assessment Tools[2] Used by Academic Programs



B.3.2 Administrative/Support Organizational Units

Figure 5. Assessment Tools Used by Administrative/Support Units



[2] In spite of guidelines alerting against the practice, 10.7% (n=3) of programs used course grades in some way in their assessment. Reliance on grades for assessment was minimal and used in conjunction with other assessment methods.

C. Use of Assessment Findings for Continuous Improvement

At the end of the 2008-09 assessment cycle OIPRA conducted an assessment audit[3] to verify that all academic programs and administrative/support organizations executed their respective assessment activities as stated in their AAPs, and to identify the extent to which assessment data was used in continuous improvement efforts. In addition, the audit identified those academic programs that were using course grades as a mean for assessing learning outcomes, a practice that is strongly discouraged.

Programs' planned and/or taken actions as a result of the assessment findings were categorized according to organizational function. Tables 3 and 4 below show the percent of programs by organizational function that planned or executed changes based on the findings of the assessment process.

C.1 Academic Programs

Table 3. Actions Planned/Implemented – Academic Programs (n=28)

Program Change Category	% of Academic Programs	
	2008	**2009**
Curricular Change	32%	7%
Course Revision	54%	46%
Pedagogy	21%	0%
Assessment Methodology Revision	68%	57%
Target Outcome Modification	0%	29%
Program Operations Revision	18%	4%
Budget Request	0%	4%
Faculty Training/Professional Development	18%	0%
Other	25%	21%
Used Course Grades in Assessment	17.9%	10.7%

Curricular changes were limited during 2008-09 following the high level of activity of adding/designating capstone courses realized by academic programs during the 2007-08 assessment cycle. Only Liberal Studies designated a capstone course to start in the Fall of 2010. This decision was made based on the program's difficulty in collecting learning outcomes data given students' wide selection of courses within the curriculum. General Science is planning a course sequence modification for GS licensure track students to take GS 490 and Exit Exam in semester prior to teaching internship.

[3] The Assessment Audit is adapted from the approach developed by the University of Mississippi and is used with written permission from Ms. Mary Harrington, Director of Institutional Research and Assessment.

Overall, **course revisions** involved content reviews of specific topic areas to address identified student weaknesses. Specific program's actions include adding new material (assignments, simulations, or projects) to emphasize a particular topic or expected skill, adding or deleting course requirements, and increased emphasis of learning indicators in related courses.

Examples of program's **pedagogical changes** included the introduction of study guides to assist student performance, faculty deliberations on how to better integrate analytical work in online course formats, and expanding the use of available online tools.

Most of the programs' **revisions of assessment methodology** involved the development/substitution of assessment instruments to enhance the validity of outcome measurements, expanded use of item analysis in exams, assignments, and projects, and establishing procedures for better tracking of pre and post exams data. Many programs streamlined their assessment efforts by better course selection in which to conduct assessment of specific learning outcomes.

Examples of **operational changes** involved the integration of faculty plans for improvement based on students and deans' evaluations.

Budget requests include new faculty positions and lab equipment to accommodate program's needs.

Changes or modifications to **faculty professional development** and/or training include assessment training for adjunct faculty and improvement of faculty skills in the use of instructional technology.

Appendix B shows the specific actions planned or implemented by programs based on findings from the 2008-09 assessment cycle.

C.2 Administrative Support Organizational Units

Table 4. Actions Planned/Implemented – Administrative Support

Program Change Category	% of Educational Support Programs		% of Student Support (Non-academic)		% of Administrative Units	
	2008	2009	2008	2009	2008	2009
Revised Service	0%	13%	22%	33%	18%	27%
Revised Administrative Process	13%	0%	67%	0%	9%	18%
Implemented New Process	0%	0%	78%	56%	27%	55%
Changed Assessment Methodology	25%	13%	56%	33%	64%	45%
Changed Target Outcome	0%	0%	0%	0%	18%	9%
Implemented New Policy	0%	0%	0%	0%	0%	9%
Requested Additional Budget	0%	13%	11%	22%	9%	9%
Developed Training	0%	13%	0%	22%	0%	9%
Other	0%	0%	0%	11%	0%	9%

Programs' modifications of **administrative processes** involve reassigning personnel for selected duties, developing and implementing new forms to improve internal program records, updating program's policies and procedures, and expanding use of Banner.

Examples of **implemented new process** include moving processes' timelines, expanding promotional efforts aimed at students and strategic partners, enhances to communication among functions to better serve students, increased use on technology-based tools for electronic approvals for selective transactions and student payment capabilities, and operational enhancement via technology-based infrastructure.

Changes to **assessment methodology** and **target outcomes** include development and/or elimination of assessment instruments and the review of target outcomes to ensure realistic expectations.

Programs' **requested additional budget** to add staff and/or resources to improve efficiency in service delivery and to purchase equipment to improve campus security.

Appendix B shows the specific actions planned or implemented by programs/units based on findings from the 2008-09 assessment cycle.

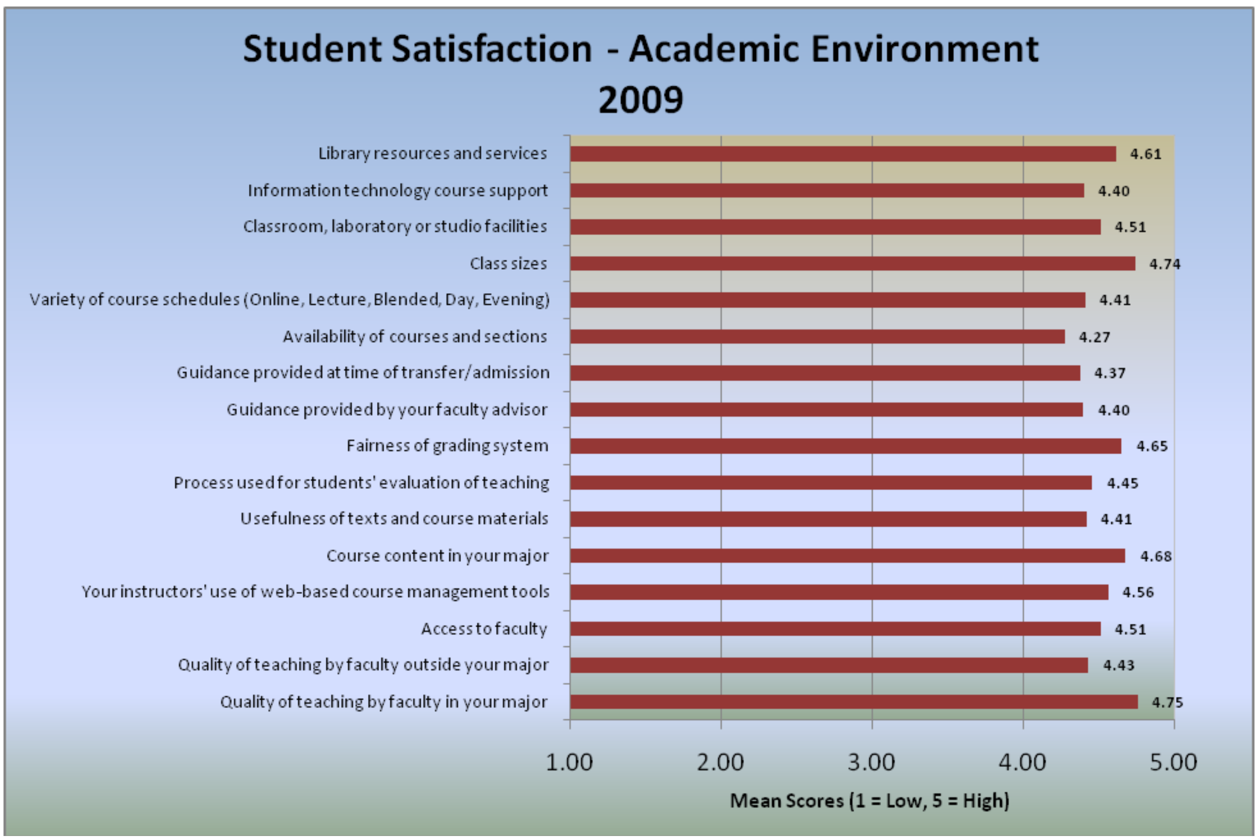
III. ENHANCEMENTS TO INSTITUTIONAL EFFECTIVENESS (2007-08)

A. Academic Environment

A.1 Academic Environment and Student Satisfaction (GSES, n=925)

The academic environment measures a series of elements that include course content and materials, learning resources, academic support services, student and faculty. Data is collected via the Graduating Senior Exit Survey (GSES).

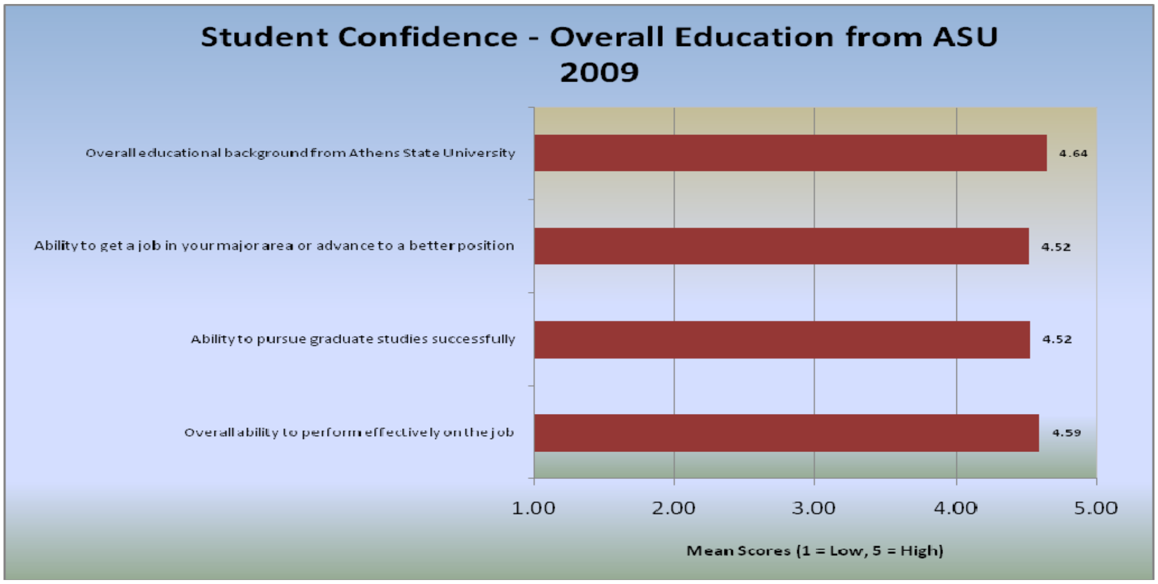
Figure 6. Student Satisfaction with the Academic Environment



A.2 Student Confidence in their Education (GSES, n=925)

Student confidence in their education from Athens State University to further pursue academic and/or professional goals is considered an indicator (indirect) of the extent to which the institutional has fulfilled its mission.

Figure 7. Student Confidence in Educational Background



A.3 Graduates Follow-Up: Two Years Later

The Graduate Follow-up Survey (n=55) was implemented in Spring 2009 targeting graduates of the 2006 and 2007 classes. In addition to questions related to employment status, job characteristics, and post graduate studies, the survey asked graduates to rate the effectiveness of various educational components in assisting their job performance.

Figure 8. Employment

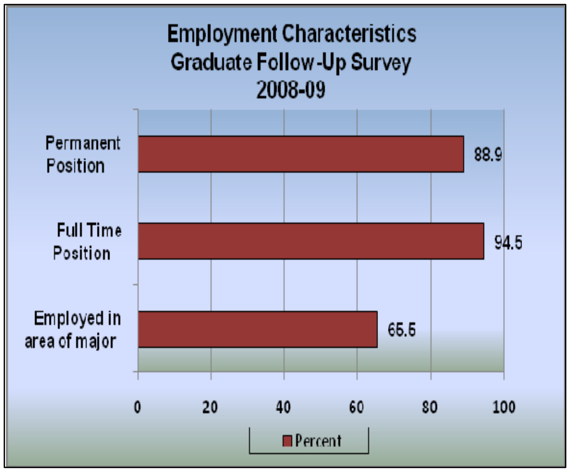


Figure 9. Compensation

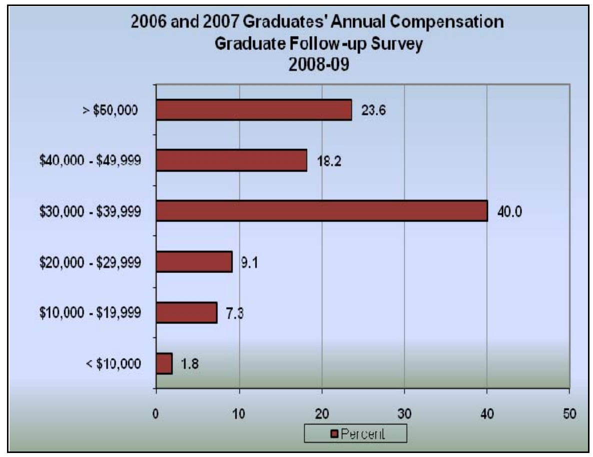


Figure 10. Education & Job Performance

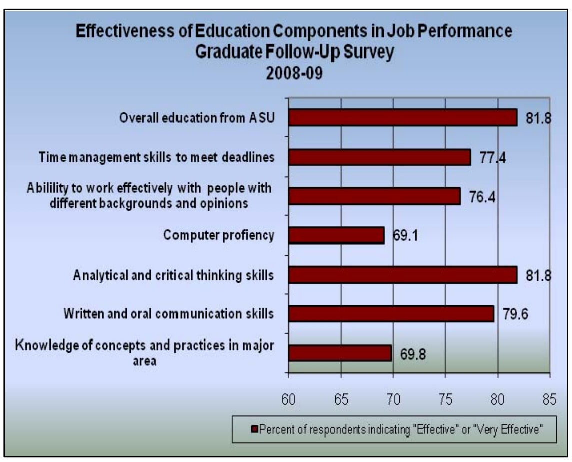
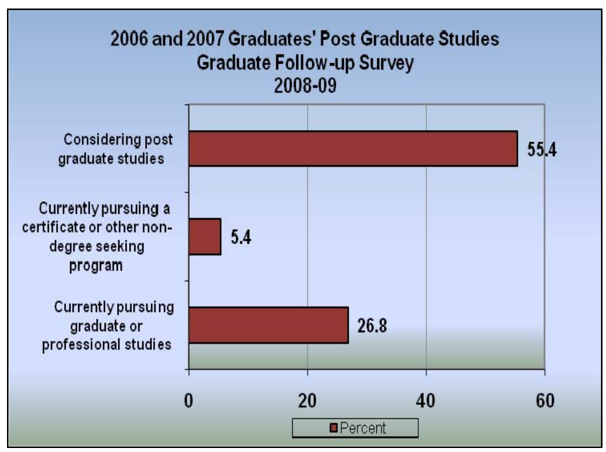


Figure 11. Post Graduate Studies



B. Academic Programs

B.1 Program-Operational Outcomes: Productivity Measures

B.1.1 Enrollment, Credit Hour Production, and Full Time Equivalency (FTE)

Table 5. Comparative Enrollment Fall 2007 and 2008

College	Fall 2008			Fall 2007	
	Enrollment (#)	% Total Enrollment	% Change from Last Period	Enrollment (#)	% Total Enrollment
College of Arts & Science	1024	30.8	21.6	944	30.6
College of Business	1127	33.8	22.2	1013	33.0
College of Education	963	28.9	14.5	902	29.4
Undeclared (Other)	216	6.5	25.6	214	7.0
Total	**3330**	**100**	**8.4**	**3073**	**100**

Table 6. Comparative FTE Fall 2007 and 2008

College	2008-09			2007-08	
	FTE(#)	% Total FTE	% Change from Last Period	FTE (#)	% Total FTE
College of Arts & Science	675	31.9	10.1	613	31.6
College of Business	679	32.1	6.9	635	32.6
College of Education	699	33.0	10.8	631	32.4
Undeclared (Other)	64	3.0	-3.0	66	3.4
Total	**2117**	**100**	**8.8**	**1945**	**100**

Table 7. Comparative Credit Hour Production - Fall 2007 and 2008

College	2008-09			2007-08	
	Cr Hrs (#)	% Total Cr Hrs	% Change from Last Period	Cr Hrs (#)	% Total Cr Hrs
College of Arts & Science	10120	31.3	10.1	9190	31.5
College of Business	10182	32.3	6.9	9523	32.6
College of Education	10493	33.3	10.8	9468	32.5
Undeclared (Other)	958	3.1	-3.3	991	3.4
Total	**31753**	**100**	**8.8**	**29172**	**100**

B.1.2 Course and Class Offering by Schedule

Table 8. Inventory of Courses and Classes (Distance Learning and Campus-Based)

Term	Courses			Classes		
	Total # of Courses (All Formats)	% of Campus-Based Courses	% of DL Courses	Total # of Classes (DL & Campus-Based)	% of Campus-Based Classes	% of DL Classes
Fall 2003	401	90.3%	9.7%	622	92.6%	7.4%
Fall 2004	411	83.7%	16.3%	703	86.8%	13.2%
Fall 2005	396	73.2%	26.8%	676	78.8%	21.2%
Fall 2006	400	56.0%	44.0%	707	64.8%	35.2%
Fall 2007	413	48.4%	51.6%	737	56.9%	43.1%
Fall 2008	**513**	**55.36**	**44.6**	**733**	**52.6**	**47.3**

B.1.3 Faculty Resources

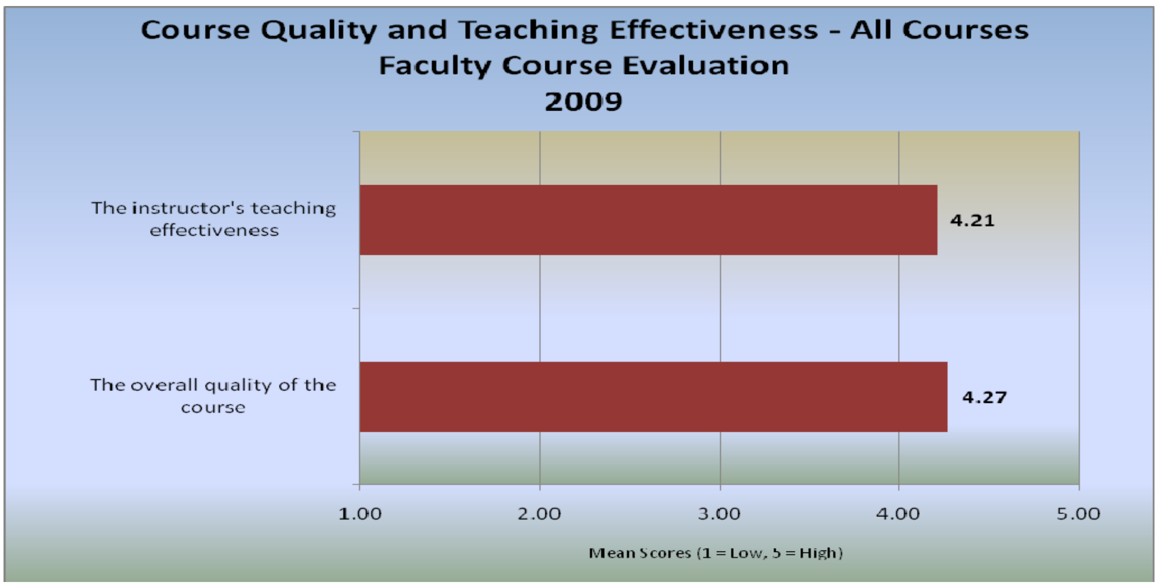
Table 9. Number of Faculty–Campus-Based and Distance Learning (DL)

Fall Term	Faculty					
	# FT Faculty	# PT Faculty	# FT Faculty Teaching DL Courses	# PT Faculty Teaching DL Courses	# FT Faculty Teaching Campus-Based Courses ONLY	# PT Faculty Teaching Campus-Based Courses ONLY
2003	65	92	23	15	40	75
2004	67	86	32	11	32	20
2005	75	102	55	25	14	16
2006	85	114	58	40	11	39+
2007	85	113	75	50	10	9
2008	83	126	67	76	10	30

B.2 Course Quality and Teaching Effectiveness

The Faculty Course Evaluation (FCE) survey was revised and implemented during 2007-08. In addition to student academic and demographic characteristics, the survey measured 18 elements related to course quality and instructor's teaching effectiveness. Mean scores were calculated for individual instructors and measured against the mean scores of all instructors (university-wide). Results were submitted to each college dean who made them available to their respective faculty. Based on the evaluation results, faculty developed improvements plans for the next academic year. The analytical framework was expanded to allow comparisons between DL and Non-DL students (See Figure 18).

Figure 12. Course Quality and Teaching Effectiveness - All Courses (FCE, n=5,592)



Additional course and instructor elements (selective list below) measured via the Faculty Course Evaluation obtained the following quality mean scores (All courses/instructors combined):

- Clarity of Course Objectives and Expectations 4.24
- Organization of Course Content 4.27
- Relevance of Assignments to Course Content 4.37
- Instructor's Timely Feedback to Students 4.26
- Instructor's Use of Technology to Assist Learning 4.27
- Instructor's Willingness to Allow Student Questions 4.47

B.3 Program Reviews

No program reviews were scheduled in 2008-09

B.4 Student Achievement: Learning Outcomes

All 28 academic programs in the University conducted course/program-based assessment of student learning. Expected outcomes were formulated for each academic program and degree based on the core competencies[4] identified by the faculty and consistent with the University's Goal 1. In addition to the core competencies, individual academic programs measured outcomes specific to their disciplines. Both direct and indirect methods of assessment were used.

B.4.1 Student Achievement – Evidence-based Assessment Methods (Direct)

As illustrated in Figure 4 academic programs used a wide range of assessment tools to measure core learning objectives including those specific to the respective discipline. This makes it difficult to describe any but the broadest common patterns in their data.

Table 10[5] below presents a fairly accurate view of student performance regarding eight core competencies compiled from outcomes data reported by faculty and documented through the Consolidated Annual Assessment Plans.

Table 10. Percent of Students Achieving Acceptable Criteria on Assessment of Outcomes

Outcome	Institution Level	College of Arts and Sciences	College of Business	College of Education
Knowledge of Fundamental Concepts in Core Areas of Major	94%	91%	92%	98%
N= (Knowledge in Major Area)	*1784*	*929*	*195*	*660*
Proficiency in Written Communication	94%	93%	90%	98%
N= (Writing Skills)	*1928*	*785*	*496*	*647*
Proficiency in Oral Communication	93%	93%	88%	98%
N= (Oral Communication Skills)	*1731*	*779*	*305*	*647*
Proficiency in the use of Technology	91%	93%	81%	98%
N= (Use of Technology)	*1710*	*664*	*384*	*662*
Critical Thinking and Analysis Skills	90%	88%	85%	98%
N= (Critical Thinking and Analysis)	*1765*	*861*	*352*	*552*
Information-Seeking Skills for Life-Long Learning	91%	93%	81%	98%
N= (Information Seeking for Life-Long Learning)	*1280*	*656*	*16**	*624*
Appreciation for Ethical Standards	93%	90%	92%	98%
N= (Appreciation for Ethical Standards)	*1084*	*161*	*332*	*591*
Appreciation for Societal, Cultural, & Global Differences	89%	86%	83%	98%
N= (Appreciation for Societal, Cultural, & Global Differences)	*942*	*132*	*232*	*578*

4 University core learning outcomes: Knowledge of Core Concepts-Major Area of Study; Communication (Written and Oral); Proficiency in the Use of Technology; Appreciation of Ethical Standards; Critical Thinking and Analysis; Understanding of a Changing/Diverse World; and Life-Long Learning Skills.

5 Data reported individually by academic programs to OIPRA.

*<u>Notes about Table 10:</u> The percentages for the College of Business and College of Education were compiled from summary data pulled from LiveText. The percentages for the College of Arts and Sciences were figured at the program level from assessment data, and then weighted, based on the number of measurements, to come up with an overall average percentage for the college. The Institution level percentages were obtained by averaging the percentages from each college. **N** represents the number of students assessed. In some cases, the number of students may be duplicated due to one student being assessed multiple times for one outcome, and the number may not include all students since not all students were assessed for every outcome.*

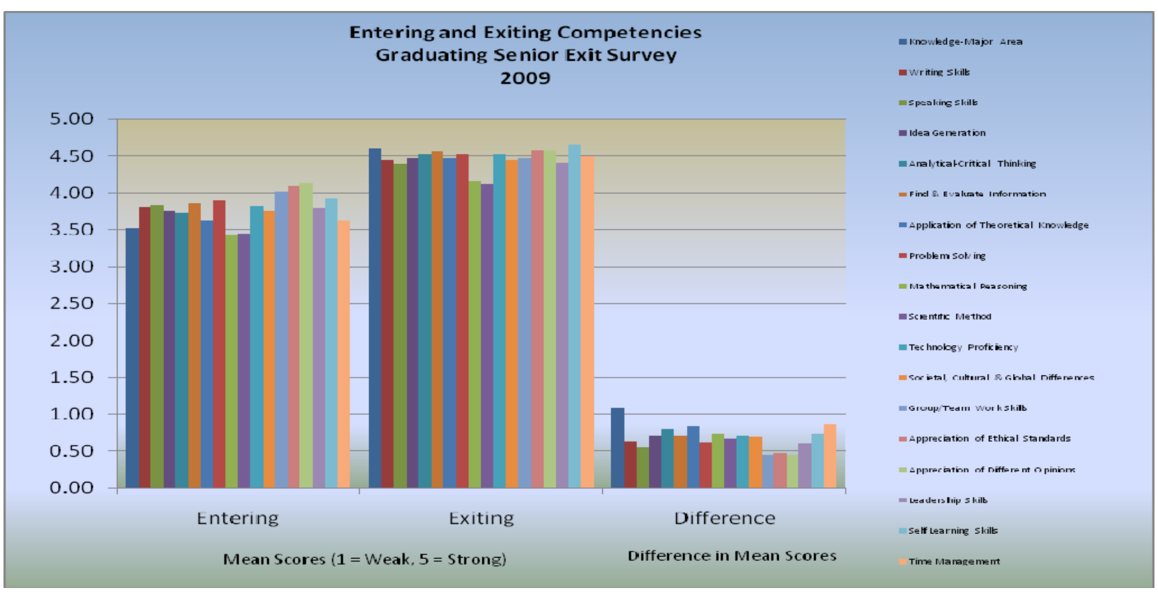
**The number of students assessed (N) for the College of Business' assessment for the outcome "Information-Seeking Skills for Life-Long Learning" was 16. This number is low compared to the others because the assessment for this outcome was based on a rubric that was introduced in the Summer of 2009.*

Based on programs' assessment reports of student performance, all units find that their students are achieving at least some of the goals assessed. Details of assessment methodology and results of student performance are presented in each program's annual assessment report on record.

B.4.2 Student Achievement - Changes in Entering and Exiting Competencies (KSAs)

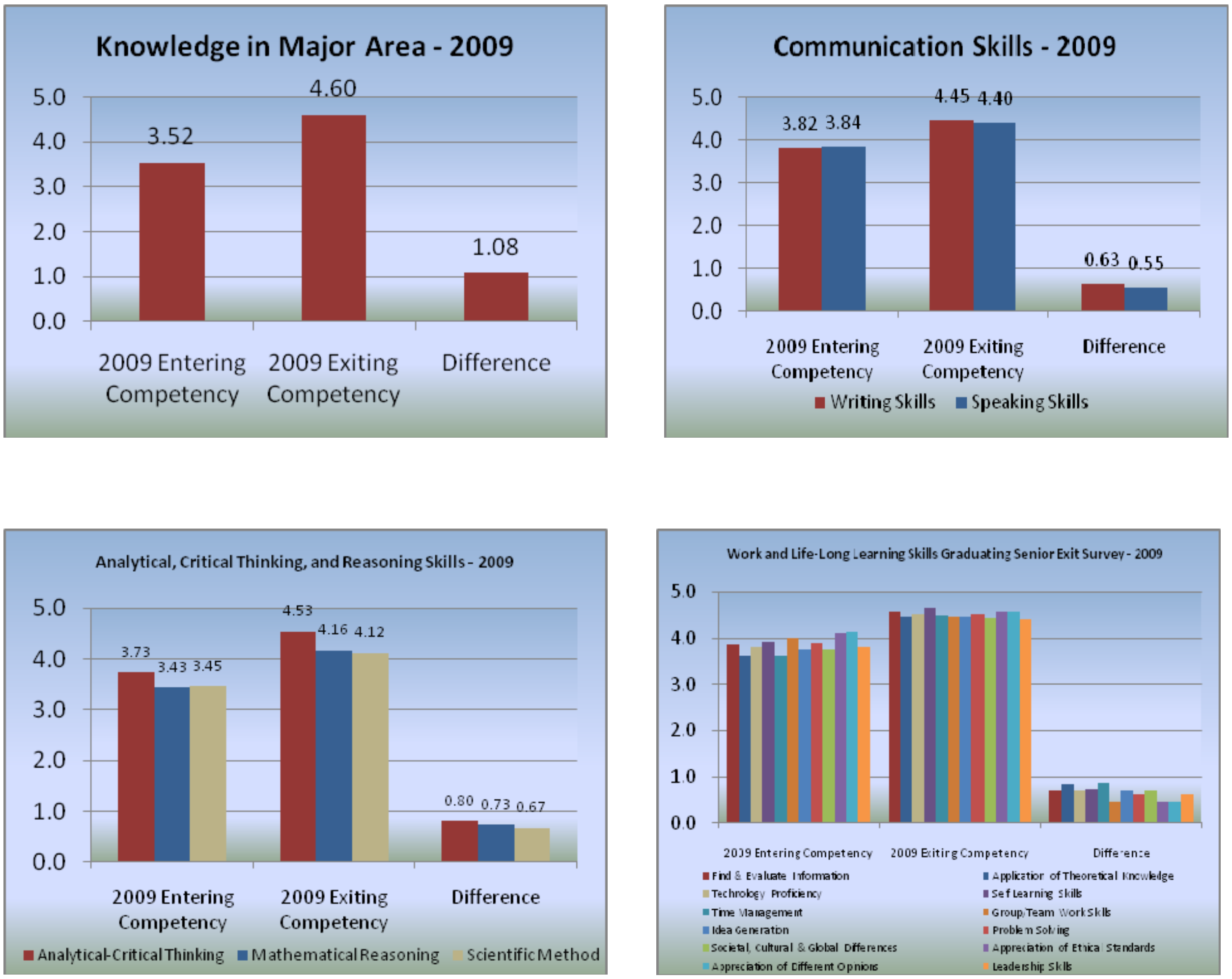
In addition to the direct methods of student learning assessment employed by faculty at the course/program level, an indirect method was added via the Graduating Senior Exit Survey (GSES, Section III, n=965) that captures students' self assessment of their exiting competencies compared with their entering competencies. Figure 11 shows the gains in competency for 18 Knowledge, Skills, and Abilities (KSA) as identified through target learning outcomes as stated in the Annual Assessment Plan from all academic programs.

Figure 13. Changes Between Entering and Exiting Competencies-18 KSAs (GSES, n=925)



The following figures demonstrate gains in competencies for individual and/or combined KSAs into categories of skills.

Figure 14. Changes in KSA Entering and Exiting Competency by Selective Categories (GSES/n =925)



C. Academic Extracurricular Support Functions

C.1. Athens State University Library[6]

In an effort to better understand the responses received in the 2008 Library survey and to solicit additional input pertaining to user satisfaction and the improvement of Library services, the Learning Resources Committee developed the following list of questions to ask in a focus group setting:

- What types of information related to your course assignments do you find useful on a daily basis? What other resources do you need?
- How would you go about locating a scholarly journal? What would make it easier to find the information you need?
- What criteria do you use to evaluate the resources you find?
- Describe your ideal library.
- What might prevent you from using the Library services?
- What types of Library orientation and instruction would benefit you?
- What kind of communication would you like to see between the Library and students?
- Do you have anything else you would like to add?

A pilot focus group of seven Library work-study students was conducted on November 13, 2008. After results from the pilot were discussed in the LRC, these focus groups were conducted:

- A group consisting of eleven ASU Education majors at the Wallace-Hanceville campus on March 11, 2009.
- A group consisting of eight Athens campus students (many different majors represented) on March 30, 2009.
- A group of eight ASU faculty members (seven full-time and one adjunct), representing all three Colleges and many different academic programs, on April 6, 2009.
- A synchronous online focus group of distance education students was scheduled for April, but the two students who agreed to participate failed to be present.

It should be noted that even though the online session did not materialize as planned, many of the students who participated in the campus group were taking online classes. Sylvia Correa served as moderator for most sessions. Mary Harris moderated the Hanceville group. The Library purchased food for each event.

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[6] The Library is on a three-year schedule for assessment: **Year One:** Printed surveys, developed in-house and subject to regular revision by the Learning Resource Committee, are distributed to selected classes and to walk-in Library patrons. A slightly different instrument is posted online to survey Distance Learning students. **Year Two**: Focus groups are conducted on-campus and at University Centers to elicit in-depth reaction from students and faculty, based upon responses from the previous year's survey. **Year Three**: The Library participates in the nationwide online LibQUAL+ survey, which allows benchmarking with other institutions and the establishment of norms.

The following areas of concern were noted:

- For most curricula, journal literature seemed especially important. In addition to the ASU Library resources, many students used Google frequently because of its easy access and familiarity. The fact that so many students favor Google and other search engines to gather information was a special concern expressed in the faculty focus group, as they sought ways for the Library to deliver instruction differentiating the type of resources that could be found through Google versus the quality of information in Library databases.
- Students expressed a need for more computers with word processing capability.
- One student wanted the Writing Center to be located in the Library, and faculty members discussed the campus-wide need for more emphasis on building writing and citation skills.
- There was wide appreciation of the Library instruction that had been received from our librarians. Faculty especially applauded our embedded librarian program, and also identified a need for video presentations by the Library, and for required Library instruction in all areas.
- Some students discussed their need for more help on how to use Blackboard, WebMail, LiveText, etc.
- An orientation class for all students was suggested.
- Some students needed longer hours for WiFi to be available on campus.

Planned/Implemented Actions:

- Campus WiFi has been extended two hours at night until midnight.
- The Library has bolstered the Library instruction component of the web page, adding sections on writing a research paper, finding scholarly articles, citation formats, plagiarism, and finding information through the Library versus through Google. “Frequently Asked Questions” and a “Glossary of Terms” were also added.
- The Library has begun adding video presentations to the Library web site. Two presentations on the new APA style manual by Dr. Herring were posted in fall semester 2009.
- Three additional computers with Microsoft Office capabilities were added to the Library east wall in fall semester 2009.
- A required class in Library instruction was approved by College of Arts and Science department heads. The class is scheduled to begin in fall semester 2010. Along with existing required library instruction components in the Colleges of Business and Education, this means that every entering student will be exposed to information literacy skill building.
- The Writing Center was relocated to the Library in fall semester 2009.

C.2. Math Lab

The Math Lab Log recorded 108 visits to the Math Lab in Spring 2009 and 71 visits in Summer 2009. For both the spring and summer, students from the following courses were served: MA 311, MA 310, MA 305, MA 320, MA 450, MA 316, MA 331, MA 401, MA 301, MA 302, MA 421, MA 423, CS 317 and GBA 305. Math Lab employees provided an estimated 176.79 hours of tutorial assistance during the Spring 2009 semester, and during the 10-week Summer 2009 session, they provided an estimated 165.49 hours of tutorial assistance. The following majors were served during both the spring and summer terms: Mathematics, Mathematics (Licensure Track), English, Business Administration, Elementary Education, Computer Science, CSC—Computer Information Systems, Special Education, Justice Studies, and General Studies.

According to the logs 100% of the students requesting assistance were served. Results from the GSES (Summer 2009): 75.7% indicated that their level of satisfaction was at least "Somewhat High", while 65.7% of the 70 students indicating a "High" level of satisfaction with the services provided by the Math Lab.

Planned/Implemented Actions

- Promotional Strategies aimed at faculty, staff and students:
  - E-mail with an attached flier to post that includes Math Lab hours of operation, contact information, Math Lab electronic services (computers, programs available, DVD's, VHS's, etc.), hardcopy holdings from mathematics professors (i.e., keys to problems) and books. The flier is updated every semester.
  - Development of a Math Lab website that can be located using the "Student" Tab from the main ASU Webpage.

- Operations
  - Staff/Tutors Recruitment and Hiring Procedures: (a) search for new tutors takes place during the last half of each semester as vacancies warrant. (b) Posting of a matrix of students and their areas of mathematical competence in and around the Math Lab; (c) orientation for new tutors regarding procedures of the Math Lab (physical environs, important routine operations, i.e. written log, the computer log, essential phone operations, professional treatment of all visitors, and emergency management.
  - Extended evening hours.
  - Math Lab Director purges outdated or unnecessary equipment on a semi-annual basis and makes requests for all major furnishings and equipment purchases.

D. Distance Learning

D.1 Program Operational Outcomes: Productivity Measures

D.1.1 Enrollment and Credit Hour Production

Table 11. Distance Learning Enrollment and Credit Hour Production

Fall Term	Enrollment					Credit Hours		
	Total Enrollment (Headcount)	Enrollment in DL (Headcount- Taking at least one DL Course)	DL Enrollment as % of Total Enrollment	# of Students Enrolled in DL Courses Only	% of Students Enrolled in DL Courses Only	Total Credit Hours	DL Credit Hours	DL Credit Hours as % of Total Credit Hours
2004	2575	793	30.80%	-	-	24818	3692	14.90%
2005	2642	1430	54.10%	419	15.90%	25092	7673	30.60%
2006	2777	2005	72.20%	935	33.70%	26423	13633	51.60%
2007	3073	2511	81.70%	1386	45.10%	29166	17934	61.50%
2008	**3330**	**2828**	**84.92%**	**1689**	**50.72%**	**31753**	**21151**	**66.61%**

Enrollment in distance learning courses grew 4.7%, representing 84.4% of total enrollment. While enrollment in distance learning as percentage of total enrollment remains high, the rate of growth indicates a diminishing trend, suggesting that demand for distance learning courses may be leveling off. The same pattern applies to credit hour production.

Figure 15. Distance Learning Enrollment Trend (Fall 2003-2009)

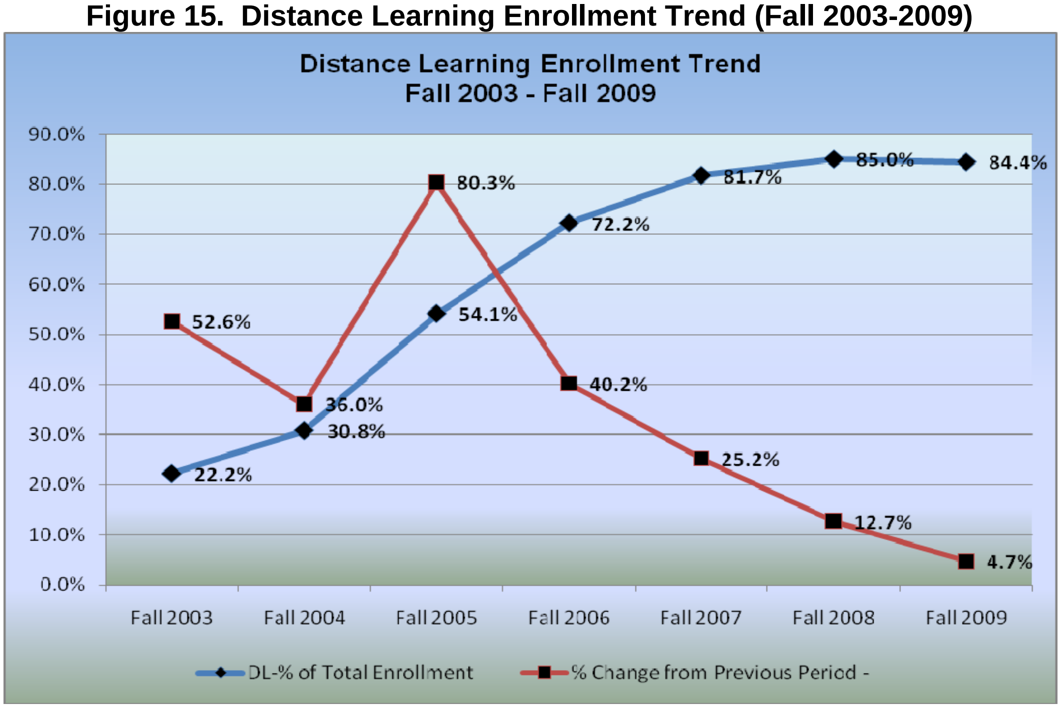
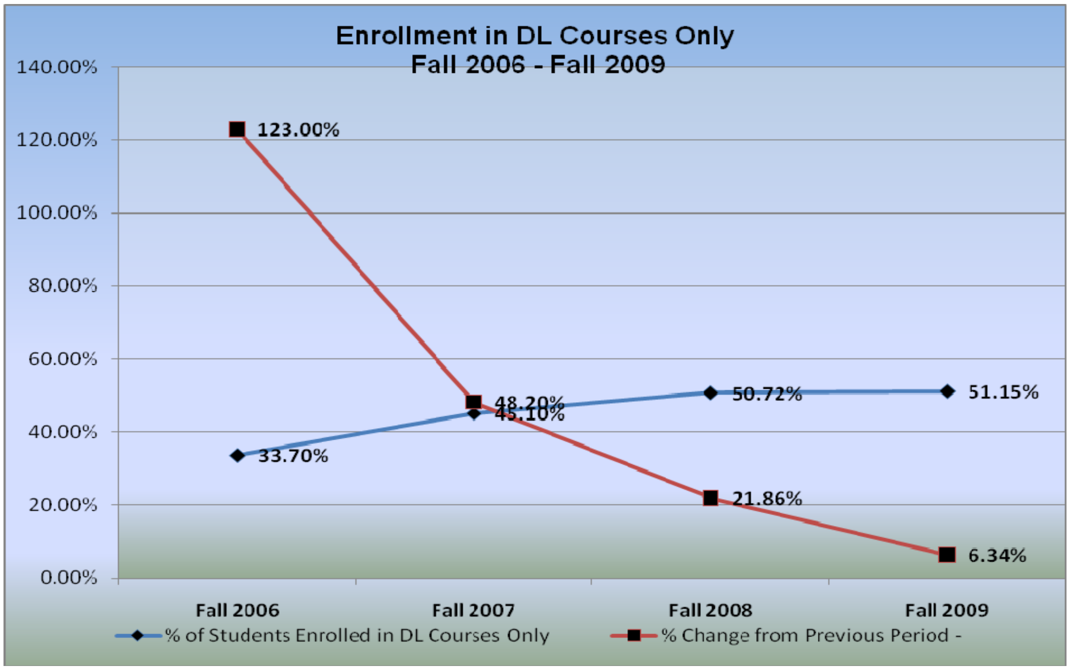


Figure 16. Enrollment in Distance Learning Courses Only (Fall 2006-2009)



D.1.2 Course and Class Offering

Table 12. Inventory of Distance Learning Courses and Classes

Term	Courses			Classes		
	Total # of Courses (DL & Trad)	# of DL Courses	% of DL Courses	Total # of Classes (DL & Campus-Based)	# of DL Classes	% of DL Classes
Fall 2004	411	67	16.3%	703	93	13.2%
Fall 2005	396	106	26.8%	676	143	21.2%
Fall 2006	400	176	44.0%	707	249	35.2%
Fall 2007	413	213	51.6%	737	318	43.1%
Fall 2008	**513**	**229**	**44.6%**	**733**	**347**	**47.3%**

D.2 Improvements to Instruction-related Infrastructure (Technology Resources)

IT continued to support a number of technology based tools to address some differences between traditional classroom delivery and technology-based delivery courses. The institution is utilizing TEGRITY, an asynchronous delivery tool that allows imbedding voice and video into on-line courses. This platform has features that allow students to see a white board that shows the instructor working problems and writing on the board. IT also supports WIMBA, which is both a synchronous and asynchronous methods of course delivery. Synchronous classes, which are totally interactive in "real time," are recorded and are available in an asynchronous format for replay by students.

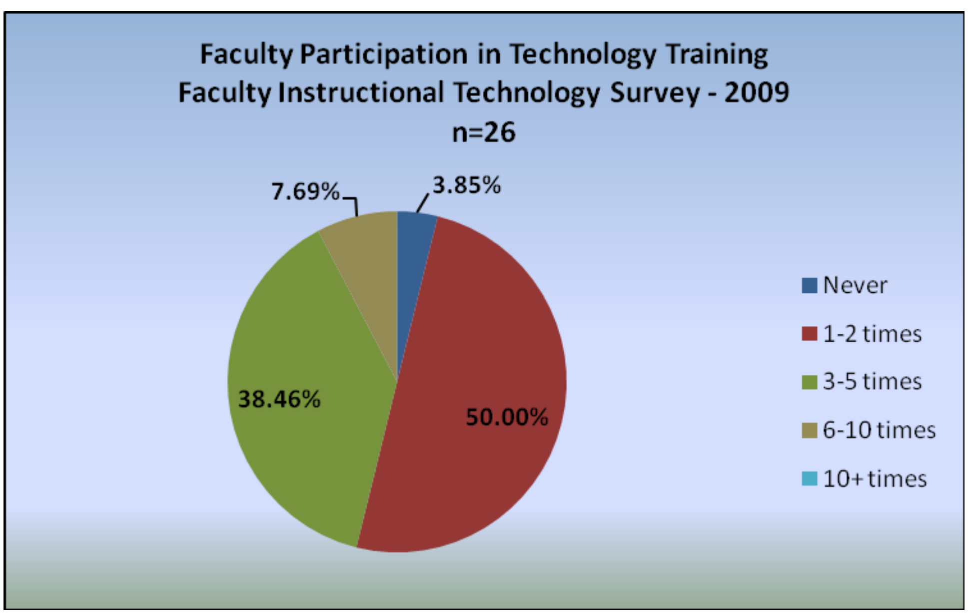
The University has contracted with SMARTHINKING, an on-line tutorial service, which provides subject area tutors free of charge to ASU students and have procured the service of a 24 hour technology service desk to assist on-line students who have problems accessing the course management system. Currently plans are under way to establish a Student Support technology office reporting to the Office of Vice President of Academic Affairs to support all student technology issues for the course delivery systems.

D.3 Faculty Professional Development (Technology-related)

The *Faculty Instructional Technology Survey (FITS)*, conducted annually by the Center for Instructional Technology (CIT), captures faculty members' usage of technology, training, and support services available to facilitate teaching and learning. Faculty training outputs captured through the CIT's internal records document faculty participation in training activities.

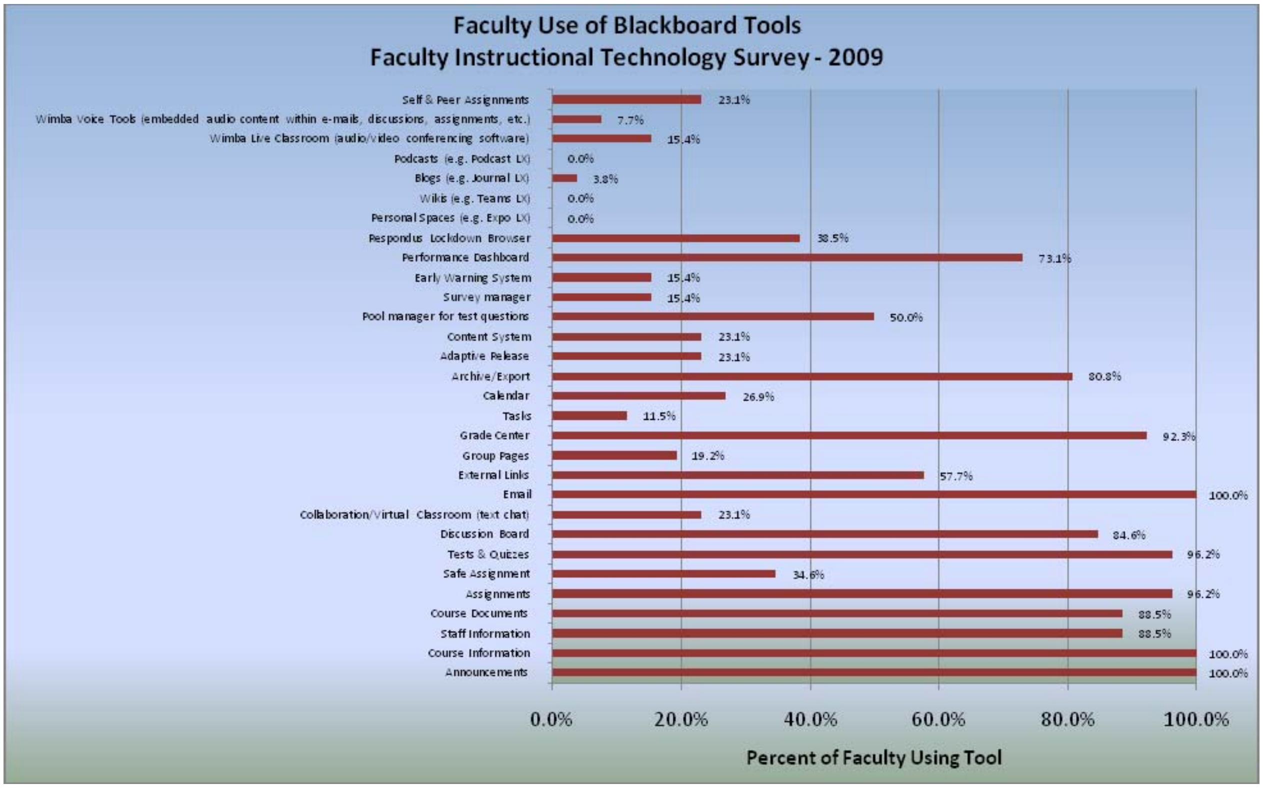
Data from the Spring 2009 FITS (n=26) indicated a 96% faculty participation in at least one technology-related training or webinar session. Over 95 percent (95.83%) "agree/strongly agree" that faculty instructional technology training is available upon request.

Figure 17. Faculty Participation in Technology-related Training



The same survey identified faculty's most commonly used technology tools in their courses. Increased use of more advanced tools available in Blackboard™ is expected in the future, as the Center for Instructional Technology continues to expand faculty training regarding instructional delivery.

Figure 18. Faculty Use of Blackboard Tools in Instructional Delivery



D.4 DL Assessment and Student Achievement

D.4.1 Assessment

Since standards and expected learning outcomes for all academic programs are the same for distance learning (DL) and traditional instruction, on and off-campus, assessment data for DL is captured through the institutional outcomes assessment process. However, faculty deliberations regarding additional assessment of distance learning continued across campus during 2008-09.

The following outcomes assessments were added to the analytical framework.

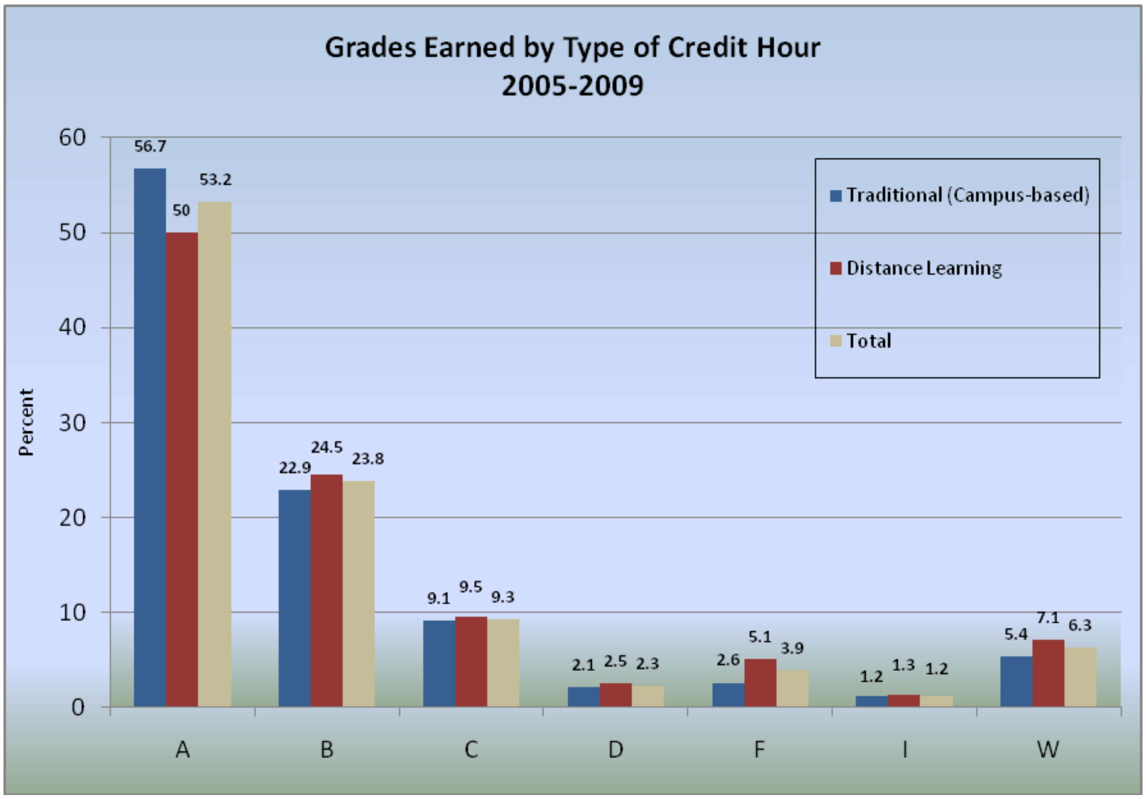
- Student Readiness: *"Should I Take a Distance Learning Course?"* Survey.

Prior to enrollment, the University provides all incoming students with the opportunity to access their own readiness for a distance learning environment through the This voluntary self-assessment instrument, administered online prior to the student's first enrollment in a distance learning course, captures a set of skills and life-styles associated with the likelihood of success in a distance education environment. Data results for 2009 indicates that approximately 95% of the students who took this survey (n=1202) scored above 5 points. This score suggests that the student has the basic skills to successfully complete an online course.

- Modality Assessment-Student Academic Profile (Grade comparisons)

Grade comparisons between online and traditional courses are conducted annually. Data results for academic years 2005 to 2009 indicate comparable performance (percentage-wise) between DL and Non-DL students regarding A, B, C, D, and I grades, and differences in grades F and Withdrawals.

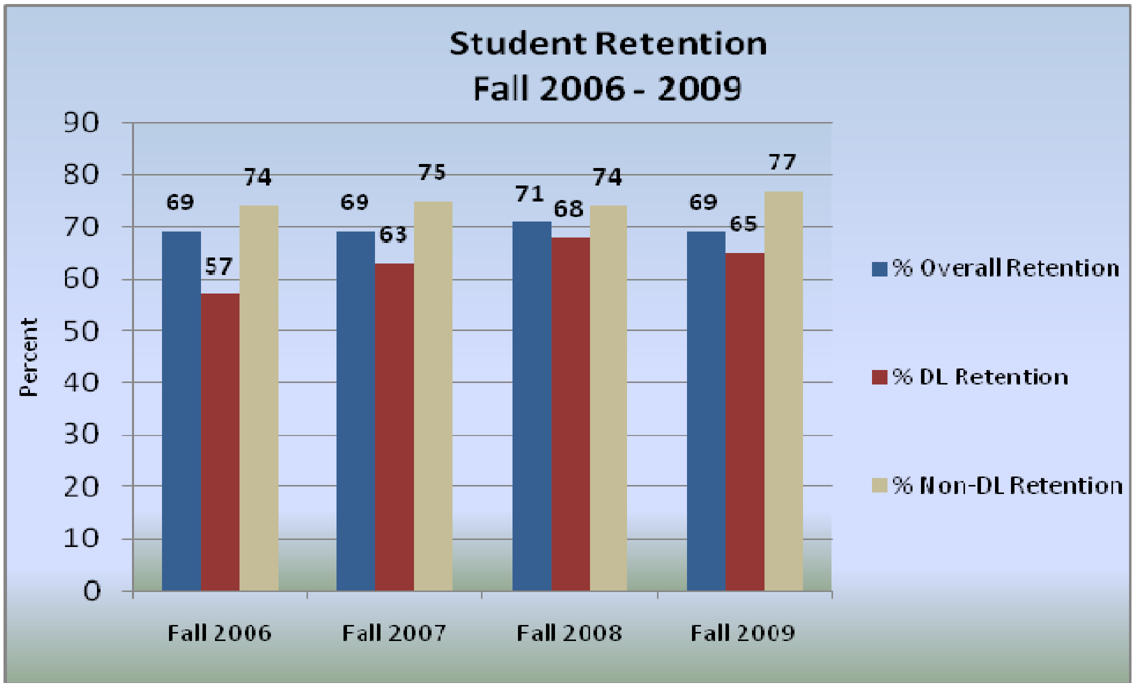
Figure 19. Earned Grades Comparison by Type of Credit Hour (DL Vs. Non-DL)



- Student Retention

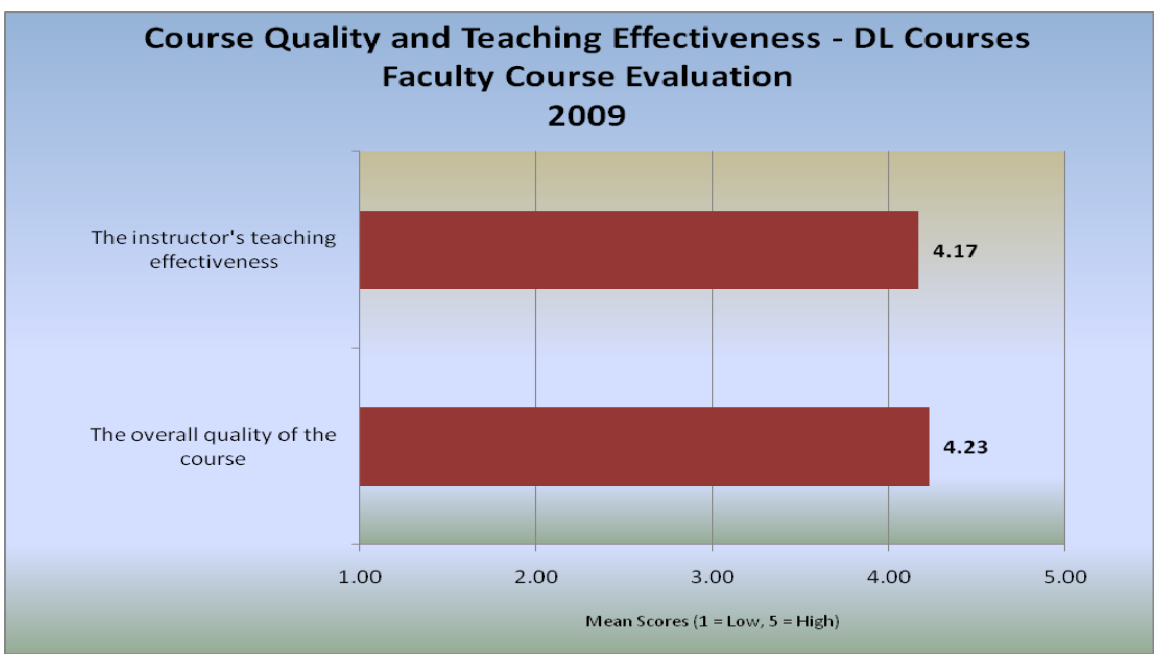
Comparative data on retention rates by delivery format from Fall 2006 to Fall 2009 indicates that DL students have lower retention rates than Non-DL students. However, the same analysis indicates a 14% increase in the retention rate of DL students compared to a 4% increase for Non-DL students. In making interpretations of the overall retention rate of DL students, external factors, other than the format itself, must be considered. This is of particular relevance to the University given that the student profile indicates that the majority of ASU students attends school on a part-time basis, works full-time, and has family obligations, all factors associated with lower retention rates.

Figure 20. Student Retention (Fall 2006 – Fall 2009)



- Course Content and Teaching Effectiveness – DL Courses (FCE, n=5592)

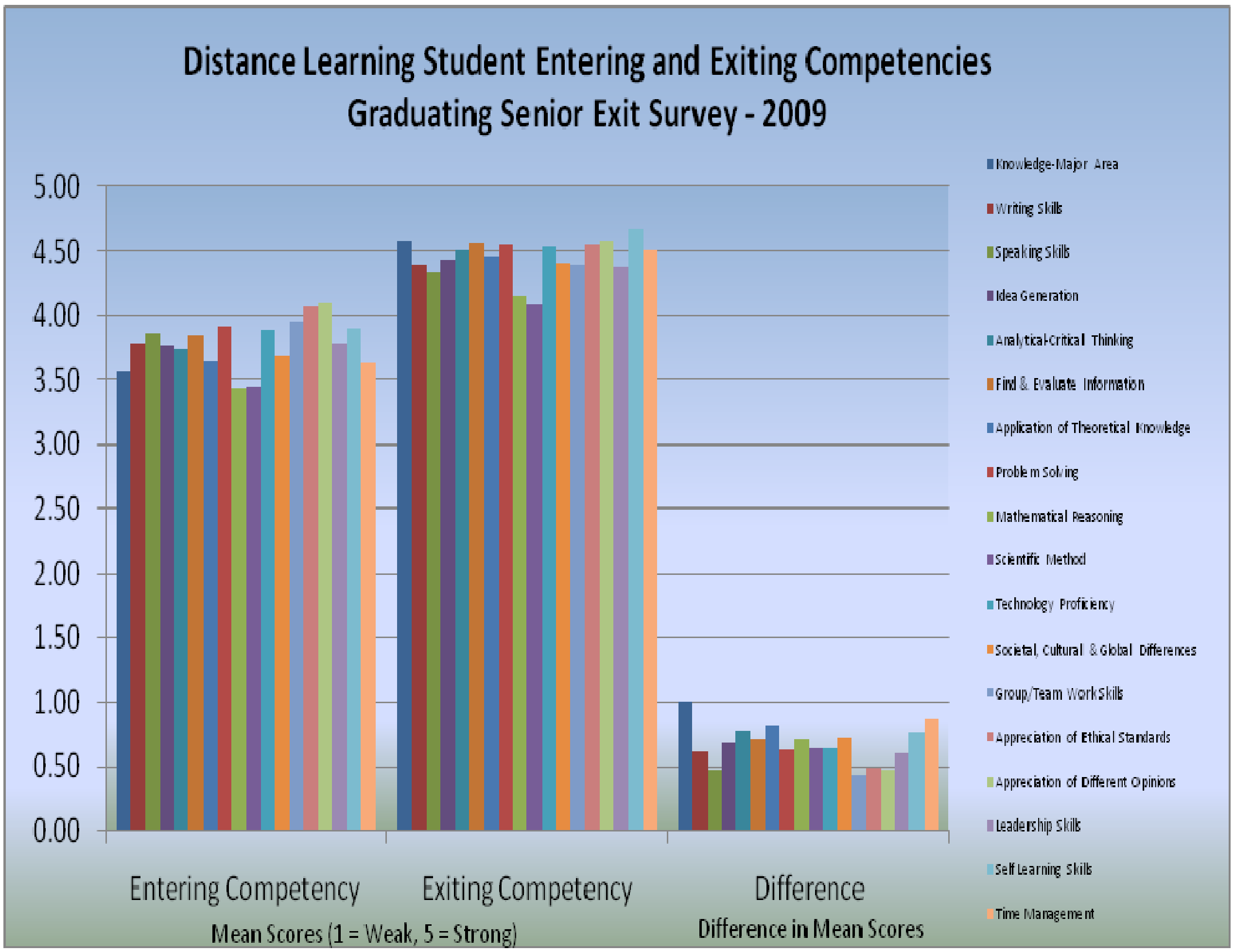
Figure 21. Course Quality and Teaching Effectiveness-DL Courses



As previously stated, in addition to the evidenced-based assessment used by faculty at the course/program level, the Graduating Senior Exit Survey, was revised to include a new section that captured students' self assessment of 18 entering and exiting competencies (KSA) competencies.

More detailed and sophisticated assessment methods may be available in the future as the faculty continues deliberations regarding assessment methodology of distance learning.

Figure 22. Distance Learning Entering and Exiting Competencies-DL

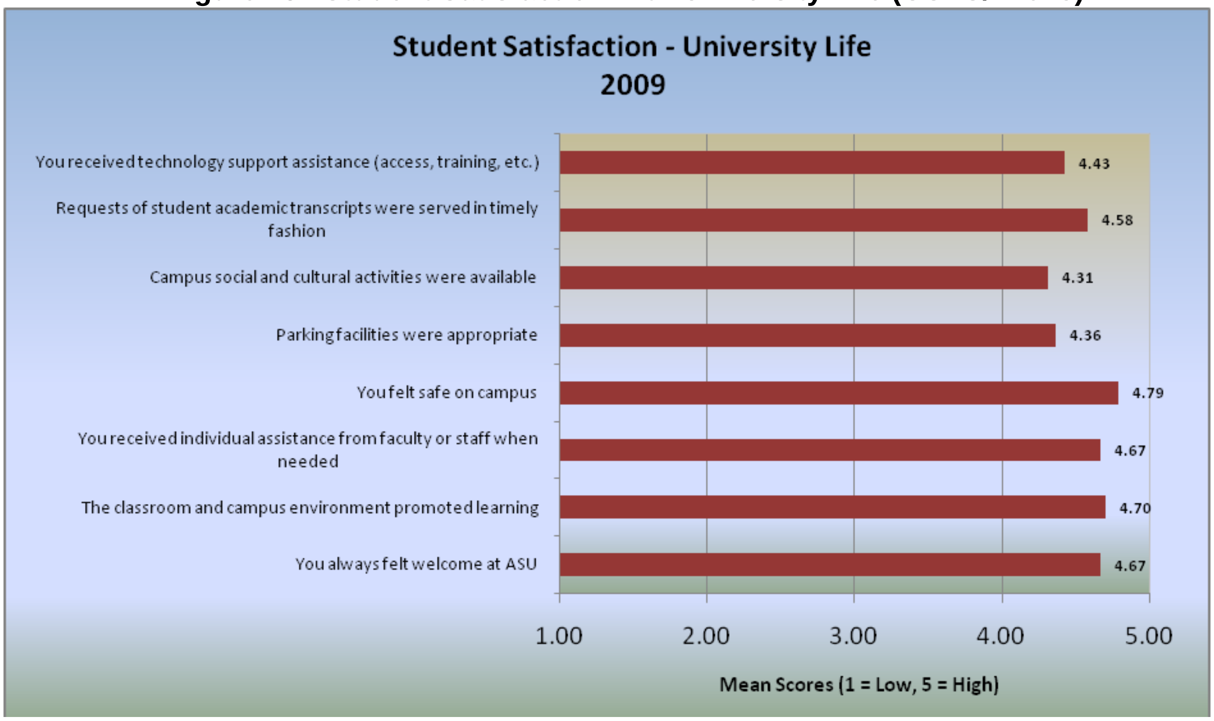


E. Student Support Services

E.1 Student Satisfaction: University Life and Student Services

E.1.1 University Life

Figure 23. Student Satisfaction with University Life (GSES/n=925)



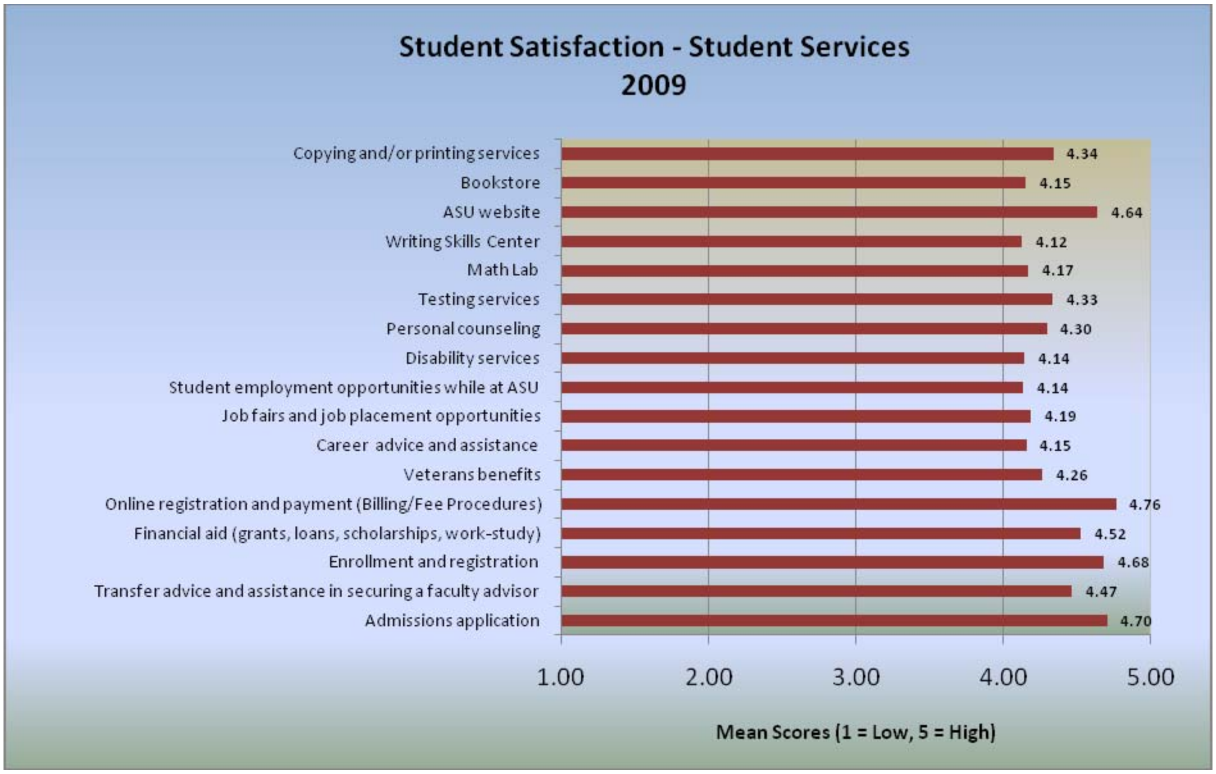
E.1.2 Student Services

Service delivery outcomes were measured at two-points in time: 1) at point-of-service, measured through the organizational unit's Point of Service (POS) Survey and, 2) at the time of graduation, measured through the Graduating Senior Exit Survey. Four service delivery elements common to all support services and measured via the POS surveys obtained quality mean scores as shown in Table 13 below.

Table 13. Point of Service Quality Ratings – Student Support Services

Common Service Attributes	Quality Ratings (Mean Scores)								
	2009								
	AR	CS	CLS	DS	R	SA	FS	TAC	VA
Accessibility of Services	4.03	3.96	4.06	4.46	4.63	3.40	3.84	4.55	4.29
Clarity and Helpfulness of Information	4.18	4.00	4.12	4.46	4.68	3.27	3.77	4.73	4.39
Staff Courtesy and Responsiveness	4.27	4.17	4.35	4.62	4.81	2.64	3.91	4.75	4.52
Timeliness in Providing the Service	4.16	4.13	4.24	4.62	4.71	3.21	3.97	4.62	4.25
Overall Satisfaction	4.22	4.04	4.13	n/a	4.77	3.10	3.80	4.66	4.48

Figure 24. Student Satisfaction with Student Support Services (GSES/n=925)



E.2 Improvements in Student Services

E.2.1 Admissions and Records

ADMISSIONS: The ARGOS programs reflected a total of 2,169 new applicants who applied for the 2008-2009 academic year, an increase of 3.5%. Eighty percent of the new applicants were registered online. The demographic profiles for these applicants/admitted students for the 2008-2009 academic year is Am/Black, Non Hispanic (Female - 242; Male - 112); American Indian/Alaskan Native (Female - 38; Male - 15); Asian (Female - 14; Male - 17); Hispanic (Female - 10; Male - 14); Multiracial Designations (Female - 15; Male - 13); Unknown/Not reported (Female - 5; Male - 3); Non Hispanic (Female - 1,058; Male - 611).

Inventory of available resources accessible to students include the capability to (1) apply and register online; (2) view and print their student transcripts online; (3) download the necessary forms needed to complete transactions (such as Change of Major, Change of Address, etc.); (4) view the institution's policies via the online or hard copy catalog.

There are a total number of eight employees in the Admissions and Records Office which handled, 6,540 telephone calls, 2,653 walk-in visits, 2,714 e-mails, and 811 fax communications in 2008-09 (based on internal logs of day-to-day operations). These numbers demonstrate the need for additional staff to increase the capability to better serve students needs for admissions and records services.

The capacity of students who have utilized the available resources for online registration compared to those who used the resource of registering in-house was (Spring Semester 2009) Online - 2,941, In-house - 888; (Summer 2009) Online - 2,342. In-house - 522; and (Fall Semester 2009) Online - 3,338 In-house - 658 The average processing time for a new applicant for admissions was 2 to 3 days due to having to wait on the signature page from the new student.

The signature page has now been removed thus the processing time has been reduced to one day, thus, processing time has been reduced by 67%. Students receive an email and a hard copy letter notifying them of their student identification number and their Athens State email address. The letter also notifies the students when they can register for classes, thus increasing our communications with the students. Students can now check their application status through the online application process.

Three-hundred fifty-one (351) students used the National Student Clearinghouse Transcript Ordering Service. Processing time has been reduced to 2 days, thus the processing time has been reduced by 33%. A total of 3,744 total transcripts have been processed since January 2008 and the processing time took 2 to 3 days from initial request to delivery/mailing the transcript. Currently, except for end of term processing, processing time has been reduced to 2 days from initial request to delivery/mailing the transcript.

An Admissions and Records Policy and Procedure manual has been updated. This will continue to improve the quality of the services provided and the effectiveness and efficiency of day-to-day operations.

A FERPA (Family Education Rights & Privacy Act) workshop will continue to be conducted annually each year for staff employees. Staff will also be encouraged to attend professional development conferences when available.

RECORDS OFFICE: The ZGAMOVE program has been used to correct errors on 8 students since August 2008 but has since been found to not be reliable so the program will no longer be used. Also, an ARGOS report has been generated everyday by receipt of an email with errors on Bad Ids, Names & Addresses. A total of 93 student records had errors and were corrected since August 2008. Sixty-four errors were made during the Fall 2008 semester; 18 errors were made during the Spring 2009 semester and 12 errors were made during the Summer 2009 semester. Employees are being made aware of these errors so as to prevent further mistakes in the future.

100% Statistical data accuracy has been achieved by requiring the students to apply for graduation online and verify their information before the graduation application is submitted.

Graduation clearance processing time has been reduced from 3 days to 2 days by using three employees in the Admissions and Records Office.

Retention Rate* was: 69% at the end of first year after initial enrollment. This is two percentage points lower than the 71% one-year retention rate for students entering in Fall 2007 (OIPRA analysis).

POS Survey: The Admissions and Records Services Point of Service Survey was implemented beginning with the Summer 2008 semester. The program exceeded the target mean score of 3.0 in each category. Quality ratings (% of respondents rating quality of services as high (5)or somewhat high,(4)and overall mean score were as follows: (1) Accessibility of services (Hours, Location, Phone, Electronic, Online)– 67% -Mean Score –4.03; (2) Clarity and helpfulness of information provided to you – 74% -Mean Score 4.18; (3) Staff courtesy and responsiveness – 78% - Mean Score – 4.27; (4) Timeliness in providing the services – 76% - Mean Score – 4.16; (5) Admissions webpage – 75% - Mean Score 4.15; (6) Records webpage – 74% - Mean Score – 4.11. Overall student satisfaction with the services provided was 77.3% with a Mean Score of 4.22. The results of this survey were based on 149 total students who took the survey.

GSES: Student satisfaction (% reporting high or somewhat high satisfaction, 4 and 5 in scale, and mean score with the following elements of admissions and records were as follows: Admissions Application Process = 93.3% - Mean Score 4.70; Transfer Advise and Assistance in Securing a Faculty Advisor = 86.8% - Mean Score 4.47; Enrollment and Registration = 93.58% - Mean Score 4.68. All areas exceeded the mean target outcome of 3.0. Eighty percent of survey respondents indicated high satisfaction with admissions and records service or a mean score of higher than 4.0 was achieved in all of the above areas.

<u>Planned/Implemented Actions</u>

- Request increase in budget to hire an additional person in the Admissions Office. This additional employee will help ensure that the Admissions processes run efficiently.
- Conduct FERPA Training for staff.
- Request additional funds for staff's professional development activities.
- Budget request postponed to 2011-12 due to current proration.
- Implement new online Orientation Program for entering and current students.

E.2.2 Career Services and Cooperative Education

Metrics obtained by Career Services were consistent with the current economic environment in North Alabama. In spite of an increase of 12.6% in employer participation (71 in 2007, 80 in 2008) and an increase of 9.4% in the number of students requesting Career Services (1079 in 2007, 1191 in 2008), student participation in job fairs, decreased by 50% from last year's figures (693 in 2007, 341 in 2008).

The decrease in student participation is directly attributed to the absence of one major employer, AMCOM, a defense-related source of employment opportunities for business and computer science majors, who was present in 2007 but not present in 2008.

Productivity measures for Career Services and Cooperative Education for 2008-09 reflect: (1) 214 job opportunities or announcements; (2) 288 students referred for positions; (3) 31 students hired (estimate based on current market conditions since students and employers do not report on actual hiring); (4) 82 students placed in cooperative education (n=33)and other related applications (n=49). Estimated financial impact of student salaries is $1.15 million and a placement rate of 1 for every 2.4 applicants.

A total of 488 student inquiries (in person, online, phone, fax)regarding various career-related services were received and addressed, including 64 career planning advise, 14 interview preparations, and 71 resume-writing assistance.

Event Survey-NACPED Job Fair: Results are based on 21 participants who completed the survey. Among respondents, 95.2% rated employer participation as "high" or "somewhat high", obtaining a mean score of 4.52. Overall satisfaction with this job fair cannot be established at this time since the number of respondents (n=83) that actually participated (n=21) does not match. Note: The existence of the NA answer option raises reliability concerns in the survey results suggesting that respondents may have either evaluated the job fair without actually participating, or chose not to answer all applicable questions consistently. The program, in coordination with OIPRA and all concerned student services units will revise the survey.

Results from the Career Services POS Survey shows that 72% of respondents rated the quality of service elements as "high" or "somewhat high". Quality ratings obtained mean scores ranging from 3.96 to 4.17, out of a maximum possible rating of 5.0. The areas with the lowest scores were the accessibility of services and job listings. Please refer to Action Plan.

Results from the Career Services POS Survey for employers present at the job fair indicated 91% of employers rated the job fair 8.0 or higher (scale of 1 – 10). The atmosphere and the number of students were the most mentioned "what I liked best". Suggestions for improvements included "larger area and name tags should also show major and graduation date". No changes are anticipated for 2010.

Results from the Graduating Senior Exit Survey indicate "high" or "somewhat high" satisfaction with the following career services-related elements: a) career advice and assistance, 72.53%; b) job fairs and job placement opportunities, 72.48%; and c) student employment opportunities while at ASU, 67.17%. Satisfaction mean ranged from 4.14 to 4.19.

Planned/Implemented Actions

- Continue efforts to attract a variety of employers of high interest of the students and alumni.
- Review assessment instrument-Event Survey to address potential reliability concerns caused by the "Not Applicable" alternative.
- Increase communication efforts to students regarding accessibility of services and availability of job listings.

E.2.3 Counseling Services

Baseline information was presented for 2008-09: 175 students were served in the areas of mental health, career/graduate school decisions, and disability issues; and, 56 faculty/staff consultations were made. Counselor increased awareness of mental health services through two on-campus presentations and four off-campus presentations. Two mental health articles were published in The Athenian and an email was sent to all students at the beginning of each semester.

The overall satisfaction of Counseling services provided as indicated on the CSPOS was 75.1%; however, service quality ratings ranged from 4.00 to 4.35. Student respondents rated staff courtesy/responsiveness and timeliness of providing services as high or somewhat high (82.3%). Student respondents rated clarity and helpfulness of information provided to students as high or somewhat high (82.4%). Student respondents also rated the Counseling Services website as high or somewhat high (83.4%). Although results from the GSES are comparable (72.7% satisfaction), there is some indication that students that did not use the services still evaluated the services by failing to mark the “non applicable” answer choice. There were 403 students who responded to the question concerning personal counseling on the Graduating Senior Exit Survey. Only 175 of these students utilized counseling services in 2008-09; therefore, 228 of the student respondents never used counseling services (56%).

The Needs Assessment survey was developed but was not implemented in 2008-09.

Planned/Implemented Actions

- With baseline information present, services to students will be measured and increased by 5%.
- Counselor will continue to advertise to increase student awareness and participation for services: brochure will be published in hard copy and placed on website; mental health articles will be published in every issue of The Athenian; and, mental health referral resources will be increased on the website.
- Both the CSNA and CSPOS will be made available via the Counseling Services website in 2009-10, and results will be made available from OIPRA to Counseling Services staff for evaluation after each semester.
- A recommendation will be made to the Vice President of Enrollment Management that a CAS (Council for the Advancement of Standards in Higher Education) evaluation of mental health services standards and guidelines be conducted within the next two years. Additionally, the CAS Self-Assessment will impact institutional effectiveness, student learning, outcomes assessment, and quality assurance; and it will serve to aid in the development of an appropriate action plan for improvement.
- Over 29% of the students responding to the GSES indicated a need for assistance in managing time effectively to accomplish work; therefore, the counselor will develop two electronic fact sheets regarding time management and stress management skills to be sent via email to all students. This targeted approach will help familiarize students with services available through personal counseling.

E.2.4 Disability Services

The number of students claiming Disability status during 208-09 was: Fall 2008 63 students (31.7% College of Arts & Sciences, 31.7% College of Business, 36.5% College of Education); Spring 2009 59 students (28.8% College of Arts & Sciences, 30.5 % College of Business, 40.7 % College of Education); Summer 2009 40 students (30% College of Arts & Sciences, 30 % College of Business, 40% College of Education).

Disability claims included a wide range of conditions from learning to physical disabilities. Approximately 37% to 41% of all claims involved students with multiple disabilities. The number of students provided with Disability Services as requested by issuing Letters of Accommodation to faculty was 64 letters for 21 students Fall 2008, 56 letters for 20 students Spring 2009, and 16 letters for 9 students Summer 2009.

Academic Profile: Overall, GPAs of students with disabilities are comparable with the overall ASU student GPAs as follows: Fall 2008 DS Students GPA 2.9719 – Overall Students GPA 3.0995; Spring 2009 DS Students GPA 3.0932 – Overall Students GPA 3.1136; Summer 2009 DS Student GPA 3.1159 – Overall Student GPA 3.1662. Nine students with disabilities completed their degrees during 2008-09.

Internal documents show some of the tools/services provided during 2008-09 included: note takers, interpreter, test reader, test scribe, extended time on exams and in-class projects, enlarged print materials, alternate test site with a proctor, oral testing, preferential seating, audio recorded books, audio record class, use of electronic speller or four-function calculator, wheelchair accessible building/classroom, adjustable desk or table in the classroom, and portable amplification system.

Using ADAAG guidelines, the Disability Services staff, physical plant staff, and the ADA/504 Compliance Committee completed assessing the physical accessibility of the outside and inside of existing buildings of the ASU main campus and university centers. The Fall 2008 Accessibility Evaluation Report identified various areas of non-compliance, i.e., strobe light alarm systems inside buildings, accessible door handles, handicap stickers on tables, handicap signage for elevators and restrooms, adjustment to door tensions, adjustment to door threshold heights, renovations of some restrooms for compliance, water fountains too high, add accessible parking spaces, repair some sidewalks, signage of accessible routes on campus, and install automatic door openers. The ADA/504 Compliance Committee included recommendations for compliance in the Fall 2008 Accessibility Evaluation Report. Most major changes for compliance will be addressed with future renovations of several buildings. The completed Fall 2008 Accessibility Evaluation Report has been submitted.

For 2009-2010, the annual Accessibility Evaluation of the main campus and university centers has been revised to a bi-annual assessment and report due the infeasibility of an annual assessment. The next Accessibility Evaluation of the ASU main campus and university centers is scheduled for 2010.

The Alabama Assistant Attorney General/Alabama ADA Coordinator visited the ASU main campus to assist the ADA/504 Compliance Committee in identifying areas of non-compliance overlooked during the Fall 2008 Accessibility Evaluation and to make recommendations to ensure access to ASU programs and services. Various areas of non-compliance were identified and recommendations made. Examples of non-compliance are: restroom mirrors too high, some door tensions too tight, water fountains extend too far from the wall, service counters too high, room entrance doors to narrow for wheelchair access, additional handrails needed at some ramps and sidewalks, lack of accessible aisles next to accessible parking spaces. The completed Summer 2009 Accessibility Evaluation Addendum has been submitted. The next bi-annual visit to Athens State by a representative from the Alabama ADA Coordinator Office is planned for summer 2011.

In the Student End of Term Surveys, the students reported high marks, mean of 4.40 (low = 1 to high = 5) or 80% for the overall accessibility of the ASU campus. No new barriers were identified by the respondents.

DSSS: The Disability Services End of Term Student Survey showed an average mean of 4.03 (out of a possible maximum rating of 5.0) for overall helpfulness of the services and/or auxiliary aids to facilitate the learning experience. Approximately 82% of respondents rated the helpfulness as "high" or "somewhat high". The Disability Services End of Term Student Survey also indicated that 82.9% of respondents rated the quality of services provided as "high" (5) or "somewhat high" (4), exceeding the target outcome of 80%. Quality mean scores for all service elements ranged from 4.40 to 4.62 out of a maximum possible rating of 5.0.

DSFS: The End of Term Faculty Survey showed a mean of 4.40 (low = 1 to high = 5) or 80% of respondents indicating "high" or "somewhat high" helpfulness from the Disability Services Office when accommodating students with disabilities. Faculty ratings concerning the effectiveness of the accommodations provided to the student with disabilities showed a mean of 3.75 (low = 1 to high = 5) with 50% rating effectiveness as "high" or "somewhat high" and 50% rating it as average. There were no low ratings of 1 or 2.

The Graduating Senior Exit Survey indicates a mean of 4.14 (low = 1 to high = 5) or 61.14% satisfaction with the services provided by the Disability Services Office as rated by 229 graduating seniors. Given the differences of data findings between the GSES and the DSSS, further analysis is needed.

Planned/Implemented Actions

- Revise the End of Term Faculty Survey to address data validity concerns. There is some evidence that the question related to the difficulty of faculty providing accommodations to students with disabilities presents validity concerns due to lack of clarity as to whether the difficulty levels refers to the natural difficulty of serving students with disabilities even with the assistance and support of the Disability Services Office or the difficulty in providing specified accommodations. Therefore, this question item in the faculty survey will be modified for the next assessment cycle.
- Graduating Senior Exit Survey: Disability Services will continue to monitor the long-term satisfaction of their services as reflected in the Graduating Senior Exit Survey given the discrepancy in the high quality scores obtained in the Disability Services End of Term Student Survey. At this point, results from the End of Term Student Survey appears to be more accurate since the student evaluation of the services takes place in the same term in which the services were received. On the other hand, the Graduating Senior Exit Survey ratings rely on student memory which can be argued may not be as accurate.

E.2.5 Recruitment

In 2008-09, the recruiters made contact with 3792 students through recruitment events, representing an increase of 22% over last year. During the Spring 2009 term, recruiters began using the Banner Recruiting module. Preliminary reports indicate that 60% of the prospective students contacted by the recruiters during spring and summer term have enrolled in classes.

Enrollment of new students totaled 1877, an increase of 4.6% from the previous year. Two-hundred fourteen (214) recruitment sessions and college fairs events were conducted, of which 23 were targeted recruitment efforts. The target goal of 5% increase for recruitment events was not met due to budget constraints; nonetheless, targeted events were increased by 64% and there was an increase of 33% over last year in participation at transfer programs. Recruiters visited all 22 community colleges and two of the technical school members of the Alabama Community College System (ACCS) and also attended two transfer programs in Tennessee. Ninety-three percent of respondents indicated "high" likelihood of applying for admission to attend ASU. Recruitment budget for 2008-09 totaled $12, 452.00, of which printing and travel expenses accounted for 69.3% and 27.8%, respectively with an estimated cost per student contact (n=3792) of $3.28.

Results from the Recruitment Services POS Survey indicated that 93.5% of respondents rated the quality of services as "high" or "somewhat high". Quality ratings mean scores ranged from 4.63 to 4.81 (max possible=5.0) and 97% of respondents reported a "high" or "somewhat high" satisfaction with recruiting services.

Planned/Implemented Actions

- Currently recruiters are collecting data from prospective students and inputting information into Banner Recruiting. This tool will allow recruiters to track students from initial contact and follow them through the admission process. The baseline has been established during this recruiting season. Data from Banner reports will be used to determine the percentage of recruited student that actually enrolls.

E.2.6 Student Activities

The Office of Student Activities continued to struggle with the impact of an increasing online student body and budgetary restraints due to proration. The office is fully aware that major actions must be taken to correct program deficiencies identified through the assessment process. However, at this time, the office is preparing for the start of a new Vice President for Enrollment and Student Services. Further actions are expected as the new vice president sets new directions and initiatives. However, at this time the timeline for a possible new agenda is not clear, although short-term goals for Student Activities' improvement will continue during the 2009-10.

Due to budget restraints, resources were not increased; however, Student Activities managed to implement two new events: “Back to School Outdoor Movie Night” and “Great Debates” (in honor of African American History Month). The Student Activities Office continues to stress the increasing costs involved in conducting activities and the need for budget increases. Alternative ways to increase resources for student activities are being sought. In addition, the office continues to struggle with low student participation as a result of an increasingly online student body.

Results from the Student Activities Preference and Awareness Survey showed that 64% of the students surveyed were aware of campus activities, 54% were aware of the clubs and organizations, 82% were aware of the campus newspaper. Results showed that 82% of the students preferred to learn of events through their ASU’s Webmail and 58% would attend events if their work schedule would permit. Students also listed weekends as the preferred time to hold events by 64%. Note: Survey response was low (n=11), therefore the reliability of the data cannot be established.

Although 83.2% of students rated their overall satisfaction with the activities/events conducted as "high" or "somewhat high" (mean score=4.28), satisfaction with the office at the time of service was low (46.6%). Quality ratings mean scores ranged from 2.64 to 3.40 (max=5.0). Although the reliability of the data cannot be established due to low response, current student perceptions represent a major challenge for the Office of Student Activities. However, among graduating seniors, over seventy-seven percent (77.67%) of respondents indicated "high" or "somewhat high" satisfaction with the availability of social and cultural activities on campus. This result may indicate that given the high number of students enrolled in distance learning, the current level of activities available on campus are appropriate. Further data is needed to get a clear picture of student opinions and intended participation in extracurricular activities.

<u>Planned/Implemented Actions</u>

- Improve publicity of upcoming events by emailing all students. Efforts will be made to have better communication among students. SGA members will encourage participation by announcing upcoming events in class and writing on the whiteboards. Information regarding events will also be posted in visible areas.
- Review the inventory of annual activities to accommodate student preferences and availability.
- Continue to submit a written request for a budget increase during the departmental budget hearing.
- Develop a short-term plan of activities that accommodate student preferences and availability as identified by the Student Activities Preference and Awareness Survey.

E.2.7 Student Financial Services

The 2008-09 audit is in process. The Audit report for 2007-08, on file with the Office of the Vice President of Financial Affairs, revealed no findings.

Over three-thousand (3188) federal aid applications indicated Athens State University as a school choice in 2008-09 academic year. Of these applications, 2076 received federal funds totaling $16,888,652.00 through Athens State University for an average of $8132.00. This funding represents an increase of 25.7% over federal funding in 2007-08. Program records reflect funding sources and amounts as follows: Pell Grant, $3,282,517.99; SMART grant, $58,000.00; TEACH grants, $162,000.00; SEOG, $65,724.00; FWS, $100,000.00; Student Loans, $13, 046,025.00

Point of Service Survey indicates that of 76 respondents for overall satisfaction with services in78.9 % indicate satisfaction levels ranked at 3 out of 5 or higher. These results are slightly lower than the target of 80%. Results from the GSES indicated that 86.33% of students were highly or somewhat satisfied with the services, translated into a quality rating of 4.52 (max possible=5.0).

Planned/Implemented Actions

- Web page enhancements for the self service section of website
- Ongoing training for customer service

E.2.8 Testing Services

More than 90% of all requests for tests were provided. The anticipated increase in services provided was 2%; however, as of November 2009, the increase in service was at 48%. This increase is attributed primarily to the rise in proctored exams. All publication materials related to testing were edited for clarification and consistency

The Point of Service (POS) target outcome was for 80% of respondents to rate the testing services as highly satisfactory. The actual high satisfaction rating was better than 95%. The Graduating Senior Exit Survey (GSES) indicated that 91.8% of respondents were satisfied with Testing Services.

E.2.9 Transfer Advising Center (TAC)

The TAC Counselors helped approximately 90% of all new students by evaluating general education requirements, preparing plans of study, and assigning faculty advisors to all degree seeking students. With the implementation of on-line program guides, TAC Counselors estimate that processing time in the review of students' transcripts was reduced. By cross-training and staff meetings the TAC Counselors are 99% consistent in counseling with new students in the general education requirements area.

The TAC can tell through our POS surveys that students who seek our services do confront fewer problems than those students who do not utilize the TAC. The TAC gives new students information to help them understand the requirements to obtain a bachelor's degree from ASU and emphasizes the importance of meeting with the assigned faculty advisor.

The POS overall satisfaction for satisfied and highly satisfied with the TAC was 91%; staff courtesy and responsiveness was rated from satisfied to highly satisfied with 93%, and clarity and helpfulness of information provided was 92%. The GSES showed the TAC had 87% somewhat high to high satisfaction on transfer advice and assistance in securing a faculty advisor, with a mean score of 4.47 (max possible=5.0).

E. 2.10 Veterans Affairs

The annual review from the State Approving Agency showed no findings.

The POS survey shows the Veterans Affairs Office had an 86.9% overall satisfaction rate with services and quality ratings range from 4.20 to 4.52. These results are in contrast with the findings of the GSES, which indicated a satisfaction rate of 66% (somewhat high to high). This inconsistency in the level of satisfaction raises two concerns: (1) data findings may be affected by responses from students who receive other VA benefits not handled by the Veterans Affairs Office (state VA benefits and tuition programs for the military), and (2) non-veteran status students answered the questions, rather than selecting the “not applicable” alternative (i.e. 270 students answered this part of the survey, but only 30 VA students graduated during the 2008-2009 academic year that received benefits under the federal GI Bill).

Planned/Implemented Actions

- Work with OIPRA and the Business Office to secure reliability in both the question item and the way respondents can answer the question.

F. Administrative Support Functions

F.1 Auxiliary Services

The annual audit conducted by the State of Alabama Examiners of Public Accounts dated May 5, 2009, was issued on June 22, 2009. The University received a clean audit with no findings. The University's paper cost decreased by 15.7% from the previous year which the University believes is directly related to print vending software purchased and installed with the past 24-36 months. The bookstore commissions received as part of the University's contract with Follett increased by 24.8% and the online sales represented 36.1% of New Book Sales. Additionally, the online dollar amount of sales increased from $222,570 to $315,707 representing a 41.8% increase. The University's current contract with a third party vendor to provide food services provides for a flat-rate payment with no margin for increase. The previous contract commissions were based on a percentage of sales.

The University did not transfer any funds from the general unrestricted fund to fund auxiliary operations. All auxiliary operations as a whole operated as a self-supporting fund and actually transferred $100,000 to the University's unexpended plant fund to assist with University capital renovation and improvement projects.

The University received an overall average mean score of 4.20 for bookstore services and an overall average mean score of4.37 for copying and/or printing services on the Graduating Senior Exit Survey. This exceeded the 3.0 achievement goal and represented an 86% overall satisfaction rating for the auxiliary services represented on the survey. A POS Student Satisfaction Survey has been drafted but no POS survey was in place during the 2008-2009 Academic Year. Follett Higher Education conducts their independent survey every other year. Since a survey was conducted during the 2007-2008 Academic Year, there was no data collected for the current year. Follett HE partners with AboutFace to create The Follett Secret Shopper Program utilizing anonymous third party individuals. For the months of November 2008, January 2009 and April 2009, the Follett University Bookstore on the Athens State campus received an average 89% approval rating.

<u>Planned/Implemented Actions</u>

- The University's contract for food services provides for a set amount to be paid monthly and does not have increases based on sales volume. The University's goal is to provide a service to the students and feels that the most efficient way to do this is to contract the service out to a third party vendor. Since the University is largely a commuter school and due to the minimal number of students who patronize the on-campus food services, the only way to secure a vendor to provide food services was to enter into a flat-rate contract. As part of this agreement, the University will work with the vendor to establish a system to capture student satisfaction.
- The University has developed a draft POS survey to capture data relating to student, faculty and staff satisfaction of services provided by the University's auxiliary enterprises. The survey will be made available beginning Spring 2010. Upon the implementation of the Business Office webpage, the University will also develop a link for auxiliary services. As part of this link, students will be able to access the survey and made comments and suggestions relating to auxiliary services provided by the institution.

F.2 Business and Financial Affairs

The State of Alabama Department of Examiners of Public Accounts audited the financial statements of the University for the fiscal year ended September 30, 2008. The audit was conducted in accordance with auditing standards generally accepted in the U.S. of America and the standards applicable to financial audits contained in the Government Auditing Standards, issued by the Comptroller General of the U.S. The Independent Auditor's Report dated May 5, 2009, gave the University an "unqualified opinion." The report and financial statements were released on June 22, 2009.

As part of the SMART Governing Plan, the University is required to submit data quarterly to the State of Alabama Governor's office. The University's quarterly online reporting was submitted accurately and timely without errors or exceptions for all quarters for the current fiscal year.

The University had no audit findings for the audited financial statements for the fiscal year ended September 30, 2008. The University has developed the initial stages for electronic approvals in the Banner TEST database, but the approvals have not been put into PRODUCTION. All bank reconciliations were completed by the end of the following month; however, not all reconciliations were completed by the 10th of the following month. The University turned over approximately 18% of student receivables for collection during the 2009 fiscal year. This high percentage was due to a change in the philosophy regarding when student accounts are to be turned over. As a result of the current audit climate, the University is taking more aggressive measures to insure that student accounts are collected.

The Business Office (POS) Survey was completed in February of 2009 and implemented for the Summer Term 2009. The mean score on a scale of 1 to 5, with 5 being the highest, was 4. This represented an overall 80% satisfaction rating of those taking the survey. In order to get better participation, the University is going to email all students to make them aware that surveys are available and briefly explain how these surveys are to be completed.

The University has successfully migrated to external hosting of its payment server for tuition and fees and applications. The online applications were successfully implemented in November of 2008. All "current" billing statements are sent electronically to students. The down time required for routine maintenance and upgrades represents less than 1% of the total time. After hours monitoring by University personnel has been decreased almost 100%. On occasion, the University is required to implement Banner integration kit upgrades or other mandatory software upgrades that must be done after hours. Although student processing time has been reduced, there is no way to currently capture the percentage reduction.

As explained under Assessment Method 2.2, the Business Office Point of Service Survey indicated that overall 80% of the respondents were satisfied with the services provided by the Office of Financial Affairs and the Business Office. The Graduating Senior Exit Survey indicated a mean score of 4.77 on a 1 to 5 scale, with 5 being highest, for online registration and payments. This mean score represented 95% student satisfaction.

Planned/Implemented Actions

- The University will re-define the Banner TEST approval parameters and thoroughly test the approval process in the TEST environment. Upon testing being completed, the University will deploy online approvals to PRODUCTION using specific departments. The conversion will be done by phases with a goal of total conversion within two years.

- Due to the large volume of online payments using all major credit cards as well as electronic checks and ACH transactions, the University does not feel that the 10th of the following month is a reasonable time for bank reconciliations to be completed. The University will extend its target date for reconciliations to be completed until the 15th day of the following month. The University will also bring down online payments on the 3rd working day before the last day of the month to assist in getting a good cut-off at month end which will help reconciliations be complete by the target date. Additional people will also be trained in the bank reconciliation process to assist the person who is primarily responsible in the case of absence or other circumstances.
- As a result of more stringent audits and more focus on student accounts receivable, the University has changed its philosophy on debt collection. As part of this new philosophy, the University will turn over accounts for collection after they are one semester old. Due to the new anticipated frequency of turning over accounts, the goal of only turning over .5% of accounts for collection is no longer reasonable. The University has implemented a system for reporting attendance for financial aid disbursement purposes. With this new system in place, the University hopes to minimize the disbursement of financial aid funds to recipients who are ineligible and thus controlling the number of delinquent accounts. As part of this new process, the University's goal is to turn over no more than 10% of accounts receivable for collection.
- The University will continue to utilize technology in processing student transactions and will continue to look for methods to improve how business transactions are processed. The University has successfully implemented the use of Commerce Manager to process student application payments and is planning on adding a module to process Concert Lecture transactions as well as other miscellaneous payments to the University. The University is also looking at new technology for the direct deposit of student financial aid and refund checks. This would reduce the processing time for the University when processing refund checks and drastically reduce the waiting time for the students who receive these checks. Currently, there is no way to capture the actual percentage time reduction in the processing of such transactions; however, the University will re-evaluate the assessment of the processing time.
- The University will continue to utilize the aforementioned technology to reduce paper and material costs within the Business Office. The University experienced an 18.6% reduction in paper costs which was just below the target reduction of 20%. The University does expect the savings to level off and will revise the target savings goal; however, the implementation of direct deposit for student refund checks would greatly reduce supply costs, specifically the cost of paper checks.

F.3 Campus Security and Safety

Although Athens State University remains a safe place for students, faculty, staff, and visitors, there was a slight increase in incident reports during 2008-09: two accidents, 2 thefts, and a drug law violation, prompting the office to increase its security measures.

SchoolCast® replaced *e2Campus®* as the institution's emergency notification system because its service is equal to or better and is less expensive. This system maintains campus-wide awareness of safety. The technology continues to provide the students, faculty and staff with a Mass Emergency Notification System for campus safety. This system communicates swiftly and effectively with all employees and students at once via Mobile, Phone, Desk or Home Phone, email and Web. This notification system provides employees and students with emergency conditions on campus, university closings and delayed openings due to the weather or other events and other situations requiring rapid notification.

Results from the Graduating Senior Exit Survey indicated that 96% of the respondents “feel safe on campus”.

Planned/Implemented Actions

- ASU has plans for purchasing and installing additional security equipment on campus.

F.4 Human Resources

The State of Alabama Examiners of Public Accounts audited the University' annual financial statements for the year ended September 30, 2008. The University was given an "Unqualified Opinion" in the Independent Auditor's Report

The annual Uniform Guidelines Report summarizes the successful procedures conducted for every job vacancy. All searches were conducted in compliance with the Uniform Guidelines Report, kept on file in the OHR, but the Report will not be available to the public until the reporting format has been updated by the State Office. Although 100% of the applications received at ASU are expediently responded to, the processing time has not been measured in 2008-2009. The HR website is in its third year of development as a link to the ASU page. Traffic statistics for this webpage will be collected beginning in Fall 2009.

Each month an ACH report is generated by the payroll office to indicate the existence of any payroll errors in the pre-note report of the direct deposit process. There have been no bank errors or errors on the part of ASU for 08-09.

Planned/Implemented Actions

- A process will be implemented for tracking the receipt of application packages. Due to the large volume of applications that are received with each search, the tracking method that will work to our better advantage is to record the date of the response letter only.
- According to the webmaster, the only statistics that have been recorded were the links that were the most popular sites that were hit. The webmaster will provide statistics for the HR Page.
- The Human Resources Office will encourage more feedback for employees to complete the Human Resources POS.
- New Employees will be given directions for completing the POS Survey as part of their Orientation Packet.

F.5 Information Technology: University Operations

F.5.1 Improvements to IT Infrastructure and Capabilities (Academic and Administrative)

Assessment findings for the IT Department reflected mixed results in achieving expected outcomes. Major accomplishments were achieved in online payment transactions with over 99 percent (99.93%) of attempted transactions processed successfully. Further analysis of the data indicated that of the 11,280 payment attempts, eight (8) attempts were unsuccessful due to communication issues between the payment service and the bank, 762 attempts were rejected by the clearinghouse for various reasons external to the University such as insufficient funds, do not honor, and stolen cards. Student satisfaction with online registration and payment services was 94.48%.

The facility/event calendar was developed but not adopted for university-wide use as expected. Full accountability of software licenses through Microsoft Campus agreement and locking down public access computers was achieved. Campus-wide deployment or upgrade of software was partially achieved with implementation of a new network that will allow group policy distribution of software upgrades and deployment. Proration did not allow stocking of replacement parts and devices.

Other performance outcomes also reflected mixed results. Student satisfaction with classroom and lab facilities was 86.24%. Satisfaction with online book purchasing transactions was 6.14% below target, although the data indicated higher acceptance and use of this capability.

The assessment process revealed problems with the some of the methodology and/or determined measures of performance as stated in the Annual Assessment Plan. It was found that trying to measure the use of non-email tools for disseminating information by the reduction of email for that purpose was not practical. An adequate benchmark for this measurement does not exist at this time. Help desk tickets were not entered in a standard manner to allow consistent data collection. Use of bandwidth and Internet packet traffic proved not to be a valid method for evaluating wireless traffic.

Data from the Point of Service surveys was invalid due to flaws in the questionnaire design and low response. Only one survey was completed for this outcome. Even though the participant indicated a high satisfaction with the service, the data was insufficient to determine whether the target outcomes were met.

Planned/Implemented Actions

- Modify the help desk application to prevent inconsistent entries of support to classroom and lab technology.
- Correct the POS surveys to include the satisfaction question.
- Implement bulletin board and new policies for dissemination of information.
- Reintroduce facility/event calendar for use
- Create reports from within the wireless service to monitor wireless use.
- Complete implementation of group policies for software distribution and upgrades.

F.6 Institutional Planning, Research and Assessment (OIPRA)

F.6.1 Support Activities

OIPRA continued to service the needs of academic and administrative programs for institutional data and assessment support, and the reporting requirements from external organizations through a variety of activities.

- **Reports and Studies**
  - IPEDS
  - PERS+
  - Fact Book
  - Credit Hour Production Report
  - DPE reports
  - Fall Reports

- Tuition and Fee Schedule
- Space Data Report
- Annual Utilities Report
- FICA Survey

- **External Surveys**
  - College Board
  - SESAC
  - College Profile
  - Title 3 and 5 Application for Waiver
  - SACS Profile Survey
  - Library Survey NCES
  - Peterson's
  - ACT Survey
  - ACME Survey
  - WIA
  - BMI
  - SACS Commission on Colleges Survey
  - Library Survey ACRL
  - US News Distance Learning
  - Market Data Retrieval Survey
  - US Dept of Education National Study of Students and Faculty

- **Internal Surveys** (Questionnaire Development/Statistical Analysis/Reporting)
  - Statistical Analysis/Reporting –University-wide and POS Surveys

- **Ad hoc Requests for Institutional Data**
  - Forty seven internal requests for institutional data.

- **Administrative and Technical Assistance** (Strategic Planning & Assessment)
  - 2008- 2009 Short Range Strategic Plan (University-wide)
  - Outcomes Assessment System Methods, Documents & Procedures
  - Moderated focus groups for the Library (Learning Resources Committee)

- **Presentations and Training (Professional Development)**
  - ASU Outcomes Assessment System: Progress Report
  - Institutional Effectiveness Workshop

OIPRA disseminated all guidelines and instructions and provided support to all academic programs and administrative organizational units in the development of the SRP, AAP, AAR, and AP. In support of the Vice President of Financial Affairs, OIPRA worked in the development of the Smart Plan.

OIPRA developed and/or revised data analysis and reporting protocols for all surveys and established the analytical framework to track retention rate and compare selective distance learning and campus-based outcomes via the Graduating Senior Exit Survey (GSES), the Faculty Course Evaluation (FCE), and selective academic variables.

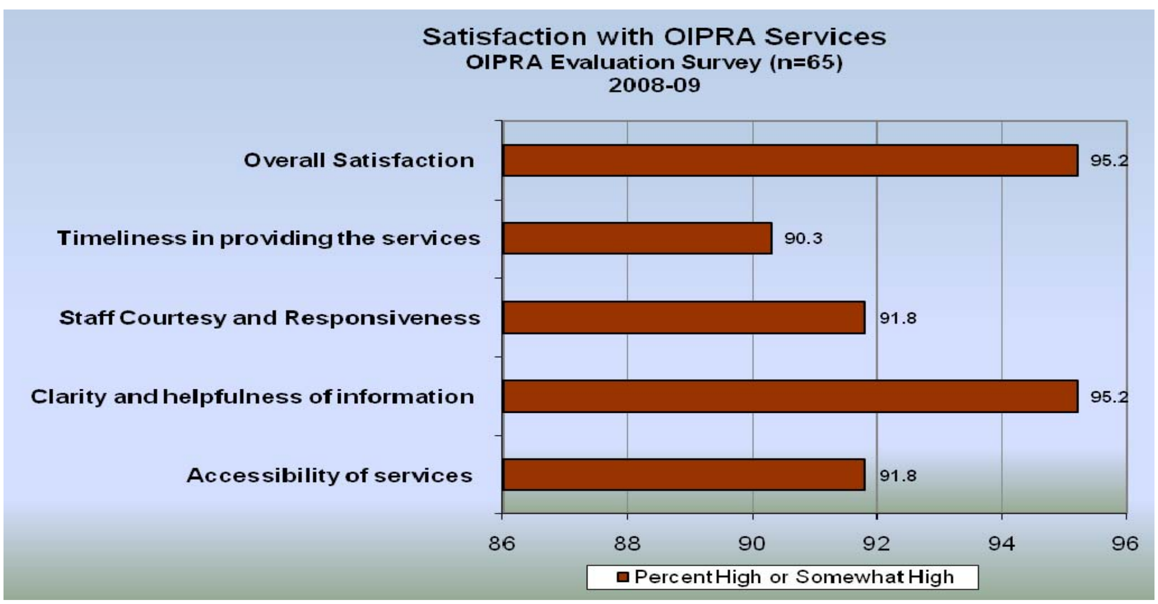
In response to requests from faculty and staff, OIPRA began reporting results from surveys on a yearly basis (as opposed to individual terms) and expanded the level of analysis of the GSES to include segmentation by major and course format (DL Vs Traditional). Data users' initial response has been positive indicating that the new reporting format facilitates the interpretation and use of assessment data from surveys and speeds up the completion of the Annual Assessment Report.

With support from IT, OIPRA initiated the review of the Fact Book including enhanced users' search capabilities and graphic presentations. Further testing of the Fact Book will be conducted in preparation for the upcoming Reaffirmation of Reaccreditation in 2010. Development of the Assessment Data warehouse was initiated during 2008-09. Major metrics from learning, program-operational, and service delivery outcomes have been identified for tracking and are being populated into the data warehouse. At the time of this report, completion of the data warehouse is on schedule, estimated at between 45%-50%. Addition of variables continues and testing of data retrieval and analytical capabilities is scheduled for late Fall 2010 or early Spring 2011.

In addition to regular day-to-day operations, OIPRA directed considerable resources in preparation for the upcoming reaffirmation of reaccreditation in March 2010. The Readiness Audit was conducted as scheduled. OIPRA, in coordination with all academic programs and administrative and support units identified potential problematic areas and needed documentation to evidence level of compliance. In coordination with the IT Division, OIPRA began development of the technological capabilities to support the electronic submission. All SACS committees for the Self Study were appointed by the VP of Academic Affairs to begin work schedules.

<u>OIPRA's Evaluation Survey</u>: 95.2% of respondents indicated "high" or "somewhat high" satisfaction with OIPRA services. Quality ratings ranged from 4.48 to 4.75. Identified areas of strength, identified as those achieving a mean score of 4.50 or higher, were: a) staff courtesy and responsiveness (4.75), b) accessibility of services (4.54), and Timeliness in providing the services (4.52). OIPRA will continue to monitor its processes and improve its communication with service users regarding the dissemination of information in more clear ways.

Figure 25. Satisfaction with OIPRA Services



F.7 Physical Plant and Facilities

Physical Plant is fully compliant with all ALDPSE Guidelines and all required certificates have been received and filed and/or posted.

Thirty-six (36.01) acres were purchased Jan. 20, 2009 for future University expansion to include parking, etc. McCain Hall's project is to be bid in November 2009 and construction to begin in January 2010. ADA Upgrades continue: New handicap ramp built on east side of Carter Physical Education Building; replacement and/or alterations to existing handrails; new hardware installed in bathrooms on campus; new ADA compliant water fountains installed in Sandridge Student Union Building; new ADA compliant signage installed in various buildings (interior and exterior). New fire alarm master panel installed for Founder Hall, Waters Hall, Classroom Building and Library. Fiber optics is in place between buildings for Security System and ASU Security has been located to a new location that is more visible and more accessible to students, faculty, staff and visitors on campus. This building only houses security personnel and security equipment. Campus lighting and repairs to streets and parking are all on target. Founders Hall Roof Replacement funding is being requested through Legislative Delegation. All other target outcomes have been met.

Eighty-six percent of applicable respondents indicated a high level of satisfaction with classroom, laboratory and studio facilities and 84% indicated a high level of satisfaction with parking facilities.

Usage rate of official vehicles was effective in carrying out university operations with at least 77% of the 27 ASU owned vehicles being used on a daily basis and 95% or more of the vehicles are available upon request.

Planned/Implemented Actions

- Founders Hall Roof Replacement

F.7.1 New Construction/Renovation Projects

Several major renovation work throughout campus was started prior or during 2007-08. For the most part expected completion dates remain on target:

- Sanders Hall renovation completed and building occupied.
- Waters Hall renovation completion date on target for 12/31/2009
- McCandless Hall and Browns Hall renovations are dependent upon personnel relocation
- McCain Hall HVAC replacement is dependent upon personnel relocation.

F.8 Printing & Publications

The Office of Printing and Publications received 14 requests for major printing jobs representing 1,288 pieces of documents. Documents produced include brochures, books, certificates, formal University invitations and programs, newsletters, pictures, posters, syllabus, and test material. Most services were delivered in timely fashion, typically within 48 hours. Major printing requests for books (not available within the 48-hr timeline) were delivered, on average, within two-three weeks. Given the proration status on the University budget, no new printing equipment was acquired during 2008-09.

Over 93 percent (93.5%) of customers reported "high" satisfaction with the printing services, and 6.5% reported a "somewhat high" satisfaction for a total of 100 percent. These numbers reflect a satisfaction mean score of 4.84 (max=5.0).

F.9 University Advancement

F.9.1 Athens State University Alumni Association

The ASU Alumni Association exceeded its membership goals during 2008-09 with an increase of 17%. However, although future growth is still expected, the percentage of 2008-09 graduating seniors that indicated high likelihood of joining the association was 12.6% compared to 18.2% in 2007-08.

The program did not develop an alumni survey needed to better track satisfaction with the association and related University activities during 2008-09.

Planned/Implemented Actions
- Develop an Alumni Survey with implementation during 2009-10.

F.9.2 Athens State University Foundation

The number of donors to the University increased by 23%, including a 3% increase in corporate donors. Total giving declined by 16%, attributed to current economic conditions. Although there were no new endowed scholarships established during 2008-09, scholarship applications increased by 5%.

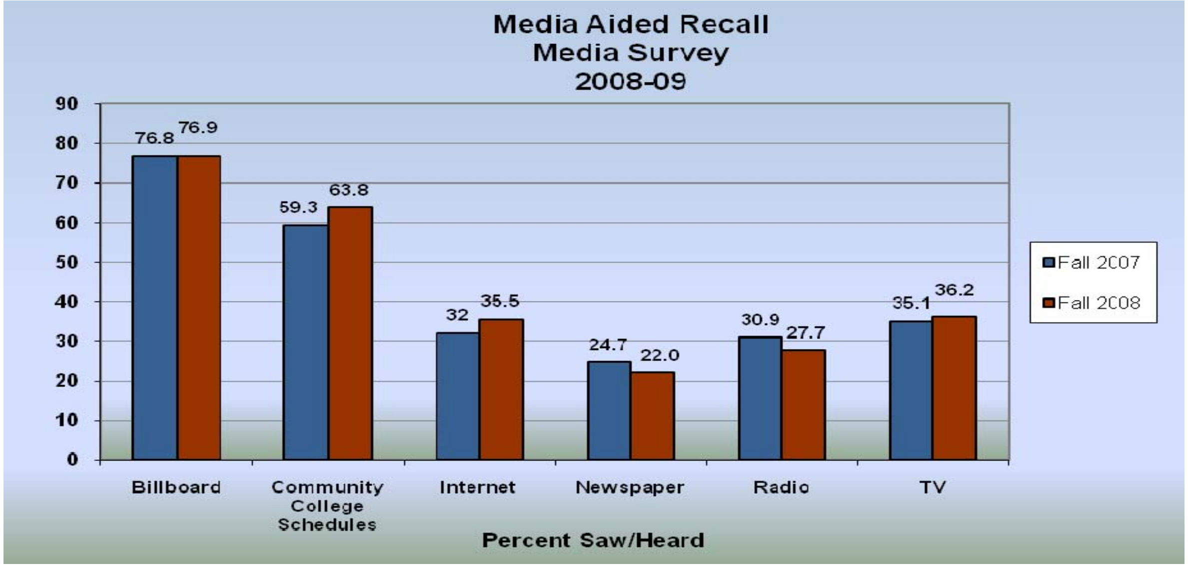
The Foundation complied with all federal and state regulations regarding its fiscal operations and maintained policies and procedures that are in compliance with the IRS guidelines for 501c3 organizations. Foundation's financial reports were independently audited and no opinions or findings were received.

F.9.3 Marketing and Public Relations

Public Relations activities during 2008-09 generated 65 byline stories in the Huntsville, Decatur and Athens media markets and 3 television stories in Huntsville television stations. An analysis of marketing (advertising) performance from the 2008-2009 academic year compared to 2007-2008 outcomes indicated:

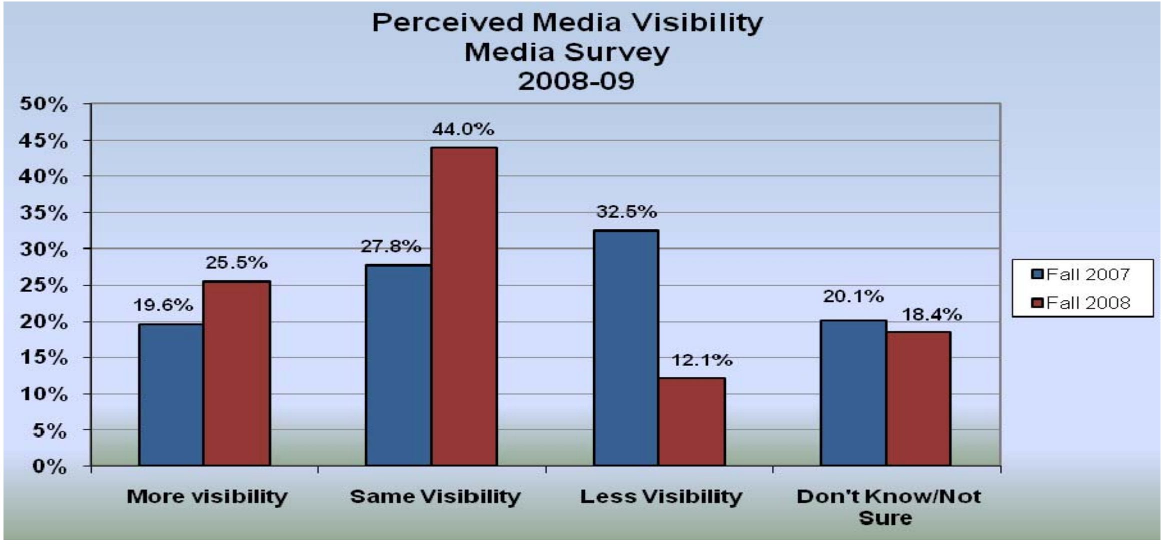
- ASU Media Aided Recall for Television Advertisement increased by 1.1%.

Figure 26. ASU Media Recall



- Perceived ASU's visibility as "more visible" compared to other institutions increased by 5.9%, an improvement over last year's decrease of 1.5%.

Figure 27. Athens State University Media Visibility



- Other share-of-mind metrics indicated that self-reported viewership increased by 4.5%, and first-time knowledge/awareness of ASU through commercial media decreased by 1.2%.

Results from the Graduating Senior Exit Survey indicated that 82.2% of respondents were satisfied with the University's website.

Planned /Implemented Actions

- Increase commercial exposure
- Ensure tracking of website hits

F.9.4 Athens State University Website

The cumulative positive satisfaction rating for the 2006-2007 academic year was rated as 88.1%. An analysis of the Graduating Senior Exit Survey, conducted in Spring and Summer 2008, indicated that 92.3% and 88.1% of the respondents were satisfied with the ASU website, respectively.

Tracking the ASU's website traffic started in 2008-09. Inadvertently, data for the last quarter of academic year 2008-09 was lost. Safeguards have been put in place to avoid future problems with this data collection. In addition, a "pop-up" survey utilizing a random sample of website visitors will be implemented in 2009-10. This survey will capture users' opinions regarding ease of navigation, ability to find sought information, the extent that information contained is up-to-date, and overall satisfaction with the website.

Table 14. ASU Website Traffic Statistics (Selective Metrics)

Website Metric	2008		2009	
	Sept	Oct-Dec	Jan-March	April-Jun
Page Loads	62,333	180,038	195,293	n/a
Average/day	2,078	1,957	2,170	n/a
Visitors Geographic Region Analysis (% most recent 500 visitors)				
Alabama	75.2%	78.8%	80.8%	n/a
Out of State-US	20.0%	12.0%	12.6%	n/a
Foreign Countries	1.8%	4.8%	4.6%	n/a
Unknown	3.0%	4.4%	2.8%	n/a

G. Community/Public Service and Continuing Education

G.1 Alabama Math, Science, and Technology Initiative (AMSTI)

Seventy-five percent of our schools showed at least a 1% increase in scores on the math section of the Alabama Reading and Math Test (ARMT) in grades 3-8; fifty-eight percent showed at least a 1% growth in scores on the Alabama Science Assessment (ASA) in grades 5 and 7. At the time of testing, teachers were halfway through a two-year training phase. They were not fully trained until the summer of 2009. In addition, they only received half of their kit modules with the other half of the year coming after full training. The biggest challenge for AMSTI is ensuring implementation. Although, teachers are trained and receive materials, they may not be implementing. Also, a requirement for becoming an AMSTI school is that 80% of the math and science faculty have received the training and kits and commit to implementation. The other 20%, for whatever reason, may choose to not participate. Most of our schools have above 80% participation. However, some teachers have changed grade levels or been replaced by non-AMSTI teachers, which is another variable. All of these factors are evident in the fact that schools that did implement well the first year showed dramatic increases, while others that we felt were not implementing as well showed declines. Statistics show that quite often achievement scores will take a dip in the first three years while the program is in the infant stages of implementation and will then begin to thrive as teachers become more adept at implementation.

The Alabama High School Graduation Exam percentages of students who took and passed the spring 2008 exam are listed below. The Percentages reflect level III and level IV scores of 12th grade students in AMSTI-Athens high schools. Levels III and IV are considered proficiency levels. These are baseline scores to be used for future assessment.

School	Math	Science
Cleveland High School	88.71	95.16
Cold Spring High School	98.41	98.49
Fair View High School	93.27	96.15
J.B. Pennington High School	88.71	96.77
Oneonta High School	98.75	97.50
Susan Moore High School	87.67	93.15

Pre and Post-Tests are administered to AMSTI Summer Institute Year One participants to measure the increase/decrease in content knowledge before summer training and after a two-week intensive training. Content is specific to the grade and subject that the teachers participate in. Only sites receiving MSP federal funds are evaluated in this manner. The external evaluation is administered through the Office of Community Affairs under the direction of Dr. Estelle Ryan Clavelli. For Athens math scores results show that there was significant statistical difference between pre-test and the post-test. The AMSTI pre-tests and post-tests validly measured the teachers' knowledge before and after the math and science interventions. The consistently positive increase in the post-test mean percentage scores reflects the teachers' knowledge gain. There was a significant improvement in math posttest scores in Athens.

Grade Level	Pre Test		Post Test		Mean Difference (%)
	n	Mean (%)	n	Mean (%)	
Kindergarten	20	52.00	18	75.56	23.56
First Grade	19	68.42	21	69.52	1.10
Second Grade	20	44.00	16	71.25	27.25
Third Grade	21	49.52	19	64.21	14.69

Although, we did not meet the goal of an average increase in usage of 5%, positive gains were made. Biology is currently serving almost ¾ of the region's biology teachers, one of the highest in the state. We expect participation to improve as AMSTI schools are added since ASIM is the 9-12 component of AMSTI. We anticipate that it will be difficult to increase biology usage by 5% due to the fact that the program is nearing complete implementation. The data from Chemistry is skewed since there was no Chemistry specialist for first semester of last year. So a 2% increase reflects the second semester usage only. The chemistry program is thriving, and we expect to exceed the 5% in the coming year with the current practices in place. The physics data is also skewed. Although we did show a 52% growth, Athens did not have a physics specialist in 2007-2008. Labs were delivered by the other specialists. So the 52% increase in usage is due to the fact that we did not have accurate data to compare. Looking at the raw numbers, it is obvious that there is a greater demand for biology labs than chemistry or physics due to the number of students required to take such courses. Consequently, this year's data is inconclusive in that special circumstances were involved.

This outcome was met as indicated on the State Department of Education evaluations for the ASU In-service Center AMSTI Summer Institute. The table below indicates the percentage of Positive (Strongly Agree and Agree) responses by Workshop/Program

Workshop	K-5 Science	K-5 Math	MS Science	MS Math	Adm Training
1	91.8%	90.9%	83.3%	96.6%	92.9%
2	89.9%	90.0%	83.3%	89.7%	92.9%
3	89.9%	90.0%	83.3%	93.1%	100.0%
4	91.8%	91.8%	83.3%	96.6%	85.7%
5	91.1%	90.9%	83.3%	96.6%	100.0%
6	89.2%	90.9%	83.3%	93.1%	85.7%

The targeted outcome was met. The two AMSTI math specialists recorded 224 school visits between August 2008 and March 2009. Each visit may represent contacts with several teachers or groups of teachers. It is estimated that the actual teacher contacts measured in the thousands. While less than 100 teachers responded to the online satisfaction survey for ASIM, the results were very favorable. The survey used a Likert scale to measure program satisfaction, with 1 representing Strongly Disagree and 5 representing Strongly Agree. The majority of the scores were well above the 4-point mark. Additional comments reflected a high level of satisfaction as well

Planned/Taken Actions

- Conduct compressed trainings for grade level changes, sending new hires to the full two-week training, and by implementing an intense support cycle. The emphasis in the support cycle will be to model and team-teach with every teacher in the school. This is a framework which gives teachers a greater understanding of the 5E Model of Inquiry Learning, helps them make data-driven decisions, models best practices, and develops leadership within the school that leads to a sustained initiative.

- Even though this year's data is inconclusive in that special circumstances were involved, the programs has taken steps to increase usage by making face-to-face contact, offering to do labs for the teachers, assisting teachers as they do the labs, and developing public relations within the schools. The data available for 2009-2010 should better reflect the impact of the program.

IV. CHALLENGES AHEAD

- Instilling a “culture of assessment” throughout the institution will take time and continuous effort.
  - Institutional support is critical for commitment to and compliance with the outcomes assessment process. Senior-level officials must openly endorse, support, and enforce the process.

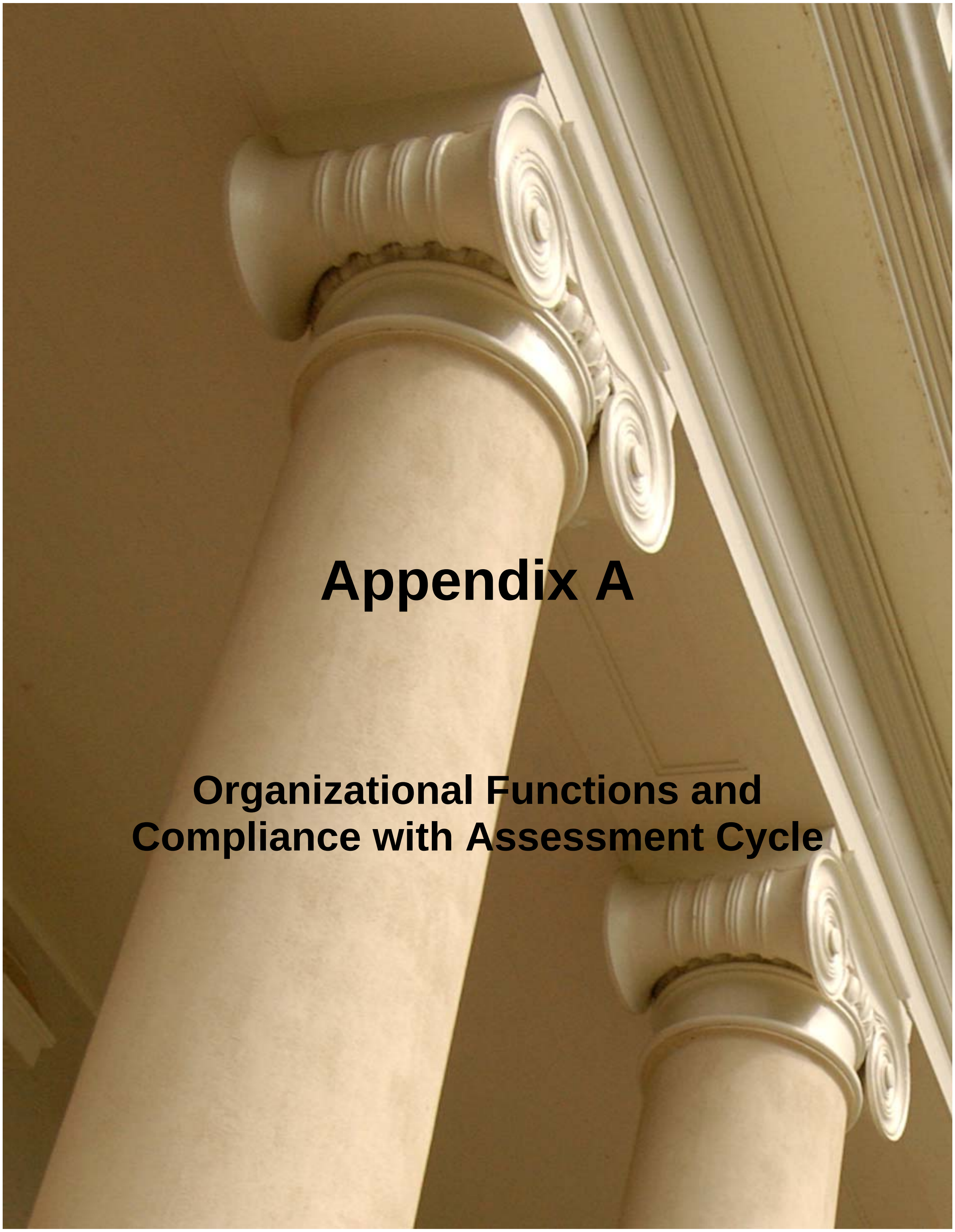
  - Overcoming remaining levels of skepticism of the assessment process as a normal part of university operations (academic and administrative) and a useful mechanism to effect continuous improvement.
    - Even with a 91% compliance rate with assessment mandates, the extent to which outcomes assessment has “penetrated” internal processes and become a normal part of day-to-day operations varies considerably among academic programs and administrative organizations.

- Finding a way to extrapolate program and college level outcome aggregated data into institutional-level results in the absence of standardized measurements across the board.

APPENDICES

A. Organizational Functions and Compliance with Assessment Cycle

B. Summary of Actions Planned/Taken Based on Assessment Results



Appendix A

Organizational Functions and Compliance with Assessment Cycle

Institutional Effectiveness
Organizational Functions and Compliance with Assessment Cycle

Organizational Function	ACADEMIC		ADMINISTRATIVE/SUPPORT SERVICES			CONTINUING ED (CE), PROFESSIONAL (P) & COMMUNITY SERVICES (CS)			Compliance with Assessment Cycle (ACC)					
Program/Organization Name	Academic Programs		Student Support-Academic/ ExtraCurr	Student Support-Non Academic	Adm-University Operations	CE	P	CS						
	CIPC	I'd IE	I'd IE	I'd IE	I'd IE	I'd IE	I'd IE	I'd IE	2007-08		2008-09		2009-10	
		#	#	#	#	#	#	#	#	%	#	%	#	%
Behavioral Sciences	309999	1							1		1			
Psychology	420101	1							1		1			
Sociology	451101	1							1		1			
Health & Wellness Management	310504	1							1		1			
Health Science	519999	1							1		1			
Public Safety & Health Adminstration	430201	1							1		1			
Art	500701	1							1		1			
English	230101	1							1		1			
History	540101	1							1		1			
Justice Studies	430104	1							1		1			
Political Science	451001	1							1		1			
Religion	380201	1							1		1			
Social Science	450101	1							1		1			
Liberal Studies	240101	1							1		1			
Mathematics	270101	1							1		1			
Computer Science (Both options: CIS & CNT)	110101	1							1		1			
Biology	260101	1							1		1			
Chemistry	400501	1							1		1			
Natural Science (General Science)	301801	1							1		1			
Accounting	520301	1							1		1			
Management	520201	1							1		1			
Management of Technology	529999	1							1		1			
Human Resources Management	521001	1							1		1			
(1) Acquisition in Contract Management	520203	1							N/A		N/A			
(1) Enterprise Resource Planning Systems	521206	1							N/A		N/A			
(1) Logistics and Supply Chain Management	520202	1							N/A		N/A			
Elementary Education	131202	1							1		1			
Career Tech (Secondary, Post-Second, Military)	131320	1							1		1			
Collaborative Teacher (K-6 & 6-12)	131001	1							1		1			
Physical Education	131314	1							1		1			
Early Childhood Education	131209	1							1		1			
Library			1						1		1			
Math Lab			1						1		1			
Center for Instructional Technology/DL			1						0		0			

Institutional Effectiveness

Organizational Functions and Compliance with Assessment Cycle

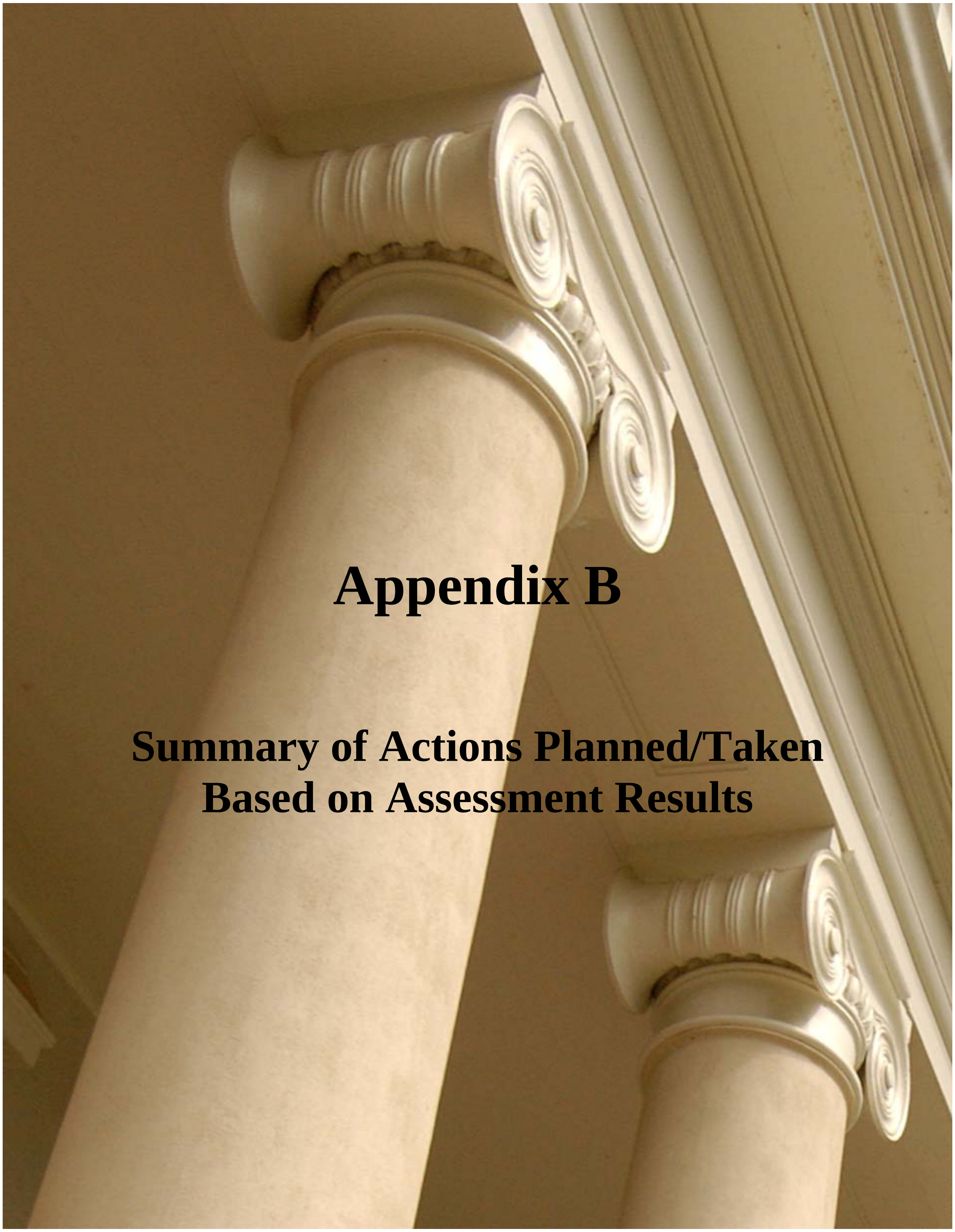
Academic Advising (Faculty)			1						0		0			
AMSTI						1			0		1			
Writing Center			1						0		1			
Accounting Lab			1						0		0			
(2) Admissions & Records			1						1		1			
Career Services & Cooperative Education				1					1		1			
Counseling Services				1					0		1			
Disability Services				1					1		1			
Printing & Publications					1				1		1			
Recruitment				1					1		1			
Student Financial Services				1					1		1			
Student Activities				1					1		1			
(2) Testing Services			1						1		1			
(2) Transfer Advising Center			1						1		1			
Veterans Affairs				1					1		1			
Auxiliary Services					1				1		1			
Business Office					1				1		1			
Campus Security					1				1		1			
Human Resources					1				1		1			
Information Technology					1				1		1			
Physical Plant & Maintenance					1				1		1			
Institutional Planning, Research & Assessment					1				1		1			
ASU Off Campus Sites (DL & University Centers)					1				0		0			
ASU Alumni Association (Alumni Affairs)					1				1		1			
ASU Foundation					1				1		1			
Public Relations & Marketing					1				1		1			
TOTAL		**31**	**9**	**7**	**12**	**1**			**50**	**87.70%**	**53**	**92.98%**		

(1) New degree programs initiated in Fall 2009. Excluded from compliance percentage in 2007-08 and 2008-09.

(2) Reclassified as Student Support-Academic Extracurricular in 2008-09.

31+9+7+12+1=60 **N=60** (2009-10)

28+9+7+12+1=57 **N=57** (2007-08 & 2008-09)



Appendix B

Summary of Actions Planned/Taken Based on Assessment Results

Summary of Actions Planned/Taken Based on Assessment Results
2008-2009

Org	Sub-Org	Function	Program	Action Planned/Taken	CODE	GRD
				ACADEMIC PROGRAMS		
VPAA	CAS	Ed Prog	Math	1. Revised target outcome metric for Departmental Exit Exam and PRAXIS II from 100% to 80% to address unrealistic expectations.	5	N
				2. Review of course content throughout program to identify suitability for expanding research and scholarly writing assignments.	2	
	CAS	Ed Prog	CPU Sc	1. Reviewed Exit Exam for content matter	4	N
				2. Developed study guide for revised Exit Exam to be added to CS 452	2	
				3. Reviewed content of core courses for enhanced integration and alignment with core learning objectives	2	
				4. Reviewed target outcome metric for possible adjustment per faculty concensus	5	
				5. Revised advising techniques to ensure that only graduating seniors are enrolled in CS 452	6	
				6. Benchmarked problem-solving and logic/reasoning as major elements in Exit Exam	9	
				7. Continued efforts to implement expanded sources for peer review of Senior Project	9	
				8. Revised selective courses for integration of activities and assignments aimed at improving oral communication skills.	2	
	CAS	Ed Prog	Biology	1. Developed study guide for Exit Exam based on GRE Biology Subject Examination	2	N
				2. Reviewed Exit Exam based on item analysis to better reflect knowledge outcomes based on course offering	4	
	CAS	Ed Prog	Gen Sc	1. Attached GS Exit Exam as requirement for completion of GS 490 Senior Seminar	2	N
				2. Modified course sequence for GS licensure track students to take GS 490 and Exit Exam in semester prior to teaching internship (2010-11)	1	
				3. Revised GS Exit Exam for essay component and weighting of score on writing skills versus scientific content	4	
				4. Developed new rubric for GS Exit Exam	4	
	CAS	Ed Prog	Chemistry	1. Revised fundamental chemistry concepts in Capstone Course ((CH 431L)	2	N
				2. Revised placing/timing of Exit Exam to CH 431L	4	
				3. Pool GSES and GFS data over expanded period to establish data pattern	4	
				4. Requested additional computers for Chemistry laboratories upon move to new science building	7	
				5. Added oral presentation and writing assignment to CH 430	2	
	CAS	Ed Prog	Health Sc	1. None		N
	CAS	Ed Prog	Health & Well Mgt	1. None		N
	CAS	Ed Prog	Pub Safety & Hlth Adm	1. Restructured course content to include larger research and writing component to enhance analytical and writing skills.	2	N
				2. Revised exit exam test to incorporate more "analytic-based" discussion questions and less "fact-based" multiple choice items	4	
	CAS	Ed Prog	Sociology	1. Change assessment methodology	4	N
	CAS	Ed Prog	Psychology	1. Change assessment methodology	4	N
	CAS	Ed Prog	Behavioral Sc	1. Change assessment methodology	4	N
	CAS	Ed Prog	Art	1. Revised learning outcomes	5	Y[(a)]
				2. Developed new assessment rubric	4	
	CAS	Ed Prog	English	1. Revised Exit Exam to address issues of process and item analysis.	4	N
				2. Revised course content and materials	2	
				3. Ongoing faculty deliberation regardng revision of target outcome metric.	5	
	CAS	Ed Prog	History	1. Reviewed Exit Exam	4	N
	CAS	Ed Prog	Justice Studies	1. Revised guidelines for Oral Presentations.	2	N
	CAS	Ed Prog	Political Sc	None		Y[(a)]
	CAS	Ed Prog	Religion	None		Y[(a)]
	CAS	Ed Prog	Soc Sc	None		N

Y[(a)] Use of grades for assessment is minimal.

Summary of Actions Planned/Taken Based on Assessment Results
2008-2009

Org	Sub-Org	Function	Program	Action Planned/Taken	CODE	GRD
	CAS	Ed Prog	Liberal Studies	1. Revised assessment methodology.	4	N
				2. Curriculum review-added Capstone Course to start in Fall 2010.	1	
	COB	Ed Prog	All Majors	1. Revised rubrics for MG 480 Senior Seminar	4	N
				2. Revised performance standard to 80% on all learning outcomes	5	
				3. Revised assessment rubric for global economy and diversity outcome in LiveText	4	
				4. Ensured implementation of rubrics used in MG 390 and MKT 331	4	
	COE	Ed Prog	All Majors	1. Conducted Item Analysis/Modification of Post Tests in every major	4	N
				2. Reviewed of course content to emphasize integration and inclusion of instructional material consistent with Post Test revisions	2	
				3. Course anchors assigned responsibility of notification to all faculty regarding changes in elements of Post Tests	9	
				ADMINISTRATIVE FUNCTIONS: ACADEMIC SUPPORT PROGRAMS		
		Ed Supp	Library	1. Revise scope of focus groups questions	D	
VPAA				2. Revise assessment methodology to include item analysis on the Information Literacy Test	D	
	CAS	Ed Supp	Math Lab	1. None		
VPSA		Ed Supp	Testing Services	1. None		
		St Supp-NA	Admissions & Records	1. Requested additional budget to add staff and professional development (carried over from previous cycle)	G	
				2. Conduct FERPA training	H	
				3. Developed and implemented Orientation Webpage	A	
		St Supp-NA	Transfer Advising Center	1. None		
				ADMINISTRATIVE FUNCTIONS: STUDENT SUPPORT-NON ACADEMIC		
VPSA		St Supp-NA	Career Services	1. Increase communication efforts aimed at employers and students	C	
				2. Review assessment instruments	D	
		St Supp-NA	Counseling Services	1. Increase promotion efforts of counseling services to students and faculty (continued from last period)	C	
				2. Recommend adoption of CAS as assessment methodology to incoming VPSA	I	
				3. Expand information resources for time and stress management issues	A	
		St Supp-NA	Disability Services	1. Revised the End-of Term Student Survey	D	
		St Supp-NA	Recruitment	1. Implementation of Banner recruitment module (on-going)	C	
				2. Identify procedures to obtain admissions information to better monitor recruitment outcomes (carried over from previous cycle)	C	
		St Supp-NA	Student Activitites	1. Request increased budget for new activities (carry over from previous cycle)	G	
				2. Develop short-term plan integrating identified student preferences	A	
				3. Increase promotional efforts for student activities using current and new formats (carried over from previous cycle)	C	
		St Supp-NA	Student Financial Services	1. Enhanced webpage for self-service section	C	
				2. Increase customer service training for staff	H	
		St Supp-NA	Veteran's Affairs	1. Review GSES (in coordination w/ OIPRA and Business Office)	D	
				ADMINISTRATIVE FUNCTIONS		
VPAA		Adm	OIPRA	1. Expand faculty and staff training - outcomes assessment	A	
VPSA		Adm	Printing & Publications	1. None		
VPFA		Adm	Auxiliary Services	1. Outsourced food services on a flat-rate contract	C	
				2. Implement the POS survey for Auxiliary Services (carried over from previous cycle)	D	
				3. Establish presence in the ASU website through a webpage for Auxiliary Services	C	
		Adm	Business Office	1. Re-defined the Banner Test approval parameters in purchase orders and send to production.	C	
				2. Revised administrative procedures: bank reconciliations; accounts receivable; debt-collection	B	
				3. Revised target outcome for bank reconciliations	E	
				4. Cross-train staff for multiple responsibilities and procedures	H	
				5. Expand the use of Commerce Manager to cover other student financial transactions	A	

Summary of Actions Planned/Taken Based on Assessment Results
2008-2009

Org	Sub-Org	Function	Program	Action Planned/Taken	CODE	GRD
VPUA		Adm	Human Resources	1. Implement changes to job application procedures to include transaction date (carried over from previous cycle)	C	
				2.Revised webpage assessment methodology (carried over from previous cycle)	D	
				3. Increase communication efforts for employee feedback via POS and New Employee surveys.	C	
		Adm	Security Services	1. Budget request to continue expansion of security measures-purchase/install security equipment	G	
		Adm	Physical Plant	1. None		
		Adm	Information Technology	1. Modified Help Desk application	C	
				2. Revised POS Survey	D	
				3. Implemented bulleting board	A	
				4. Collect/track statistical data on wireless technology (carried over from previous cycle)	B	
				5. Reintroduce facility/event calendar for use (carried over from previous cycle)	I	
				6. Develop/implement new policies (i.e dissemination of information, software districution and upgrades	F	
		Adm	Alumni Affairs	1. Developed and implemented Alumni Survey (carried over from previous cycle)	D	
		Adm	Foundation	1. Increase communication efforts to individual donors	C	
		Adm	Public Relations & Mktg	1. Integrate Website Traffic Statistical Report into assessment activities (carried over from previous cycle)	D	
				2. Increase commercial exposure through additional media buys	C	