

## INSTITUTIONAL EFFECTIVENESS MATRIX

UNIVERSITY GOAL (Major Performance Indicators)		OUTCOMES		
		Learning Academic Success (Effectiveness)	Program Operational Quality & Relevance (Effectiveness)	Program Service Delivery (Process Efficiency)
1	<b>To provide educational opportunity to postsecondary students through carefully planned and implemented 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.</b>			
	Performance Indicator /Unit of Measurement			
	Student Achievement (Knowledge, Skills and Abilities)	X		
	Student Enrollment (FTE)		X	
	Faculty-Student Ratio		X	
	CRCH Production		X	
	Degree Programs		X	
	Retention Rate		X	
	Degrees Awarded		X	
	Graduates' Confidence in ASU Educational Background			X
Student Satisfaction with Athens State University			X	
2	<b>To serve the student effectively and efficiently by providing flexible scheduling, varied modes of delivery and cooperative arrangements with other institutions.</b>			
	Performance Indicator /Unit of Measurement			
	Inventory of Course/Classes (Schedule-Instruction Delivery Modes)		X	
	Off-Campus Sites-Resources and Student Support Service		X	
	Collaborations with other Institutions (other than off-campus sites)		X	
	Student Satisfaction-Course Availability and Scheduling			X
Student Satisfaction-Off Campus Sites Resources and Services			X	
3	<b>To recruit, retain, and promote professional development of qualified faculty and staff.</b>			
	Performance Indicator /Unit of Measurement			
	Number of Faculty (FT & PT)		X	
	Faculty with Terminal Degree in Teaching Areas		X	
	Professional Development (Opportunities & Participation)		X	
	Skilled Supporting Staff		X	
Faculty and Staff Satisfaction			X	
4	<b>To provide and maintain appropriate learning resources which are supportive of student learning, quality teaching, scholarly research, diversity, and technological proficiency.</b>			
	Performance Indicator/Unit of Measurement			
	Student Information Literacy (Knowledge, Skills and Abilities)	X		
	Library holdings and other services/resources		X	
	IT-Distance Learning-Resources		X	
	Faculty Publications and Scholarly Collaborations		X	
Student and Faculty Satisfaction			X	

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		Learning Academic Success (Effectiveness)	Program Operational Quality & Relevance (Effectiveness)	Program Service Delivery (Process Efficiency)
5	<b>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.</b>			
	Performance Indicator /Unit of Measurement			
	Programs' Compliance with Assessment Cycle		X	
	Programs' Compliance with Program Review Shedule		X	
	Programs' Documented Use of Assessment Findings		X	
	IR Support to Strategic Planning (LRP & SRP)		X	
	Satisfaction with OIPRA Services		X	
6	<b>To provide opportunities for students to expand their intellectual, social, and cultural horizons.</b>			
	Performance Indicator /Unit of Measurement			
	Inventory of Student Events (cultural and social activities)		X	
	Inventory of Available Student Professional, Social, & Service organizations		X	
	Student Participation		X	
	Student Satisfaction		X	
7	<b>To provide and maintain student services which furnish necessary information, financial assistance, guidance counseling to assist progress toward personal, academic, and career goals.</b>			
	Performance Indicator /Unit of Measurement			
	Student Participation in Financial Assistance Programs (loans, grants, scholarships)		X	
	Student Participation in Student Support Services (counseling, career, disability)		X	
	Student Registration and Payment Services		X	
	Documented Assignment of Faculty Advisor (TAC)		X	
	Documented Students' Plan of Study (Faculty Advising)		X	
	Student Satisfaction		X	
8	<b>To promote and maintain effective student recruitment and retention.</b>			
	Performance Indicator /Unit of Measurement			
	Inventory of Recruitment Events		X	
	Cost Efficiency Measures		X	
	Number of Students Reached		X	
	New Student Enrollment		X	
	Retention Rate		X	
	Participants' Satisfaction		X	

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		Learning Academic Success (Effectiveness)	Program Operational Quality & Relevance (Effectiveness)	Program Service Delivery (Process Efficiency)	
9	<b>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.</b>				
	Performance Indicator /Unit of Measurement				
	Services to Community Organizations (Faculty, Staff, and Students)			X	
	Continious Education Program (AMSTI)		X	X	
	Inventory of Community Events (Social and Cultural)			X	
Constituents' Satisfaction				X	
10	<b>To acquire and administer efficiently and effectively all fiscal resources.</b>				
	Performance Indicator /Unit of Measurement				
	Audits/Third Party Certifications (No-Opinion)			X	
	Instruction-related Budget Allocation (%)			X	
	Implemented Internal Control Procedures-Compliance with Policies			X	
	Cost Containment Measures			X	
Donor Giving (Advancement)			X		
11	<b>To provide, develop, and maintain a physical plant appropriate for the support of the University programs.</b>				
	Performance Indicator /Unit of Measurement				
	Facilities Inventory			X	
	Scheduled Facility Maintenance Plan			X	
	ADA/504 Compliance			X	
	Campus security (Incident Management)			X	
	Disaster Recovery Plan			X	
Faculty, Staff, and Student Satisfaction				X	
12	<b>To effectively communicate the University's vision and goals as a baccalaureate degree granting institution to internal and external constituencies.</b>				
	Performance Indicator /Unit of Measurement				
	ASU Media Visibility			X	
	Byline stories-Media Market			X	
	Alumni/Donor Support			X	
Alumni Satisfaction				X	

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**ACADEMIC PROGRAMS**

Organizational Unit Mission Statement (Purpose)	Learning Effectiveness	PERFORMANCE INDICATORS (OUTCOMES) Program-Operational Effectiveness-Workloads	Service Delivery Efficiency
<p align="center"><b>COLLEGE OF ARTS &amp; SCIENCES (1630)</b></p> <p>The College of Arts &amp; Sciences curricula are designed to prepare students for entry into the job market, or for continuing education in graduate or professional school. Through its course offerings, the College seeks to engage the intellect, excite the imagination, and improve the scholarship of its students, and to assist its students to develop: 1) competencies in written and oral communications; 2) appreciation of their cultural heritage and understanding of their world; 3) a knowledge base conducive to self growth and enriched life experiences; and 4) fundamental knowledge, research skills, and computer literacy essential to lifelong learning.</p> <p><u>COAS Academic Departments:</u> Behavioral Science (BA; BS) Health &amp; Professional Studies (BS) Humanities &amp; Social Science (BA; BS; Teaching Lic/Certification) Interdisciplinary (BS) Mathematics &amp; Computer Science (BS; Teaching Lic/Certification) Natural Science (BS; Teaching Lic/Certification)</p>	<p>1. Student Performance (All Instruction Delivery Formats)</p> <p><b>A. Common Areas of Graduates Learning Outcomes</b></p> <ol style="list-style-type: none"> <li>1. Knowledge of fundamental concepts in core areas in respective major of study</li> <li>2. Proficiency in Written and Oral Communication</li> <li>3. Proficiency in the Use of Technology</li> <li>4. Critical Thinking and Analysis</li> <li>5. Information-seeking skills for Life-Long Learning</li> <li>6. Appreciation for Ethical Standards</li> <li>7. Appreciation for Societal, Cultural, and Global Differences</li> </ol> <p align="center"><u>Primary Outcomes Assessment Metrics</u></p> <ol style="list-style-type: none"> <li>a. Percent of COAS students meeting or showing:               <ol style="list-style-type: none"> <li>1. "Target" or "Acceptable" standards in selective work/assignments (rubrics)</li> <li>2. Improvement in "Pre" and "Post" Exams scores.</li> <li>3. Increase in student self-reported competencies (Entering/Exiting)</li> </ol> </li> <li>b. Passing and/or achievement scores from national subject-specific normed tests:               <ol style="list-style-type: none"> <li>1. PRAXIS (teaching licensure tracks)</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Accreditation           <ol style="list-style-type: none"> <li>a. Regional-SACS</li> </ol> </li> <li>2. Enrollment/Growth Management           <ol style="list-style-type: none"> <li>a. College Enrollment Trend</li> <li>b. Student FTE</li> <li>c. Credit Hour Production</li> <li>d. Ratio Student FTE to Faculty</li> <li>e. Faculty Recruitment (per enrollment trends)</li> <li>f. Student Demand-DL vs Traditional Courses</li> <li>g. Off campus (University Centers) enrollment</li> <li>h. Graduation &amp; Retention Rates</li> </ol> </li> <li>3. Curriculum           <ol style="list-style-type: none"> <li>a. Policies and procedures regarding :               <ol style="list-style-type: none"> <li>1. Content, quality, and effectiveness</li> <li>2. Course syllabus</li> <li>3. Program requirements and coordination</li> <li>4. Service-learning courses</li> </ol> </li> <li>b. College-wide course quality mean scores from student evaluations</li> </ol> </li> <li>4. Instruction Delivery           <ol style="list-style-type: none"> <li>a. Course schedules (student demand trends) (DL, Traditional, Weekend, Evenings)</li> <li>b. Distance Learning Technology               <ol style="list-style-type: none"> <li>1. Accessibility &amp; Quality</li> <li>2. Training &amp; Support (Students &amp; Faculty)</li> <li>3. Documented assessment of instructional tools</li> </ol> </li> </ol> </li> </ol>	<p>1. Student Ratings:</p> <ol style="list-style-type: none"> <li>a. Overall Quality of Instruction           <ol style="list-style-type: none"> <li>1. % of COAS students' "Good" or "Excellent" ratings of:               <ol style="list-style-type: none"> <li>a. Course Quality</li> <li>b. Teaching effectiveness</li> </ol> </li> </ol> </li> <li>b. Quality of Instructors' Performance           <ol style="list-style-type: none"> <li>1. % of COAS students ratings of elements of instructor's performance as "Good" or "Excellent" in the following elements:               <ol style="list-style-type: none"> <li>a. Timely Feedback to Students</li> <li>b. Presentation of Course Concepts</li> <li>c. Use of Technology to Assist Learning</li> <li>d. Use of Class Time</li> <li>e. Willingness to Allow Questions</li> <li>f. Helpfulness in Answering Questions</li> <li>g. Use of Examples and Practical Applications of Concepts</li> <li>e. Instructor Availability to Students</li> </ol> </li> </ol> </li> </ol> <p>2. Student Satisfaction:</p> <ol style="list-style-type: none"> <li>a. % of COAS students reporting high satisfaction with:           <ol style="list-style-type: none"> <li>1. overall academic environment</li> <li>2. quality of teaching by faculty in major.</li> <li>3. guidance provided by faculty advisors</li> <li>4. availability of courses and sections</li> <li>5. variety of course schedules</li> <li>6. class size</li> <li>7. information technology course support</li> </ol> </li> </ol>

**INSTITUTIONAL EFFECTIVENESS  
PERFORMANCE INDICATORS**

**ACADEMIC PROGRAMS**

Organizational Unit Mission Statement (Purpose)	Learning Effectiveness	PERFORMANCE INDICATORS (OUTCOMES) Program-Operational Effectiveness-Workloads	Service Delivery Efficiency
<b>COLLEGE OF ARTS &amp; SCIENCES (1630) --CONTINUED</b>	2. PCAT (psychology majors) <u>Supplementary Outcomes Assessment</u> Metrics  a. Percent of COAS graduating seniors reporting high level of confidence in: 1. overall educational background 2. overall ability to perform effectively on the job 3. overall ability to pursue graduate or professional studies successfully 4. overall ability to get a job in major or advance to a better position.  b. COAS graduates' ratings of their educational background in relation to own job performance one year after graduation  c. Employers' ratings of COAS graduates' overall job performance one year after graduation	5. Faculty Resources a. Ratio of FT to PT Faculty b. Percent of adjunct faculty c. Percent of faculty with terminal degree in teaching discipline d. Faculty composition per diversity goals e. Percent of discipline hours in major taught by terminally-degreed faculty f. Percent of courses taught by adjunct faculty g. Documented faculty performance evaluations and improvement plans 1. College-wide teaching effectiveness mean scores from student evaluations h. Faculty participation in: 1. Professional development activities 2. Mentoring programs 3. Scholarly activities  6. Assessment a. Established internal system for managing, executing, and documenting assessment processes b. Documented compliance with assessment cycle c. Documented use of assessment findings in programs' planning and budget requests d. Continuous Improvement: 1. Assessment methodology 2. Program changes or modifications	

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<b>COLLEGE OF ARTS &amp; SCIENCES (1630) --CONTINUED</b>		<ul style="list-style-type: none"> <li><b>7. Program Reviews</b> <ul style="list-style-type: none"> <li>a. Compliance w/ Program Review Schedules</li> <li>b. Program Viability</li> <li>c. New Programs</li> </ul> </li>   <li><b>8. Academic Advising-Faculty</b> <ul style="list-style-type: none"> <li>a. Established internal system for maintaining accurate student advising records including usage rate of technology-based resources for students and faculty</li> <li>b. Inventory of available resources to support academic advising:                             <ul style="list-style-type: none"> <li>1. Faculty Advisors                                     <ul style="list-style-type: none"> <li>a. Ratio of Advisor to Advisees</li> <li>b. Advisors' participation in advising-related professional development</li> </ul> </li> </ul> </li> </ul> </li>   <li><b>9. Stakeholders and Community Service/Outreach</b> <ul style="list-style-type: none"> <li>a. Strategic alliances                             <ul style="list-style-type: none"> <li>1. Number of partnerships with:                                     <ul style="list-style-type: none"> <li>a. schools and educational organizations</li> </ul> </li> <li>2. Faculty participation in community, advisory, or consulting service</li> <li>3. Student participation in service-learning Courses/activities</li> </ul> </li> <li>b. Grant writing                             <ul style="list-style-type: none"> <li>1. Number of grants &amp; research proposals Developed</li> </ul> </li> </ul> </li> </ul>	

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<p align="center"><b>COLLEGE OF BUSINESS (1640)</b></p> <p>The mission of the College of Business is to offer programs of study to students that will prepare them for positions in business, finance, or government; enhance the professional development of those already employed, and provide an academic framework for graduate study leading to professional positions. The purpose of the College of Business is to provide quality education for all students, teaching them to think independently, to communicate, to make decisions, to solve problems, and to be lifelong learners. To carry out its mission and support its purpose, the College of Business has established the following goals: 1) provide for continuous improvement of the programs within the College of Business in keeping with the standards set by Athens State University, The Southern Association of Colleges &amp; Schools (SACS), and the Association of Collegiate Business Schools and Programs (ACBSP); 2) Place excellence in teaching as the number one priority for serving students and for evaluating faculty; 3) Encourage growth and diversity in the faculty and student body; 4) Seek community and business relationships for advice and support of student and curriculum needs; 5) Maintain cooperative relationships with other educational institutions to facilitate student transfer, maximize resource utilization and provide quality programs; 6) Support a quality-based, equivalent learning environment for all students in all settings, and 7) Graduate students who will be academically and professionally prepared by the quality teaching programs of the College of Business for work in an increasingly diverse, global environment.</p>	<p>1. Student Performance (All Instruction Delivery Formats)</p> <p><b>A. Common Areas of Graduates Learning Outcomes</b></p> <ol style="list-style-type: none"> <li>1. Knowledge of fundamental concepts in core business areas</li> <li>2. Proficiency in Written and Oral Communication</li> <li>3. Proficiency in the Use of Technology</li> <li>4. Critical Thinking and Analysis</li> <li>5. Information-Seeking for Life-Long Learning</li> <li>6. Appreciation for Ethical Standards</li> <li>7. Appreciation for Societal, Cultural, and Global Differences</li> </ol> <p><b>B. College-Specific</b></p> <ol style="list-style-type: none"> <li>8. Managerial, Leadership, and Group Interaction Skills</li> <li>9. Professional-level Performance</li> </ol> <p align="center"><u>Primary Outcomes Assessment Metrics</u></p> <p>a. Percent of COB students meeting/showing:</p> <ol style="list-style-type: none"> <li>1. "Target" or "Acceptable" standards in selective work/assignments (rubrics)</li> <li>2. Improvement in "Pre" and "Post" Exams scores.</li> </ol>	<ol style="list-style-type: none"> <li>1. Accreditation             <ol style="list-style-type: none"> <li>a. Regional-SACS</li> <li>b. Programmatic/Specialized-ACBSP</li> </ol> </li> <li>2. Enrollment/Growth Management             <ol style="list-style-type: none"> <li>a. College Enrollment Trend</li> <li>b. Student FTE</li> <li>c. Credit Hour Production</li> <li>d. Ratio Student FTE to Faculty</li> <li>e. Faculty Recruitment (per enrollment trends)</li> <li>f. Student Demand-DL vs Traditional Courses</li> <li>g. Off campus (University Centers) enrollment</li> <li>h. Graduation &amp; Retention Rates</li> </ol> </li> <li>3. Curriculum             <ol style="list-style-type: none"> <li>a. Policies and procedures regarding :                 <ol style="list-style-type: none"> <li>1. Content, quality, and effectiveness</li> <li>2. Course syllabus</li> <li>3. Program requirements and coordination</li> <li>4. 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Student Satisfaction:             <ol style="list-style-type: none"> <li>a. % of COB students reporting high satisfaction with:                 <ol style="list-style-type: none"> <li>1. overall academic environment</li> <li>2. quality of teaching by faculty in major.</li> <li>3. guidance provided by faculty advisors</li> <li>4. availability of courses and sections</li> <li>5. variety of course schedules</li> <li>6. class size</li> <li>7. information technology course support</li> </ol> </li> </ol> </li> </ol>

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<p><b>COLLEGE OF BUSINESS (1640)--CONTINUED</b></p> <p><u>COB Academic Departments:</u> Accounting (BS) Human Resources Management (BS) Management (BS) Management of Technology (BS)</p>	<p>3. Increase in student self-reported competencies (Entering/Exiting)</p> <p><u>Supplementary Outcomes Assessment</u> <u>Metrics</u></p> <p>a. Percent of COB graduating seniors reporting high level of confidence in:</p> <ol style="list-style-type: none"> <li>1. overall educational background</li> <li>2. overall ability to perform effectively on the job</li> <li>3. overall ability to pursue graduate or professional studies successfully</li> <li>4. overall ability to get a job in major area or advance to a better position.</li> </ol> <p>b. COB graduates' ratings of their educational background in relation to own job performance one year after graduation</p> <p>c. Employers' ratings of COB graduates' overall job performance one year after graduation</p>	<p>5. <b>Faculty Resources</b></p> <ol style="list-style-type: none"> <li>a. Ratio of FT to PT Faculty</li> <li>b. Percent of adjunct faculty</li> <li>c. Percent of faculty with terminal degree in teaching discipline</li> <li>d. Faculty composition per diversity goals</li> <li>e. Percent of discipline hours in major taught by terminally-degreed faculty</li> <li>f. Percent of courses taught by adjunct faculty</li> <li>g. Documented faculty performance evaluations and improvement plans               <ol style="list-style-type: none"> <li>1. College-wide teaching effectiveness mean scores from student evaluations</li> </ol> </li> <li>h. Faculty participation in:               <ol style="list-style-type: none"> <li>1. Professional development activities</li> <li>2. Mentoring programs</li> <li>3. Scholarly activities</li> </ol> </li> </ol> <p>6. <b>Assessment</b></p> <ol style="list-style-type: none"> <li>a. Established internal system for managing, executing, and documenting assessment processes</li> <li>b. Documented compliance with assessment cycle</li> <li>c. Documented use of assessment findings in programs' planning and budget requests</li> <li>d. Continuous Improvement:               <ol style="list-style-type: none"> <li>1. Assessment methodology</li> <li>2. Program changes or modifications</li> </ol> </li> </ol>	

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<p><b>COLLEGE OF BUSINESS (1640)--CONTINUED</b></p> <p><u>COB Academic Departments:</u> Accounting (BS) Human Resources Management (BS) Management (BS) Management of Technology (BS)</p> <p>Acquisition and Contract Management Enterprise Systems Management (ESM) Logistics and Supply Chain Management</p>		<p>7. Program Reviews a. Compliance w/ Program Review Schedules- stakeholders input on assessment of graduates b. Program Viability c. New Programs</p> <p>8. Academic Advising-Faculty a. Established internal system for maintaining accurate student advising records including usage rate of technology-based resources for students and faculty b. Inventory of available resources to support academic advising: 1. Faculty Advisors a. Ratio of Advisor to Advisees b. Advisors' participation in advising- related professional development</p> <p>9. Stakeholders and Community Service/Outreach a. Strategic alliances 1. Number of partnerships with: a. schools and educational organizations 2. Faculty participation in community, advisory, or consulting service 3. Student participation in service-learning Courses/activities b. Grant writing 1. Number of grants &amp; research proposals Developed</p>	

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<p style="text-align: center;"><b>COLLEGE OF EDUCATION (1650)</b></p> <p>The College of Education (COE) has established a conceptual framework for the preparation of teachers based upon a shared view of the role of education in preparing for the future. With the understanding that rethinking the education of students is a major undertaking that requires the development of a common vision, and understanding that programs with a unified mission are more able to transmit a shared vision as well as to pre-service teachers, the faculty has selected the theme <i>Educators for a Global Future</i> to represent viewpoints, which are more fully articulated in a shared philosophy.</p> <p>The Bachelor of Science degree in education prepares teachers who will make thoughtful and effective choices when confronted with instructional decisions in today and tomorrow's classrooms. These decisions will prepare children and youth to meet the demands of the future. To Support the general purpose, four specific purposes or emphases of the Teacher Education Program (TEP) have been determined: 1) <u>Performance-based for ability</u>: Candidates and professional education faculty show evidence of superior teaching ability through classroom performance. Successful candidates must be able to translate many kinds of knowledge into appropriate and effective teacher behaviors; 2) <u>Modeling for understanding</u>: Candidates and professional education faculty model effective teaching strategies and approaches, classroom management techniques, and other skills in order to increase the understanding of all students. This is an essential and pervasive component of the program at Athens State University (ASU); 3) <u>Reflective thinking for improvement</u>: Candidates and professional education faculty are reflective thinkers who review and analyze their teaching performance in order to grow and improve as teachers. Reflective thinkers recognize the value of the process to their success and the success of their students; and 4) <u>Problem solving for progress</u>: Candidates and professional education faculty use and model critical and creative thinking, decision making, and other skills relative to solving problems. A teacher who can solve problems is one who can grow with the changes in schools and in society.</p>	<p><b>1. Student Performance (All Instruction Delivery Formats)</b></p> <p><b>A. Common Areas of Graduates Learning Outcomes</b></p> <ol style="list-style-type: none"> <li>1. Knowledge of fundamental concepts in pedagogy and subject-matter competency in intended teaching area/field</li> <li>2. Proficiency in Written and Oral Communication</li> <li>3. Human relations and advocacy skills conducive to supportive professional-level performance</li> <li>4. Competency in curriculum planning and implementation</li> <li>5. Knowledge of learning principles to facilitate developmental growth</li> <li>6. Knowledge of principles, theories, and methods conducive to student-centered reflective instruction</li> <li>7. Competency in classroom management techniques, methods, and procedures</li> <li>8. Competency in evaluation techniques, methods, and procedures</li> <li>9. Information-seeking skills for Life-Long Learning</li> </ol>	<ol style="list-style-type: none"> <li><b>1. Accreditation and Regulation</b> <ol style="list-style-type: none"> <li>a. Regional-SACS</li> <li>b. Programmatic/Specialized-NCATE</li> <li>c. Alabama State Department of Education</li> </ol> </li> <li><b>2. Enrollment/Growth Management</b> <ol style="list-style-type: none"> <li>a. College Enrollment Trend</li> <li>b. Student FTE</li> <li>c. Credit Hour Production</li> <li>d. Ratio Student FTE to Faculty</li> <li>e. Faculty Recruitment (per enrollment trends)</li> <li>f. Student Demand-DL vs Traditional Courses</li> <li>g. Off campus (University Centers) enrollment</li> <li>h. Graduation &amp; Retention Rates</li> </ol> </li> <li><b>3. Curriculum</b> <ol style="list-style-type: none"> <li>a. Policies and procedures regarding:                             <ol style="list-style-type: none"> <li>1. Content, quality, and effectiveness</li> <li>2. Course syllabus</li> <li>3. Program requirements and coordination</li> <li>4. Service-learning courses</li> </ol> </li> <li>b. College-wide course quality mean scores from student evaluations</li> </ol> </li> <li><b>4. Instruction Delivery</b> <ol style="list-style-type: none"> <li>a. Course schedules (student demand trends) (DL, Traditional, Weekend, Evenings)</li> <li>b. Distance Learning Technology                             <ol style="list-style-type: none"> <li>1. Accessibility &amp; Quality</li> <li>2. Training &amp; Support (Students &amp; Faculty)</li> <li>3. Documented assessment of instructional tools</li> </ol> </li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li><b>1. Student Ratings:</b> <ol style="list-style-type: none"> <li><b>a. Overall Quality of Instruction</b> <ol style="list-style-type: none"> <li>1. % of COE students' "Good" or Excellent ratings of:                                     <ol style="list-style-type: none"> <li>a. Course Quality</li> <li>b. Teaching effectiveness</li> </ol> </li> </ol> </li> <li><b>b. Quality of Instructors' Performance</b> <ol style="list-style-type: none"> <li>1. % of COE students ratings of elements of instructor's performance as "Good" or "Excellent" in the following elements:                                     <ol style="list-style-type: none"> <li>a. Timely Feedback to Students</li> <li>b. Presentation of Course Concepts</li> <li>c. Use of Technology to Assist Learning</li> <li>d. Use of Class Time</li> <li>e. Willingness to Allow Questions</li> <li>f. Helpfulness in Answering Questions</li> <li>g. Use of Examples and Practical Applications of Concepts</li> <li>e. Instructor Availability to Students</li> </ol> </li> </ol> </li> </ol> </li> <li><b>2. Student Satisfaction:</b> <ol style="list-style-type: none"> <li>a. % of COE students reporting high satisfaction with:                             <ol style="list-style-type: none"> <li>1. overall academic environment</li> <li>2. quality of teaching by faculty in major.</li> <li>3. guidance provided by faculty advisors</li> <li>4. availability of courses and sections</li> <li>5. variety of course schedules</li> <li>6. class size</li> <li>7. information technology course support</li> </ol> </li> </ol> </li> </ol>

## INSTITUTIONAL EFFECTIVENESS PERFORMANCE INDICATORS

### ACADEMIC PROGRAMS

Organizational Unit Mission Statement (Purpose)	Learning Effectiveness	PERFORMANCE INDICATORS (OUTCOMES) Program-Operational Effectiveness-Workloads	Service Delivery Efficiency
<p><b>COLLEGE OF EDUCATION (1650)---CONTINUED</b></p> <p><u>COE Academic Departments:</u>            Career Technical (BSEd)            Curriculum and Instruction (BSEd)            Health &amp; Physical Education (BSEd)            Lic/Cert Tract-High School (BA; BS)            Philosophical Foundations and Technology (core requirements)</p> <p><u>Teacher Inservice Center</u>            AMSTI            Science in Motion            Technology in Motion            Alabama Reading Initiative</p>	<p><u>Primary Outcomes Assessment Metrics</u></p> <p>a. Percent of COE candidates earning "Target" or "Acceptable" ratings for:            1. specific outcomes on portfolio assessments at each benchmark            2. PEPE indicators from ASU Supervisors</p> <p>b. Percent of certification candidates achieving passing scores in the:            1. APTTP (Basic Skills Test)            2. PRAXIS II Content Knowledge Test in the major            3. Pedagogy "Post" Tests (Exit Exams)</p> <p>c. Percent of COE students achieving passing scores in selective classroom management assessment courses</p> <p>d. Percent of first-year teachers rated "Excellent" in PEPE indicators by school principals</p> <p>e. Percent of COE students showing increase in student self-reported competencies (Entering/Exiting)</p>	<p>5. Faculty Resources</p> <p>a. Ratio of FT to PT Faculty            b. Percent of adjunct faculty            c. Percent of faculty with terminal degree in teaching discipline            d. Faculty composition per diversity goals            e. Percent of discipline hours in major taught by terminally-degreed faculty            f. Percent of courses taught by adjunct faculty            g. Documented faculty performance evaluations and improvement plans            1. College-wide teaching effectiveness mean scores from student evaluations            h. Faculty participation in:            1. Professional development activities            2. Mentoring programs            3. Scholarly activities</p> <p>6. Assessment</p> <p>a. Established internal system for managing, executing, and documenting assessment processes            b. Documented compliance with assessment cycle            c. Documented use of assessment findings in programs' planning and budget requests            d. Continuous Improvement:            1. Assessment methodology            2. Program changes or modifications</p>	

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Organizational Unit Mission Statement (Purpose)	Learning Effectiveness	PERFORMANCE INDICATORS (OUTCOMES) Program-Operational Effectiveness-Workloads	Service Delivery Efficiency
<b>COLLEGE OF EDUCATION (1650)---CONTINUED</b>	<p align="center"><u>Supplementary Outcomes Assessment Metrics</u></p> <p>a. Percent of COE graduating seniors reporting high level of confidence in:</p> <ol style="list-style-type: none"> <li>1. overall educational background</li> <li>2. overall ability to perform effectively on the job</li> <li>3. overall ability to pursue graduate or professional studies successfully</li> <li>4. overall ability to get a job in major area or advance to a better position.</li> </ol> <p>b. COE graduates' ratings of their educational background in relation to own job performance one year after graduation</p> <p>c. Principals' satisfaction with COE graduates' overall job performance one year after graduation</p>	<p>7. Program Reviews</p> <ol style="list-style-type: none"> <li>a. Compliance w/ Program Review Schedules-stakeholders input on assessment of graduates</li> <li>b. Program Viability</li> <li>c. New Programs</li> </ol> <p>8. Academic Advising-Faculty</p> <ol style="list-style-type: none"> <li>a. Established internal system for maintaining accurate student advising records including usage rate of technology-based resources for students and faculty</li> <li>b. Inventory of available resources to support academic advising:               <ol style="list-style-type: none"> <li>1. Faculty Advisors                   <ol style="list-style-type: none"> <li>a. Ratio of Advisor to Advisees</li> <li>b. Advisors' participation in advising-related professional development</li> </ol> </li> </ol> </li> </ol> <p>9. Stakeholders and Community Service/Outreach</p> <ol style="list-style-type: none"> <li>a. Strategic alliances               <ol style="list-style-type: none"> <li>1. Number of partnerships with:                   <ol style="list-style-type: none"> <li>a. schools and educational organizations</li> </ol> </li> <li>2. Faculty participation in community, advisory, or consulting service</li> <li>3. Student participation in service-learning Courses/activities</li> </ol> </li> <li>b. Grant writing               <ol style="list-style-type: none"> <li>1. Number of grants &amp; research proposals Developed</li> </ol> </li> </ol>	

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Organizational Unit Mission Statement (Purpose)	Learning Effectiveness	PERFORMANCE INDICATORS (OUTCOMES) Program-Operational Effectiveness-Workloads	Service Delivery Efficiency
<p align="center"><b>ALUMNI AFFAIRS (ASU ALUMNI ASSOCIATION) (1910)</b></p> <p>Alumni Affairs seeks to increase alumni involvement in supporting the University through the coordination of the Athens State University Alumni Association, whose mission and goal is to enhance the feeling of loyalty and commitment to the University and its alumni. The association provides services and sponsors several events for its thousands of alumni intended at developing viable avenues for successful interaction among alumni, staff, and the entire ASU community to support the University's vision as an upper undergraduate center of academic excellence. Through publications such as <i>The Athens State University Column</i>, <i>The Alumni News</i>, and others, the Association keeps active alumni informed about the University in an effort to promote lifetime ties and commitment to the well-being of their <i>Alma Mater</i>.</p>		<ol style="list-style-type: none"> <li>1. Alumni Membership               <ol style="list-style-type: none"> <li>a. Increase rate in first-time membership</li> <li>b. Reduction in annual membership withdrawals</li> </ol> </li> <li>2. Participation Rate in Alumni Association's sponsored programs and events</li> <li>3. Increase in the Dollar value of alumni giving</li> <li>4. Alumni awareness level of University's goals and priorities</li> </ol>	<ol style="list-style-type: none"> <li>1. Alumni Satisfaction</li> </ol>

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Organizational Unit Mission Statement (Purpose)	Learning Effectiveness	PERFORMANCE INDICATORS (OUTCOMES) Program-Operational Effectiveness-Workloads	Service Delivery Efficiency
<p align="center"><b>ASU FOUNDATION (1920)</b></p> <p>The Athens State University Foundation, an independent organization advancing the mission of the institution, is recognized by the University as the preferred channel for the distribution of philanthropic aid from individuals, corporations or foundations. The primary purpose of the Foundation is to create a worthy intellectual environment by providing financial support of physical facilities, academic services and collegial morale to the institution's students, faculty, and alumni. Major goals are to: 1) advance the educational mission of Athens State University by generating private philanthropic contributions to supplement the institution's state and federal revenues for capital needs, operative needs, and student assistance; 2) Identify and steward contributions from alumni, friends, corporations, foundations and organizations through effective communications, solicitations, acknowledgements, and recognition; 3) Offer the university flexible financial alternatives to state funding in order to pinpoint areas of need and react to them in a timely and fiduciary supportive manner; 4) Provide professional counsel to assist the University and its donors in directing and finalizing a gift plan, and 5) Act as an advocate for the University, publicly promoting the institution within the community, region, state and nation.</p>		<ol style="list-style-type: none"> <li>1. Foundation Donors               <ol style="list-style-type: none"> <li>a. Increase in total number of donors</li> </ol> </li> <li>2. Foundation Giving               <ol style="list-style-type: none"> <li>a. Increase in dollar value of total giving</li> </ol> </li> <li>3. Increase in the number of endowments               <ol style="list-style-type: none"> <li>a. Scholarships                   <ol style="list-style-type: none"> <li>1. Total number of available scholarships</li> <li>2. Total number of scholarship applications</li> <li>3. Dollar value of average scholarship award</li> </ol> </li> </ol> </li> <li>4. Awareness level of University's goals and priorities among:               <ol style="list-style-type: none"> <li>a. Foundation Board members</li> <li>b. Community in general</li> </ol> </li> <li>5. Federal and State compliance/audits certifications (Unqualified Opinions-audit reports)</li> </ol>	<ol style="list-style-type: none"> <li>1. Board members satisfaction</li> <li>2. Student satisfaction with financial aid Services:               <ol style="list-style-type: none"> <li>a. Scholarship Application Process</li> <li>b. Fund disbursement process</li> </ol> </li> </ol>

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Organizational Unit Mission Statement (Purpose)	Learning Effectiveness	PERFORMANCE INDICATORS (OUTCOMES) Program-Operational Effectiveness-Workloads	Service Delivery Efficiency
<p align="center"><b>AUXILIARY SERVICES (1711)</b></p> <p>Auxiliary Services encompasses a variety of University-operated or contractor-managed entities that provide goods and services to students, faculty, staff, and visitors. Collectively, all components, ASU Bookstore, Coffee Shop, Food Service, Print and Copy Services, and Vending Service support the academic, social, and administrative functions of the University by providing high quality goods and services at the least possible cost.</p>		<ol style="list-style-type: none"> <li>1. Fiscal viability of auxiliary services               <ol style="list-style-type: none"> <li>a. Self supporting positive fund balance</li> <li>b. Increases in commission revenue:                   <ol style="list-style-type: none"> <li>1. Bookstore/E-follet</li> <li>2. Food services</li> </ol> </li> </ol> </li> <li>2. Usage rate of online book orders               <ol style="list-style-type: none"> <li>a. Faculty</li> <li>b. Students</li> </ol> </li> <li>3. Return on Investment –Print Vending Unit               <ol style="list-style-type: none"> <li>a. Reduction in paper cost</li> </ol> </li> <li>4. Compliance performance of outsourced agreements</li> </ol>	<ol style="list-style-type: none"> <li>1. Student Service Quality Ratings               <ol style="list-style-type: none"> <li>a. Accessibility (Hours, Location, Phone, Electronic, Online)</li> <li>b. Information Clarity &amp; Helpfulness</li> <li>c. Staff Courtesy &amp; Responsiveness</li> <li>d. Timeliness</li> <li>e. Availability of resources</li> </ol> </li> <li>2. Student Satisfaction w/ auxiliary services               <ol style="list-style-type: none"> <li>a. Online book purchasing</li> <li>b. Bookstore</li> <li>c. Food services</li> <li>d. Copy &amp; printing services</li> <li>e. Vending services</li> </ol> </li> <li>3. Faculty and Staff satisfaction w/ relevant auxiliary services</li> </ol>

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<p align="center"><b>BUSINESS OFFICE (1710)</b></p> <p>The Business Office oversees the day-to-day financial operations of the University to ensure compliance with internal control procedures and safeguards to secure transactional integrity in the execution of the budget, while maintaining the ability to conduct University business effectively and efficiently. The Office has major responsibility for the implementation of changes in regulatory and generally accepted accounting practices, and a leadership role in the successful conduct of federal, state, and independent external audits. In addition, the Office has responsibility over student financial activities, University procurement, and payroll. In fulfilling its purpose, the Business Office is committed to the achievement of the following goals: 1) ensure full and timely compliance with fiscal-related policies and regulations and 2) enhance productivity of financial operations, while maintaining fiscal integrity.</p>		<ol style="list-style-type: none"> <li>1. Leverage of technology-based resources               <ol style="list-style-type: none"> <li>a. Improvements of internal control procedures and timeliness in day-to-day operations:</li> <li>b. Reduction in the number of financial data errors requiring corrections.</li> <li>c. Reduction in processing time of financial transactions                   <ol style="list-style-type: none"> <li>1. Purchase orders</li> <li>2. Student payment processes</li> </ol> </li> <li>d. Reduction in student accounts receivable turned over for collection.</li> </ol> </li> <li>2. Satisfactory performance of outsourced goods and services (Contract Performance)</li> <li>3. Federal and State compliance certifications (Audits-Unqualified Opinions)</li> </ol>	<ol style="list-style-type: none"> <li>1. Service Quality               <ol style="list-style-type: none"> <li>a. Accessibility (Hours, Location, Phone, Electronic, Online)</li> <li>b. Information Clarity &amp; Helpfulness</li> <li>c. Staff Courtesy &amp; Responsiveness</li> <li>d. Timeliness</li> <li>e. Availability of resources</li> </ol> </li> <li>2. Student Satisfaction w/ financial transaction processes:               <ol style="list-style-type: none"> <li>a. Registration/Payments</li> <li>b. Reimbursements</li> </ol> </li> <li>3. Faculty and Staff satisfaction w/ policies, procedures, and services provided by the Business Office.</li> </ol>

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Organizational Unit Mission Statement (Purpose)	Learning Effectiveness	PERFORMANCE INDICATORS (OUTCOMES) Program-Operational Effectiveness-Workloads	Service Delivery Efficiency
<p align="center"><b>CAMPUS SECURITY (1721)</b></p> <p>The Office of Campus Security supports the mission of the University by maintaining a reasonably safe and secure environment conducive to effective learning, teaching, studying, and working. A professional core of Security Officers, an integral part of the campus community, provides protection of persons and property through crime and emergency prevention activities, incidence response, ID services, parking and traffic control, facilities access, and dispatch communications. The Office is also responsible for maintaining and reporting crime statistics for the University as mandated by the Campus Awareness and Campus Security Act of 1990. The Office is committed to the accomplishment of the following goals: 1) balance security concerns with the freedom and privacy required in a higher education institution; 2) foster an effective working relationship between campus safety personnel and all other elements of the University community including students, faculty, staff and visitors; 3) increase crime and emergency prevention awareness, and 4) ensure compliance with appropriate institutional policies and regulations regarding campus security.</p>		<ol style="list-style-type: none"> <li>1. Inventory of available resources to enhance campus security               <ol style="list-style-type: none"> <li>a. Emergency alert systems</li> <li>b. Security Awareness Programs</li> <li>c. Staff Ratio</li> <li>d. Incident Response Plan</li> </ol> </li> <li>2. Incidence Statistics (Crime and Traffic)               <ol style="list-style-type: none"> <li>a. Number of reported incidents</li> <li>b. Percent of incident reduction</li> <li>c. Incidence Response                   <ol style="list-style-type: none"> <li>1. Reduction in incident response time</li> </ol> </li> </ol> </li> <li>3. Federal and State compliance certifications (Unqualified Opinion)</li> </ol>	<ol style="list-style-type: none"> <li>1. Faculty and Staff satisfaction with overall campus security</li> <li>2. Student satisfaction with overall campus security</li> </ol>

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<p align="center"><b>HUMAN RESOURCES (1717)</b></p> <p>The Office of Human Resources supports the mission of the University by fostering an environment that attracts, cultivates, and retains a talented and competitive workforce. In addition to providing services in the areas of employment, compensation, employee relations, training, and benefits, the Office is responsible for compliance with laws and regulations governing human resources. Through a dedicated staff and advanced technology applications, the Office is committed to the accomplishment of the following goals: 1) provide leadership and guidance in the development, implementation, and administration of human resources policies and procedures; 2) build collaborative partnerships at all levels of the University to assist organizational units and employees meet their functional responsibilities; 3) provide services with the highest quality standards; and 4) comply with federal and state laws and regulatory agencies.</p>		<ol style="list-style-type: none"> <li>1. Inventory of available resources to support human resources processes, recordkeeping, and reporting:               <ol style="list-style-type: none"> <li>a. Search, Hiring, &amp; Separations</li> <li>b. Employee Training and Orientation Programs</li> <li>c. Performance Evaluations</li> <li>d. Leverage of new/enhanced technology for HR-related transactions</li> </ol> </li> <li>2. Impact of technology-based tools:               <ol style="list-style-type: none"> <li>a. Qualified increases in applicant pools for vacant positions                   <ol style="list-style-type: none"> <li>1. Faculty</li> <li>2. Staff</li> <li>3. Students (Institutional Workstudy)</li> </ol> </li> <li>b. Reduction in processing time in HR-related transactions</li> <li>c. Employee usage rate of HR web-based services</li> <li>d. Reduction in error rate in payroll and reporting</li> </ol> </li> <li>3. Federal and State compliance certifications (Audits-Unqualified Opinions)</li> </ol>	<ol style="list-style-type: none"> <li>1. Faculty/Staff Service Quality Ratings               <ol style="list-style-type: none"> <li>a. Accessibility (Hours, Location, Phone, Electronic, Online)</li> <li>b. Information Clarity &amp; Helpfulness</li> <li>c. Staff Courtesy &amp; Responsiveness</li> <li>d. Timeliness</li> <li>e. Availability of resources</li> </ol> </li> <li>2. Faculty and Staff satisfaction w/ HR policies, procedures, and services.</li> <li>3. Student Satisfaction-Institutional Workstudy</li> </ol>

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<p align="center"><b>INFORMATION TECHNOLOGY (1730)</b></p> <p>The Information Technology (IT) Department supports the mission of the University by serving as a centralized resource for IT planning and support providing a safe and capable network that sustains administrative and academic computing. Structured around three operational areas of Architecture and Network Infrastructure, Enterprise Management Systems, and Customer Support and Service Delivery, the department maintains the University's administrative business, student, and course management systems; provides IT assistance and training to faculty, students, and staff; provides electronic mail and online services; provides computer maintenance and upgrades; and manages site licenses. To perform its functions, the department is committed to the achievement of the following goals: 1) provide a stable and technologically advanced infrastructure for serving academic and administrative computing to enhance institutional effectiveness and productivity; and 2) provide an effective and evolving academic computer environment that supports traditional and distance learning education.</p>		<p>Operational areas serving both academic and administrative functions.</p> <p><b>1. Architecture and Network Infrastructure</b></p> <p><b>A. Administrative Support</b></p> <ol style="list-style-type: none"> <li>1. Availability:               <ol style="list-style-type: none"> <li>a. Percent of uptime (exclusive of scheduled maintenance)</li> </ol> </li> <li>2. Performance:               <ol style="list-style-type: none"> <li>a. Network utilization -% available bandwidth through network</li> <li>b. Bandwidth utilization-% available bandwidth through gateway</li> </ol> </li> <li>3. Security:               <ol style="list-style-type: none"> <li>a. % of managed devices secured with user IDs and passwords</li> <li>b. % of core routers, firewalls, and switches physically secured</li> </ol> </li> </ol> <p><b>B. Academic Support</b></p> <ol style="list-style-type: none"> <li>1. Availability:               <ol style="list-style-type: none"> <li>a. Percent of uptime (exclusive of scheduled maintenance)</li> </ol> </li> <li>2. Performance:               <ol style="list-style-type: none"> <li>a. % of applicable technology connected to the internal network</li> <li>b. % of connected technology able to access the Internet</li> <li>c. % of required software loaded and properly licensed</li> </ol> </li> <li>3. Security:               <ol style="list-style-type: none"> <li>a. % of managed devices secured with user IDs and passwords</li> </ol> </li> </ol>	<p><b>1. Student Satisfaction</b></p> <ol style="list-style-type: none"> <li>a. % of students reporting high satisfaction with:           <ol style="list-style-type: none"> <li>1. IT Support and Assistance               <ol style="list-style-type: none"> <li>a. System Access</li> <li>b. Course support</li> <li>c. Online registration and payment</li> <li>d. Student Lab (CPU Lab)</li> </ol> </li> </ol> </li> </ol>

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<b>INFORMATION TECHNOLOGY (1730) ----CONTINUED</b>		<ul style="list-style-type: none"> <li>b. % of controlled access to wireless services</li> <li>c. % of controlled access to public computers</li> </ul> <p><b>2. Enterprise Application and Management Systems</b></p> <p><b>A. Administrative Support</b></p> <ul style="list-style-type: none"> <li>1. Applications (exclusive to administrative functions)               <ul style="list-style-type: none"> <li>a. Banner</li> <li>b. Email</li> <li>c. Web</li> <li>d. Document storage</li> <li>e. ARGOS reporting</li> <li>f. Desktop Licensing Agreements</li> </ul> </li> <li>1. Availability:               <ul style="list-style-type: none"> <li>a. Percent of uptime (exclusive of scheduled maintenance)</li> </ul> </li> <li>2. Performance:               <ul style="list-style-type: none"> <li>a. % of storage capacity available per application (monthly)</li> <li>b. % of computers loaded with correct software and properly licensed.</li> </ul> </li> <li>3. Security: Success Rate:               <ul style="list-style-type: none"> <li>a. Controlled access to Banner</li> <li>b. % of core routers, firewalls, and switches physically secured</li> </ul> </li> </ul> <p><b>3. Documented Disaster Management Plan</b></p> <ul style="list-style-type: none"> <li>A. Infrastructure</li> <li>B. Data Back-up</li> </ul>		

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Organizational Unit Mission Statement (Purpose)	Learning Effectiveness	PERFORMANCE INDICATORS (OUTCOMES) Program-Operational Effectiveness-Workloads	Service Delivery Efficiency
<p><b>INSTITUTIONAL PLANNING, RESEARCH, &amp; ASSESSMENT (1610)</b></p> <p>The Office of Institutional Planning, Research, and Assessment supports decision-making for strategic planning, continuous improvement, and accreditation through the coordination and systematic collection, analysis, and dissemination of valid and reliable data. To accomplish its mission OIPRA oversees a coordinated, fully-integrated institutional planning, research, and assessment process; provides information and technical expertise to assist academic and administrative units with the formulation, measurement, tracking, and reporting of performance (outcomes) indicators and metrics; accumulates, generates, maintains, and disseminates institutional information to support assessment of institutional effectiveness; and initiates surveys and other performance-based studies to facilitate planning and continuous improvement. OIPRA is committed to the achievement of the following goals: 1) enhance the accountability of the institutional planning, research and assessment process to conduct program reviews, develop and implement workable assessment plans, and collect and integrate assessment and institutional data into strategic planning; 2) improve ASU's ability to determine its overall institutional effectiveness as the foundation for continuous improvement; and 3) secure compliance with academic and student support quality standards to seek and maintain regional and discipline-specific accreditation.</p>		<ol style="list-style-type: none"> <li>1. Inventory of available resources to support a data-driven environment :               <ol style="list-style-type: none"> <li>a. Technology-based: AMOS, AMEE, ARGOS</li> <li>b. Staff</li> </ol> </li> <li>2. Productivity measures:               <ol style="list-style-type: none"> <li>a. Assessment:                   <ol style="list-style-type: none"> <li>1. Number of programs achieving certifications for compliance</li> <li>2. Number of programs with documented changes connected to assessment findings</li> <li>3. Development, implementation, and maintenance of assessment databases</li> </ol> </li> <li>4. Technical support provided:                   <ol style="list-style-type: none"> <li>a. Assistance in developing survey instruments</li> <li>b. Statistical analysis and data reporting of survey results</li> <li>c. Guidelines for development and submission of documents</li> </ol> </li> <li>b. Institutional Research:                   <ol style="list-style-type: none"> <li>1. Number of served requests for institutional data and special studies</li> <li>2. Timely submission of mandated reports</li> </ol> </li> <li>c. Institutional Planning                   <ol style="list-style-type: none"> <li>1. Documented coordination of planning and evaluation processes</li> </ol> </li> </ol> </li> <li>3. Faculty and Staff ratings of the effectiveness of the planning and evaluation functions</li> </ol>	<ol style="list-style-type: none"> <li>1. Faculty and Staff Satisfaction w/ OIPRA services               <ol style="list-style-type: none"> <li>a. Technical assistance provided</li> <li>b. Usefulness of research-based data</li> <li>c. Timeliness</li> <li>d. Staff Courtesy and Responsiveness</li> </ol> </li> </ol>

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ADMINISTRATIVE - UNIVERSITY OPERATIONS**

Organizational Unit Mission Statement (Purpose)	Learning Effectiveness	PERFORMANCE INDICATORS (OUTCOMES) Program-Operational Effectiveness-Workloads	Service Delivery Efficiency
<p><b>PHYSICAL PLANT AND MAINTENANCE (1720)</b></p> <p>The Physical Plant Department serves as the steward of the University's physical plant by creating a campus setting conducive to the well-being of students, faculty, staff, and visitors. To support the mission of the University, the Department is committed to the achievement of the following goals: 1) provide, develop, and maintain a physical plant appropriate for the support of University programs and enrollment goals; 2) provide facilities and transportation-related services to support day-to-day operations; 3) ensure optimum levels of effectiveness and efficiency of University's capital plan and facilities management program, and 4) secure compliance with regulatory requirements pertaining to physical plant and facilities.</p>		<ol style="list-style-type: none"> <li>1. Compliance performance agreements– Outsourced Capital Projects               <ol style="list-style-type: none"> <li>a. Bidding</li> <li>b. Completion Rate</li> <li>c. Cost overrun</li> </ol> </li> <li>2. Capacity utilization (physical facilities)               <ol style="list-style-type: none"> <li>a. Instruction-related</li> <li>b. Administrative</li> <li>c. Official Vehicle Fleet</li> </ol> </li> <li>3. Cost containment -Maintenance and Utilities</li> <li>4. Overall Quality of Physical Facilities               <ol style="list-style-type: none"> <li>a. Accessibility</li> <li>b. Appearance</li> </ol> </li> <li>5. Federal and State compliance certifications (Audits-Unqualified Opinions)               <ol style="list-style-type: none"> <li>a. ALDPSE</li> <li>b. Fire Inspections</li> <li>c. ADA</li> <li>d. Facilities Master Plan</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Faculty and staff satisfaction w/ physical facilities</li> <li>2. Student satisfaction with:               <ol style="list-style-type: none"> <li>a. Classroom, laboratories, or studio facilities</li> <li>b. Parking facilities</li> <li>c. Campus overall appearance</li> </ol> </li> </ol>

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Organizational Unit Mission Statement (Purpose)	Learning Effectiveness	PERFORMANCE INDICATORS (OUTCOMES) Program-Operational Effectiveness-Workloads	Service Delivery Efficiency
<p align="center"><b>PRINTING &amp; PUBLICATIONS (1892)</b></p> <p>The Office of Printing and Publication Services supports the mission of the University by providing a variety of quality printing and mail services to the University. Through the availability of state of the art equipment and orderly processes aimed at meeting or exceeding timelines and quality standards, the Office contributes to the overall effectiveness and efficiency of day-to-day operations and special projects for both academic and administrative areas. The Office also supports the marketing and external relations functions of the University by providing copy design for promotional material and ensuring that all publications representing the University convey a consistent and accurate message and image.</p>		<ol style="list-style-type: none"> <li>1. Inventory of available resources to support printing and publications services.               <ol style="list-style-type: none"> <li>a. Equipment and technology-based resources</li> <li>b. Staff</li> </ol> </li> <li>2. Printing and Publications Services Productivity:               <ol style="list-style-type: none"> <li>a. Number of job orders requested and served</li> <li>b. Success rate: % of job order specifications met during initial job order processing</li> <li>c. Average processing time</li> </ol> </li> <li>3. Quality control initiatives</li> </ol>	<ol style="list-style-type: none"> <li>1. Users Satisfaction w/ Printing Services</li> </ol>

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<p align="center"><b>PUBLIC RELATIONS (1940)</b></p> <p>Public Relations supports and promotes the image and mission of Athens State University through the development and administration of communication and marketing strategies aimed at increasing public awareness, understanding, and appreciation for the institution. The Office serves as the primary point of media contact and provides the support mechanism for assisting with the promotion, planning and execution of media campaigns and special events. Public Relations has oversight responsibility over the Athens State University Website.</p>		<ol style="list-style-type: none"> <li>1. Increase in media coverage of ASU:               <ol style="list-style-type: none"> <li>a. number of byline stories within selected media markets</li> <li>b. number of TV stories generated in the Huntsville media market</li> </ol> </li> <li>2. Share-of-mind metrics:               <ol style="list-style-type: none"> <li>a. Increase in self-reported student viewership</li> <li>b. Increase in reported "first-time" knowledge of ASU through commercial media</li> <li>c. Increase in ASU perceived visibility (compared to similar institutions)</li> <li>d. Increase in message recall- (positioning strategy)</li> </ol> </li> <li>3. Cost Effectiveness metrics:               <ol style="list-style-type: none"> <li>a. Advertising Cost to Admissions Ratio (new students)</li> <li>b. Enrollment growth by targeted program and media market</li> </ol> </li> <li>4. Website Metrics:               <ol style="list-style-type: none"> <li>a. Increase in the number of "hits"</li> <li>b. Increase in total page viewership</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Overall satisfaction with ASU website</li> <li>2. Ratings of ASU website components               <ol style="list-style-type: none"> <li>a. Overall content</li> <li>b. Organization of the information</li> <li>c. Timeliness of the information (updated)</li> <li>d. Ease of navigation (finding information)</li> <li>e. Current and working links</li> <li>f. Appearance (look) of our website</li> </ol> </li> </ol>

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Organizational Unit Mission Statement (Purpose)	Learning Effectiveness	PERFORMANCE INDICATORS (OUTCOMES) Program-Operational Effectiveness-Workloads	Service Delivery Efficiency
<p align="center"><b>ACADEMIC ADVISING (1621)</b></p> <p>Athens State University recognizes that academic advising is a critical component of the educational experience. The primary mission of Academic Advising is to assist transfer students in identifying educational plans to successfully complete an undergraduate degree by providing quality advising. It is the obligation of the University to provide the student with accurate and timely advising through the Transfer Advising Center, the colleges and departments, and the faculty who mentor the students. The goals for the Athens State University Academic Advising Program are to: 1) assist students to establish academic goals and career choices; 2) strengthen retention of students; 3) provide quality advising for students by faculty; 4) increase student satisfaction with their University experience; 5) enhance desired outcomes of the various individual programs by providing an understanding of academic policies and procedures.</p>	<ol style="list-style-type: none"> <li>1. Students' understanding of curricular requirements:               <ol style="list-style-type: none"> <li>a. % of students with a documented advisor-approved plan of study</li> <li>b. % students reporting high/somewhat high confidence in their understanding of:                   <ol style="list-style-type: none"> <li>1. curricular requirements-major area study</li> <li>2. graduation requirements</li> <li>3. academic policies and procedures</li> </ol> </li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Inventory of available resources to support academic advising activities/processes               <ol style="list-style-type: none"> <li>a. Faculty Advisors</li> <li>b. ASU Academic Advising Tool (Plan of Study)</li> </ol> </li> <li>2. Faculty Professional Development (Advising)               <ol style="list-style-type: none"> <li>a. Faculty training outputs-% of faculty participation in training activities related to academic advising.</li> </ol> </li> <li>3. Faculty-Student Participation               <ol style="list-style-type: none"> <li>a. Ratio of advisor to advisee</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Student Quality Ratings (Advising Services)               <ol style="list-style-type: none"> <li>a. % of students who rate advising services elements as high and somewhat high                   <ol style="list-style-type: none"> <li>1. Accessibility to faculty advisor</li> <li>2. Timeliness of advising services</li> <li>3. Advisor's courtesy, responsiveness and respect toward the student</li> <li>4. Accuracy of advising information</li> <li>5. Technology-based resources available to enhance advisors' ability to work with students</li> </ol> </li> </ol> </li> <li>2. Student Satisfaction:               <ol style="list-style-type: none"> <li>a. % of students reporting high satisfaction with academic advising services</li> </ol> </li> </ol>

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STUDENT SUPPORT - ACADEMIC/EXTRA CURRICULAR**

Organizational Unit Mission Statement (Purpose)	Learning Effectiveness	PERFORMANCE INDICATORS (OUTCOMES) Program-Operational Effectiveness-Workloads	Service Delivery Efficiency
<p align="center"><b>ACCOUNTING LAB (1650)</b></p> <p>The mission of the Accounting Lab is to provide students with foundational accounting concepts. To fulfill its mission, the Accounting Lab provides face-to-face and internet tutorials to students that voluntary seek the services. The Lab is staffed by knowledgeable Accounting majors selected by the faculty and offers a variety of equipment and instructional resources that support accounting courses in distance and campus-based formats. The Accounting Lab is committed to the fulfillment of the following goals: (1) improve students' understanding of accounting concepts, and 2) encourage students to be independent learners.</p>	<ol style="list-style-type: none"> <li>1. Student self-reported improvement in their understanding of accounting concepts               <ol style="list-style-type: none"> <li>a. % of students that sought tutorial assistance reporting improvement in their understanding of accounting concepts and problem-solving.</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Inventory of available resources to support accounting tutorial services:               <ol style="list-style-type: none"> <li>a. Student Tutors</li> <li>b. Learning material</li> </ol> </li> <li>2. Student Participation:               <ol style="list-style-type: none"> <li>a. Number of students who sought and received tutorial services</li> </ol> </li> <li>3. Average contact hours-tutorial</li> </ol>	<ol style="list-style-type: none"> <li>1. Student Satisfaction w/ the services provided by the Accounting Lab</li> </ol>

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Organizational Unit Mission Statement (Purpose)	Learning Effectiveness	PERFORMANCE INDICATORS (OUTCOMES) Program-Operational Effectiveness-Workloads	Service Delivery Efficiency
<p align="center"><b>ADMISSIONS &amp; RECORDS (1810)</b></p> <p>The Office of Admissions and Records promotes policies and practices that ensure admissions and registration to qualified students and serves as the official University steward of academic records. Through carefully managed processes, information technology resources, and personalized services, The Office conducts a wide range of activities aimed at meeting University enrollment and retention goals, facilitating the successful transition of first-admitted students, and ensuring accuracy, integrity, and security of student academic records. In conducting its activities, the office collects, maintains, preserves, and distribute academic data in compliance with institutional policies and state and federal regulations.</p>		<ol style="list-style-type: none"> <li>1. Inventory of available resources               <ol style="list-style-type: none"> <li>a. Staff-Applications Ratio</li> <li>b. Online capabilities-Admissions Support</li> </ol> </li> <li>2. Acceptance Rate (entering class)</li> <li>3. Enrollment – New Students               <ol style="list-style-type: none"> <li>a. % admitted students that actually enrolled</li> <li>b. Growth Rate</li> <li>c. Demographic Profile[1]</li> <li>d. Academic Profile[2]</li> </ol> </li> <li>4. Student Participation               <ol style="list-style-type: none"> <li>a. Orientation &amp; Retention Programs</li> </ol> </li> <li>5. Registration Services               <ol style="list-style-type: none"> <li>a. Success Rate – Registration transactions</li> <li>b. Number &amp; % of complaints-OL transactions[3]</li> </ol> </li> <li>6. Graduation &amp; Retention Rates</li> <li>7. Student Records               <ol style="list-style-type: none"> <li>a. Quality Control Procedures                   <ol style="list-style-type: none"> <li>1. Error rate</li> </ol> </li> <li>b. Number of student transcripts requested and processed</li> </ol> </li> <li>8. Documented policy-making reviews and procedures</li> </ol>	<ol style="list-style-type: none"> <li>1. Average processing time-Admission (from initial application to acceptance)</li> <li>2. Average processing time of transcript requests (from initial request to delivery)</li> <li>3. Average registration processing time</li> <li>4. Student Service Quality Rating               <ol style="list-style-type: none"> <li>a. Accessibility (Hours, Location, Phone, Electronic, Online)</li> <li>b. Information Clarity &amp; Helpfulness</li> <li>c. Staff courtesy &amp; Responsiveness</li> <li>d. Timeliness</li> <li>e. Quality of information</li> <li>f. Admissions Webpage</li> <li>g. Records Webpage</li> <li>h. Orientation Webpage</li> </ol> </li> <li>5. Student Satisfaction w/               <ol style="list-style-type: none"> <li>a. Admissions Process</li> <li>b. Registration</li> <li>c. Orientation Program</li> <li>d. Transcript Requests</li> <li>e. Graduation Application Process</li> </ol> </li> </ol>

[1] Characteristics: Gender; Ethnic; Age; County of Residence

[2] Characteristics: Major; GPA; Primary Campus; Transfer School; Mainly DL; Mainly Traditional

[3] Data collected through IT internal records

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Organizational Unit Mission Statement (Purpose)	Learning Effectiveness	PERFORMANCE INDICATORS (OUTCOMES) Program-Operational Effectiveness-Workloads	Service Delivery Efficiency
<p><b>DISTANCE LEARNING (DL)/ CENTER FOR INSTRUCTIONAL TECHNOLOGY (CIT) (1622)</b></p> <p>Distance Learning programs support the University's mission of expanding educational opportunities for students who cannot attend classes in a traditional manner, through a variety of academic programs and modes of instructional delivery leading to a bachelor degree. Courses offered through distance learning formats meet the same standards as set for traditional courses. To address the specific challenges inherent to distance education formats, the Center for Instructional Technology (CIT) aims at enhancing faculty and student support through training, technical assistance, and availability of appropriate resources to improve teaching and learning. The Center is committed to the achievement of the following goals: 1) provide for continuous improvement of Distance Learning programs; 2) provide guidelines toward an effective and evolving technology infrastructure to support distance learning; 3) help institutionalize distance learning as a quality-based equivalent learning environment; and 4) ensure student access to distance learning.</p>	<p>Athens State University requires the same quality standards for teaching and student learning for all instructional modalities (Traditional and Distance Learning) and delivery locations (University Centers). Therefore, learning outcomes for DL at the course and program level (Common Areas of Graduates Learning Outcomes) are incorporated into the overall learning objectives formulated by faculty in each individual degree program and stated in their annual assessment plan. To accommodate differences in instructional modality, DL courses carry other assessment instruments used for comparative purposes.</p> <ol style="list-style-type: none"> <li>1. <b>Common Areas of Graduates Learning Outcomes</b> (See Academic Programs: COAS, COB, COE)             <ol style="list-style-type: none"> <li>a. Primary Outcomes Assessment Metrics</li> </ol> </li> <li>2. <b>Self-Assessment of Student Readiness</b> <i>Should I Take a Distance Education Course?</i> <ol style="list-style-type: none"> <li>a. % of students scoring 7 or higher in the self-assessment (indicates likelihood of success in a distance learning course)</li> </ol> </li> <li>3. <b>Modality Assessment (Comparative)</b> <ol style="list-style-type: none"> <li>a. Student self-reports of course quality and teaching effectiveness based on instructional modality</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Faculty Professional Development Assessment</b> <ol style="list-style-type: none"> <li>a. Faculty training outputs through CIT's                 <ol style="list-style-type: none"> <li>1. % faculty participation in training activities</li> <li>2. Documented collaborations and/or interactions among peers</li> </ol> </li> </ol> </li> <li>2. <b>Teaching Effectiveness</b> <ol style="list-style-type: none"> <li>a. Blackboard Content Evaluations by instructor and course format as one of several components of overall instructor's evaluation by college deans and/or department chairs</li> <li>b. DL Faculty Survey used at the course level capturing instructor's perspectives regarding the teaching and learning experience.</li> <li>c. DL Student Survey used at the course level capturing student's perspectives regarding the teaching and learning experience.</li> </ol> </li> <li>3. <b>Student and Faculty Technology Support</b> <ol style="list-style-type: none"> <li>a. Cross examinations of IT Department's academic support records:                 <ol style="list-style-type: none"> <li>1. Availability: % of uptime (course instruction)</li> <li>2. Performance: % Network &amp; Bandwidth Utilization</li> <li>3. Security: % success rate managed access and controlled physical access</li> <li>4. Technical Support –Instruction-related                     <ol style="list-style-type: none"> <li>a. Reduction in Help Desk requests</li> <li>b. % ticket resolutions in first contact</li> </ol> </li> </ol> </li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Student Quality Ratings:</b> <ol style="list-style-type: none"> <li>a. Overall Quality of Instruction                 <ol style="list-style-type: none"> <li>1. % of DL students' "Good" or "Excellent" ratings of:                     <ol style="list-style-type: none"> <li>a. Course Quality</li> <li>b. Teaching effectiveness</li> </ol> </li> </ol> </li> <li>b. Quality of Instructors' Performance                 <ol style="list-style-type: none"> <li>1. % of DL students ratings of instructor's performance as "Good" or "Excellent" in the following elements:                     <ol style="list-style-type: none"> <li>a. Timely Feedback to Students</li> <li>b. Presentation of Course Concepts</li> <li>c. Use of Technology to Assist Learning</li> <li>d. Use of Class Time</li> <li>e. Willingness to Allow Questions</li> <li>f. Helpfulness in Answering Questions</li> <li>g. Use of Examples and Practical Applications of Concepts</li> <li>e. Instructor Availability to Students</li> </ol> </li> </ol> </li> <li>c. Quality of Academic Advising</li> </ol> </li> <li>2. <b>Student Satisfaction:</b> <ol style="list-style-type: none"> <li>a. % of DL students reporting high satisfaction with:                 <ol style="list-style-type: none"> <li>1. overall academic environment</li> <li>2. quality of teaching by faculty in major.</li> <li>3. guidance provided by faculty advisors</li> <li>4. availability of courses and sections</li> <li>5. variety of course schedules</li> <li>6. class size</li> <li>7. library resources</li> </ol> </li> </ol> </li> </ol>

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**ADMINISTRATIVE SUPPORT FUNCTIONS  
STUDENT SUPPORT - ACADEMIC/EXTRA CURRICULAR**

Organizational Unit Mission Statement (Purpose)	Learning Effectiveness	PERFORMANCE INDICATORS (OUTCOMES)		Service Delivery Efficiency
		Program-Operational Effectiveness-Workloads		
<b>DISTANCE LEARNING/ CENTER FOR INSTRUCTIONAL TECHNOLOGY(CIT) (1622) ---CONTINUED</b>	. Student Academic Profile Statistics (Intergroup Comparisons--- DL versus Traditional) 1. Retention and Graduation Rate 2. Overall GPA 3. Course Grade Range	4. Documented DL student access to faculty advisors	8. information technology course support 9. information technology-non-course support 10. Student Services (Extracurricular) a. Admissions & Enrollment b. Transfer advise and assistance in securing a faculty advisor c. Financial Assistance and Payment  <b>3. Faculty Satisfaction</b> a. % of faculty reporting high satisfaction with professional development opportunities (instructional technology), instructional support, and resources	

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Organizational Unit Mission Statement (Purpose)	Learning Effectiveness	PERFORMANCE INDICATORS (OUTCOMES) Program-Operational Effectiveness-Workloads	Service Delivery Efficiency
<p align="center"><b>LIBRARY (1660)</b></p> <p>The mission of the Athens State University Library is to identify, acquire, maintain, preserve, and provide access to information and research in support of academic programs offered by the institution; to enhance bibliographic skills of patrons through instruction; to work cooperatively with faculty and the greater community to build appropriate collections in a variety of formats; to respond to advances in information technology; to establish and maintain cooperative agreements for resource sharing with other libraries; and to encourage research and life-long learning.</p> <p>The Library supports the academic mission of the University through provision of information relevant to areas of the curriculum and research interests of students and faculty. Librarians provide instruction in research strategy and information literacy. Services are directed toward the following goals: 1) develop a quality and responsive collection of materials; 2) ensure availability of library resources; 3) ensure adequate technology for library resources and services; 4) ensure an appropriate and effective program of orientation and instruction for library services; 5) encourage involvement of teaching faculty in developing and assessing Library resources; 6) cultivate cooperative services with other libraries; 7) develop and promote a useful repository of materials pertinent to ASU history.</p>	<p>1. Students' library skills</p> <p>a. % of students scoring at the 75% level or above in the Information Literacy Test</p>	<p>1. Inventory of appropriate resources to support learning, teaching, and scholarly activities:</p> <p>a. Technology-based capabilities b. Staff c. Courses &amp; orientation programs d. Library holdings</p> <p>2. Shelf availability</p> <p>a. % of material on the shelf or checked out (average)</p> <p>3. Database Usage Rate</p> <p>a. % of checked out material (average) b. % increase in usage rate (from previous period)</p> <p>4. Interlibrary Loans</p> <p>a. % of successfully acquired items (as requested)</p>	<p>1. Student Satisfaction</p> <p>a. % of student satisfaction with:</p> <ol style="list-style-type: none"> <li>1. Library Resources               <ol style="list-style-type: none"> <li>a. Holdings (Collections)</li> </ol> </li> <li>2. Library Services               <ol style="list-style-type: none"> <li>a. Interlibrary Loans</li> <li>b. Ease in Finding Materials</li> <li>c. Reference Desk</li> <li>d. Library courses and orientation sessions</li> </ol> </li> <li>3. Technology support</li> </ol> <p>2. Faculty Satisfaction</p> <p>a. % of faculty satisfaction with:</p> <ol style="list-style-type: none"> <li>1. Library Holdings (Collections)</li> <li>2. Library Services               <ol style="list-style-type: none"> <li>a. Interlibrary Loans</li> <li>b. Ease in Finding Materials</li> <li>c. Reference Desk</li> <li>d. Orientation (for faculty)</li> </ol> </li> <li>3. Technology support</li> </ol>

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Organizational Unit Mission Statement (Purpose)	Learning Effectiveness	PERFORMANCE INDICATORS (OUTCOMES) Program-Operational Effectiveness-Workloads	Service Delivery Efficiency
<p align="center"><b>MATH LAB (1635)</b></p> <p>The Math Lab provides a supportive learning environment aimed at assisting students to meet math courses goals and objectives and increase their confidence and competence in their mathematics skills. The Lab is staffed by knowledgeable math majors selected by the Math faculty, who provide personal tutorial assistance to students who voluntarily seek the services. In addition, the Math Lab offers a variety of resources such as specialized software, DVD, and video tapes to reinforce class concepts and enhance learning.</p>	<ol style="list-style-type: none"> <li>1. Student self-reported improvement in math skills               <ol style="list-style-type: none"> <li>a. % of students that sought tutorial assistance reporting improvement in math skills</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Inventory of available resources to support math tutorial services:               <ol style="list-style-type: none"> <li>a. Student Tutors</li> <li>b. Learning material</li> </ol> </li> <li>2. Student Participation:               <ol style="list-style-type: none"> <li>a. Number of students who sought and received tutorial services</li> </ol> </li> <li>3. Average contact hours-tutorial</li> </ol>	<ol style="list-style-type: none"> <li>1. Student Satisfaction w/ the services provided by the Math Lab</li> </ol>

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STUDENT SUPPORT - ACADEMIC/EXTRA CURRICULAR**

Organizational Unit Mission Statement (Purpose)	Learning Effectiveness	PERFORMANCE INDICATORS (OUTCOMES) Program-Operational Effectiveness-Workloads	Service Delivery Efficiency
<p align="center"><b>OFF-CAMPUS CENTERS (1670)</b></p> <p>The mission of Athens State University Off-Campus Centers is to expand the opportunities for traditional and non-traditional students to pursue degrees or certifications at locations where education might otherwise be limited. To fulfill their mission, Off-Campus Centers are committed to the achievement of the following goals: (1) increase student enrollment in each one of the Centers through a diverse offering of course schedules and formats; and (2) maintain high-quality and efficient services that enable students to finish their degrees successfully.</p> <p>Located throughout the State, six Off-Campus Centers employ two organizational models to meet the diverse needs of students to complete degree requirements in a variety of programs. Three University Centers, administered under a formal agreement with partner colleges within the Alabama Community College System (ACCS), provide traditional and distance learning format classes. Three Distance Learning Centers, allow students to take courses online. Courses are offered in a variety of schedules that include evenings and weekends as well as accelerated short term courses. Criteria for admission, course content, and program requirements are identical to those offered at the Main Campus and students can enroll either as full-time or part-time students. All Off-Campus Centers provide student support services and instructional resources similar to those provided at the Main Campus to meet the needs of both traditional and distance learning students.</p> <p><u>University Centers at:</u> Northeast State Community College; Wallace State Community College at Hanceville; Redstone Arsenal.</p> <p><u>Distance Learning Centers at:</u> Northwest-Shoals Community College; Snead State Community College; Wallace State Community College at Selma.</p>		<ol style="list-style-type: none"> <li>1. Productivity Measures               <ol style="list-style-type: none"> <li>a. Student Enrollment</li> <li>b. Credit Hour Production</li> <li>c. Course Offering and Schedules</li> </ol> </li> <li>2. Student Participation-Support Services               <ol style="list-style-type: none"> <li>a. Number of students who sought and received student support services</li> </ol> </li> <li>3. Student and Faculty Technology Support               <ol style="list-style-type: none"> <li>a. Course support resources</li> <li>b. Library and instructional material</li> </ol> </li> <li>4. <b>Assessment</b> <ol style="list-style-type: none"> <li>a. Established internal system for managing, executing, and documenting assessment processes</li> <li>b. Documented compliance with assessment cycle</li> <li>c. Documented use of assessment findings in Center's planning and decision-making</li> <li>d. Continuous Improvement:                   <ol style="list-style-type: none"> <li>1. Assessment methodology</li> <li>2. Administrative processes changes or modifications</li> </ol> </li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Student Satisfaction w/ student support services</b> (admissions, financial aid, transfer/academic advising, career services, disability services)</li> <li>2. <b>Student Service Quality Ratings</b> <ol style="list-style-type: none"> <li>a. Accessibility (Hours, Location, Phone, Electronic, Online)</li> <li>b. Information Clarity &amp; Helpfulness</li> <li>c. Staff Courtesy &amp; Responsiveness</li> <li>d. Timeliness</li> <li>e. Availability of resources</li> </ol> </li> <li>3. <b>Student Satisfaction:</b> <ol style="list-style-type: none"> <li>a. % of individual center's students reporting high satisfaction with:               <ol style="list-style-type: none"> <li>1. overall academic environment</li> <li>2. quality of teaching by faculty in major.</li> <li>3. guidance provided by faculty advisors</li> <li>4. availability of courses and sections</li> <li>5. variety of course schedules</li> <li>6. class size</li> <li>7. information technology course support</li> </ol> </li> </ol> </li> </ol>

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**ADMINISTRATIVE SUPPORT FUNCTIONS  
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Organizational Unit Mission Statement (Purpose)	Learning Effectiveness	PERFORMANCE INDICATORS (OUTCOMES) Program-Operational Effectiveness-Workloads	Service Delivery Efficiency
<p align="center"><b>TESTING SERVICES (1880)</b></p> <p>The Office of Testing supports the mission of the University by providing a unique blend of personal service and customized technology and information to accommodate undergraduate testing needs. The Office provides open access to particular collegiate-level examinations and maintains confidentiality of subsequent scores. The Office provides access to graduate school admissions information and access to Miller Analogies Test. The Office provides office hours convenient for day and evening students and college personnel and maintains strict test security.</p>		<ol style="list-style-type: none"> <li>1. Inventory of available resources to support testing services               <ol style="list-style-type: none"> <li>a. Testing material</li> <li>b. Proctor availability</li> <li>c. Testing security</li> <li>d. Online capabilities</li> </ol> </li> <li>2. Productivity of testing services               <ol style="list-style-type: none"> <li>a. Student Participation                   <ol style="list-style-type: none"> <li>1. Number of students requesting testing services</li> <li>2. Number and types of tests applied (students served)</li> </ol> </li> <li>b. Faculty Support                   <ol style="list-style-type: none"> <li>1. Number of faculty requests for proctoring services                       <ol style="list-style-type: none"> <li>a. Percent of faculty requests served</li> </ol> </li> </ol> </li> <li>c. Operations                   <ol style="list-style-type: none"> <li>1. Incidents/problems encountered in testing applications                       <ol style="list-style-type: none"> <li>a. Missing test material</li> <li>b. Security breaches</li> </ol> </li> </ol> </li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Student/Test Taker Service Quality Rating               <ol style="list-style-type: none"> <li>a. % of students who rate Testing Services elements as high or somewhat High:                   <ol style="list-style-type: none"> <li>1. Ease of getting testing appointments</li> <li>2. Clarity of directions to Testing Center</li> <li>3. Simplicity of testing sign-in process</li> <li>4. Convenience of testing payment process</li> <li>5. Clarity of computer sign-in process</li> <li>6. Comfort of Testing Center</li> <li>7. Availability of administrator during testing process</li> </ol> </li> </ol> </li> <li>2. Student Satisfaction w/ testing services</li> </ol>

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Organizational Unit Mission Statement (Purpose)	Learning Effectiveness	PERFORMANCE INDICATORS (OUTCOMES) Program-Operational Effectiveness-Workloads	Service Delivery Efficiency
<p align="center"><b>TRANSFER ADVISING CENTER (1890)</b></p> <p>The Transfer and Advising Center (TAC) serves as a centralized service office providing transfer credit advise to incoming baccalaureate degree-seeking students. The Center has vested authority to determine the acceptability of any given course to satisfy the general education requirements. Given the unique nature of Athens State University as the baccalaureate degree-granting institution of the Alabama College System, offering coursework exclusively at the junior and senior level, the Center is instrumental in providing consistency to the transfer eligibility of general education courses. In coordination with the Admissions and Records Office, Transfer Center Counselors assist students with transfer credit, complete unofficial plan of study, and assign faculty advisors in the student's chosen major area. In supporting the University mission, the Transfer Center is committed to the achievement of the following goals: 1) provide timely and accurate information to incoming students regarding the transferability of credits, and 2) ensure student satisfaction with the services provided.</p>		<ol style="list-style-type: none"> <li>1. Inventory of available resources to support the Transfer Advising Center               <ol style="list-style-type: none"> <li>a. Staff to Advisee Ratio</li> <li>b. Online capabilities</li> </ol> </li> <li>2. Productivity of transfer student advising               <ol style="list-style-type: none"> <li>a. Student Participation                   <ol style="list-style-type: none"> <li>1. Number of students served through TAC</li> <li>2. Student Usage Rate-Online advising capabilities</li> <li>3. Consistency in the application of transfer eligibility criteria</li> <li>4. Number of students facing matriculation problems due to transfer-related issues.</li> </ol> </li> </ol> </li> <li>3. Documented policy-making reviews and procedures</li> <li>4. Documented TAC staff Professional development/training</li> </ol>	<ol style="list-style-type: none"> <li>1. Student Service* Quality Rating               <ol style="list-style-type: none"> <li>a. Transfer Advising Center Services                   <ol style="list-style-type: none"> <li>1. Ratings mean scores</li> <li>2. % of students who rate service elements as high or somewhat high:</li> </ol> </li> </ol> </li> <li>2. Student Satisfaction w/transfer advising services               <ol style="list-style-type: none"> <li>a. Application</li> <li>b. Guidance provided at time of admission</li> <li>c. Registration</li> </ol> </li> </ol> <p><u>*Service Delivery Elements:</u></p> <ol style="list-style-type: none"> <li>1. Accessibility (Hours, Location, Phone, Electronic, Online)</li> <li>2. Information Clarity &amp; Helpfulness</li> <li>3. Staff Courtesy &amp; Responsiveness</li> <li>4. Timeliness</li> <li>5. TAC Webpage</li> </ol>

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Organizational Unit Mission Statement (Purpose)	Learning Effectiveness	PERFORMANCE INDICATORS (OUTCOMES) Program-Operational Effectiveness-Workloads	Service Delivery Efficiency
<p align="center"><b>WRITING SKILLS CENTER (1633)</b></p> <p>The mission of the Writing Center is to provide a supportive learning environment aimed at assisting students to meet writing goals and objectives and increase their confidence and competence in their composition skills. To fulfill its mission, the Writing Center, staffed by knowledgeable English majors selected by the Center's Faculty Director, provides face-to-face and internet tutorials to students that voluntarily seek the services.</p>		<ol style="list-style-type: none"> <li>1. Inventory of available resources to support tutorial services:               <ol style="list-style-type: none"> <li>a. Student Tutors</li> <li>b. Learning material</li> </ol> </li> <li>2. Student Participation:               <ol style="list-style-type: none"> <li>a. Number of students who sought and received tutorial services</li> </ol> </li> <li>3. Average contact hours-tutorial</li> </ol>	<ol style="list-style-type: none"> <li>1. Student Satisfaction w/ the services provided by the Writing Skills Center</li> </ol>

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Organizational Unit Mission Statement (Purpose)	Learning Effectiveness	PERFORMANCE INDICATORS (OUTCOMES) Program-Operational Effectiveness-Workloads	Service Delivery Efficiency
<p align="center"><b>CAREER SERVICES (1820)</b></p> <p>The Office of Career Services and Cooperative Education provides high quality services and resources to assist students choose and prepare for careers, learn job-searching skills, and find employment. In addition, the Office provides cooperative education opportunities for students. The Office operates as a one-stop resource center hosting and participating in job fairs disseminating job availability listings, and providing instruction and assistance on career planning, resume writing, and interviewing techniques.</p>		<ol style="list-style-type: none"> <li>1. Inventory of available resources               <ol style="list-style-type: none"> <li>a. Staff to Service Requests Ratio</li> <li>b. Career planning courses and workshops</li> <li>c. Online resources</li> <li>d. Cooperative education opportunities</li> <li>e. Job listings/postings</li> <li>f. Job/Career Fair Events</li> </ol> </li> <li>2. Productivity of Career Services               <ol style="list-style-type: none"> <li>a. Student Participation                   <ol style="list-style-type: none"> <li>1. Academic Profile[4]</li> <li>2. Requests for career services</li> <li>3. Number of students who interviewed with employers through Career Services</li> <li>4. Number of students that participated in cooperative education opportunities</li> </ol> </li> <li>b. Employers Participation                   <ol style="list-style-type: none"> <li>1. Employer Profile[5]</li> <li>2. Number of participating employers in Career Services-sponsored activities</li> <li>3. Placement Rate                       <ol style="list-style-type: none"> <li>a. Number of job offers (through Career Services)</li> </ol> </li> </ol> </li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Student Service* Quality Rating</b> <ol style="list-style-type: none"> <li>a. Career Services                   <ol style="list-style-type: none"> <li>1. Ratings mean scores</li> <li>2. % of students who rate service elements as high or somewhat high</li> </ol> </li> <li>b. Career/Job Fairs Events (individual)                   <ol style="list-style-type: none"> <li>1. Ratings mean scores</li> <li>2. % of students who rate events elements as high or somewhat high</li> </ol> </li> </ol> </li> <li>2. <b>Student Satisfaction w/ Career Services</b> <ol style="list-style-type: none"> <li>a. At Point of Service</li> <li>b. At Graduation Time</li> </ol> </li> <li>3. <b>Employer Satisfaction</b></li> </ol> <p><u>*Service Delivery Elements:</u></p> <ol style="list-style-type: none"> <li>1. Accessibility (Hours, Location, Phone, Electronic, Online)</li> <li>2. Information Clarity &amp; Helpfulness</li> <li>3. Staff Courtesy &amp; Responsiveness</li> <li>4. Timeliness</li> <li>5. Quality of information</li> <li>6. Career Services Webpage</li> </ol>

[4] Characteristics: Major; GPA; Primary Campus; Transfer School; Mainly DL; Mainly Traditional

[5] Characteristics: Federal; State, Local; Industry; Business Size; Self-Employment

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Organizational Unit Mission Statement (Purpose)	Learning Effectiveness	PERFORMANCE INDICATORS (OUTCOMES)		Service Delivery Efficiency
		Program-Operational Effectiveness-Workloads		
<p align="center"><b>COUNSELING SERVICES (1830)</b></p> <p>Counseling Services supports the educational mission of the University through a series of mental health support services aimed at enhancing opportunities for academic and personal success, thus increasing student retention. Through individual and group confidential counseling sessions, a licensed counselor assists students with developmental or personal adjustment issues, impediments to academic success, and career transition concerns. All services are provided within strict guidelines mandated by institutional and regulatory policies to ensure students' right to privacy.</p>		<ol style="list-style-type: none"> <li>1. Inventory of available resources               <ol style="list-style-type: none"> <li>a. Staff-Counseling Request Ratio</li> <li>b. Counseling programs (mental, personal)</li> <li>c. Online resources</li> </ol> </li> <li>2. Student Participation               <ol style="list-style-type: none"> <li>a. Number of students requesting counseling services</li> <li>b. Academic Profile[6]</li> </ol> </li> <li>3. Graduation and Retention Rates (participating students)</li> </ol>	<ol style="list-style-type: none"> <li>1. Student Service* Quality Rating               <ol style="list-style-type: none"> <li>A. Counseling Services                   <ol style="list-style-type: none"> <li>1. Ratings mean scores</li> <li>2. % of students who rate service elements as high or somewhat high</li> </ol> </li> </ol> </li> <li>2. Student Satisfaction w/ Counseling Services               <ol style="list-style-type: none"> <li>a. At Point of Service</li> <li>b. At Graduation Time</li> </ol> </li> </ol> <p><u>*Service Delivery Elements:</u></p> <ol style="list-style-type: none"> <li>1. Accessibility (Hours, Location, Phone,</li> <li>2. Information Clarity &amp; Helpfulness</li> <li>3. Staff Courtesy &amp; Responsiveness</li> <li>4. Timeliness</li> <li>5. Quality of information</li> <li>6. Counseling Services Webpage</li> </ol>	

[6] Characteristics: Major; GPA; Primary Campus; Transfer School; Mainly DL; Mainly Traditional

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Organizational Unit Mission Statement (Purpose)	Learning Effectiveness	PERFORMANCE INDICATORS (OUTCOMES) Program-Operational Effectiveness-Workloads	Service Delivery Efficiency
<p align="center"><b>DISABILITY SERVICES (1840)</b></p> <p>Disability Services (DS) aims at ensuring that all academic programs and services are accessible to persons with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and Title II of the American with Disabilities Act of 1990. DS advances equal opportunities for students with disabilities by providing a welcoming environment and the opportunity for academic success with as few deterrents as possible through reasonable and appropriate accommodations. DS supports the University's retention and graduation goals through its attempt to retain and graduate students registered with Disability Services at the same rate as non-disabled students. Services include individual assistance with registration, providing counseling, auxiliary equipment, classroom accommodations, locating note takers and readers, and serving as liaison with faculty, admissions, financial aid, housing, and community resources on the student's behalf, on a case by case and confidential basis. DS works with physical plant personnel to insure compliance with ADA Architectural Guidelines (ADAAG as adopted by the U.S. Department of Justice) for physical accessibility and with the ADA/504 Compliance Committee to insure minimum essential services as outlined by the Association of Higher Education and Disability (AHEAD) guidelines for Program Standards and Performance Indicators for academic program and services accessibility. The ADA/504 Compliance Committee addresses such issues as: 1) getting input from the disability community, faculty and staff; 2) ensuring all written materials, policies and procedures in every academic and non-academic program comply; 3) reviewing any existing services; 4) determining what barrier removal is necessary; 5) ensuring effective communications, including through the University's web site; 6) scheduling and completing corrective actions; 7) ensuring ongoing compliance; 8) providing a written record of compliance activities; and, 9) reviewing all current and projected facilities.</p>		<ol style="list-style-type: none"> <li>1. Inventory of available resources               <ol style="list-style-type: none"> <li>a. Assistance/Aid Tools and Services</li> <li>b. Online capabilities</li> </ol> </li> <li>2. Compliance with ADAAG and ADA/504 Guidelines               <ol style="list-style-type: none"> <li>a. Physical accessibility</li> </ol> </li> <li>3. Student Participation               <ol style="list-style-type: none"> <li>a. Number of students claiming disability status</li> <li>b. Type of disability claimed</li> <li>c. Number of students served</li> <li>d. Academic Profile[7]</li> </ol> </li> <li>4. Graduation and Retention Rates (students w/ claimed disabilities)</li> </ol>	<ol style="list-style-type: none"> <li>1. Student Service* Quality Ratings               <ol style="list-style-type: none"> <li>a. Disability Services                   <ol style="list-style-type: none"> <li>1. Ratings mean scores</li> <li>2. % of disability-status students who rate service elements as high or somewhat high</li> </ol> </li> <li>b. Assistance/Aid Resources (Helpfulness)                   <ol style="list-style-type: none"> <li>1. Ratings mean scores</li> <li>2. % of disability-status students who rate aid resources as high or somewhat high</li> </ol> </li> </ol> </li> <li>2. Student Satisfaction w/               <ol style="list-style-type: none"> <li>a. Disability Services</li> <li>b. Overall accessibility t/o campus</li> </ol> </li> <li>3. Faculty Ratings of Disability Services Support               <ol style="list-style-type: none"> <li>a. Faculty's rate of difficulty in providing accommodations to students w/ disabilities</li> <li>b. Effectiveness of accommodations in providing equal access to learning</li> <li>c. Helpfulness to faculty in providing accommodations</li> </ol> </li> </ol>

[7]Characteristics: Major; GPA; Primary Campus; Transfer School; Mainly DL; Mainly Traditional

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<b>DISABILITY SERVICES (1840)---CONTINUED</b>			<u>*Service Delivery Elements:</u> 1. Accessibility (Hours, Location, Phone, Electronic, Online) 2. Information Clarity & Helpfulness 3. Staff Courtesy & Responsiveness 4. Timeliness 5. Professor's help in implementing accommodations 6. Availability and helpfulness of resources 7. Disability Services Webpage

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Organizational Unit Mission Statement (Purpose)	Learning Effectiveness	PERFORMANCE INDICATORS (OUTCOMES)		Service Delivery Efficiency
		Program-Operational Effectiveness-Workloads		
<p align="center"><b>RECRUITMENT (1850)</b></p> <p>The Office of Recruitment fosters the educational opportunities of qualified prospective students by offering recruitment expertise related to the University baccalaureate programs in order to meet enrollment goals. Through a carefully designed outreach program, and in coordination with community colleges and other post-secondary institutions, the Office aids prospective students in matching their educational goals and interests with those offered at Athens State University. In addition, the Office supports University's diversity initiatives by pursuing the recruitment of qualified students from traditionally underrepresented groups.</p>		<ol style="list-style-type: none"> <li>1. Inventory of available resources               <ol style="list-style-type: none"> <li>a. Recruitment events</li> <li>b. Promotional material</li> <li>c. Online capabilities</li> <li>d. Strategic alliances with community colleges for recruitment efforts</li> <li>e. Staff availability</li> </ol> </li> <li>2. Productivity of Recruitment Activities               <ol style="list-style-type: none"> <li>a. Number of recruitment events                   <ol style="list-style-type: none"> <li>1. Targeted-Demographics</li> <li>2. Targeted-Critical areas (program viability)</li> </ol> </li> <li>b. Number of prospects reached                   <ol style="list-style-type: none"> <li>1. Demographic Profile</li> <li>2. Academic Profile</li> </ol> </li> <li>c. Follow-up efforts</li> <li>d. Average cost per prospect student reached</li> <li>e. Number of admission applications from prospect students reached</li> <li>f. Cost ratio of recruitment event to actual admissions (reached prospects)</li> <li>g. Percent-Increase in enrollment</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Service* Quality Ratings               <ol style="list-style-type: none"> <li>a. Recruitment Services                   <ol style="list-style-type: none"> <li>1. Ratings mean scores</li> <li>2. % of prospective students who rate service elements as high or somewhat high</li> </ol> </li> <li>b. Recruitment Events (individual)                   <ol style="list-style-type: none"> <li>1. Ratings mean scores</li> <li>2. % of students who rate elements of student events as high or somewhat high</li> </ol> </li> </ol> </li> <li>2. Prospective Student Satisfaction w/ Recruitment Event (individual)               <p><u>*Service Delivery Elements:</u></p> <ol style="list-style-type: none"> <li>1. Accessibility (Hours, Location, Phone, Electronic, Online)</li> <li>2. Information Clarity &amp; Helpfulness</li> <li>3. Staff Courtesy &amp; Responsiveness</li> <li>4. Timeliness</li> <li>5. Recruitment Webpage</li> </ol> </li> </ol>	

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Organizational Unit Mission Statement (Purpose)	Learning Effectiveness	PERFORMANCE INDICATORS (OUTCOMES) Program-Operational Effectiveness-Workloads	Service Delivery Efficiency
<p align="center"><b>STUDENT ACTIVITIES (1860)</b></p> <p>The Office of Student Activities aims at enhancing the social development of students by providing programs that offer cultural, recreational and personal growth opportunities and the development of leadership skills. Through its sponsorship and support of student extracurricular activities, the Office fosters a campus community within the context of a primarily commute and distance learning-strong University. The Office also promotes student representation in University governance via its strong support of the Student Government Association and oversees publication of the student newspapers <i>The Athenian</i>.</p>		<ol style="list-style-type: none"> <li>1. Inventory of available resources to support student activities               <ol style="list-style-type: none"> <li>a. Staff</li> <li>b. Facilities</li> <li>c. Promotional Material</li> <li>d. Catering</li> <li>e. Security</li> <li>f. Strategic alliances-sponsorships</li> </ol> </li> <li>2. Productivity of Student Activities               <ol style="list-style-type: none"> <li>a. Number and type of activities or events conducted and/or sponsored                   <ol style="list-style-type: none"> <li>1. Social</li> <li>2. Cultural</li> <li>3. Professional</li> </ol> </li> <li>b. Cost ratio of student participation</li> </ol> </li> <li>3. Student Participation               <ol style="list-style-type: none"> <li>a. Number of student organizations registered in the University</li> <li>b. Membership in student organizations</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Student Service* Quality Ratings               <ol style="list-style-type: none"> <li>a. Student Activities Services                   <ol style="list-style-type: none"> <li>1. Ratings mean scores</li> <li>2. % of students who rate student activities service elements as high or somewhat high</li> </ol> </li> <li>b. Student Events                   <ol style="list-style-type: none"> <li>1. Ratings mean scores</li> <li>2. % of students who rate elements of student events as high or somewhat high</li> </ol> </li> </ol> </li> <li>3. Student Satisfaction with Student Activities</li> </ol> <p><u>*Service Delivery Elements:</u></p> <ol style="list-style-type: none"> <li>1. Accessibility (Hours, Location, Phone, Electronic, Online)</li> <li>2. Information Clarity &amp; Helpfulness</li> <li>3. Staff Courtesy &amp; Responsiveness</li> <li>4. Timeliness</li> <li>5. Availability and helpfulness of resources</li> <li>6. Student Activities Webpage</li> </ol>

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STUDENT SUPPORT - NON-ACADEMIC**

Organizational Unit Mission Statement (Purpose)	Learning Effectiveness	PERFORMANCE INDICATORS (OUTCOMES) Program-Operational Effectiveness-Workloads	Service Delivery Efficiency
<p align="center"><b>STUDENT FINANCIAL SERVICES (1870)</b></p> <p>The Office of Student Financial Services supports the University goal of providing postsecondary education opportunities by assisting qualified Athens State University students pursue their educational goals with funds from grants, scholarships, loans, and Work Study from federal, state, and private sources. The Office is committed to meet the following goals: 1) ensure compliance with federal, state and institutional regulations and policy requirements governing student financial aid services, 2) maintain funding sources by ensuring program integrity through ongoing staff training and continuing education, external audits, and self evaluations, 3) maximize funds available for ASU students to meet their costs of attendance, supplementing the efforts of students and parents in meeting educational goals, and 4) provide quality financial assistance services effectively and efficiently.</p>		<ol style="list-style-type: none"> <li>1. Inventory of available resources to support student financial services               <ol style="list-style-type: none"> <li>a. Available funds</li> <li>b. Online capabilities</li> <li>c. Staff to Financial Aid Applications Ratio</li> </ol> </li> <li>2. Productivity of Financial Aid Services               <ol style="list-style-type: none"> <li>a. Student Participation                   <ol style="list-style-type: none"> <li>1. Number of financial aid applications</li> <li>2. Number of students receiving financial aid awards</li> <li>3. Average student indebtedness (at graduation)</li> <li>4. Student Loan Default Rate</li> <li>5. Student Usage Rate-Online Capabilities[8]                       <ol style="list-style-type: none"> <li>a. Number of financial aid-related online transactions                           <ol style="list-style-type: none"> <li>1. Success Rate-Online transactions</li> </ol> </li> </ol> </li> </ol> </li> <li>b. Funds Disbursement                   <ol style="list-style-type: none"> <li>1. Total Financial Aid awarded                       <ol style="list-style-type: none"> <li>a. Grants</li> <li>b. Loans</li> <li>c. Scholarships</li> </ol> </li> <li>2. Average financial aid award</li> </ol> </li> </ol> </li> <li>3. Federal and State compliance certification (clean audits).</li> <li>4. Documented Student Financial Services staff professional development/training</li> </ol>	<ol style="list-style-type: none"> <li>1. Average Processing time –financial aid (initial application to award)</li> <li>2. Student Service* Quality Ratings               <ol style="list-style-type: none"> <li>a. Financial aid services                   <ol style="list-style-type: none"> <li>1. Ratings mean scores</li> <li>2. % of students who rate service elements as high or somewhat high</li> </ol> </li> </ol> </li> <li>3. Student Satisfaction w/ the financial aid process               <ol style="list-style-type: none"> <li>a. Application</li> <li>b. Documentation</li> <li>c. Registration, Payments, and Reimbursements[9]</li> </ol> </li> </ol> <p><u>*Service Delivery Elements:</u></p> <ol style="list-style-type: none"> <li>1. Accessibility (Hours, Location, Phone, Electronic, Online)</li> <li>2. Information Clarity &amp; Helpfulness</li> <li>3. Staff Courtesy &amp; Responsiveness</li> <li>4. Timeliness</li> <li>5. Availability and helpfulness of resources</li> <li>5. Financial Aid Webpage</li> </ol>

[8] Data collected through Information Technology internal records.

[9] Data collected through Information Technology internal records.

**INSTITUTIONAL EFFECTIVENESS  
PERFORMANCE INDICATORS**

**ADMINISTRATIVE SUPPORT FUNCTIONS  
STUDENT SUPPORT - NON-ACADEMIC**

Organizational Unit Mission Statement (Purpose)	Learning Effectiveness	PERFORMANCE INDICATORS (OUTCOMES) Program-Operational Effectiveness-Workloads	Service Delivery Efficiency
<p align="center"><b>VETERANS AFFAIRS (1891)</b></p> <p>The Veterans' Affairs Office oversees the educational assistance programs available to qualified veterans in accordance with the rules, regulations, policies, and procedures established by the Department of Veterans Affairs. The Office supports the University's mission of expanding educational opportunities for qualified students by providing services aimed at helping veteran students obtain federal benefits. Services to veteran students include certification of qualified students for federal benefits, assistance with the admissions and registration processes, and assistance in planning and selecting a program of study. The Office is responsible for all reporting requirements governing veterans education assistance program at the federal and state level.</p>		<ol style="list-style-type: none"> <li>1. Inventory of available resources to support Veterans Affairs               <ol style="list-style-type: none"> <li>a. Staff</li> <li>b. Online capabilities</li> </ol> </li> <li>2. Student Participation               <ol style="list-style-type: none"> <li>a. Number of veteran status- students served</li> <li>b. Students Usage Rate of Online capabilities-Veterans Affairs</li> </ol> </li> <li>3. Graduation and Retention Rates (students w/ veteran status)</li> <li>4. Federal and State compliance certifications (clean audits)</li> </ol>	<ol style="list-style-type: none"> <li>1. Student Service Quality Rating               <ol style="list-style-type: none"> <li>a. Veterans Affairs Services                   <ol style="list-style-type: none"> <li>1. Ratings mean scores</li> <li>2. % of veteran-status students who rate service elements as high or somewhat high:</li> </ol> </li> </ol> </li> <li>2. Student Satisfaction w/ veterans Services               <ol style="list-style-type: none"> <li>a. Application process</li> <li>b. Documentation process</li> <li>c. Registration process</li> </ol> </li> </ol> <p><u>*Service Delivery Elements:</u></p> <ol style="list-style-type: none"> <li>1. Accessibility (Hours, Location, Phone, Electronic, Online)</li> <li>2. Information Clarity &amp; Helpfulness</li> <li>3. Staff Courtesy &amp; Responsiveness</li> <li>4. Timeliness</li> <li>5. Veterans Affairs Webpage</li> </ol>

**INSTITUTIONAL EFFECTIVENESS  
PERFORMANCE INDICATORS**

**CENTER FOR LIFELONG LEARNING**

Organizational Unit Mission Statement (Purpose)	Learning Effectiveness	PERFORMANCE INDICATORS (OUTCOMES) Program-Operational Effectiveness-Workloads	Service Delivery Efficiency
<p><b>CENTER FOR LIFELONG LEARNING (1624)</b></p> <p>The Center for Lifelong Learning is a non-credit division of Athens State University, with a mission to provide opportunities for our University students and the surrounding community to participate in community activities and educational opportunities that meet the career development and personal enrichment needs of our region.</p> <p>The Center for Lifelong Learning extends to the community the benefits of the academic excellence of the University by offering innovative, high-quality, flexible programs designed to enrich the quality of life and promote economic and personal development for all people.</p>		<ol style="list-style-type: none"> <li>1. Inventory of resources available to serve the community               <ol style="list-style-type: none"> <li>a. CLL site licenses, and approvals</li> <li>b. Physical facilities</li> <li>c. Availability of instructors</li> <li>d. Strategic alliances</li> <li>e. Technological resources</li> <li>f. Instructional &amp; promotional material</li> <li>g. Financial Metrics: Dollar value of revenue</li> </ol> </li> <li>2. Productivity               <ol style="list-style-type: none"> <li>a. # of programs/activities/events (Activities/Course Inventory)</li> <li>b. Enrollment and CLL event attendance/participation</li> <li>c. Facilities - capacity utilization</li> <li>d. # of businesses served</li> <li>e. # of CEUs awarded</li> <li>f. Dollar value - revenue</li> <li>g. # of students served tutorial services</li> <li>h. Faculty, Staff &amp; Student Engagement - Community Service Activities                   <ol style="list-style-type: none"> <li>1. # of people serving on advisory commissions, committees</li> <li>2. # of publications &amp; presentations with community focus</li> <li>3. # of people serving - volunteerism</li> <li>4. # of community oriented events sponsored by student organizations</li> <li>5. # of student enrollment in service learning courses</li> </ol> </li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Students'/Participants' satisfaction with classes, seminars, forums, etc.</li> <li>2. Instructors' satisfaction with CLL</li> <li>3. Satisfaction ratings from business &amp; community organizations</li> </ol>

**INSTITUTIONAL EFFECTIVENESS  
PERFORMANCE INDICATORS**

**CENTER FOR LIFELONG LEARNING**

Organizational Unit Mission Statement (Purpose)	Learning Effectiveness	PERFORMANCE INDICATORS (OUTCOMES) Program-Operational Effectiveness-Workloads	Service Delivery Efficiency
<b>CENTER FOR LIFELONG LEARNING (1624)---CONTINUED</b>		6. Inventory of service learning courses 7. Total # hours of community service	