

The Alabama College System 2005-2008 Planning and Evaluation Cycle 2006-2007 Institutional Management Plan Update

Overview

The Alabama College System is committed to providing quality educational opportunities for the people of the state and to enhancing economic development and the quality of life for the citizens of Alabama. The commitment to quality and accountability is embodied in the concept of the Model College. The Model College is based on quality standards and performance indicators that guide the planning and evaluation processes at the community and technical colleges while respecting and valuing the individual mission and goals of each institution. It is the responsibility of the college to demonstrate, through its planning and evaluation process, the use of results to improve performance and to enhance the quality of its educational programs and administrative and student support services. This process must involve broad representation of institutional personnel and the community. Although the style and format of planning and evaluation is not standardized, each college provides evidence of this process to the Alabama Department of Postsecondary Education (ADPE) through two common planning documents, the Institutional Management Plan (IMP) and the College Accountability Performance Profile (CAPP).

The Institutional Management Plan and the College Accountability Performance Profile involve a three-year planning and evaluation cycle. The first year of the Institutional Management Plan primarily involves planning and the second and third years emphasize evaluation of progress and use of results for improvement. The 2005-2006 Institutional Management Plan and the Spring 2006 College Accountability Performance Profile marked the initial year of the planning and evaluation cycle. This 2006-2007 Institutional Management Plan Update focuses on information about the evaluation of progress in relation to plans presented in the previous IMP and changes that are being made. Wherever possible, evaluation information from the Spring 2006 CAPP should be considered and emphasis should be given to the use of these and other evaluation results in improving the quality of the colleges' programs, operations, and services.

Common Elements of the Institutional Management Plan

In accordance with conditions of the Partial Consent Decrees, the Chancellor shall direct the President of each two-year college to prepare and submit an Annual Institutional Management Plan that will include plans for reorganizations, lateral transfers, and use of part-time and temporary employees.

The following sections describe a standardized summary assisting the college with planning and evaluation and enabling ADPE to compile selected planning data for internal and external use on the basis of common elements.

I. Organization and Administration

A. Enrollment Goals

- B. Organizational Structure
- C. Personnel
- D. Accreditation Information

II. Instructional Programs

- A. Viability Criteria
- B. Inactive Program Status
- C. New Program Development
- D. Schedule of Program Review
- E. Summary of Program Review

III. Developmental Studies

IV. Learning Resources and Technology

- A. Distance Learning
- B. Management Information

Extended the local area network at Redstone Arsenal to include our other dedicated classroom/lab for Internet access and remote management.

Added network connectivity for recently purchased buildings providing file and print sharing, Internet access, email, student information system access, and distant learning tools access.

Established off-site hosted 24/7 support for distant learning tools issues.

Upgrade local area network infrastructure to 1Gb.

Upgrade Internet connectivity throughput to 10Mbps.

Establish wireless Internet service for main campus.

Setup off-site redundancy/backup for mission critical resources.

Segment the main campus local area network for better traffic flow and efficiency.

V. Student Services

VI. Financial and Physical Resources

VII. Workforce Development and Adult Education

VIII. Exemplary Programs, Services, and Projects

IX. Institutional Effectiveness

X. Support

Institutional Management Plan

I. Organization and Administration

A. Enrollment Goals

The college provided a summary of its three-year enrollment goals in the 2005-2006 IMP. What progress was achieved toward these goals last year? What do the CAPP data indicate about enrollment trends? What changes or improvements does the college anticipate implementing to achieve its enrollment goals?

Athens State University's goal for increasing enrollment continues to be 5% - 10% over the next three years. We have planned strategies to achieve the goal as follows:

Focused advertising to specific students in the two year colleges.
Increased interaction with faculty and staff counterparts at community colleges.
Increased access to ASU programs by putting more programs and courses on-line.
Identification and implementation of programs that are needed to increase skills of Alabama citizens in the workforce.
Enhanced marketing through media and recruiting activities to increase awareness of ASU offerings.

B. Organizational Structure

Provide a copy of the current organizational chart. Please include all major functional areas, position titles, and the names of employees assigned to those positions.

See attachment

2. The 2005-2006 IMP provided a description of administrative changes planned over the 2005-2008 period, including the consolidation of existing positions, creation of new positions, use of part-time and temporary employees, and any other major reorganization plans. What changes have been implemented and what changes are planned over the next two years?

We are planning to employ an E-College dean.

C. Personnel

Note: The form should be completed for the current fiscal year.

Salary Schedule	# Staff Additions	# Staff Deletions	# Staff 9/30	Projected Payroll
A			1	FULL-TIME \$ <u>11,578,378</u> Total Full Time Employees = 200
B	1	1	4	
C	4	2	28	
D	15	9	87	
E	8	2	80	
H	3	6	13	
Part-time Instructors			109	PART-TIME \$ <u>748,123</u> Total Part Time Employees = 122
Other				
TOTAL				\$

D. Accreditation Information

1. Current programmatic and/or specialized accreditations

Program	*CIP Code	Degree Level	Accrediting Agency	Reaffirmation Date
Teacher Education	13.xxxx	BS/ED	NCATE	2007
Business	52.xxxx	BS	ACBSP	2006

2. Projected or “in progress” accreditation plans

Program	*CIP Code	Degree Level	Accrediting Agency	Date

3. We do not plan to seek re-accreditation for:

Program	*CIP Code	Degree Level	Accrediting Agency	Rationale

***Use 2000 edition of CIP codes.**

4. Current institutional accreditation

- a. Institution currently accredited by: Southern Association of Colleges and Schools
- b. Date of last visit: March 2000
- c. Anticipated date for next visit: 2011

COC or COE transition affirmation date: _____

II. Instructional Programs

A. What did the Spring 2006 CAPP report as the percentage of the colleges' degree, certificate, and diploma that achieved viability criteria? ----- N/A

B. Viability Criteria

Non-Viable Program Listing

Name of Non-Viable Program as submitted in Perkins report**	*CIP Code	Award		
		Degree	CER	Short-Term (STC)
Chemistry	400501	BS		N

***Use 2000 edition of CIP codes.**

****Status of Non-Viable Programs:** Use data submitted in Perkins report, Measure 5e: Percentage applicable programs that, in previous three years, have met or exceed the minimum number of completers specified in Act 96-557 as being necessary for a program to be considered viable.

2. What progress has been achieved toward the goals for improving the viability of each of the above non-viable programs? Also, include program occupational demand data.

The goal of the Chemistry major is to increase enrollment sufficiently to meet viability standards. An on-line brochure has been developed for the program as an aid to the recruitment of new students. We are strengthening the relationship with our main community college “feeder” institution by working on teacher “swap” programs and teaching classes at their institution. The No Child Left Behind Act remains as an incentive for teachers and has increased the demand for the “highly qualified” teachers in various disciplines, particularly the physical sciences. The Chemistry program at Athens State University is reaching out to these teachers as they seek to improve and to enhance their credentials.

C. Inactive Program Status

Name of Program on Inactive Status	Date Placed on Inactive Status	*CIP Code	Award		
			Degree	CER	Short-Term (STC)

***Use 2000 edition of CIP codes.**

NOTE: After a program has been placed on inactive status for **three** years, the program will be removed from the college’s Academic Inventory. Intention to reinstate requires notification of the Department of Postsecondary Education prior to program start-up.

D. New Program Development

Provide a three-year schedule by year for the planning of new programs of instruction. Entries should be consistent with the mission of the college and needs of the service area. The year on the schedule should indicate the projected year that the proposal is planned to be submitted to the Alabama Department of Postsecondary Education (ADPE). No more than three entries are invited for each year in the planning cycle.

	Six-digit CIP Code*	Program Title	Specify Award by Type		
			Degree	Cert	Short-Term Cert
<u>2006-2007</u>					
1.					
2.					
3.					
<u>2007-2008</u>	52.1401	Marketing/Marketing Management, General	BS		
1.	520201	Management/Aviation Management-option	BS		
2.	520201	Management/Manufacturing option	BS		
3.					
<u>2008-2009</u>					
1.					
2.					
3.					

***Use 2000 edition of CIP codes.**

NOTE: New program applications should be submitted at least one year before projected implementation, while applications for short certificates and options under existing programs should be submitted at least six months before implementation. Please reference Forms DPE-27 and DPE-28 in the Guidelines for Policy 702.01- *Approval Process for Requests for New Instructional Programs*.

D. Schedule of Program Reviews for 2006-2007 and 2007-2008

(Twenty percent of all programs must be formally reviewed each year as required by State Board Policy 903.01).

Name of Program to be Reviewed	*CIP Code	Year of Proposed Review	Date of Last Review
Natural Sciences	26.0101 40.0501 51.9999 41.9999 40.0801	2006-07	1999
All Programs National and State Review	13.XXXX	2007	2002

***Use 2000 edition of CIP codes.**

NOTE: Abstracts of the completed program reviews will be submitted in the summary the year **AFTER** the review is completed.

E. Summary of Program Reviews from 2005-2006

Program reviews should include a one- to two-page abstract that summarizes the findings of the review. These abstracts are part of the 20 percent of college instructional programs appraised annually. Each abstract should include a brief summary of the program goals, curriculum design and occupational demand, assigned faculty, on-going costs, enrollment and graduates for each of the last three years, student graduation survey results, licensure passage rate (if any), findings, and recommendations.

Report on Program Review for Business

The program review for Business involved a self-assessment/self study for reaffirmation of ACBSP accreditation. The process involved re-examining our instructional programs, mission, goals, belief systems, faculty qualifications, policies, procedures, and curriculum, along with the quantity and quality of the services we provided to our students. The self-study year was 2005-2006.

Graduates for the last three years with enrollment follow:

Academic Year	Graduates	# enrolled (avg. for 3 semesters)
2005-2006	243	748
2004-2005	223	657
2003-2004	219	637

One of the main program goals was to have all business majors available in a 100% on-line format. This goal was achieved in 2005. We were lauded by the accreditation committee for our efforts to increase access through our distance education efforts. Key to the success of our self-study is the efforts ASU has made in assessing student outcomes. Particular emphasis is placed on monitoring the quality of courses and programs. We identified several tools and techniques for this task: standard syllabi; admissions data, grade point average; course/instructor evaluations; faculty/student interaction; Capstone courses; assessment exams; exit survey; alumni surveys; employer surveys; and use of advisory boards. We also identified outcome assessment goals that are each supported by data approach, data deployment, and data results. These tools are used to provide the data for this purpose.

The review also looked at our assigned faculty and their qualifications to teach in the college of business. The business accreditation standards require that at least 80% of the undergraduate credit hours in business are taught by doctoral or professionally qualified faculty and at least 40% of the undergraduate credit hours in business is taught by doctoral qualified faculty. ASU College of Business meets those standards. Data shows that our fulltime and part-time faculty members produced 15,488 student credit hours in the study year. Doctoral and professionally qualified faculty members taught 13,487 student credit hours for a total of 87%. Credit hours sponsored by doctoral qualified faculty totaled 7009, equaling 45% of the total.

Report on Program Review for Government and Public Affairs

The Department of Government and Public Affairs delivered the academic programs for three majors in recent years. These majors were Justice Studies (Criminal Justice), Political Science, and Public Safety Administration. The latter of these programs was recently renamed Public Safety and Health Administration and has experienced a growth in enrollment.

During academic years 2003, 2004 and 2005, the Department had 44 to 65 majors in Justice Studies, 33 to 46 majors in Public Safety Administration, and 13 to 14 majors in Political Science. During the same three-year period, there have been (cumulatively) 49 graduates in Justice Studies, 23 graduates in Political Science, and 63 graduates in Public Safety Administration.

During these three academic years, the three related majors were delivered using 4.5 full-time faculty positions. Commencing in January 2006, another full-time faculty position was added to the Department and the use of adjunct faculty is expected to decline as a result. There has been utilization of part-time/adjunct faculty principally in the Justice Studies program. The Department used part-time faculty in eleven classes during academic year 2003, 13 classes during academic year 2004, and seven classes during academic year 2005.

The two primary initiatives by the Department have been: (1) to deliver the required courses in these three majors using assorted distance learning delivery systems and (2) to add a concentration in the Political Science major entitled Government Administration and Social Policy. The first of these initiatives is near completion, and the second initiative is currently before ACHE for review.

III. Developmental Studies

A. What did the Spring 2006 CAPP data indicate about the percentage of students earning a passing grade in developmental English, mathematics, and reading? N/A

B. What did the CAPP data indicate about the performance of developmental students who subsequently enroll in college credit courses in English and mathematics? N/A

C. What changes or improvements in developmental studies does the college anticipate implementing in the next two years? N/A

IV. Learning Resources and Technology

What did the Spring 2006 CAPP data indicate about the percentage of the college's semester credit hours that were produced through electronic information technology course delivery?

30.66% Internet, .42% Video/Telecourse

B. Distance Learning

The college reported changes or improvements planned in distance learning in its 2005-2006 IMP. What progress has been achieved in implementing the plans and what changes or improvements does the college anticipate implementing in the next two years?

Athens State has continued to vigorously expand distance offerings to support our goal of increased access for Alabama citizens. We are improving and expanding our use of the Blackboard course management system, the Tegrity content delivery system, and have volunteered to beta test other delivery systems being developed by Blackboard to enhance our on-line offerings. As we projected, we have developed and announced two additional majors from our last three-year projection (Computer information Systems and Religion), and we are continuing to look at others. We are also continuing to secure state permission to utilize the blended method of course delivery that will allow us to teach more programs completely on line. Athens State University is using or plans to utilize the aforementioned delivery modes for the following majors:

College of Business:

Management

Human Resource Management

Accounting

Management of Technology

College of Education:

Early Childhood Education

Elementary Education

Collaborative Education K-6

Collaborative Education 6-12

Career Technical Education

Physical Education

College of Arts and Sciences:

Liberal Studies

Public Safety and Health Administration

Religion

Over the next three years, the College of Arts and Sciences plans to introduce fully online or blended course that will allow us to offer the following majors in a distance format:

Behavioral Sciences

English

Health and Wellness Management

History

Justice Studies

Social Sciences

How does the college evaluate the effectiveness and quality of its distance learning courses and what changes or improvements are planned over the next two years?

As mentioned during the last report, distance learning activities comply with the SACS “Best Practices for Electronically Offered Degree and Certificate Programs,” as well as standards set forth by accrediting bodies ACBSP and NCATE. We underwent an ACBSP reaccreditation review in October 2006 and have a scheduled NCATE accreditation review in March 2007. Quality of our distance learning courses is a major part of these reviews. We plan to use the results of these reviews to help us

guide our continuing efforts to ensure the quality we believe we provide through this instructional method. We are also implementing various pre and post test for specific disciplines to ensure the transfer of knowledge through our distance courses/programs are comparable to our traditionally taught courses/programs. We have established and are focusing on more extensive use of our IR office to assistance us in evaluation of our efforts. We are also engaged in activities that will help us plan, track and evaluate our efforts at meeting our effectiveness and quality goals for our courses and student expectations. We also continue to use our current methods to help us ensure quality in our distance courses.

What professional development opportunities are provided for instructors who are expected to teach via distance learning and what changes or improvements are planned over the next two years?

ASU's Instructional Technology Department schedules several training modules for professional development during each year and the College Deans may request additional training for faculty and staff on an as-needed basis. Professional development opportunities include a variety of training workshops and individual training for faculty in the use of the Blackboard® and Tegrity® systems. This training includes information regarding effective online pedagogy. Faculty may not teach distance-learning courses unless this training has been completed.

C. Management Information

What progress has been achieved in improving the technology infrastructure of the college and what changes or improvements does the college anticipate implementing in the next two years?

Extended the local area network at Redstone Arsenal to include our other dedicated classroom/lab for Internet access and remote management.

Added network connectivity for recently purchased buildings providing file and print sharing, Internet access, email, student information system access, and distant learning tools access.

Established off-site hosted 24/7 support for distant learning tools issues.

Upgrade local area network infrastructure to 1Gb.

Upgrade Internet connectivity throughput to 10Mbps.

Establish wireless Internet service for main campus.

Setup off-site redundancy/backup for mission critical resources.

Segment the main campus local area network for better traffic flow and efficiency.

Student Services

What did the Spring 2006 CAPP data indicate as strengths and weaknesses among the various student services at your college?

the 359 students that completed the survey:

16 % were satisfied with Admissions

44 % were satisfied with Registration

19 % were satisfied with Advising

72 % were satisfied with Academic Support Services

70 % were satisfied with Financial Aid

18 % were satisfied with Book Store
54 % were satisfied with Business Office
50 % were satisfied with Student Activities

What major changes or improvements in student services does the college anticipate implementing in the next two years?

Admissions and Records

Distance learning students have access to the following services on-line via the University web site:

- View and download current catalogue and schedule information
- Make application on-line
- Register for current classes during set registration dates
- Copy/view and adjust schedule
- Access, review, and print unofficial copies of their transcripts
- Review tuition and fee information
- Access and review current semester grades
- Access, download, complete and fax the following forms:
 - Transcript Request Forms
 - Readmission Form
 - Graduation Application
 - Scholarship Application

Admissions and Records presently still offer the services as listed above. We have added the following forms, in which the distance-learning students can access, download, complete and fax. They are as follows:

- Drop Form
- Transient Letter
- Change of Major
- Early Transfer Request Form
- Special Instructional Request
- Academic Bankruptcy
- Change of Address
- Directions for online registration
- Directions for online transcript

A search committee is in the process of hiring a full-time employee to assist with the evaluations of transfer credit and working with the optic filing system to image student records.

The admission and records office is currently using the National Student Clearinghouse services for students to verify enrollment/degree status and transcript request. We are working to add the National Student Clearinghouse link to the university web site.

Continuous training with current personnel will be needed.

Student Financial Services provides financial aid information to current and prospective students without regard to their location. Financial Aid Information is provided in our school catalog

(both paper and electronic versions) and on our school website www.athens.edu. Office personnel provide personal information in our office, over the telephone, and through email correspondence.

Financial Aid Information is available 24/7 via our website @ www.athens.edu/financial.

Financial aid information provided for **prospective students** on our website contains details on:
How to apply for Assistance, *including links to the Federal online application and loan processing sites*

Financial Aid Policies,

Financial Aid Forms, *including a bookstore charge form for requesting book shipments to students*

Frequently Asked Questions,

Scholarships, including a Master Scholarship Application Form.

Types of aid currently available:

Student Grants,

Work-Study Program,

Student Loans,

Parent Loans

Scholarships.

Student specific financial aid information is provided to **current students** via our secure access. The student can access their overall status, any applicable holds, view and accept awards, review aid award history, award payment schedules, and email the financial aid office for further assistance on a 24/7 basis.

Student Financial Services personnel can train on a continuing basis to remain current with changing federal and state regulations, online enhancements to our electronic services and Banner system software.

The email correspondence has proven to be a major asset to serving our students, especially our distance learning students. Any enhancement to the email system, such as making the system available to students and prospective students prior to their first registration would be extremely beneficial to easing the transition for prospective students and enhancing the initial processes for students transferring to Athens State University.

Cooperative Education and Job Placement

All Athens State University students are contacted via their ASU email account and advised of the cooperative education and job placement services available through the Career Services office at the university. All job and cooperative education opportunities are emailed to the student's web address. Interested students respond via email and are then emailed the necessary information and application procedures.

Continuous training with no additional personnel will be needed.

Overview of the progress of CAPP for the 2005-2006 school year:

Currently, the CAPP program has been placed on hold for several reasons. The amount of work that is needed to have the program operational is more than the current evaluation personnel can endure. CAPP is and will always be an ongoing process, which is constantly in need of changes.

At this time there are two people responsible for evaluations. These two people have also been accountable (directly & indirectly) for the progress of CAPP. The daily duties of these evaluators have increased greatly in size due mainly to the online programs that are being offered by Athens State University. These programs have improved enrollment and extended the universities reach for new students, from local areas to across the country, which has increased the amount of transcripts received by the university, which in turn has increased the course data input needed for evaluations and for CAPP to be workable and successful. This extra work has also prohibited the testing, progress of coding, and updating of the CAPP program, which is also imperative for the programs success. These aforementioned duties for CAPP alone require much work and are not something that can be completed on a part-time basis. There is still a great need for much work and time to be devoted to CAPP before it can be considered “in working order”.

No personnel have been appointed to take this duty on full time.

TRANSFER/ADVISING CENTER

The primary goal of the Transfer/Advising Center is to ensure that the transfer process of students from other colleges and universities to Athens State University is as easy and efficient as possible.

The implementation of the new student Transfer/Advising Center became official in August 2006. The office space has been renovated to house three Counselors and the Coordinator. One office is currently receiving minor renovations, but the Center is open and functioning. The Center has been equipped with all normal office equipment with the exception of scanners for two of the Counselors and the Coordinator. This request will be made and scanners should be ordered by January 2007.

The Coordinator of the Transfer/Advising Center is responsible for supervising and coordinating the daily activities of the Center and this position will also be responsible for counseling and certifying veterans who receive Veterans Education Benefits (federal).

The Transfer/Advising Center Counselors are responsible for ensuring students who wish to enroll in any college within the university will receive the necessary assistance and information to become a successful matriculated student. The Counselors are totally responsible for advising students in the General Education Requirements. They will also assist with the Pre-Professional area. The Counselors will assign faculty advisors.

The Counselors have been cross-trained in all major areas and will continue cross training to effectively meet the needs of any student desiring information and/or enrollment in the University.

The Transfer/Advising Center is on the ASU web page and students can contact a Counselor by e-mail, phone or fax.

The Transfer/Advising Center Coordinator will work with the Director of Admissions to make sure all forms students need can be accessed on-line.

Future Plans

The Transfer/Advising Center will be implementing Groopz, which is a customer service live chat tool, in 2007. ASU can target certain areas on our web page with small scripts, which will notify the Counselor(s) when someone views that page. Then the Counselor can initiate a live chat.

The Transfer/Advising Center would like to be able to e-mail students as soon as an application is made. This would help inform the new student about the Center and how the Center can help them

make a smooth transition to ASU. Currently, we are not able to e-mail students until they officially register for classes.

The Transfer/Advising Center needs to study and possibly make changes to ASU's section under STARS, which is Alabama's statewide articulation guide.

To train the Counselor(s) to inform students who receive Veterans Educational Benefits how to transfer to ASU under the Department of Veterans Affairs guidelines.

Assessment instruments will be developed and administered to determine the effectiveness of the Transfer/Advising Center. Survey of students on services provided and suggestions will be evaluated. Continuous monitoring, evaluation, and added services will occur to meet the needs of students and educational support requirements at the University. Continuous training with current personnel will be needed.

Veterans Affairs:

The Department of Veterans Affairs Education Service provides access to V.A. information and forms on the University website. Appropriate V.A. forms may be submitted on-line, by mail, or by fax. Official communication with V.A. students may be conducted through the student's email account, telephone communication, or fax.

Continuous training with current personnel will be needed.

Counseling and Career Services:

All career and mental health information is available through www.athens.edu/counseling. The link to Counseling contains contact information to Alabama's only licensed Distance Learning Counselor and connects to other National Mental Health websites. Special events such as Graduate School Seminars, Career Fairs, and ADA information are posted to the website.

Future Plans:

To continue to co-sponsor the North Alabama Graduate School Fair with the University of Alabama in Huntsville, the University of North Alabama, Oakwood College, and Alabama A&M.

The counselor will offer a 1semester hour course, "Career Strategies" (GBA 364 / ED 364 / PS 364) each fall and spring semester.

All **student activities** are posted on the Athens State University website. Events such as Welcome Back Week, Spring Fling, blood drives, charity poker tournaments, Mr. and Ms. Athens State University, Founders Queen and Court, Ms. Merry Christmas and the Student Government officers are listed on the scroll. Elections listed on the scroll will have a week of qualification and a week for voting. Voting for all elections is now on-line and has increased voting participation from 50 votes to well over 600 votes each election. Students also receive emails monthly of upcoming student activity events. All students are allowed to participate in all student elections via-email.

Future plans are to have SGA representatives at University Centers to conduct campus activities.

Continuous training with no additional personnel changes will be needed.

VI. Financial and Physical Resources

1. What did the Spring 2006 CAPP data indicate about student satisfaction with classrooms, laboratories, and equipment and with the safety, appearance, and maintenance of the campus?

359 students – safety 80.22%, Appearance, N/A, Maintenance, N/A

2. What major changes or improvements were made in classrooms, laboratories, and/or instructional equipment in 2005-2006 and what major changes or improvements are planned over the next two years?

The university purchased and globally implemented Tegrity software. The instructors use the application to create audio/video lessons to stream to their traditional lecture and distant learning students.

Installed DriveShield software in several of the labs to better manage, control, and protect the configuration settings of the student accessed computers. This initiative prevents unauthorized configuration changes and software installations on laboratory computers.

Purchased additional Smart-Classroom hardware (computers, projectors, document cameras, WACOM tablet monitors, and associated mounts and wiring); providing Smart-Classroom technology for the rest of the traditional classrooms on campus.

The university will start replacing some of the original Smart-Classroom technology starting next academic year and maintain a periodical replacement program to keep the technology operational and up-to-date.

The university is moving ahead with the purchase and implementation of the campus wireless technology for the current academic year.

Athens State will establish a testing center on main campus within the next three-years. The center will provide a proctored environment for the administration of computerized tests.

3. What major construction or renovation projects are in process and what are projects planned for the next two years?

1. McCandless Hall Renovation – The design for this project is being developed. This project will be bid for construction to start in fall of 2007. This will include upgrades to heating/cooling, structural, electrical, fire protection, restrooms, elevator as well as cosmetic improvements.

2. Sanders Hall – This will be a complete interior renovation. The inside will be completely reworked to include new electrical, heating, cooling fire protection, plumbing, elevator as well as new interior walls and finishes.

3. Waters Hall – This will also be a major renovation. There will be an addition, probably on the south side of the building. The building is scheduled to receive a new exterior consisting of new brick wall, windows and a hip roof. The interior will receive new services and finishes.

4. Brown Hall – The interior will be renovated to include structural, electrical, heating cooling, new finishes and hopefully an elevator.

5. McCain Hall – The work planned for this building include upgrades to the heating/cooling system, a new entrance on the south side of the building and several functional and cosmetic changes.

6. Campus lighting – Lighting upgrades will continue to be worked in phases.

Safety Systems – Upgrades to the locking systems, fire detection systems and surveillance systems will be ongoing.

VII. Workforce Development and Adult Education

What did the Spring 2006 CAPP data indicate about workforce development services and employer satisfaction? N/A

2. The college's 2005-2006 IMP identified critical economic development needs in the service area. How is the college responding to the critical economic development needs and what changes or improvement does the college anticipate implementing in the next two years?

Athens State University believes there is a growing need for providing programs that address workforce development and certifications that enhance employee skills. The University conducted a survey of Limestone County and Athens businesses and industry in 2005. This survey indicated that several companies had an interest in software education, management technology, and manufacturing principles and technology.

3. What did the Spring 2006 CAPP data indicate about adult education? N/A

What changes or improvements are being made in adult education this year and what does the college anticipate implementing over the next two years?

For several years, the University has had only a light schedule of continuing education courses. The University began working with Intellectual Business Solutions (IBS) an independent contractor who has experience with training and continuing education efforts. Using the results of our survey, they have begun to identify and contact companies in need of specific training needs. We believe this will provide continuing education opportunities that will strengthen the University's ties with area businesses and show our interest in playing a more significant role in supporting their educational needs.

VIII. Exemplary Programs, Services, and Projects

The 2005-2006 IMP requested the college to describe (who, what, when, where, how, and why) one innovative concept which has surfaced at the institution and merits planning, development, or implementation within the three-year planning and evaluation cycle. Provide information about the progress the college has achieved and plans for this innovative concept over the next two years. Information might include the potential impact of the innovative concept and the potential for sharing this with other colleges. If the college did not identify an innovative program, service, or project in the 2005-2006 IMP, the present IMP can be used to describe such a project. The goal of this section is to identify “best practices” that can be shared with other colleges in the Alabama College System.

Exemplary Programs, Services, and Projects

ASU previously identified a pilot program for offering the Elementary Early Childhood Education programs through distance learning. The challenges of offering these programs on line are many. Key among the challenges is teaching the methodology aspects of the curriculum using a distance delivery methodology. ASU implemented "block" course offering to provide the "hand on approach" needed to teach methodology to augment the content materials that can be taught on line. This block arrangement required students attend three weekend sessions on the ASU campus, plus field experiences in a school close to the student's home, augmented by one summer session/institute on the ASU campus.

We are trying to respond to the need for access for students who attend 2-year colleges that are not near to senior level institutions, and need to be able to complete their bachelor's degree close to home.

While our approach is not 100% on-line, it provides the student to accomplish the lion's share of the coursework in an area where they live. We will continue to review our practices with the expectation that we will eventually design a way to provide the entire program in a 100% distance format. Technology is continuing to add to our ability to provide synchronous teaching experiences via distance methodology. As these technologies mature, we will try to exploit them to our purpose of providing quality program access through our institution.

IX. Institutional Effectiveness

Each college is involved in strategic planning and evaluation to demonstrate institutional effectiveness. Provide examples of how the college uses the results of the strategic planning and assessment process to improve student performance and to enhance the quality of its programs, operations, and services.

Athens State University maintains an internal evaluation system, where on-going assessment of student learning and support services provides the foundation for continuous improvement to sustain and enhance academic quality and the student educational experience. Outcomes assessment constitutes a primary input to the overall strategic planning process. The long-range planning document links each action statement to one or more objectives and goals, and identifies a means of assessment for each item. Progress is evaluated annually utilizing the assessment tools shown and is documented in the end-of-year plan.

The Office of Institutional Research, Planning, and Effectiveness coordinates, validates, and document assessment activities taking place at the unit level, provides technical assistance and support in the development and formulation of assessment methodology, and conduct surveys and studies that provide data of institutional scope.

The use of assessment findings provides the foundation for program changes ranging from concept (topic) reinforcements at the course level to major curriculum and/or service modifications at the program level.

The following list presents examples of some of the program element changes implemented as a result of assessment findings:

- Instruction delivery formats (i.e. addition of online and/or blended courses)
- Revisions of course contents and instructional material to improve identified learning weaknesses.
- Curricular revisions to address new skills reflective of actual job market conditions.
- Technology upgrades to enhance academic quality and student services.
- Professional development plans to better equip faculty and staff
- Modification of assessment instruments to ensure valid and reliable measures of student learning

X. Support

What can the Alabama Department of Postsecondary Education do to support the college in reaching its goals?

Assist Athens State in gaining access to Alabama College System Colleges. ASU is passionate about its role in providing baccalaureate degree opportunities (access) for our community college partners. As a part of the ACS, ASU believes that it should be able to provide educational opportunities in any area of the state serviced by a community college that is un-served or under-served by other baccalaureate degree granting institutions. Strengthening the "system" relationship of the ACS schools will facilitate our role as THE upper division school in the system. Helping ASU eliminate the barriers to providing access is key to our success.