



**FORT VALLEY
STATE
UNIVERSITY**

OFFICE OF
INSTITUTIONAL
EFFECTIVENESS

November 2018

Comprehensive Assessment and Planning Guide

(For Academic Year 2018-2019)

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Institutional Mission

The mission of The Fort Valley State University is to advance the cause of education with emphasis upon fulfilling commitments that our community members have undertaken collectively. As an institution of the University System of Georgia, Fort Valley State University naturally embraces the principles articulated by the Core Mission Statement for State Universities as approved by the Board of Regents of the University System of Georgia. The university's primary commitments include, among others, enhancement of teacher training programs grounded upon a liberal arts foundation, as reflective of over 110 years of experience and tradition. Additionally, the university recognizes with great pride and desires to further its responsibilities as Georgia's only 1890 Land Grant institution by offering programming excellence in agriculture, agribusiness, family and consumer sciences, extension, and military science, and leadership, as well as to further its traditions of excellence in programs in the liberal arts and humanities, social sciences, and natural and physical sciences.

The university's primary commitments extend, as well, to:

- community outreach through the concept of the communiversity, an approach that highlights the interdependence of community and university;
- expanding service beyond the campus, as well as within, so that the institution addresses in a meaningful manner the broad diversity—human and technical—of needs in our home region and state as well as nationally and internationally;
- sparking within our students an enduring interest in learning and providing the tools and skills necessary to maintain that interest through life;
- preparing students through a mentoring approach for the opportunity to serve their fellow man while enjoying the opportunity provided by hard work and achievement to live the quality of life inherent in the American dream;
- encouraging and supporting creative expression, innovation, honesty, and integrity as endeavors of lasting and intrinsic merit;
- providing a productive environment for cutting-edge academic and practical research in, among other fields, agriculture, aquaculture, veterinary medicine, biotechnology, energy, environment, social and behavioral sciences, and the humanities; and
- Otherwise acting to enlighten, enrich, and inspire by example those whom we serve.

Vision

The vision of the Fort Valley State University community centers upon its commitment to illuminate the rich heritage, influence, and educational opportunities inherent in the historically black college and university experience in a manner that applies and adapts that experience successfully for a diverse twenty-first century.

PLANNING AT FVSU



“Institutional Effectiveness at Fort Valley State University is defined as a sustained commitment to the concept of continuous quality improvement.”

Planning is a complex task for any institution. Notwithstanding its complexity, institutional planning must be pursued and accomplished if relevance and effectiveness are to be sustained in a fast-paced, technologically-oriented society. The institutional leadership has, of necessity, to be openly committed to a comprehensive planning effort, if indeed the planning results are to achieve desired changes in performance. The quality of and priority attention given to funding, the allocation of human resources and the availability of support services are exemplary indicators that institutional constituents and stakeholders employ to ascertain the degree of commitment of the institutional leadership to the planning ideal.

The Fort Valley State University leadership acknowledges the important role that stakeholders have in the planning process. Thus, this institution openly avows and commits essential resources to broad-based planning, deeming it integral to the attainment of the institution’s mission. To this end, the University not only embraces planning as an ideal, but conducts a systematic five-year (strategic planning) review of its mission, goals, outcomes and action steps. Institution-wide, research-based planning and evaluation processes are conducted annually (operational planning) to ensure that continuous quality improvements are made in the teaching, scholarship and service components of the mission’s intent.

This planning guide outlines the processes, resources and frameworks used by The Fort Valley State University community to ensure continuous quality improvement in the attainment of its mission.

1 Institutional Effectiveness at FVSU

Institutional Effectiveness at Fort Valley State University is broadly interpreted as a sustained commitment to continuous improvement of institutional quality. Honoring this commitment, the University conducts routine evaluations and assessments of all programs, activities and personnel pursuant to the intent of the institutional mission as outlined in the strategic plan. Administrators, faculty, staff, students and stakeholders are actively engaged in the development and implementation of a systematic, broad-based program of assessment and evaluation.

Academic degree programs, educational support and administrative units support the mission through the development of annual program assessments. Each assessment is anchored by “relevant” outcomes

that are evaluated by a well thought-out planning and evaluation process. Data collected from these courses of action are used to improve programs and services.



“Strategic goals of the University are determined by the University President. Each goal is aligned to support strategic initiatives identified by the Georgia Board of Regents.”

2 Strategic Planning

Fort Valley State University conducts a five-year planning cycle to chart the progress being made in implementing the Strategic Plan that is designed to advance the institution’s mission. The strategic planning process begins with the Board of Regents of the University System of Georgia. It approves the System-wide strategic plan that is advanced by the Chancellor. In turn, the Chancellor shares the University System of Georgia’s (USG) strategic plan and funding priorities with the presidents of member colleges and universities within the USG.

As a member institution of the USG, Fort Valley State University is then charged with the responsibility of aligning its strategic goals with those of the USG. At the campus level, the President of Fort Valley State University leads the strategic planning effort by securing campus approval of the revised or upgraded strategic plan. First, campus goals are aligned with those of the USG Strategic Plan. Next, these goals are prioritized, discussed and debated at every level of the institution. Once consensus is attained on the final strategic goals and priorities, members of the President’s Administrative Council, identify and align with the strategic goals, unit-specific goals that are then shared with their reporting units. In turn, each division or sub-unit develops strategic goals and objectives that are aligned with the Vice President’s goals. The Vice President of the unit is responsible for reviewing and monitoring the attainment of these goals on an annual basis. The institutional strategic goals and objectives en tandem with the unit-specific strategic goals and objectives constitute the Fort Valley State University Strategic Plan.

Annual Planning Retreat

On an annual basis, Fort Valley State University administrators attend an annual planning retreat. This Administrative Council Retreat is the planning event used by Fort Valley State University to review the progress being made on strategic goals and priorities. All administrative units of the University attend the retreat. In the spring of each year, prior to the retreat, each unit supervisor completes and submits an Annual Report of its activities. These reports are compiled and reviewed by the divisional vice presidents prior to the Annual Administrative Council Retreat.



“At the start of each academic year, all units and departments develop objectives.”

Accordingly, the annual planning retreat affords divisional vice-presidents the opportunity to meet with their department chairs and program directors to discuss their accomplishments and challenges in implementing their unit plans. Included in this process is a review of annual unit assessment results; specialized studies (i.e. annual reports for Admissions/Enrollment Management, Institutional Finance, General Education, Athletics, Institutional Effectiveness, and Academic Achievement); student exit exams, results from the Georgia Regent’s Exam; student placement data and alumni/donor giving reports.

During the final phase of the Administrative Council Retreat, divisional vice presidents review the departmental/unit assessments and other planning data to identify the institutional priorities that they will pursue during the upcoming academic year. The annual planning retreat takes place somewhere between late May and early July. The revisions or new directions that arise from this review process are shared with campus leaders during the annual Fall/Faculty Staff Institute or, as appropriate, with students during the Fall Student Orientation Program.

Strategic Analyses

The administrative oversight and review of progress towards achievement of the overall strategic initiatives is the responsibility of The Office of Institutional Effectiveness. This office oversees a tripartite system of evaluation starting in July of each year. At this time an internal analysis of progress to date is conducted. The second cycle of analysis occurs at the conclusion of the annual planning retreat. Administrative Council members are required to use the *Planning Performance & Impact* (PPI) model¹ to rate progress being made towards attainment of the strategic goals.

The PPI model that is being pioneered at Fort Valley State University uses a rating system to evaluate institutional and unit preparedness to undertake proposed strategic initiatives. The institutional and unit success in reaching strategic initiatives is measured in addition to the impact the University and individual units have made on selected priority initiatives.

The third phase of this strategic analysis process consists of a review and report of an external evaluator. This evaluator assesses the overall effectiveness of the systems, processes, successes and responses made to challenges inherent in the implementation of the

¹ See Appendix B for PPI rating sheet.

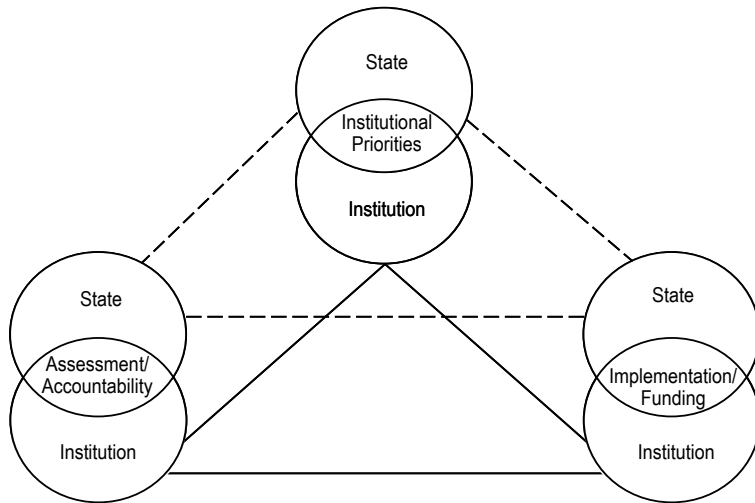
strategic plan. This external evaluation is usually conducted in mid August.

The final phase of the process takes place in late August, when the University's President evaluates the external consultant's report. The President also reviews the *Annual Review of Strategic Progress*, PPI rating sheets, unit assessment sheets and student performance data. From these evaluations, problematic areas and responsible units were identified. Each unit linked to a problematic area, in regards to strategic attainment, is required to develop a program enhancement plan. These plans are submitted to the Administrative Council for review and to ensure that they: (a) support institutional priorities; (b) utilized effective improvement strategies; and (c) addresses concerns identified in the strategic review process. Approved plans are submitted to the University President for a final review. Upon successful completion of this review the revisions are incorporated into the University budget.



3 Operational Planning

Operational Planning is conducted on an annual basis to ensure progress and/or corrective action steps is/are being made towards the accomplishment of the five-year strategic plan. The Operational Plan outlines the implementation process for the systematic "closing of the loop" required for continuous quality improvement. Starting with the Administrative Council and proceeding through sub-units, short-and-long-ranged objectives relevant to the strategic plan are identified. At the start of each academic year, all units and departments identify the priorities to be pursued for the year and allocate personnel accordingly. The Faculty/personnel assignment forms are reviewed by respective vice presidents to ascertain linkages with the University's mission. Operational planning ensures the interaction and collaboration of all the internal and external stakeholders to advance the strategic plan and, hence, achieve the University's mission.



FVSU PLANNING MODEL

4 Budgeting

The USG starts the budgeting process by identifying funding according to the USG priorities. In April of each year, all units submit budget requirements to their respective divisional vice presidents. Each vice president integrates budget requirements with priorities identified during the annual planning retreat (Institutional priorities are driven by unit assessment and other evaluation actions). At the close of this process divisional budget requests are submitted to the Office of Fiscal Affairs. Upon receipt of these data the requests are reviewed and meetings established with divisional vice presidents to make necessary adjustments to each budget. At this point budget requests are submitted to the Georgia Board of Regents for review and adjustment. Upon completing this process, the Board of Regents approves the final budget of the university for the year. This drives the annual action plan.

FVSU PLANNING/BUDGETING CALENDAR

Activity Date	Planning Activity	Budget Activity/Process	Assessment Activity	Responsibility
July	Annual Planning Retreat. Incorporates the results of unit evaluations, assessment data into planning data.			President, Senior Administrators
July		Building Square Footage Report		Budget Office
July		New Retires Fund Report		Budget Office
July		Utility Rate Increase Report		Budget Office
July		Health Insurance Report		Budget Office
July			Annual Athletic Program Report/Analysis	Office of Institutional Effectiveness, Department of Athletics
July			Alumni Survey/Analyzed	Office of Institutional Effectiveness, Office of

				Alumni Affairs
July			Evaluation of Institutional Progress (Strategic Progress)	Office of Institutional Effectiveness, Peer Consultant, Vice Presidents, President.
July			Evaluation of Institutional Progress (Strategic Progress)	Office of Institutional Effectiveness, Peer Consultant, Vice Presidents, President.
August	Develop unit plans for next academic cycle.			Office of Institutional Research, Academic unit leaders, Educational Support Unit Leaders, and Administrative Unit leaders.
August	Establish General Education goals and objectives			Faculty Department Chairs, Administrative Unit Leaders and Educational Support Unit Leaders
September	Strategic Planning/Institutional Effectiveness Committee holds first meeting of the new cycle. Review unit plans to ensure each outcome/objective is measurable and is tied to institutional priorities.			Assoc. Vice President for Academic Affairs, Strategic Planning Committee
September			Beginning College Survey of Student Engagement (BCSSE) administered to first-time freshmen	Office of Institutional Effectiveness
September	Academic Degree Programs submit student learning outcomes to the Office of Institutional Effectiveness			Faculty Department Chairs, College Deans
September	Academic Support & Administrative Units submit programmatic goals to the Office of Institutional Effectiveness			Educational Support Unit and Administrative Unit Leaders
September			Preparation of state and federal government reports.	Office of Institutional Effectiveness, Registrar's Office.
September			Submit Fiscal year revenue projections for tuition to the Georgia Board of Regents	Office of Institutional Effectiveness
October			Fiscal Year Mandatory and Elective Fee Requests	Office of Institutional Effectiveness
October			Georgia Regent's Exam Administered to New Freshmen & Transfer Students	Office of Testing
November			Annual Fact book published	Office of Institutional Effectiveness
November			Semi-Annual Faculty Survey Administered/Analyzed	Office of Institutional Effectiveness, College Deans
November			Student Evaluation of instruction survey results evaluated	Office of Institutional Effectiveness
November		Shadow budget plan – Funding Requests and Priorities		President, Vice President for Business and Finance and Budget Office
		Revenue Projections for Tuition		Budget Office
December		Mandatory and Elective Fee report		Vice President for Business and Finance and Budget Office
December		Submit Fiscal year revenue projections for tuition to the		Vice President for Business

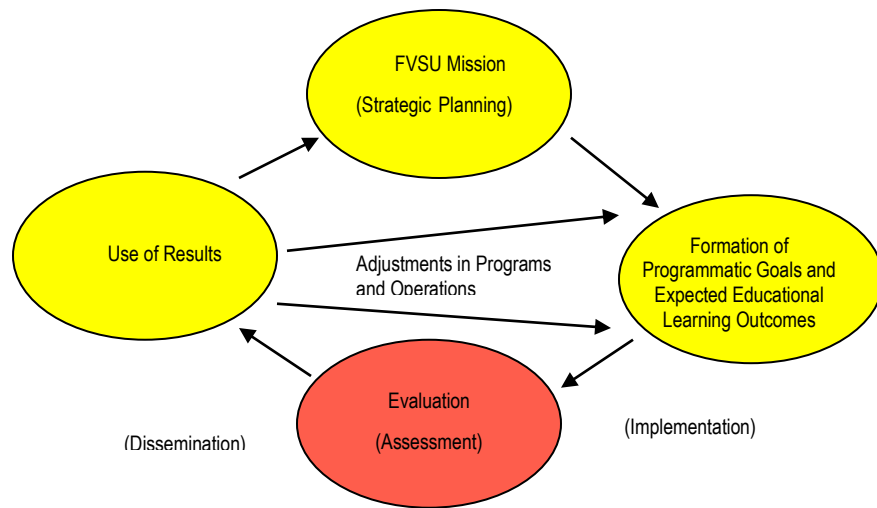
		Georgia Board of Regents		
December		Fiscal Year Mandatory and Elective Fee Requests		Vice President for Business
December			Senior Exit Survey/Analyzed	Office of Institutional Effectiveness
January		Budget Hearing at Georgia Board of Regents		President, Executive Vice President, Vice President for Business and Finance, and Budget Director.
January			Survey of Academic Advising/Analyzed	Office of Institutional Effectiveness, Office of Testing, Academic Success Center
January	Planning for the administration of the CAAP and ACAT MFE exams			College Deans, Office of Testing, Office of Institutional Effectiveness, Office of Business and Finance.
February			Georgia Regents Exam Administered	Office of Testing
March			Student Satisfaction Survey/Analyzed	Office of Institutional Effectiveness
March			Graduate Student Survey/Analyzed	Office of Institutional Effectiveness
March			Administration of the Collegiate Assessment of Academic Proficiency (CAAP)	Office of Institutional Effectiveness, Office of Testing
March			Program Major Field Exams administered	Academic Degree programs
March			Graduate Student Survey/ Analyzed	Office of Institutional Effectiveness
April			Distribution of CAAP, MFE results	Office of Institutional Research
April		Distribute Campus-wide budget hearing directives		Vice President for Business and Finance and Budget Office
April	Academic Department Heads and Units Heads discuss and prepare requests for FY budget requests*			Vice Presidents, Academic Deans, Department Heads and Directors
April	Administrative Unit heads discuss and prepare FY Budget requests*			Vice Presidents, Academic Deans, Department Heads and Directors
April			Annual Library Use Survey/Analyzed	Office of Institutional Effectiveness, Director of Library Services.
April		Compile budget requests and priorities for next FY		Executive Vice President, Vice President for Business and Finance and Budget Officer
May			Annual Georgia Regent's Student Performance Report and Retention Study	Office of Institutional Effectiveness, Director of Testing
May			Faculty workload study	Office of Institutional Effectiveness
May			Academic Program Assessment due	Office of Institutional Effectiveness, Academic Program Department Chairs.
May			Educational Support and Administrative Unit Program Assessment due	Office of Institutional Effectiveness, Administrative and Educational Support Unit Program coordinators
May			General Education Program Assessment due	General Education Program Coordinators, Office of Institutional Effectiveness.
May		Complete Salary recommendations using budget review system		Vice Presidents, Academic Deans, Department heads, Unit heads and Directors.

May		Finalize budget requests and salary recommendations		President, Vice President for Business and Finance and Budget Office
May		Budget preparation		Budget Office
May		Final decisions, reviews and adjustments to budget allocations.		Vice Presidents, Deans, and Budget Office
May		Deadline for submitting budget to the Board of Regents		Budget Office
June		Review and approval by Board of Regents		Budget Office
June			Evaluation of Institutional Progress (Strategic Progress)	Office of Institutional Effectiveness, Peer Consultant, Vice Presidents, President.
June	Strategic Objectives and annual plans complete their cycle.			All Administrative, Instructional and Support Units.



5 Assessment Process

Institutional effectiveness at Fort Valley State University is encouched in a systematic, structured, and documented analysis of performance data against the strategic objectives. The assessment process involves gathering data and comparing actual performance with planned performances. Interpretation of the relevance of outcomes is then made pursuant to the accomplishment of the institution’s mission. The assessment process is comprehensive including not only an assessment of the strategic goals/objectives attainment, but how effectively the human, physical and fiscal resources have been employed to these ends. Assessment results are then utilized as input into the next planning cycle.



FVSU ASSESSMENT MODEL

Assessment Activities/Calendar

•	September	FVSU Listens Survey of Student Engagement given to first-time freshmen.
•	September	Enrollment Report
•	September	Retention Report
•	September	Graduation Report
•	September	Student Evaluation of Faculty-Mini Mester
•	September	Financial Aid Survey
•	September	Ipedds Report- IC Headers/12
•	September	Month Enrollment/ Student Evaluation of Faculty- Full Classes
•	October	Program and Standard
•	October	Major field exams administered to graduating seniors
•	October	Student Academic proficiency Assessment
•	October	General Education Survey
•	October	Collegiate Assessment of Academic Proficiency administered to student who have completed core curriculum.
•	October	CAAP Exam
•	October	NSF- Herd Survey
•	October	Student Profile
•	October	Petersons- GSS
•	October	Faculty Satisfaction

•	October	Questionnaire (FSQ)
•	November	Annual Institutional Fact Book
•	November	Common Data Set
•	November	Sophomore Diagnostic Examination
•	November	January Mid year Faculty /Staff Institute
•	November	Course Productivity Report
•	December	Grade Analysis
•	December	Survey of Academic Advising
•	January	Petersons Survey
•	January	Ipedes Report
•	January	Student Evaluation of Faculty-
•	January	Mini –Mester
•	January	Student Evaluation of Faculty-
•	February	Full Classes
•	February	Graduate Student Survey
•	February	Program and Standard
•	February	Major field exams administered to graduating seniors
•	March	Student Academic Proficiency Assessment
•	March	General Education Survey
•	March	Collegiate Assessment of Academic Proficiency administered to student who have completed core curriculum.
•	March	CAAP Exam
•	March	National Survey of Student Engagement administered to continuing students.
•	March	Ipedes Report – Financial Aid/
•	April	Admissions/ Library/ Human Resources
•	April	Student Satisfaction Survey
•	April	Us News
•	April 30	Annual Library Use Survey-
•	May 15	Annual Georgia Regent’s Student Performance Report & Retention Study
•	May 15	Academic Degree Program

•	June	Assessments due
•	June	Grade Analysis
•	June 1	Course Productivity Report
•	June 1	Annual General Education Review & Report
		Academic Support Unit Assessment
•	June	Administrators' Evaluations
•	June	Faculty Retreat
•	July	Faculty Workload Study
•	July	Annual Planning Retreat
•	July	Strategic Plan Assessment Phase II
		Alumni Survey – Alumni Affairs- Simmons
•	July/August	Collect In December & May
•	August	Faculty /Staff Institute
		Strategic Plan Assessment Phase III
•	August	Academic Degree Programs submit student learning outcomes to the Office of Institutional Effectiveness.
		Academic Support & Administrative Units submit programmatic goals to the Office of Institutional Effectiveness.
•	August	Academic Program Review Workshop
•	August	Assessment Plans Workshop

General Education Program

The General Education Curriculum provides the broad knowledge base, academic skills and professional disposition needed for students to succeed in a world that is increasingly global, and complex. Students enroll in a range of courses that enable them to demonstrate effectiveness in five domains – communication, critical thinking, problem solving, cultural diversity and responsible citizenship. By attaining these general education outcomes, students learn to perform as valuable, contributing members of a community of learners. The shared learning experiences accrued in the general education core curriculum also prepare students for advanced study in the academic discipline of their choice as well as for a lifetime of personal growth as thoughtful, productive members of society.

General Education Program Assessment at FVSU:

Prior to the Spring, 2009, Fort Valley State University used a systematic process of evaluation that involved course- embedded assessments and externally administered examinations. However, the results of this process were not systematic. As a result the University streamlined the process in the Fall of 2008.

Course embedded assessment are being phased into a broader system of assessment. The Collegiate Assessment of Academic Proficiency is being viewed as a global assessment of the general education outcomes.² This nationally normed assessment, from *American College Testing*, evaluates student proficiencies in critical thinking, science reasoning, mathematics, writing and reading. Hence it allows the University to consolidate as well as strengthen the assessment process.

General Education Learning Outcomes

- **Communication:**

- Graduates will write clearly and speak effectively, read analytically and comprehend critically.

Assessment Measures

2017-2018 (Prior to Spring 2013) 2017-

Course embedded assessment

General Education Skills Survey

Sophomore/Junior Diagnostic Exams

Collegiate Assessment of Academic Proficiency (CAAP)

- Critical thinking battery
- Writing
- Mathematics
- Reading
- Science Reasoning

- **Critical Thinking:**

- Graduates will display quantitative competency, be capable of differentiating facts from opinions, think logically and critically, and show imagination and creativity in their scholarly endeavors and work efforts.

Assessment Measures

2017-2018 (Prior to Spring 2013) 2017

Course embedded assessment

Sophomore/Junior Diagnostic Exams

General Education Skills Survey

Collegiate Assessment of Academic

² See Appendix A for a detailed description of the embedded assessment process.

Proficiency (CAAP)

- Critical thinking battery
- Writing
- Mathematics
- Reading
- Science Reasoning

General Education Learning Outcomes

• **Problem Solving**

- Graduates will interpret and communicate quantitative data, solve routine and non-routine problems, recognize logical inconsistencies, and engage in applied research in diverse disciplines.

Assessment Measures

2017-2018 (*Prior to Spring 2009*)

Course embedded assessment

Sophomore/Junior Diagnostic Exams

2007-

Ga. Regent's Exam

General Education Skills Survey

Collegiate Assessment of Academic Proficiency (CAAP)

- Critical thinking battery
- Writing
- Mathematics
- Reading
- Science Reasoning

General Education Research Paper

• **Cultural Diversity and Values**

- Graduates shall critically evaluate their own culture and that of others; understand the changing world of men and women.

Assessment Measures

2017-2018 (*Prior to Spring 2009*)

2017-

Course embedded assessment
Sophomore/Junior Diagnostic Exams

General Education Skills Survey

General Education Learning Outcomes

- **Technology**
 - Graduates shall understand the individual's role in and responsibilities to society, understand and use organizational structure and processes, examine the forces shaping and altering society, and be globally aware and knowledgeable of ethical issues.

Assessment Measures

2017-2018 (*Prior to Spring 2009*)

Course embedded assessment

Sophomore/Junior Diagnostic Exams

2017-

General Education Skills Survey

Computer Skills Rubric

Academic Unit Assessment Plans

The major cornerstone of the University's assessment efforts are unit assessments. Each academic degree program as well as academic support and administrative units of the University complete annual assessments. Assessments are structured to support unit strategic plans which in turn support the strategic initiatives and the Institutional Purpose.

Academic Planning/Assessments Fort Valley State University

Accounting

1: Accounting

Student Learning Outcome

1. Students will demonstrate the ability to analyze data.

Assessment Criteria

1. At least 70% of students will indicate on the Student Academic Program Assessment that they have the ability to analyze data.
-

2: Accounting

Student Learning Outcome

2. Students will demonstrate the ability to apply accounting procedures within the business community.

Assessment Criteria

2. At least 80% of students will agree/strongly agree on the Senior Exit Survey that they have the ability to apply accounting procedures within the business community.
-

3: Accounting

Student Learning Outcome

3. Students will demonstrate the ability to apply accounting concepts and methods.

Assessment Criteria

3. At least 85% of students will score in the 50 percentile on the Accounting ETS Major Field Test.

Agricultural Economics

1: Agricultural Economics

Student Learning Outcome

1. Students will demonstrate an understanding of economic theory such as supply and demand.

Assessment Criteria

1a. At least 90% of Agricultural Economics students will obtain a score at or above 85% on the AGECE 2801 final exam.

1b. At least 90% of graduating students will obtain a score at or above the 50th percentile on the ACAT exam. 100% of graduating seniors will be required to take ACAT Exam.

2: Agricultural Economics

Student Learning Outcome

2. Students must demonstrate the ability to conduct empirical research in economics (organize, estimate, analyze, and draw conclusions from data).

Assessment Criteria

2. At least 95% of senior students will write senior research papers.

3: Agricultural Economics

Student Learning Outcome

3. Students must demonstrate the ability to communicate research findings effectively.

Assessment Criteria

3. At least 80% of students completing the senior project will obtain a final rating of acceptable or better on the oral presentation rubric and state on the Agriculture Economics Program survey they believe they improved their ability to communicate research findings effectively.

Agricultural Education

1: Agricultural Education

Student Learning Outcome

1. Agricultural Education Teacher Education candidates will demonstrate agriculture content knowledge.

Assessment Criteria

1. At least 80% of students will earn a score of 70 or higher on the ACAT Exam as prerequisite for taking the GACE agriculture subject area assessment. (Test numbers 040 and objectives 0001-0004).

2: Agricultural Education

Student Learning Outcome

2. Students will demonstrate content knowledge related to the foundations of agricultural education.

Assessment Criteria

2. At least 80% of students will earn a score of 220 or higher on the GACE Agriculture Subject Area Assessment. (Test numbers 040 and objectives 0001-0004).

3: Agricultural Education

Student Learning Outcome

3. Students will demonstrate content knowledge related to agricultural business management.

Assessment Criteria

3. At least 80% of students will earn a score of 220 or higher on the GACE agriculture subject area assessment. (Test numbers 040 and objectives 0005-0006).

Agricultural Engineering Technology

1: Agricultural Engineering Technology

Student Learning Outcome

1. Students will demonstrate knowledge of AENT program Content.

Assessment Criteria

1. 50% of students taking the ACAT will score in the 50th percentile.
-

2: Agricultural Engineering Technology

Student Learning Outcome

2. 80% of the students taking the Agricultural Engineering Technology Comprehensive Exam will score a "C" or better to demonstrate content knowledge.

Assessment Criteria

2. 80% of the students taking the Agricultural Engineering Technology Comprehensive Exam will score a "C" or or better to demonstrate content knowledge.
-

3: Agricultural Engineering Technology

Student Learning Outcome

3. Students will demonstrate content knowledge related to agricultural mechanics.

Assessment Criteria

3. 80% of the students taking the ACAT Exam will score in the 60th percentile.

Animal Science (BS)

1: Animal Science (BS)

Student Learning Outcome

1a. Students will demonstrate an understanding of the science in animal agriculture.

Assessment Criteria

1a. At least 80% of Animal Science majors completing the course will obtain a score at or above 50th percentile on the ANSC 2803 (General Animal Science) condensed exam.

1b. All students are required to take the exit examination and score 70% or better. All students will take the ACAT test.

2: Animal Science (BS)

Student Learning Outcome

2. Students will exhibit understanding of the processes used in Animal products agriculture.

Assessment Criteria

2a. At least 70% of Animal Science majors completing the course will obtain a score above 50th percentile in ANSC 4822 - Senior Research evaluation.

2b. At least 65% of graduating seniors will indicate on the Animal Science exit survey that they have an understanding of animal physiology/nutrition.

3: Animal Science (BS)

Student Learning Outcome

3. Students will demonstrate ability to critically review publications for their senior research project.

Assessment Criteria

3a. At least 80% of students completing the senior oral presentation will exhibit: a) good poise, b) proper grammar, c) correct pronunciation, and d) sound verbal construction.

3b. A 70th percentile passing performance in the ANSC 4841 comprehensive results is expected. The presentation will be evaluated by a team of three faculty members including an outside expert.

Biology**1: Biology****Student Learning Outcome**

1. Students graduating as Biology majors will be able to relate organ systems to their functions.

Assessment Criteria

1. 80% of graduating seniors will make 60% or better on the Senior Biology Exit examination.

2: Biology**Student Learning Outcome**

2. Graduating seniors will master contents in core biology areas of Vertebrate physiology.

Assessment Criteria

2. 85% of graduating seniors will score in the 50th percentile or better on the Vertebrate Physiology Area of the Biology ACAT exam.

3: Biology**Student Learning Outcome**

3. Students graduating in Biology will be able to demonstrate knowledge of content in General Biology.

Assessment Criteria

3.50% of graduating seniors will score in 30% percentile in all areas of BIOLOGY ACAT exam.

Biotechnology (MS)**1: Biotechnology (MS)****Student Learning Outcome**

1. Students will exhibit knowledge of genetic manipulation.

Assessment Criteria

1. At least 80% of graduating students from Biotechnology degree programs will demonstrate research competency as well as occupational aptitude for the genetic improvement of their choice.50% of graduating seniors will score in 30% percentile in all areas of BIOLOGY ACAT exam.

2: Biotechnology (MS)**Student Learning Outcome**

2. Students will demonstrate the ability for in vitro culture of tissues and cells.

Assessment Criteria

2a. At least 80% of graduate students that will complete Masters in Biotechnology graduate program will obtain a good to very good score on biotechnology skills rubric (1=poor, 2=fair, 3=good, 4=very good) to become competitive.

3: Biotechnology (MS)**Student Learning Outcome**

3. Students will demonstrate original research theme.

Assessment Criteria

3a. At least 90% of students completing the Biotechnology graduate program will obtain satisfactory (S) scores on their Thesis Research accomplishments in the biotechnology area of their choice.

Chemistry

1: Chemistry

Student Learning Outcome

1. Students graduating from chemistry will demonstrate the ability to draw logical scientific conclusions from data.

Assessment Criteria

1. At least 80% of students taking the Student Academic Program Assessment will agree/strongly agree that they have a good overall understanding of the fundamentals of chemistry.

2: Chemistry

Student Learning Outcome

2. Graduates will exhibit understanding of the fundamentals of inorganic chemistry.

Assessment Criteria

2a. At least 50% of students taking the Chemistry ETS Major Field Exam will score in the 50th percentile for inorganic chemistry.

2b. At least 80% of students will agree/strongly agree that they have a good overall understanding of the fundamentals of inorganic chemistry as evidenced by the Student Academic Program Assessment.

3: Chemistry

Student Learning Outcome

3. Students completing the chemistry program will demonstrate proficiency in using computers.

Assessment Criteria

3. All students completing the program will complete a senior project and present it at a national conference. This project will require students to use PowerPoint & include graphs and charts completed on the computer.

Computer Information Systems

1: Computer Information Systems

Student Learning Outcome

1. Students will develop proficiency in creating logically sound algorithms.

Assessment Criteria

1a. At least 70% of students will earn a score of 70% or better in the sophomore-junior diagnostic test conducted in CSCI1302 courses.

The grading is based on

- a. Knowledge of general problem solution,
- b. Accuracy of algorithm (solution),
- c. Formulation (implementation) of solution in the context of the course topics, and general programming with Java.

1b. At least 80% of students will score in the 35 percentile on the Computer Science ETS Major Field Assessment.

2: Computer Information Systems

Student Learning Outcome

2. Students will demonstrate the ability to implement the five phases of business software development life cycle (SDLC) system.

Assessment Criteria

2. At least 70% of CIS students will earn a score of 70% or better in a SDLC project embedded in course CSIS 4001 and CSIS 4002.

3: Computer Information Systems

Student Learning Outcome

3. Students will display the ability to design and implement a Local Area Network (LAN) for a small business environment using TCP/IP protocol.

Assessment Criteria

3. At least 70% of all CIS students will score 70% or higher in a computer networking project embedded in CSCI 3150 course.

4: Computer Information Systems**Student Learning Outcome**

4. Setup and configure computers for Windows® operating system based computers.

Assessment Criteria

At least 70% of all CIS students will score 70% or higher in practical demonstration of computer configuration and installation embedded in CSIS 3100 course.

Computer Science**1: Computer Science****Student Learning Outcome**

Develop proficiency in creating algorithms.

Assessment Criteria

1a. At least 70% of students will earn a score of 70% or better in the sophomore-junior diagnostic test conducted in CSCI1302 courses.

The grading is based on

- a. Knowledge of general problem solution,
- b. Accuracy of algorithm (solution),
- c. Formulation (implementation) of solution in the context of the course topics, and general programming with Java.

1b. At least 80% of students will score in the 35th percentile on the Computer Science ETS Major Field Assessment.

2: Computer Science

Student Learning Outcome

Ability to implement a Local Area Network (LAN) for a small business environment using TCP/IP protocol.

Assessment Criteria

At least 70% of all CS students will score 70% or higher in a computer networking project embedded in CSCI 3150 course.

3: Computer Science

Student Learning Outcome

Students will display the ability to carry-out Boolean Algebra, and the basic organizing principles.

Assessment Criteria

At least 70% of all CS students will score 70% or higher in designing and implementing an algorithm using a low level programming language such as Assembly, embedded in CSCI 3351 course.

4: Computer Science

Student Learning Outcome

Students will demonstrate a thorough understanding of CPU. (This includes scheduling methods and main memory management.)

Assessment Criteria

At least 70% of students will earn a score of 70% or better in the CPU scheduling and memory management problems embedded in CSCI4340 course.

Criminal Justice

1: Criminal Justice

Student Learning Outcome

1. At least 70% of students taking the ACAT Criminal Justice exam will score at or above the 50th percentile on the sections that examine youthful offenders and the system's handling of them.

Assessment Criteria

1. At least 70% of students taking the ACAT Criminal Justice exam will score at or above the 50th percentile on the sections that examine youthful offenders and the system's handling of them.

2: Criminal Justice

Student Learning Outcome

2. Graduating seniors will demonstrate a broad knowledge and understanding of the area of Law Enforcement.

Assessment Criteria

2. Students will demonstrate the ability to do statistical and criminal justice literature based research and prepare an effective presentation based on that research.

3: Criminal Justice

Student Learning Outcome

3. Graduating seniors will demonstrate a broad knowledge and understanding of the area of Law Enforcement.

Assessment Criteria

3. Students will demonstrate the ability to do statistical and criminal justice literature based research and prepare an effective presentation based on that research.

Early Childhood Education

1: Early Childhood Education

Student Learning Outcome

1. The Proficient Educator will demonstrate competence in content knowledge.

Assessment Criteria

1. At least 80% of the completers of the program will pass the GACE content area assessment before graduation.

2: Early Childhood Education

Student Learning Outcome

2. Students will demonstrate proficiency using technology to enhance content.

Assessment Criteria

2. In 2014-2015, at least 80% of the completers will receive a score of "Acceptable" or better on the Professional Portfolio Rubric, which assesses candidates' ability to understand and use technology in the classroom in order to enhance learning.

3: Early Childhood Education

Student Learning Outcome

3. The Proficient Educator will demonstrate effective pedagogical skills.

Assessment Criteria

3a In 2014-2015, at least 80% of the completers will receive 80% or better on a course embedded assessments that assesses the following::

- having a repertoire of instructional strategies and supplementary materials;
- providing clear directions and explanations to students;

- c. providing appropriate feedback to students.

3b At least 50% of completers will participate in completing the edTPA pilot instrument.

Electronic Engineering Technology

1: Electronic Engineering Technology

Student Learning Outcome

1. Students will demonstrate their knowledge of analog electronics circuits and systems.

Assessment Criteria

1 At least 60% of students will earn a score of 50% or higher in Parts A & B of the Sophomore Diagnostic Exam (SDE). Parts A & B cover the fundamentals of DC and AC circuits and basic electronics.

(The SDE is a comprehensive closed note closed book exam, which includes topics in DC (Part A), AC (Part B), electronics (Part C) and principles of digital systems (Part D).)

2: Electronic Engineering Technology

Student Learning Outcome

2. Students will demonstrate an understanding of digital circuits and systems.

Assessment Criteria

(i) At least 60% of students will earn a score of 50% or higher in Part D of the Sophomore Diagnostic Exam (SDE)

ii) At least 50% of the graduating students will earn a score of 50% or higher in Part II (knowledge in digital systems) of the Senior Exit Exam (SEE)

3: Electronic Engineering Technology

Student Learning Outcome

3. Students will demonstrate satisfactory performance in

preparing lab reports using word-processor.

Assessment Criteria

3. At least 60% of students will demonstrate satisfactory performance in preparing lab reports using word-processor, by achieving an average score of 75% or higher in ELET 3601 Lab.

Food and Nutrition

1: Food and Nutrition

Student Learning Outcome

1. FDNU students will demonstrate knowledge of the profession. (This includes its core concepts, history and future directions.)

Assessment Criteria

1. 80% of students taking the FDNU exit exam will obtain a score at or above 80%.

2: Food and Nutrition

Student Learning Outcome

2. Demonstrate knowledge of discipline core content concepts.

Assessment Criteria

2a. 80% of students taking the Sophomore Diagnostic test will obtain a score at or above 70%.

2b. 70% of students completing the diagnostic paper will explain the interdisciplinary nature of FCS as related to their major and score 85% or better on the diagnostic paper.

3: Food and Nutrition

Student Learning Outcome

3. FDNU students will exhibit knowledge of good nutrition.

Assessment Criteria

3. At least 80% of test takers will obtain a score of 70 or above on the nutrition, food selection and dietetics section of the exit exam

4: Food and Nutrition

Student Learning Outcome

4. FDNU will Demonstrate competence in writing.

Assessment Criteria

4. At least 70% of students taking the CAAP Writing Battery will obtain a score at or above the range of the 25th percentile.

General Business

1: General Business

Student Learning Outcome

1a. Students will demonstrate an understanding of the land and capital principle of Business.

Assessment Criteria

1. At least 50% of students will score at the 65 percentile or better on Business ETS Major Field Assessment.

2: General Business

Student Learning Outcome

2a. Students will demonstrate the ability to identify the cost and benefits of a Global economy.

Assessment Criteria

2. At least 80% of students will state on the SAPA that their knowledge of General Business was improved by the program.

3: General Business

Student Learning Outcome

3a. Demonstrate the ability to use statistical software to prepare research papers.

Assessment Criteria

3a. At least 80% of the students will attain a score at or above 70 on the senior research project. The project requires students to use SPSS to perform: (a) Crosstab; (b) T-test and regression

Health and Physical Education

1: Health and Physical Education

Student Learning Outcome

1. Students will demonstrate competence in content knowledge.

Assessment Criteria

1. At least 45% of candidates will pass the required GACE content exam.
-

2: Health and Physical Education

Student Learning Outcome

2. Students will demonstrate an understanding of how to apply historical methods in completing research.

Assessment Criteria

- 2a. 75% of students will attain a final rating of "P" on their senior research papers. This paper requires students to use (a) historical research, (b) deductive analysis, and (c) quantitative reasoning. Each item is weighted so that students cannot pass the assessment without showing proficiency in use and skill in conducting research. (Rating are P—proficient and F—failing.)
-

3: Health and Physical Education

Student Learning Outcome

3. The Proficient Educator evidences a caring disposition.

Assessment Criteria

- At least 50% of HPE candidates will score 80% or higher in a promoting and maintaining a caring, safe, positive, and active learning environment demonstrating appropriate interaction and

commanding respect; providing responses that are fair, consistent, and appropriate. This will be evidenced on the Annual Report.

History

1: History

Student Learning Outcome

1. Students will demonstrate a broad understanding of U.S. History from 1890 to 1940.

Assessment Criteria

1a. 50% of students will score at the 50th percentile or better on the ACAT on U.S. History 1820 to 1890.

1b. At least 70% of students will indicate on the Student Academic Program Assessment that they have a broad understanding of their major.

2: History

Student Learning Outcome

2. Students will demonstrate an understanding of how to apply historical methods in completing research.

Assessment Criteria

2a. 75% of students will attain a final rating of "P" on their senior research papers. This paper requires students to use (a) historical research, (b) deductive analysis, and (c) quantitative reasoning. Each item is weighted so that students cannot pass the assessment without showing proficiency in use and skill in conducting research. (Rating are P—proficient and F—failing.)

3: History

Student Learning Outcome

3. Students will exhibit an understanding of Post-Reconstruction African American History.

Assessment Criteria

3a. 70% of students will score at the 65 percentile or better on the ACAT Black History segment.

Assessment Criteria

3a. 70% of students will score at the 65 percentile or better on the ACAT Black History segment.

Infant and Child Development (BS)

1: Infant and Child Development (BS)

Student Learning Outcome

1. ICDV students will demonstrate knowledge of the profession.

Assessment Criteria

1. 80% of students taking the ICDV exit exam will obtain a score at or above 80%.

2: Infant and Child Development (BS)

Student Learning Outcome

2. Develop professional skills to evaluate the behaviors of young children.

Assessment Criteria

2a. 75% of students will utilize theories of play & principles of development in the selection of activities, materials and equipment for young children on the ICDV exit exam.

2b. 75% will analyze various curricula based on their knowledge of culture, best teaching practices and procedures on the ICDV exit exam.

3: Infant and Child Development (BS)

Student Learning Outcome

3. ICDV students will demonstrate knowledge of discipline core/content concepts.

Assessment Criteria

3a. 80% of students taking the Sophomore Diagnostic test will obtain a score at or above 70%.

3b. 70% of students completing the diagnostic paper will explain the interdisciplinary nature of FCS as related to their major. 85% of these students will score at or above 90% on the diagnostic paper rubric.

Liberal Studies

1: Liberal Studies

Student Learning Outcome

1. Students will demonstrate the ability to understand information generally and in their fields of choice.

Assessment Criteria

1. At least 70% of graduates will attain a final score at or above national norms on (CAAP) critical thinking.

2: Liberal Studies

Student Learning Outcome

2. Students will demonstrate an understanding of the relationships among several disciplines.

Assessment Criteria

2. 100% of Students will prepare final critical analysis presentation or paper using technologies and receives a score of 2.5 or better on a rubric as judged by interdisciplinary panel of faculty, or is presented at an academic conference.

3: Liberal Studies

Student Learning Outcome

3. Students will demonstrate collaboration skills and an understanding of diverse perspectives.

Assessment Criteria

3. At least 70% of graduates will attain a final score at or above national norms on (CAAP) critical thinking.

Management

1: Management

Student Learning Outcome

1. Students will demonstrate the ability to apply procedures in Management.

Assessment Criteria

1. At least 80% of students will agree/strongly agree on the Senior Exit Survey that they have the ability to apply management procedures within the business community.

2: Management

Student Learning Outcome

2. Students will demonstrate the ability to apply accounting concepts and methods to interpret financial statements.

Assessment Criteria

2. At least 80% of students will agree or strongly agree on the SAPA that their knowledge of Management was improved by the program.

3: Management

Student Learning Outcome

3. Students will demonstrate the ability to use statistical software to prepare research papers.

Assessment Criteria

3. At least 80% of the students will attain a score at or above 70 on the senior research project. The project requires students to use SPSS to perform: (a) Crosstab; (b) T-test and regression.

Marketing

1: Marketing

Student Learning Outcome

1a. Students will demonstrate an understanding of the principles of Marketing.

Assessment Criteria

1. At least 80% of students will achieve a passing score with 70% or higher on the Departmental Exit Exam.

2: Marketing

Student Learning Outcome

2a. Students will demonstrate the ability to identify the cost and benefits of a Global economy.

Assessment Criteria

2a. At least 80% of student taking the SAPA will agree or strongly agree that they increased their knowledge of the program. (This exam includes detailed information about costs and benefits at a Global economy).

3: Marketing

Student Learning Outcome

3a. Students will demonstrate the ability to use statistical software to prepare research papers.

Assessment Criteria

3a. At least 80% of the students will attain a score at or above 70 on the senior research project. The project requires students to use SPSS to perform: (a) Crosstab; (b) T-test and regression.

Mass Communication

1: Mass Communication

Student Learning Outcome

1. Students will demonstrate an understanding of professional writing requirements.

Assessment Criteria

1a. Students will obtain a score of (75) or above on the Writing Skills Rubric approved for the SACS QEP Enhancing Critical Thinking Skills.

1b. At least 70% of students will obtain a final score of 75 (C) or better on the writing segment of the Senior Exit exam.

2: Mass Communication

Student Learning Outcome

2. Students will demonstrate the ability to apply standards of critical thinking to their academic and journalistic writing.

Assessment Criteria

2. At least 70% of students enrolled in MCMM 2113 and MCMM 4283 will prepare a satisfactory research paper which demonstrates critical thinking with the final grade of "C" or better. (The Critical Thinking Skills Rubric approved for the SACS QEP Enhancing Critical Thinking Skills will be used.)

3: Mass Communication

Student Learning Outcome

3. Students will demonstrate an awareness of the principles of ethics that permeates the field of Mass Communications.

Assessment Criteria

3a. At least 70% of students will earn a score of (75) or better

on the major content exam in MCMM 3123 Media Law and Ethics.

3b. At least 70% of students will earn a passing score (20 or more points out of a possible 30 points) on the ethics components of the Senior Exit Exam.

Mathematics

1: Mathematics

Student Learning Outcome

Students will apply the concept of function to solve application problems.

Assessment Criteria

1a. All majors will score 145 or above on the Major Field Test in Mathematics.

1b. At least 80% of the majors will score 70% or higher on the application items (Part I) of the sophomore-junior diagnostic assessment. This exam will cover the concepts of limit, continuity, differentiation, and integration.

2: Mathematics

Student Learning Outcome

Students will demonstrate the ability to construct mathematical proofs.

Assessment Criteria

2a. At least 70% of the majors completing subsection on the proof items (Part II) of the sophomore-junior diagnostic test will demonstrate proficiency (by earning an average score of 70% or higher) in constructing proofs (directly, indirectly, and by induction) for mathematical assertions.

2b. At least 70% of all majors taking Advanced Calculus (MATH 4343) will demonstrate proficiency (by earning score 70% or higher) in constructing proofs of mathematical assertions involving limit, continuity, differentiation, and integration.

3: Mathematics

Student Learning Outcome

Students will demonstrate knowledge of program gained from researching a special problem or topic.

Assessment Criteria

3a. At least 80% of students taking Mathematics Seminar (MATH 4391) will attain at least 80% proficiency level on the in-depth knowledge demonstrated in a written presentation or solved problem on the basis of his/her research.

4: Mathematics

Student Learning Outcome

Students will demonstrate the use of decision-making required in the work place.

Assessment Criteria

4a. At least 80% of students taking the Student Academic Program Assessment will agree or strongly agree that they have enhanced their ability to make decisions.

Middle Grades Education

1: Middle Grades Education

Student Learning Outcome

1. The Proficient Educator will demonstrate competence in content knowledge of Middle Grades Education

Assessment Criteria

1. At least 80% of the completers of the program will pass the GACE content area assessment before graduation.

2: Middle Grades Education

Student Learning Outcome

2. The Proficient Educator will demonstrate effective pedagogical skills.

Assessment Criteria

2. At least 50% of the students will participate in completing the edTPA pilot.

3: Middle Grades Education

Student Learning Outcome

3. The proficient Educator demonstrates competency in the use of technology.

Assessment Criteria

3. At least 70% of the students completing the program will agree/strongly agree on their increased ability to use technology on the Student Academic Program Assessment survey.

Plant Science

1: Plant Science

Student Learning Outcome

1. Graduating seniors will demonstrate a broad knowledge and understanding of the area of plant science.

Assessment Criteria

1. At least 70% of students will indicate on the Student Academic Program Assessment that they have a broad understanding of the major.

2: Plant Science

Student Learning Outcome

2. Increase technology.

Assessment Criteria

2. At least 70% of students will indicate on the Graduating Senior Survey that they have acquired the skills necessary to use technology effectively.

3: Plant Science

Student Learning Outcome

3. The proficient educator will demonstrate content knowledge related to agriculture.

Assessment Criteria

3. At least 80% of students will score at the 50th percentile or better on the ACAT Agriculture Exam.

Political Science

1: Political Science

Student Learning Outcome

1. At least 75% of students will agree or strongly agree on the Student Academic Program Assessment that their coursework gave them a broad understanding of their major.

Assessment Criteria

1. At least 75% of students will agree or strongly agree on the Student Academic Program Assessment that their coursework gave them a broad understanding of their major.

2: Political Science

Student Learning Outcome

2. Students will improve their understanding of Political Science Research.

Assessment Criteria

2. At least 50% of seniors will score at or above the 25th percentile on the Political Science ACAT senior exam.

3: Political Science

Student Learning Outcome

3. Students will show an understanding of American

Government.

Assessment Criteria

3. At least 50% of students will score at or above the 25th percentile on the American Government section of the Political Science ACAT Exam.

Psychology

1: Psychology

Student Learning Outcome

1. Students will demonstrate a clear understanding of the Experimental Design concepts of psychological research.

Assessment Criteria

1. At least 80% of students will score at the 25th percentile or better on the Experimental Design Section of the Psychology ACAT Exam.

2: Psychology

Student Learning Outcome

2. Students will demonstrate the ability to apply procedures in Psychology.

Assessment Criteria

2. At least 80% of students will agree/strongly agree on the Senior Exit Survey that they have the ability to apply Psychology.

3: Psychology

Student Learning Outcome

3. Students will increase efficiency in technology.

Assessment Criteria

3. At least 70% of students will indicate on the Student Academic Program Assessment that they have acquired the

skills necessary to use technology effectively.

Social Work

1: Social Work

Student Learning Outcome

1. Students will demonstrate content knowledge of Social Work.

Assessment Criteria

1. At least 80% of students will demonstrate content knowledge by scoring at the 50th percentile or better the Social Work ACAT Exam.
-

2: Social Work

Student Learning Outcome

2. Students will exhibit an understanding of Social Work.

Assessment Criteria

2. At least 70% of students will exhibit an understanding of Social Work by scoring at the 50th percentile on the Social Work ACAT Exam.
-

3: Social Work

Student Learning Outcome

3. Student will demonstrate the use of technology.

Assessment Criteria

3. At least 70% of the completers of the program will agree/strongly agree on their increased ability to use technology on the Student Academic Program Assessment survey.

Veterinary Technology (BS)

1: Veterinary Technology (BS)

Student Learning Outcome

1. Students will demonstrate an understanding of medical terminology in veterinary technology.

Assessment Criteria

1. At least 70% of the students will demonstrate an understanding of medical terminology by passing the VETY 1812 course.

2: Veterinary Technology (BS)

Student Learning Outcome

2. Students will demonstrate an understanding of core content in veterinary technology.

Assessment Criteria

2. At least 70% of students will have a final score of 80 or better Veterinary Technology written departmental examination.

3: Veterinary Technology (BS)

Student Learning Outcome

3. Student will demonstrate a proficiency and knowledge base in performing the basic essential skills. (These tasks are required of a veterinary technician as set forth by the American Veterinary Medical Association (the accrediting agency for this program)).

Assessment Criteria

1. At least 90% of students will pass the Veterinary Technology Practical Essential Skill Proficiency Test.

1. At least 90% of students will pass the Veterinary Technology Exit Exam with a score of 70% or better.

Online Programs

Psychology

1: Psychology

Student Learning Outcome

1. Students will demonstrate a clear understanding of the Experimental Design concepts of psychological research.

Assessment Criteria

1. At least 85% of students will score at the 25th percentile or better on the Experimental Design Section of the Psychology ACAT Exam.

2: Psychology

Student Learning Outcome

2. Students will demonstrate the ability to apply procedures in Psychology.

Assessment Criteria

2. At least 80% of students will agree/strongly agree on the Senior Exit Survey that they have the ability to apply accounting procedures within the business community.

3: Psychology

Student Learning Outcome

3. Students will increase efficiency in technology.

Assessment Criteria

3. At least 70% of students will indicate on the Student Academic Program Assessment that they have acquired the skills necessary to use technology effectively.

Criminal Justice

1: Criminal Justice

Student Learning Outcome

1. Students will demonstrate an understanding of the criminal justice system's handling of youthful offenders

Assessment Criteria

1. At least 70% of students taking the ACAT Criminal Justice exam will score at or above the 50th percentile on the sections that examine youthful offenders and the system's handling of them.

2: Criminal Justice

Student Learning Outcome

2. Graduating seniors will demonstrate a broad knowledge and understanding of the area of Law Enforcement.

Assessment Criteria

2. 85% of students will demonstrate the ability to do statistical and criminal justice literature based research and prepare an effective presentation based on that research.

3: Criminal Justice

Student Learning Outcome

3. Students will demonstrate the ability to do criminal justice literature based research.

Assessment Criteria

3. At least 70% of students will indicate on the Student Academic Program Assessment that they have a broad understanding of the major.

Political Science

1: Political Science Student Learning Outcome

1. Students will demonstrate an understanding of Geo-Politics.

Assessment Criteria

1. At least 75% of students will agree or strongly agree on the Student Academic Program Assessment that their coursework gave them a broad understanding of their major.

2: Political Science Student Learning Outcome

2. Students will improve the understanding of .Political Science Research.

Assessment Criteria

2. At least 50% of seniors will score at or above the 25th percentile% on the Political Science ACAT senior exam

3: Political Science Student Learning Outcome

3. Seniors taking the ACAT will show an understanding of the constitutional aspects and basis of American Government.

Assessment Criteria

3. At least 75% of students will agree or strongly agree on the Student Academic Program Assessment that their junior/senior courses required them to demonstrate proficiency in oral and written communication.

Rehabilitation Counseling (MS)

1: Rehabilitation Counseling (MS)

Student Learning Outcome

1. Students will demonstrate the ability to describe the systems that provide vocational rehabilitation services to people with disabilities.

Assessment Criteria

1a. students will score 80% or better on the Vocational Rehabilitation Services component of program Exit Exam.

2: Rehabilitation Counseling (MS)

Student Learning Outcome

2. Students will demonstrate knowledge of practice rehabilitation counseling.

Assessment Criteria

2a. students will score 80% or better on the Rehabilitation Foundations component of program Exit Exam.

2b. Students will score at or above the national score at on the national average on CRCC Rehabilitation Foundations component of the Standardized Exam Components.

MASTERS PROGRAM

Animal Science (MS)

1: Animal Science (MS)

Student Learning Outcome

1a. Students will demonstrate an understanding of the science in animal agriculture.

Assessment Criteria

1a. At least 80% of Animal Science majors completing the course will obtain a score at or above 50th percentile on the ANSC 2803 (General Animal Science) condensed exam.

1b. All students are required to take the exit examination and score 70% or better. All students will take the ACAT test.

2: Animal Science (MS)

Student Learning Outcome

2. Students will exhibit understanding of the processes used in Animal products agriculture.

Assessment Criteria

2a. At least 70% of Animal Science majors completing the course will obtain a score above 50th percentile in ANSC 4822 - Senior Research evaluation.

2b. At least 65% of graduating seniors will indicate on the Animal Science exit survey that they have an understanding of animal physiology/nutrition.

3: Animal Science (MS)

Student Learning Outcome

3. Students will demonstrate ability to critically review publications for their senior research project.

Assessment Criteria

3a. At least 80% of students completing the senior oral presentation will exhibit: a) good poise, b) proper grammar, c) correct pronunciation, and d) sound verbal construction.

3b. A 70th percentile passing performance in the ANSC 4841 comprehensive results is expected. The presentation will be evaluated by a team of three faculty members including an outside expert.

Mental Health (MS)

1: Mental Health (MS)

Student Learning Outcome

1. Students will demonstrate the ability to resolve ethical dilemmas through the ethical decision making process.

Assessment Criteria

1. At least 60% of the students will score at least 65% or higher" on the NBCC Exit Examination.

2: Mental Health (MS)

Student Learning Outcome

2. Mental Health Graduates will understand the function of the day to day operations of a mental health agency as part of the

internship training.

Assessment Criteria

2. 90% of the student interns taking the Mental Health Counseling Internship Survey will agree or strongly agree that they gained an understanding of the operations of a mental health agency.

3: Mental Health (MS)

Student Learning Outcome

3. Graduates will exhibit an understanding of mental health disorders.

Assessment Criteria

3. 85% of all graduating students will pass the written section of the NBCC examination during the academic year 2014-2015.

Public Health (MS)

1: Public Health (MS)

Student Learning Outcome

1. Student will demonstrate an understanding of environmental health as it relates to the field of public health.

Assessment Criteria

1. 90% of the students will demonstrate their understanding of environmental health by scoring an 80 or above on the Public Health Course Term Paper. This paper represents 25 % of their total grade.

2: Public Health (MS)

Student Learning Outcome

2. Student will demonstrate the ability to apply analytical knowledge of environmental health sciences as relates to the

field of public health.

Assessment Criteria

90% of the students will demonstrate the ability to apply analytical knowledge by passing the HLTH 5850 course.

3: Public Health (MS)

Student Learning Outcome

Students will demonstrate the ability to write comprehensively across the discipline of environmental health as relates to public health studies.

Assessment Criteria

90% of the students will demonstrate the ability to write comprehensively by passing the HLTH 5999 course. Assessment involves the final graduate report which is required for both HLTH 5850 Field Experience and HLTH 5999 Thesis, one of which student must commit to as the cornerstone of their graduate experience prior to graduation. The Field Experience Written Report or the Thesis are to be a comprehensive body of work that reflects the entire Field Experience/Thesis experience. It is graded for content and clarity and is presented to Instructor of Record at the time of the oral presentation/defense. The grading scale is based on Pass or Fail and is issued by Instructor of Record based on the following: HLTH 5850 Field Experience - combined evaluation by field site supervisor and instructor of record. HLTH 5999 - Thesis - combined evaluation of thesis committee.

Rehabilitation Counseling (MS)

1: Rehabilitation Counseling (MS)

Student Learning Outcome

1. Students will demonstrate the ability to describe the systems that provide vocational rehabilitation services to people with disabilities.

Assessment Criteria

1a. students will score 80% or better on the Vocational Rehabilitation Services component of program Exit Exam.

2: Rehabilitation Counseling (MS)

Student Learning Outcome

2. Students will demonstrate knowledge of practice rehabilitation counseling.

Assessment Criteria

2a. students will score 80% or better on the Rehabilitation Foundations component of program Exit Exam.

2b. Students will score at or above the national score at on the national average on CRCC Rehabilitation Foundations component of the Standardized Exam Components.

3: Rehabilitation Counseling (MS)

Student Learning Outcome

3. Students will demonstrate knowledge of basic counseling and interviewing skills.

Assessment Criteria

3a. Students will average 80% or better on Counseling component of the Exit Exam. Items were constructed to reflect a pool of items from a consortium of rehabilitation professionals from several university level institutions.

School Counselor Education

1: School Counselor Education

Student Learning Outcome

1. Students will demonstrate mastery of program content. This will be consistent with the identified competencies of the American School Counselor Association.

Assessment Criteria

1. 92% of students taking the GACE will demonstrate mastery of program content by passing the test at the

induction level of 220.

2: School Counselor Education

Student Learning Outcome

2. Students will demonstrate the knowledge skills that are related to school counselors.

Assessment Criteria

2. At least 90% of the students taking the GACE Research Assessment will demonstrate knowledge and skills of school counselors by scoring at the proficiency level.

3: School Counselor Education

Student Learning Outcome

3. Students will demonstrate writing proficiency for school counselors in the education system.

Assessment Criteria

3. At least 93% of program students will obtain a level of proficiency or above in the writing section of the School Counselors Education Exam.

Administrative Units

Administrative Units

Advancement

1: Advancement

Intended Outcome

1. Increase the number of active alumni.

Assessment Criteria

1. Increase the number of active alumni chapters by 5% over the number in 2017-2018. This will be evidenced in the External

Affairs Annual Report.

2. At least 85% of the survey participants will rate the Alumni Affairs office as satisfied /very satisfied on their level of satisfaction on the Internal Customer Satisfaction Survey.

2: Advancement

Intended Outcome

2. Increase Alumni giving.

Assessment Criteria

2. Increase giving by 5% over the giving rate for alumni in 2013-2014. This will be evidenced by the OIRPE Giving Report and rating from US News.

3: Advancement

Intended Outcome

3. Strengthen alumni initiatives and programs that engage alumni to support the University.

Assessment Criteria

3. Increase alumni initiatives and programs that engage alumni to support the University. 85% of alumni members will state on the Alumni Initiatives Questionnaire that Alumni Affairs strengthened initiatives and programs that engage alumni.

Athletics

1: Athletics

Intended Outcome 1. Improve Graduation rates for student-athletes.

Assessment Criteria

1. 100% of the student athletes will attend study hall weekly. This will be evidenced by the Athletics year-end report.

2. At least 80%of the student athletes will rate the Athletics

Office at the satisfied /very satisfied level in regard to graduation assistance on the student athlete satisfaction questionnaire.

2: Athletics

Intended Outcome

2. The department will increase revenue for the operation of athletic programs through fundraising programs.

Assessment Criteria

2. The Athletic department will have 2 major fundraising events for the 2017-18 year. This will be evidenced on the Year-End report.

3: Athletics

Intended Outcome

3. The department will improve its customer service.

Assessment Criteria

3a. All staff will attend at least 1 customer service workshop from HR department. This will be evidenced by the HR year-end report.

3b. At least 70% of the survey participants will rate the Athletics office as satisfied /very satisfied on their level of satisfaction on the Internal Customer Satisfaction Survey.

Auxiliary Services

1: Auxiliary Services

Intended Outcome

1. The program will provide quality dining services.

Assessment Criteria

1a. 85% of the students will rate the dining services satisfactory/very

satisfactory on the Dining Services Annual Survey.

1b. At least 70% of the internal FVSU customers will rate the Auxiliary Services office as satisfied /very satisfied on their level of satisfaction on the Internal Customer Satisfaction Survey.

2: Auxiliary Services

Intended Outcome

2. The unit will increase Catering services.

Assessment Criteria

2. The unit will create 10 additional catering services at the FVSU Campus. This will be evidenced by the Dining Services Annual Survey.

3: Auxiliary Services

Intended Outcome

3. The unit will improve customer service.

Assessment Criteria

3 At least 60% of the respondents will agree/strongly agree that dining services meet their expectations on the Student Satisfaction Inventory.

Budget

1: Budget

Intended Outcome

1. The department will enhance the efficiency of the budgeting process.

Assessment Criteria

1a. The Budget Office will evaluate the budgetary recommendation made by the Administrative Council at least 12 times during the year. This will be evidenced on the Business and finance Year End Report.

1b. At least 70% of the survey participants will rate the Budget Office as satisfied /very satisfied on their level of satisfaction of the budgeting process on the Internal Customer Satisfaction Survey.

2: Budget

Intended Outcome

2. The department will enhance the integration of the budgeting function with University's Strategic Goals and Initiatives.

Assessment Criteria

2b. At least 80% of the participants will indicate on FIR survey that they had a better knowledge of the budget development linkage to the University.

3: Budget

Intended Outcome

3. The department will provide training on budget procedures.

Assessment Criteria

3. The department will provide two training sessions for their staff on budget procedures. This will be evidenced on the Business and Finance year-end report and sign in sheets.

Campus Safety

1: Campus Safety

Intended Outcome

1. The department will increase Campus Safety.

Assessment Criteria

1a. FVSU will increase the number of officers by 5% from 2016. This will be evidenced by the Year-End report.

1b At least 75% of students will agree/strongly agree on their satisfaction with Campus Safety on the Student Satisfaction Inventory.

2: Campus Safety

Intended Outcome

2. The department will reduce property damage and vandalism.

Assessment Criteria

2a The number of property damage and vandalism cases reported on the campus crime survey will decrease by 5% under the rate reported in 2017-2018. This will be evidenced on the Campus Police and Safety Annual Report.

2b. At least 70% of the survey participants will rate the Campus Safety Office as satisfied /very satisfied on their level of reduction on property damage and vandalism on the Internal Customer Satisfaction Survey.

3: Campus Safety

Intended Outcome

3. The department will improve fire safety in the resident halls

Assessment Criteria

3a. 100% of the buildings will hold at least one fire safety drill at each dormitory. This will be evidenced on the Campus Police and Safety Annual Report.

Career Development

1: Career Development

Intended Outcome

1. The department will increase student career and educational opportunities.

Assessment Criteria

1a. The department will conduct at least 6 career exploration workshops/classroom presentations for freshmen.

1b. At least 60% of respondents to the career placement survey will agree/strongly agree that the career exploration workshops/classroom presentations improved their career awareness and educational opportunities.

1c. The department will conduct at least 15 career planning seminars, workshops, informational and mock interview sessions, and programs.

1d. As a result of these efforts, at least 70% of student respondents will agree/strongly agree on the Student Academic Program Assessment that the career planning seminars enhanced their career interests.

2: Career Development

Intended Outcome

2. The department will increase student knowledge of job opportunities available within this current job market.

Assessment Criteria

2a. At least 80% of students using the career resource library/lab will agree/strongly agree on the Alumni Services Survey that they have knowledge of and understanding of the job opportunities available in the area of their specific field of study/major.

3: Career Development

Intended Outcome

3. The department will enhance graduate school attendance of recent graduates.

Assessment Criteria

3a. Career Development will sponsor at least 2 graduate fairs. As a result of these fairs, graduate school attendance will increase for recent graduate (those out of school three years or less) by 5% over 2017-2018.

Central Stores

1: Procurement and Central Receiving

Intended Outcome

1. Provide training on Procurement and Central stores procedures to the campus.

Assessment Criteria

1a. The Unit will provide two training sessions to 100% of the departments. This will be evidenced on the Year-End report.

1b. At least 75% of the survey participants will rate the Central Receiving Office as satisfied /very satisfied on their level of satisfaction on the Internal Customer Satisfaction Survey.

2: Procurement and Central Receiving

Intended Outcome

2. Increase customer service within the unit.

Assessment Criteria

2. The unit will provide at least one customer service training to 100% of the staff in all divisions. This will be evidenced by the departmental sign in forms which will be completed during the customer service training sessions and the results will be listed in the Business and Finance annual report.

3: Procurement and Central Receiving

Intended Outcome

3. Increased efficiency in central stores.

Assessment Criteria

3. 100% of the parcels will be checked in and will only be receipted out by only PO number reconciliation. This will be evidenced on the Business and Finance Year-End report

College of Agriculture, Home Economics and Allied Programs

1: College of Agriculture, Home Economics and Allied Programs

Intended Outcome

1. The College of Agriculture will ensure that the proficient educator will demonstrate content knowledge related to education

Assessment Criteria

1. At least 80% of Agricultural Education majors will earn a score of 220 or higher on the GACE education subject area assessment.

2: College of Agriculture, Home Economics and Allied Programs

Intended Outcome

2. The College of Agriculture will increase the enrollment of students in the college.

Assessment Criteria

2. The College will increase enrollment by 5% over 2013-2014.

3: College of Agriculture, Home Economics and Allied Programs

Intended Outcome

3. Improve perceived student performance in programs.

Assessment Criteria

3a. At least 80% of students will agree/strongly agree on the Student Academic Program Survey that they have knowledge of and understanding of their specific field of study/major.

College of Arts and Sciences

1: College of Arts and Sciences

Intended Outcome

1. The College of Arts and Sciences will improve student performance in core courses.

Assessment Criteria

1. Hold at least three core improvement workshops for divisional faculty. This will be evidenced on the College of Arts and Sciences Annual Report. At least 85% of students will score in the 50 percentile or better on the CAAP exam.

2: College of Arts and Sciences

Intended Outcome

2. The College of Arts and Sciences will increase student enrollment.

Assessment Criteria

2. The College of Arts and Sciences will increase the enrollment by 5% over the previous year of 2017-2018. This will be evidenced on the College of Arts and Sciences Annual Report.

3: College of Arts and Sciences

Intended Outcome

3. Students will demonstrate their ability to use technology.

Assessment Criteria

3. At least 80% of students taking the Student Academic Program Assessment Survey will agree/Strongly agree that they have the ability to use technology.

College of Education**1: College of Education****Intended Outcome**

1. The College of Education will improve student enrollment.

Assessment Criteria

1. Increase Enrollment in all College of Education by 5% from previous year. (2017-2018) This will be evidenced on the College of Education Annual Report.

2: College of Education**Intended Outcome**

2. Improve student performance in core courses.

Assessment Criteria

2. Hold at least 3 core improvement workshops for divisional faculty. This will be evidenced on the Annual report.

3: College of Education**Intended Outcome**

3. The proficient educator will demonstrate content knowledge related to education.

Assessment Criteria

3. At least 80% of students will earn a score of 220 or higher on

the GACE education subject area assessment. (Test numbers 040 and objectives 0007-0009).

Comptroller

1: Comptroller

Intended Outcome

1. Improve business practices for efficiency and effectiveness.

Assessment Criteria

1a. 100% of staff members will attend at least one Financial Services Workshops. The result will be reflected on the Business & Finance Year-End report.

1b. At least 70% of survey participants will rate the Comptroller Office as satisfied /very satisfied on their level of satisfaction of efficiency and effectiveness on the Internal Customer Satisfaction Survey.

2: Comptroller

Intended Outcome

2. Improve customer service.

Assessment Criteria

2. All Student Financial Services employees (100%) will attend at least one customer service training during this academic year. This will be reflected on the Year-End report.

3: Comptroller

Intended Outcome

3. Enhance systems for better and timely reporting.

Assessment Criteria

3a. The comptrollers office will add one new program to enhance the system reporting. 100% Implementation of the new TouchNet Student Accounts Suite will be met. The results will be reflected on the financial services Year-End report.

3b. At least 70% of the survey participants will rate the Comptroller Office satisfied /very satisfied on their level of satisfaction of the office on the Internal Customer Satisfaction Survey.

Cooperative Developmental Energy Program

1: Cooperative Developmental Energy Program

Intended Outcome

1. Increase student enrollment.

Assessment Criteria

1a. Hold at least two recruitment fairs and increase recruitment to 5% over 2017-2018. This will be evidenced by the CDEP Year-End report.

1b. At least 80% of survey participants will agree/strongly agree that the CDEP program quality was enhanced on the Internal Customer Satisfaction Survey.

2: Cooperative Developmental Energy Program

Intended Outcome

2. Expand the education and awareness programs in Georgia.

Assessment Criteria

2a. At least 80% of the farmers will utilize the Mobile Information Technology Center MITC to expand software and database training. This will be evidenced on the CDEP Year-End report.

2b. At least 80% of the farmers will utilize MITC to provide a 15% increase in health care computer training for rural Georgians. This will be evidenced on the CDEP Year-End report.

3: Cooperative Developmental Energy Program

Intended Outcome

3. Expand youth development and entrepreneurship programs.

Assessment Criteria

3a. The 4-H program will have a 10% increase in student participation. This will be evidenced on the CDEP Year-End report.

3b. 80% of the participants will state that being in 4-H has helped them in their understanding of leadership and entrepreneurship on the 4-H Importance Survey.

Custodial

1: Custodial

Intended Outcome

Improve cleaning services.

Assessment Criteria

1a. 50% of the students responding to the student satisfaction Inventory, will indicate their classrooms were clean and efficient.

1b. At least 90% of the buildings will receive 1 monthly random inspection to verify the buildings have been properly cleaned. This will be evidenced on the Facilities Year-End report.

2: Custodial

Intended Outcome

Increase customer service training.

Assessment Criteria

2a. 100 % of the custodial staff will attend at least 1 customer service training at FVSU. This will be evidenced on the HR Year-End report.

2b. At least 70% of faculty and staff members at FVSU will rate the Custodial Department (facilities) as satisfied /very satisfied on their level of satisfaction of customer service on the Internal Customer Satisfaction Survey.

3: Custodial

Intended Outcome

3. Improve the condition of campus buildings.

Assessment Criteria

3a. 70% of the Student Satisfaction Inventory survey respondents will be satisfied/very satisfied with the condition of the campus buildings.

3b. 100% of the buildings will receive 1 annual inspection by the facilities department. This will be evidenced on the Facilities Year-End report.

Counseling Center

1: Counseling Center

Intended Outcome

1. To improve no-show appointments percentage.

Assessment Criteria

1a. The unit will have at least a 10% decrease in no show appointments from 2017-18. This will be evidenced on the Counseling Center Annual report.

2: Counseling Center

Intended Outcome

2. Increase the awareness of VBHS services.

Assessment Criteria

2a. 70% of the students will indicate that they are aware/very aware of the services provided by the Valley Behavioral Health Services Counseling Center on the VBHS awareness survey.

2b. At least 70% of the survey participants will rate the Counseling Services as satisfied /very satisfied on their level of satisfaction on the Student Satisfaction Survey.

3: Counseling Center

Intended Outcome

3. Increase staff development.

Assessment Criteria

3a. VBHS will increase participation in staff development by sending each staff member to at least 2 workshops in identified critical areas in the higher education counseling field. This will be evidenced by the Counseling Center Annual report.

3b. 75% of the staff will rate the staff development as satisfied/very satisfied on the Staff development effectiveness survey.

Development**1: Development****Intended Outcome**

Increase donors at FVSU.

Assessment Criteria

1a. The Development office will increase donor base at FVSU by 5% from the previous year (2017-18). This will be evidenced by the External Affairs Annual Report.

1b. At least 90% of the participants will rate the Development Office as satisfied/very satisfied in the area of customer service on the OSP Customer Service Survey.

2: Development**Intended Outcome**

Implement a Stewardship Cultivation Plan.

Assessment Criteria

2a. 75% of donors will rate the cultivation of relationships by the Development Office as successful/highly successful based on the Customer Service Survey.

2b. The development office will implement one Stewardship Cultivation Plan in 2017-18. This will be evidenced on the OSP Annual Report.

3: Development

Intended Outcome

Increase the dollar amount of grants approved via external funding sources by the Development Office.

Assessment Criteria

3a. The office will have a 5% increase by September 30 of each year based on proposals submitted to the private sector utilizing the OSP Proposal Submission Matrix as evidenced by the OSP Annual Report.

Educational Talent Search

1: Educational Talent Search

Intended Outcome

1. Increase the number of students taking college entrance exams.

Assessment Criteria

1a. ETS will assist 100% of 12th grade participants will completing at least one college entrance exam by their final year of secondary school. This will be evidenced by the ETS Annual Report.

1b. Have a 10% increase from the previous year in the number of students being accepted into college. This will be evidenced by the Annual Report.

1c. 75% of the ETS participants who took a college entrance exam will state on the College Entrance Exam Preparation Survey that ETS workshops better prepared them for the exam.

3: Educational Talent Search

Intended Outcome

3. Increase number of students graduating from High school.

Assessment Criteria

3a. At least 80% of high school seniors in the program will graduate from High school at the completion of the 2017-18 school year. This will be evidenced by the ETS Annual Report.

3b. At least 90% of the participants will state that the Educational Talent Search program contributed positively to them graduating from high school on the ETS Success Survey.

Enrollment Management Office

1: Enrollment Management Office

Intended Outcome

1. Increase local enrollment.

Assessment Criteria

1a. The enrollment office will add at least one additional contact over last year by email for all applicants to increase enrollment. This will be evidenced on the OIRPE Enrollment report.

1b. At least 75% of the new students will rate the amount of contacts of the Enrollment office as satisfied/very satisfied on the Enrollment Management Survey.

2: Enrollment Management Office

Intended Outcome

2. Increase State enrollment.

Assessment Criteria

2a. At least two new recruiters will be hired to cover the state and a 10% increase in school visits will be realized over the previous year. This will be evidenced by the sign in sheets and HR Annual Report.

2b. At least 70% of internal FVSU faculty and staff will rate the Enrollment Management Office as satisfied /very satisfied on

their level of satisfaction on the Internal Customer Satisfaction Survey.

3: Enrollment Management Office

Intended Outcome

3. Increase Institutional diversity.

Assessment Criteria

3a. The unit will have a 10% increase in the numbers of diverse students and applications received. This will be evidenced by the Enrollment management Annual Report.

Events Management

1: Events Management

Intended Outcome

1. Improve the fitness center in the HPE Complex.

Assessment Criteria

1a. The unit will add 2 new workout stations in the fitness center in the HPE Complex. This will be verified on the Events Management Year-End Report.

1b. 75% of the returning students taking the Student Satisfaction Survey will agree or strongly agree that the fitness center is adequate or beyond.

2: Events Management

Intended Outcome

2. Improve the Technology in the HPE Complex.

Assessment Criteria

2a. The IT department will upgrade the computer lab in the HPE Complex. This will be verified on the Events Management Year-End report.

2b. 75% of the returning students taking the Student Satisfaction Survey will agree or strongly agree the quality of technology in the HPE Complex have improved.

3: Events Management

Intended Outcome

Improve facility usage of HPE complex.

Assessment Criteria

3a. Increase the number of faculty and students using the HPE complex by 10% from Last year (2017-18). This will be evidenced on the HPE sign in sheets and annual report.

External Affairs

1: External Affairs

Intended Outcome

1. Pursue partnerships that will provide significant revenue and/or resources for FVSU priorities.

Assessment Criteria

Quantitative Measure

The department will increase external funding by 12% over last year from all sources, including grants, contracts, foundations, corporations, alumni and the community, to support new initiatives and student scholarships.

Measurement Tool: Division of External Affairs Annual Report 2017—2018

Qualitative Measure

Secure a mean rating of “satisfied” by the participants of the 2017 Faculty/ Staff Institute in reference to the overall OEA fundraising results and the presentation of the results.

Measurement Tool: 2014 Faculty/Staff Institute Survey.

2: External Affairs

Intended Outcome

2. FRIEND-MAKING - Cultivate friendships that lead to an increase in individual, business/industry and major gifts.

Assessment Criteria

2. Quantitative Measure:

2) Increase alumni contacts by 12% over fiscal year 2017-18.

Measurement Tool: Division of External Affairs Annual Report 2017—2018.

Qualitative Measure

Secure a mean rating of “satisfied” by the participants of the 2017 Faculty/ Staff Institute in reference to the overall OEA fundraising results and the presentation of the results.

Measurement Tool: 2017 Faculty/Staff Institute Survey.

3: External Affairs

Intended Outcome

3. JOB-PLACING - Increase the number of students participating in career preparation services.

Assessment Criteria

3. Quantitative Measure

The department will increase the number of students participating in career placement by 12% over the previous year.

Measurement Tool: Division of External Affairs Annual Report

Qualitative Measure

Secure a mean rating of “satisfied” by the participants of the 2017 Faculty/ Staff Institute in reference to the overall OEA fundraising results and the presentation of the results.

Measurement Tool: 2017 Faculty/Staff Institute Survey.

Facilities

1: Building, Grounds, Custodial, and Physical Plant

Intended Outcome

1. Improve workflow / customer service.

Assessment Criteria

1a. 100% of the unit will attend at least one Customer Service Workshop. This will be evidenced by the sign in sheets and HR Annual Report.

1b. At least 70% of the Faculty and Staff will rate Plant Operations as satisfied /very satisfied in the area of Customer Service using the Internal Customer Satisfaction Survey.

2: Building, Grounds, Custodial, and Physical Plant

Intended Outcome

2. Provide quality service to Fort Valley State University students & our event planning programs.

Assessment Criteria

2a. 100% of the buildings will receive one annual inspection by the facilities. This will be evidenced on the Facilities Year-End Report.

2b. At least 70% of the students will agree /strongly agree that the condition of the facilities is adequate on the Facilities (Plant Operations) Inventory.

3: Building, Grounds, Custodial, and Physical Plant

Intended Outcome

3. Improve preventative maintenance program.

Assessment Criteria

3a. 100% of the faculty will be trained on preventative building maintenance. This will be evidenced on the Facilities (Plant Operations) Year-End report.

3b. At least 90% of the buildings will receive one annual random inspection to verify the buildings have been properly checked for maintenance issues. This will be evidenced on the Facilities Year-End report.

Financial Aid

1: Financial Aid

Intended Outcome

1. Increase the training opportunities for students.

Assessment Criteria

1a. The unit will offer 2 trainings for the students on financial aid each year. This will be evidenced on the Financial Aid Year-End report.

1b. At least 80% of the students will rate the financial aid training as beneficial to their success at FVSU on the Financial Aid Survey.

2: Financial Aid

Intended Outcome

2. Improve Customer Service.

Assessment Criteria

2a. At least 70% of the students completing the FVSU Listens Survey will state that staff members were receptive to my requests.

2b. The department will offer training to 100% of its staff on customer service. This will be evidenced by the HR Customer

3: Financial Aid

Intended Outcome

3. The Financial Aid Office will increase efficiency of services offered.

Assessment Criteria

3a. The unit will offer two technology trainings for 100% of the staff to increase the efficiency in the office. This will be evidenced on the Financial Aid Year-End report.

3b. At least 70% of the students will state that on the FVSU Listens Survey that their financial aid was processed in a timely manner.

Foundation

1: Foundation

Intended Outcome

1. Increase Donor Giving for FVSU.

Assessment Criteria

1a. Conduct a major fundraising event whereby donors are recognized during the event and \$200,000.00 is raised. This will be evidenced on the External Affairs Year-End Summary.

1b. Develop at least two major fundraisers each semester beyond the FVSU Scholarship Luncheon Program. This will be reported on the External Affairs Year-End Summary.

2: Foundation

Intended Outcome

2. Improve Customer Service.

Assessment Criteria

2a. 100% of the unit will attend at least 1 Customer service workshop. The sign in sheets and HR Annual Report will evidence this.

2b. At least 70% of the Alumni, Faculty and Staff will rate the Foundation Team members as satisfied /very satisfied in the area of customer service using the Foundation Satisfaction Survey.

3: Foundation

Intended Outcome

3. Increase the percentage of alumni giving.

Assessment Criteria

3a. Increase funds received from the Text to Give Initiative with SGA by 10% over last year. This will be evidenced on the External Affairs Year-End summary.

3b. At least 70% of the students will rate the Foundation Text to Give Initiative with SGA good/very good in the area of Customer Service on the Foundation Satisfaction Survey.

Grounds/Custodial

1: :Grounds

Intended Outcome

1. Improve preventative maintenance program.

Assessment Criteria

1a. 100% of the staff will receive at least one training on preventative maintenance. This will be evidenced on the Facilities Year-End report.

1b. 75% of students surveyed on the Student Satisfaction Inventory will indicate that the conditions of campus grounds are adequate.

2: :Grounds

Intended Outcome

2. Improve workflow / customer service.

Assessment Criteria

2a. The department will offer training to 100% of its staff on customer service. This will be evidenced by the HR Customer Service Training Report.

2b. At least 70% of the Faculty and Staff will rate Ground Services as satisfied /very satisfied on their level of satisfaction on the Internal Customer Satisfaction Survey.

3: :Grounds

Intended Outcome

3. Improve cleaning services.

Assessment Criteria

3a. At least 90% of the grounds will receive one monthly random inspection to verify they have been properly maintained. This will be evidenced on the Facilities Year-End report.

Health Services

1: Health Services

Intended Outcome

1. Improve student wellness.

Assessment Criteria

1a. Health Services will conduct one free STD testing event each semester. This will be evidenced by the Health Services Year-End report.

2: Health Services

Intended Outcome

2. Increase Campus Health.

Assessment Criteria

2a. 100% of the FVSU Students will complete the required immunization forms prior to admission. This will be evidenced by the admissions Year-End report.

3: Health Services

Intended Outcome

3. Enhance Professional Development.

Assessment Criteria

3a. The Health services staff will attend two staff development workshops during the school year. This will be evidenced by the Health Services Year-End report.

Human Resources

1: Human Resources

Intended Outcome

1. Increase the overall completion rate of the performance evaluation.

Assessment Criteria

1a. The completion rate of the performance evaluation process will be 95%, which presents an increase of 5% over the previous year. This will be evidenced by the HR Year-End report.

2: Human Resources

Intended Outcome

2. Increase completion rate on Ethics Policy certification for employees.

Assessment Criteria

2a. At least 90 % of the faculty and staff will complete the Georgia Ethics Policy on training and certification. This will be evidenced by the H R Year-End report

3: Human Resources

Intended Outcome

3. Increase engagement with the Office of Institutional Research, Planning, and Effectiveness on major university reporting.

Assessment Criteria

3a. The department will help to complete 2 surveys for the 2017-18 year. 100% of the surveys will be completed on time. The department will actively participate in IPEDS and NSF reporting to assist university in on-time completion and submission of reports.

Informational Technology

1: Informational Technology

Intended Outcome

1. Enhance wireless data access throughout campus.

Assessment Criteria

1a. The unit will install VOIP in 80% of the campus offices during 2017-18. This will be evidenced on the IT Annual report.

2: Informational Technology

Intended Outcome

2. Implement network and workstations refresh program.

Assessment Criteria

2a. IT will update 100% of the student computer labs during 2017-18. This will be evidenced on the IT Annual Report.

3: Informational Technology

Intended Outcome

3. Improve Customer Service.

Assessment Criteria

3a. 100% of the staff will attend at least one customer service training from HR Department. This will be evidenced on the IT and HR Annual Report.

3b. At least 70% of the Faculty and Staff will state that they are satisfied /very satisfied with Information Technology on the Internal Customer Satisfaction Survey.

Institutional Research, Planning and Effectiveness

1: Institutional Research, Planning and Effectiveness

Intended Outcome

1a. OIRPE will further integrate the planning and assessment process at FVSU.

Assessment Criteria

1a. The unit will conduct at least two training sessions on assessments each year for faculty and staff. The sign in sheet and the OIRPE Title III Report will evidence this.

1b. OIRPE will collect 100% of assessment plans for all academic and administrative units. This will be evidenced by the Compliance Assist Summary Report.

2: Institutional Research, Planning and Effectiveness

Intended Outcome

2. Improve faculty and administrators understanding of the Academic Program Review Process.

Assessment Criteria

2a. The unit will conduct at least two training sessions on the

Comprehensive Program Review process during 2014-15. This will be evidenced by the OIRPE Title II Report.

2b. 90% of the training participants will indicate that they have a better understanding of the Academic Program Review process at the completion of the training sessions.

3: Institutional Research, Planning and Effectiveness

Intended Outcome

3. OIRPE will decrease the amount of time it takes to satisfy internal data requests.

Assessment Criteria

3a. The unit will provide 20% more reports through the OIRPE website which will offer data that is readily available. This will be evidenced by the OIRPE End of the Year-Report.

80% of the data requestors will indicate that the time of delivery of finished reports was acceptable on the OIRPE Satisfaction Survey.

4: Institutional Research, Planning and Effectiveness

Intended Outcome

4. Increase the number of stakeholder surveys completed.

Assessment Criteria

4a. The unit will conduct at least 10 surveys. This will be two more than last year. This will be evidenced by the summary report from each survey for 2017-18. Additionally, there will be a 10% increase in survey return rates.

Judicial Affairs

1: Judicial Affairs

Intended Outcome

1. Improve the overall delivery of administrative justice.

Assessment Criteria

- 1a. The unit will provide a workshop to 100% of the university to explain the processes of Judicial affairs. This will be evidenced by the Judicial Affairs Year-End Report.
-

2: Judicial Affairs**Intended Outcome**

2. Increase student knowledge of the administrative and judicial processes.

Assessment Criteria

2. The unit will disseminate copies of the student code of conduct to all (100%) students enrolled during the first week of class. This will be evidenced by the Judicial Affairs Year-End report.
-

3: Judicial Affairs**Intended Outcome**

3. Improve communication between all components of University's judicial system.

Assessment Criteria

- 3a. The department will hold at least two group meetings with representatives from various academic and student activity units throughout the University. This will be evidenced on the Year-End report.

Marketing and Communications**1: Marketing and Communications****Intended Outcome**

1. Promote awareness of FVSU.

Assessment Criteria

1a. The unit will promote awareness of FVSU by increasing the amount of information posted on the FVSU website by 5%. Additionally, a new website will, be developed and will go online. This will be accomplished through marketing campaigns and social media engagement. This will be evidenced on the Marketing and Communications Year-End Report.

1b. 80% of the campus community who participate in the Marketing and Communications Survey will state that their awareness of FVSU is adequate.

2: Marketing and Communications

Intended Outcome

2. Enhance relations between FVSU and the local communities and organizations.

Assessment Criteria

2a. Marketing and communications will create two new presentations to promote relations with the local communities and organizations. The unit will track the number of partnerships formed between FVSU and local organizations. The number will increase by 5% from the previous year. This will be evidenced by the Marketing and communications Year-End Report

2b. All new relationships will be evaluated on the Marketing and Communications Relationship survey where 80% of those completing the survey will state the relationship is positive.

3: Marketing and Communications

Intended Outcome

3. Increase Support for admission efforts.

Assessment Criteria

3a. The unit will add at least two new admission programs and

track the number of activities performed to support Admissions. The number will increase by 5% from the previous year. This will be evidenced by the Year-End report.

Office of Registrar

1: Office of Registrar

Intended Outcome

1. Improve Customer Service.

Assessment Criteria

1a. At least 85% of the staff will attend 1 customer service training from the HR Department. This will be evidenced by the Year-End report.

1b. At least 75% of the students completing the FVSU Listens Survey will state that staff members were receptive to my needs.

2: Office of Registrar

Intended Outcome

2a. Improvements in technology.

Assessment Criteria

2a. The unit will have 100% of its forms electronically available for student and faculty convenience. This will be evidenced by the Registrars Year-End Report.

3: Office of Registrar

Intended Outcome

3a. Improve registration/graduation process.

Assessment Criteria

3a. At least 80% of the faculty will attend at least one workshop to help improve the registration/graduation process. This will be evidenced on the Registrar's Office Year-End Report.

3b. 100% of staff will utilize Degree Works to aid in the graduation process. This will be evidenced on the Registrars Year-End Report.

Plant Operations

1: Plant Operations

Intended Outcome

1. Increase customer service training.

Assessment Criteria

1a. 100% of the custodial staff will attend at least one customer service training at FVSU. This will be evidenced on the Facilities Year-End report.

1b. At least 70% of the Faculty and Staff will rate Plant Operations as satisfied /very satisfied on their level of customer service on the Internal Customer Satisfaction Survey.

2: Plant Operations

Intended Outcome

2. Improve the condition of campus buildings.

Assessment Criteria

2b. 100% of the buildings will receive 1 annual inspection on the condition of building by the facilities department. This will be evidenced on the Facilities Year-End Report.

3: Plant Operations

Post Office

1: Post Office

Intended Outcome

1. Increase departmental training.

Assessment Criteria

1. 100% of the department will receive at least 2two training sessions each year. This will be evidenced on the facilities Year-End report.

2: Post Office

Intended Outcome

Increase customer service.

Assessment Criteria

2a. 100% of the staff will attend at least 1 customer service training from the HR department. This will be evidenced by the HR customer service report.

2b. At least 70% of the Faculty and Staff will rate the Post Office as satisfied /very satisfied on their level of service on the Internal Customer Satisfaction Survey.

3: Post Office

Intended Outcome

3. Perform annual audits.

Assessment Criteria

3 The post office will perform two audits to ensure all mail has been routed to correct areas. This will be evidenced by Post Office Year-End report.

Residential Life

1: Residential Life

Intended Outcome

Provide Programming and Community Service opportunities for students who live in University Housing.

Assessment Criteria

2a. Assessment Criteria 2a. The unit will provide two Community Service opportunities each semester. This will be evidenced on the Residential Life annual report.

2b. 55% of the students surveyed will notate on the Residential Life Quality of Life Survey opportunities were available for them to participate in Residential Life activities.

2: Residential Life

Intended Outcome

Provide housing facilities that are clean and maintenance free for the students who live in University Housing.

Assessment Criteria

2b. At least 65% of the students will notate on the Residential Life Quality of Life Survey that they agree/strongly agree that housing facilities are clean and well maintained.

3: Residential Life

Intended Outcome

Provide housing facilities that are safe.

Assessment Criteria

3a. The unit will provide 2 safety training for all students for each semester. This will be evidenced on the Residential Life annual report.

3b. At least 70% of the students will agree/strongly agree on the Residential Life Quality of Life Survey that housing facilities are safe.

3c. At least 68% of the Freshmen students will agree/strongly agree on the FVSU Listens survey that the residence hall I

received was safe and adequate to meet my basic needs.

Sponsored Programs

1: Sponsored Programs

Intended Outcome

1. Secure external funding in the form of grants and contracts in support of FVSU research and public service programs.

Assessment Criteria

Quantitative

1a. Increase the number of research and public service grants and contracts secured in 2017 by 3%.

Measurement tool: OSP Funnel, EA Annual Report, Grants Management System proposals and awards reports.

Qualitative

1a. Promote, encourage and support collaborative opportunities for FVSU faculty and staff to secure external funding.

Measurement tool: GITC event and participant surveys, emailed funding announcements and ad hoc OSP presentations.

2: Sponsored Programs

Intended Outcome

Offer FVSU faculty and staff grant writing and award management professional development workshops or trainings.

Assessment Criteria

Quantitative

1. Host a minimum of 2 grant writing, research administration and compliance workshops or one-on-one sessions, within the academic year, designed to strengthen proposal development and award management skills.

Measurement tool: GITC participant registration and sign-in

sheets, mandatory NSF training participant sign-in sheets, pre and post award one-on-one sessions and ad-hoc OSP presentations sign-in sheets.

Qualitative

1. Strengthen proposal narrative and budget development skills of faculty and staff.

Measurement tools: Award hit ratio and percent increase in the number of awards.

2. Enhanced relationships with public and private funding agency representatives.

Measurement tools: Sign-in sheets for funding agency representatives visiting campus, email communications and meeting notes.

3: Sponsored Programs

Intended Outcome

Transition proposal and award management, research administration, data collection and tracking from the current MS Excel system to the new web-based grants management software application.

Assessment Criteria

Quantitative

1. Increase by 25% the number of faculty and staff using the new grants management system for proposal and award management.

Measurement tool: Grants management system Time & Effort reports.

Qualitative

1. Host a minimum of 2 grants management training sessions for faculty and staff.

Measurement tools: GMS training session sign-in sheets and one-on-one workshop sign-in sheets.

Student Life

1: Student Life

Intended Outcome

1. To increase student satisfaction in student activity programming.

Assessment Criteria

1a. Maintain a satisfaction rating of 85% or above on the Student Satisfaction Inventory Survey in the area of Campus Life. Seeking minimum 3% increase from prior year performance (83%).

1b. The unit will provide one training on student activity programming to its entire staff. This will be evidenced by the Student services Annual Report.

2: Student Life

Intended Outcome

2. Enhance co-curricular programming opportunities and the impact provided to the greater FVSU community.

Assessment Criteria

2a. At least 90% of the students will meet the target goal of 1,500 hours of community service/involvement FVSU by student organizations. This will be evidenced by the Student services Annual Report.

3: Student Life

Intended Outcome

3. Increase the retention rates among first and second year

students.

Assessment Criteria

3a. Campus life will have three student focus groups to encourage student feedback on different aspects of University life. This will be evidenced by the Student Life Annual Report.

Title III Program

1: Title III Program

Intended Outcome

Enhance distribution of Title III Funding and Fiscal Accountability.

Assessment Criteria

1a. The budget reallocation process will be completed for at least 85% of units that receive Title III funding by Sept. 30th. This would be evidenced by Title III Annual Performance Report.

1b. Hold at least one budget allocation session each year with the Title III activity directors. As a result of these efforts, at least 75% of the Title III activity directors will agree or strongly agree on the budget allocations workshop evaluation forms that the workshop enhanced the distribution of the Title III funding. This would be evidenced by Title III Annual Performance Survey.

2: Title III Program

Intended Outcome

2. Enhance the Title III Program.

Assessment Criteria

2. Conduct external audit of 100% of Title III activities. This would be evidenced by Title III Annual Performance Report. The results will be at least 20% less audit findings than the previous year.

3: Title III Program

Intended Outcome

3. Enhance staff efficiency.

Assessment Criteria

3. At least 80% of all Title III activity directors will agree or strongly agree that training workshops offered by the Title III Director enhanced their efficiency as Title III activity directors. This would be evidenced by Title III Annual Performance Survey.

Upward Bound

1: Upward Bound

Intended Outcome

1. Increase participants GPA.

Assessment Criteria

1. 70% of participants will have a cumulative GPA of 2.5 or better. This will be evidenced by the Annual Report.

2: Upward Bound

Intended Outcome

2. Increase the proficiency level on Reading/Language Arts and Math.

Assessment Criteria

2a. 50% of the seniors will reach achieved at the proficient level on Reading/Language Arts and Math state assessments. This will be evidenced on the UBP Annual Report.

3: Upward Bound

Intended Outcome

3. Increase enrollment into post secondary institutions.

Assessment Criteria

3. At least 55% of graduates will enroll in a post secondary institution the fall or spring immediately after graduation. This

will be evidenced on the Annual Report.

Community Service Units

Cooperative Extension

1: Cooperative Extension

Intended Outcome

1. Increase county programs.

Assessment Criteria

1a. Develop three garden demonstrations and add four new youth organizations. This will be evidenced on the Cooperative Extension annual report.

1b. At least 80% of the survey participants will rate the customer service of the county programs as good/very good on the Cooperative Extension Customer Service Survey.

2: Cooperative Extension

Intended Outcome

2. Improve program effectiveness by using technology.

Assessment Criteria

2a. Hold at least four community technology training programs targeting youths and underserved Farmers. This will be evidenced on the Cooperative Extension Annual report.

3: Cooperative Extension

Intended Outcome

3. Use technology to increase the nutrition and health education of rural Georgia citizens.

Assessment Criteria

3a. The unit will hold at least three community nutrition and health training programs during 2017-2018. This will be evidenced by the Year-End report.

3b. 75% of the participants taking the Cooperative Extension Customer Service Survey will agree or strongly agree that the use of technology enhanced the training they received on nutrition and health education for rural Georgia citizens.

Pettigrew Center**1: Pettigrew Center****Intended Outcome**

1. Increase the number of events and/or people using the Center.

Assessment Criteria

1. Add five new events to be held in the center for 2017-18. This will be evidenced by our Pettigrew Center Annual Report.

2: Pettigrew Center**Intended Outcome**

2. Increase customer service.

Assessment Criteria

2a. 100% of the staff will attend at least 1 customer service workshop for 2017-18. This will be evidenced by the annual report.

2b. At least 80% of the survey participants will rate the customer service of the Pettigrew Center as satisfied /very satisfied on their level of satisfaction on the Internal Customer Satisfaction Survey.

3: Pettigrew Center

Intended Outcome

3. Improve business practices for efficiency and effectiveness.

Assessment Criteria

3a. 100% of the unit will attend 1 training on improving business practices for efficiency and effectiveness. This will be evidenced by the Pettigrew Center Annual Report.

3b. At least 80% of the staff will rate the training sessions on business practices on the Pettigrew Center survey as good/very good in improving their understand of business practices for efficiency and effectiveness

Educational Support Units

Center for Retention

1: Center for Retention

Intended Outcome

1a. Provide a comprehensive program of advisement.

Assessment Criteria

1a. 100% of the staff will attend at least two training sessions on program advisement. This will be evidenced by the summary report from program workshops.

1b. At least 85% of the staff will rate the training sessions for the Center for retention services survey as good/very good on enhancing their understand of student advisement.

2: Center for Retention

Intended Outcome

2. Increase customer service.

Assessment Criteria

2a. 100% of the staff will attend at least one customer service training from Human Resources Customer training session. This will be evidenced by the Human Resources Year Report.

2b. At least 80% of the survey participants will rate the customer service of the Center for retention office as satisfied /very satisfied on their level of satisfaction on the Internal Customer Satisfaction Survey.

3: Center for Retention**Intended Outcome**

3. Increase the tutorials for all students.

Assessment Criteria

3a. All (100%) of the freshmen students will have at least 3 tutorial sessions in the first year. This will be evidenced by the Center for Retention Accu-track Year-End Report.

3b. At least 85% of the freshmen students will rate the tutorial sessions in the Center for retention services survey as good/very good to enhance their ability to understand their coursework.

Learning Support**1. : Learning Support****Intended Outcome**

To provide co-requisite support for core requirements English and mathematics.

Assessment Criteria

1a. Students requiring remediation in mathematics and English based on Compass results will enroll in at least one core requirements (ENGL 1101 and MATH 1101) with Learning Support courses serving as support. This will be evidenced on the Learning Support Year-End Report.

2. : Learning Support

Intended Outcome

Provide co-requisite mathematics remediation based on Compass placement examinations.

Assessment Criteria

Learning Support students admitted fall 2017 and scoring between 30-3. Math Placement Compass examinations will be enrolled in MATH 1101 and co-requisite MATH 0998 during the same semester. The LS co-requisite MATH 0998 will serve as the support course for MATH 1101. Additionally, the failure rate for learning support courses will decrease from the previous year as evidenced on the FVSU Failure rate Report produced by OIRPE.

3: Learning Support

Intended Outcome

3. Increase the abilities of the faculty members to work with first-generation, low-income, and underprepared students.

Assessment Criteria

3a. 100% of the staff will attend at least one underprepared student workshop/training from the University System of Georgia. This will be evidenced by the Annual Year-End Report.

3b. At least 80% of the survey participants will rate the ability of the Learning Support office to relate to underprepared students as satisfied /very satisfied on the Internal Customer Satisfaction Survey.

Library

1: Library

Intended Outcome

1. Upgrade existing computer technology.

Assessment Criteria

1. Add at least ten high capacity computers and two duplex printers. This will be evidenced by the Library Year-End Report.

2: Library

Intended Outcome

2. Increase customer service.

Assessment Criteria

2a. All 100% of the staff will attend at least 1 customer service training from HR Customer training session. This will be evidenced by the HR Year Report.

2b. At least 70% of the survey participants will rate the Library as satisfied /very satisfied on their level of satisfaction on the Internal Customer Satisfaction Survey.

3: Library

Intended Outcome

3. Increase Library use by student and staff.

Assessment Criteria

3. Conduct at least 3 Informational Sessions for faculty and staff. This will be evidenced on the Library Year-End Report.

Testing

1: Testing

Intended Outcome

1. Increase revenues annually generated by the Testing Services Center.

Assessment Criteria

1. Testing Services Center will charge a fee for 100% of test given to the general public. This will be evidenced by the Testing Annual report.

2: Testing

Intended Outcome

2. Improve assistance with graduate admissions examination

preparation.

Assessment Criteria

2a. The unit will add 2 new test prep programs for the Testing Service Center in 2017-18. This will be evidenced by the Testing Annual report.

3: Testing

Intended Outcome

3. Increase the number of national standardized examinations offered by Testing Services Center.

Assessment Criteria

3a. The unit will add 2 additional national standardized examinations to administer through the Testing Services Center. This will be evidenced by the Testing Services Center Annual report.

Tutorial Services

1: Tutorial Services

Intended Outcome

1. Increase participation of students in tutorial services.

Assessment Criteria

1a. At least 65% of Freshmen and Sophomores will be tutored at least 3 times per requested subject area. This will be evidenced on the Tutorial Services Annual Report.

2: Tutorial Services

Intended Outcome

1. Provide a program for Tutorial Services.

Assessment Criteria

2. Conduct three tutor training sessions each semester for all student tutors. This will be evidenced by the Tutorial Services Year-End report.

2b At least 80% of tutors will state on the Tutor Training

Survey that they gained useable strategies from the sessions.

3: Tutorial Services

Intended Outcome

3. Increase Customer service.

Assessment Criteria

3a. At least 85% of the tutors will be trained in customer service and facilitation skills by AVID This will be evidenced by the Tutoring Year-End Report.

3b. At least 70% of the tutors will state on the Tutor Customer Service Training Survey they have a better understanding of customer service.

Research Unit Assessment Plans

Research Activities

1: Research Activities

Intended Outcome

1. Increase Student awareness of Research activities.

Assessment Criteria

1. The unit will submit 3 new articles to Marketing and Communications for publication on Research activities at FVSU. This will be evidenced on the Annual report.
-

2: Research Activities

Intended Outcome

2. Increase the number of speakers for the annual research day at FVSU.

Assessment Criteria

2. Add 3 more speakers to the program for 2017-18. This will be evidenced on the Annual report.
-

3: Research Activities

Intended Outcome

3. Increase the technology usage for the program.

Assessment Criteria

- 3a. At least 80% of the staff will receive 1 technology training for 2017-18. This will be evidenced on the annual report of Research Activities.
-

APPENDIX A

PLANNING, PERFORMANCE & IMPACT EVALUATION FORM

PLANNING

- Implementation Plan
- Institutional Support
- Leadership of Effort
- Effective and Integrated Program Components
- Engagement with Appropriate User Communities
- Supporting documentation for items 1&2

Needs	Improvement	Meets	Benchmark	Exceeds	Benchmark	Highest	Performance

PERFORMANCE

- Engagement with Appropriate User Communities
- Success in Achieving Planned Program Outcomes
- Supporting documentation used to measure success

Needs	Improvement	Meets	Benchmark	Exceeds	Benchmark	Highest	Performance

IMPACT

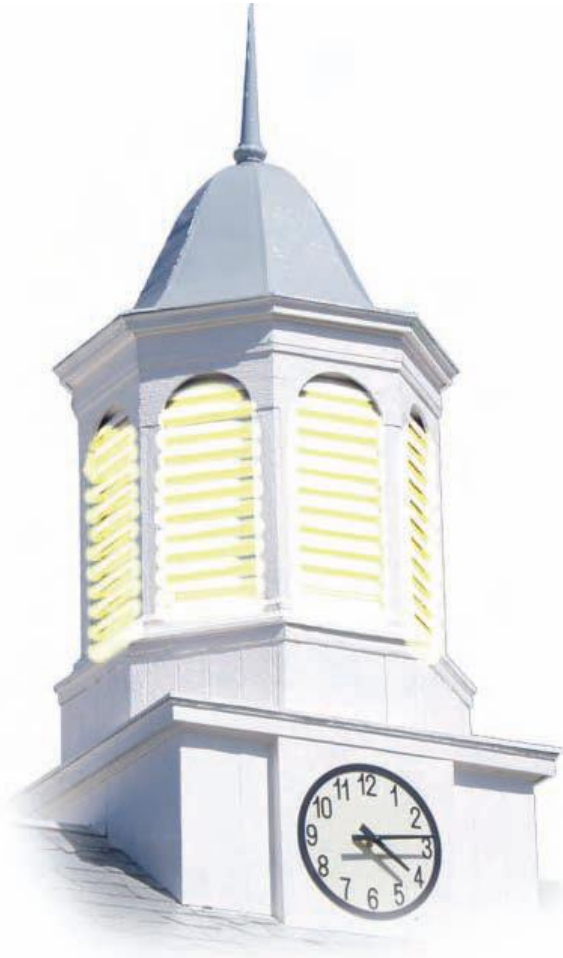
- Contributions to Student learning
- Contributions to Education, Communications or Extension
- Impact on Society, the Economy, and the Environment
- Success in Achieving Planned Objectives

Needs	Improvement	Meets	Benchmark	Exceeds	Benchmark	Highest	Performance

PPI Evaluation Form: _____	
Reviewer	Date

APPENDIX A

**Fort Valley State University
Mission, Vision and Strategic
Initiatives 2015-2020**



Quality First: Strategic Focus for the New Millennium

A State and Land-Grant University
University System of Georgia

Institutional Planning Process

The strategic planning process at Fort Valley State University is broad-based and includes input and feedback from all of the stakeholders of the university. The current strategic plan is an outgrowth of a two-year process that began with the annual University Retreat in Spring 2006. At that time, under the leadership of President Larry E. Rivers, three areas of strategic focus were identified and discussed by all of the university's administrators, including deans and academic and administrative department and unit heads, and students. These areas are: (1) **Enrollment** (to include Recruitment and Retention); (2) **Image and Branding**; and (3) **Fund-Raising**. The feedback from those discussions was shared with all of the faculty and staff of the university through continuing discussions at the Fall Faculty and Staff Institute in 2006. Feedback from the Institute was used to develop unit operational plans focused on enrollment, branding and image, and fund-raising that directed each unit's operations over the 2006-2007 academic year.

At the University Retreat in Spring 2007, the three areas of strategic focus were revisited and each unit further refined its planning process through reporting of progress in the three areas and formulation of long-range plans in each area. Accreditation related concerns, discussions and engagement with a consultant during Spring 2007 led to the addition of a fourth strategic priority/goal related to (4) **Institutional Effectiveness**. The strategic plan that follows is the product of an inclusive, university-wide process that has received the input and feedback of all university stakeholders. The focus, however, is not on the product, but on the process. Strategic planning is not a static occurrence, but a seamless and ongoing process that is focused on continuous improvement of the institution.

Mission

The mission of The Fort Valley State University is to advance the cause of education with emphasis upon fulfilling commitments that our community members have undertaken collectively. As an institution of the University System of Georgia, Fort Valley State University naturally embraces the principles articulated by the Core Mission Statement for State Universities as approved by the Board of Regents of the University System of Georgia. The university's primary commitments include, among others, enhancement of teacher training programs grounded upon a liberal arts foundation, as reflective of over 110 years of experience and tradition. Additionally, the university recognizes with great pride and desires to further its responsibilities as Georgia's only 1890 Land Grant institution by offering programming excellence in agriculture, agribusiness, family and consumer sciences, extension, technology and military science and leadership, as well as to further its traditions of excellence in programs in the liberal arts and humanities, social sciences, and natural and physical sciences.

The university's primary commitments extend, as well, to:

- community outreach through the concept of the communiversity, an approach that highlights the interdependence of community and university;
- expanding service beyond the campus, as well as within, so that the institution addresses in a meaningful manner the broad diversity—human and technical—of needs in our home region and state as well as nationally and internationally;
- sparking within our students an enduring interest in learning and providing the tools and skills necessary to maintain that interest through life;

- preparing students through a mentoring approach for the opportunity to serve their fellow man while enjoying the opportunity provided by hard work and achievement to live the quality of life inherent in the American dream;
- encouraging and supporting creative expression, innovation, honesty, and integrity as endeavors of lasting and intrinsic merit;
- providing a productive environment for cutting-edge academic and practical research in, among other fields, agriculture, aquaculture, animal science, biotechnology, energy, environment, social and behavioral sciences, and the humanities; and
- otherwise acting to enlighten, enrich, and inspire by example those whom we serve.

Vision

The vision of the Fort Valley State University community centers upon its commitment to illuminate the rich heritage, influence, and educational opportunities inherent in the historically black college and university experience in a manner that applies and adapts that experience successfully for a diverse twenty-first century.

Strategic Initiatives

The centrality of institutional effectiveness is comprehensive, long-range planning and evaluation at Fort Valley State University is both exemplified and driven by its strategic plan “The Blueprint for transformation 2020”. Originally developed in 2013 and initiated in 2015, the plan was and is tightly linked to budgeting and establishes the framework for all strategic planning activities at the University. This document is propelled by five focus areas:

- PRIORITY 1: Land-Grant Mission Enhancement
- PRIORITY 2: Continuous Improvement
- PRIORITY 3: Stakeholder Involvement
- PRIORITY 4: Financial Sustainability
- PRIORITY 5: Institutional Branding Program

The Focus Areas delineated by the University are areas that have been and are being addressed during the period 2015-2020. These areas are of sufficient importance that the University has developed short range and long range strategies designed to influence the realization of these broad focus areas. Yearly goals and objectives for the operation of the university by the president and approved by the University Systems of Georgia/Board of Regents reflect the ongoing strategic planning focus areas. Presidential Goals and Objectives (See Appendix 1).

The University’s focus areas were developed through a broad-based comprehensive process that yielded a shared vision for the University. The five

focus areas reflect the vision of the President and the University's constituent groups for strengthening, enhancing and advancing the University for several decades to come. The focus areas encompass the vision, mission, and core values and outline the parameters and strategic targets useful for the planning, evaluation, and institutional effectiveness. The strategic planning process serves as a framework for guiding operational planning. The goals and objectives for the academic and non-academic units Unit Outcomes 2018-2019 (See Table 3) provide the basis for negotiating the performance budgets. They also have a derivational relationship to the school and division goals that in turn are developed from the university's strategic plan. (Effectiveness Plans for Academic Units 2018-2019) (See Table 1)

Systematic Review

The University engages in systematic review of the mission, goals and outcomes of the planning and evaluation process. The review is both external and internal. External measures have included assessments conducted by experts in the respective fields. Among the external assessments conducted have been academic affairs, business and finance, student affairs, financial aid, advancement and an institution wide review. These reviews in concert with institutionally derived data and information have resulted in some realignment of areas and moving of areas in some of the colleges. Greater emphasis was placed on advancement by enhancing the function to focus, not only on fundraising, but marketing and communications as well.

Further, within the academic affairs area, a comprehensive program analyses of degree offering was conducted. The process utilized benchmark data and a thorough assessment of enrollments, resources, and marketability of programs. Committee reviewed the relevant data on each program and made appropriate recommendations for continuation, expansion, consolidation or discontinuance of programs. Based on this systematic review and assessment, some degree programs were discontinued and some new degree programs have been recommended. These program recommendations proceeded through the institutional process up to the University Systems of Georgia/Board of Regents.

The Strategic Planning Process

Core Purpose, Vision, & Values

Vision:

Fort Valley State University will become a TOP CHOICE University in the nation.

Core Purpose /Mission:

Transforming students into extraordinary, globally competitive individuals while fulfilling our land-grant mission.

Values:

Accountability

We take ownership in our role towards accomplishing FVSU's vision. All are personally committed to high achievement and are proactive in rising above circumstances and demonstrating the responsibility necessary

for achieving desired results. We are driven to earn trust and respect through continuous improvement and to exceed the expectations of all stakeholders.

Integrity

We are direct, truthful, honest, fair and transparent.

Excellence

We perform our duties to the highest standard and foster a culture of high quality. We offer a current, attractive

and credible program portfolio that aims for national recognition and is relevant to contemporary needs.

Engagement

We lead by example through actively supporting and participating in all aspects of Fort Valley State University. We engage in best practices and creating innovative strategies in teaching and learning, scholarship, and cultural enrichment.

Strategic Planning Action Items

PRIORITY 1 Land-Grant Mission Enhancement

STRATEGIC INITIATIVE 1: Grant Collaboration

Action Items

1. Contribute to the strategic goals of the United States Department of Agriculture (USDA) and the 5-yr Plan of Work
2. Further enhance the land-grant mission for the entire campus

STRATEGIC INITIATIVE 2: Professional Development Support

Action Items

1. Support USDA and extension-related grant writing
2. Encourage faculty to teach edTPA (formerly Teacher Performance Assessment),

GACE (Georgia Assessments for the Certifications of Educators), and ethics

STRATEGIC INITIATIVE 3: Business and Program Development

Action Items

1. Develop a major in Finance
2. Serve small farmers, ranchers and other related start-up businesses
3. Develop collaborations between Family and Consumer Sciences (i.e. Infant & Child Development) and the College of Education
4. Develop a major in Agricultural Leadership

STRATEGIC INITIATIVE 4: Sustainability

Action Item

1. Establish an integrated farming system

STRATEGIC INITIATIVE 5: Outreach and Community Involvement

Action Item

1. Provide outreach services to farmers and non-campus based client's services through Cooperative Extension

PRIORITY 2 Continuous Improvement

STRATEGIC INITIATIVE 1: Infrastructure Enhancements

Action Items

1. Review allocation of resources (includes technology, facilities, personnel, academic programs, athletic programs, etc.)
2. Review and update policies, procedures, and processes at all levels
3. Review and update employee evaluation process and documentation to ensure alignment with institutional values, policies, and procedures
4. Provide training relevant to job duties at all levels
5. Incentive/Recognition programs (Faculty, Staff, AND Students)
6. Review and update job descriptions
7. Conduct a Salaries Study
8. Model the behaviors we want the students to exhibit (reflecting FVSU values)

STRATEGIC INITIATIVE 2: Improved Customer Service

Action Items

1. Implement campus-wide customer service standards
2. Utilize technology to enhance customer service

STRATEGIC INITIATIVE 3: Academic Excellence

Action Items

1. Evaluate current programs for relevance, attractiveness, and credibility
2. Pursue national recognition of programs
3. Pursue national accreditation of programs
4. Produce globally-competitive graduates
5. Increase student/faculty research opportunities
6. Develop alternative strategies to attract quality faculty
7. Improve academic advising outcomes
8. Provide appropriate resources needed to support academically unprepared students
9. Evaluate teaching loads in order to better support faculty research and funding opportunities
10. Research and implement best practices in teaching and learning, to include utilization of technology in the classroom
11. Explore alternative/flexible course design in order to serve a broader population of students
12. Create and implement a student peer tutoring program

PRIORITY 3 Stakeholder Involvement

STRATEGIC INITIATIVE 1: Increase Student Involvement

Action Items

1. Implement student living and learning communities
2. Increase service learning opportunities for students
3. Increase active participation in campus activities (EX: student life activities, athletics, Greek life, professional/discipline-specific clubs & organizations, etc.)
4. Improve indicators of student wellness – mind, body, spirit
5. Increase participation in Internships, COOPs, Study Abroad, and research opportunities
6. Research and implement a mentoring program to engage all stakeholders (can include peer-to-peer)
7. Provide culturally diverse co-curricular experiences for students

STRATEGIC INITIATIVE 2: Increase Faculty Involvement

Action Items

1. Increase active participation in campus activities
2. Work towards 100% giving by faculty to the Annual Fund
3. Increase faculty participation with students in service learning, Internships, COOPs, Study Abroad, and research opportunities
4. Research and implement a mentoring program to engage all stakeholders (can include peer-to-peer)

STRATEGIC INITIATIVE 3: Increase Staff Involvement

Action Items

1. Increase active participation in campus activities
2. Work towards 100% giving by staff to the Annual Fund
3. Provide appropriate levels of staff support to faculty & students in service learning, Internships, COOPs, Study Abroad, and research opportunities
4. Research and implement a mentoring program to engage all stakeholders (can include peer-to-peer)

STRATEGIC INITIATIVE 4: Increase Alumni Involvement

Action Items

1. Increase active participation in campus activities
2. Increase giving among alumni
3. Engage with students in a mentoring program

STRATEGIC INITIATIVE 5: Increase Community Involvement

Action Items

1. Encourage community investments that support student life immediately surrounding the FVSU campus
2. Increase engagement with students via service learning, internships, COOPs, etc. opportunities

PRIORITY 4 Financial Sustainability

STRATEGIC INITIATIVE 1: Increase Additional Funding

Action Items

1. Explore corporate sponsorship opportunities
2. Encourage entrepreneurship on behalf of FVSU by Faculty/Staff/Students
3. Develop stronger relationships with key individuals at the University System of Georgia and State Legislature to advocate on behalf of FVSU
4. Evaluate feasibility of a Capital Campaign
5. Increase number of qualified grant application submissions
6. Set goals for Annual Fund giving by stakeholder group
7. Make it easier for stakeholders to give, especially for small gifts
8. Increase major gifts (\$25k +)
9. Implement donor recognition programs
10. Increase scholarship funding (academics, athletics, music, etc.)

PRIORITY 5 Institutional Branding

STRATEGIC INITIATIVE 1: Leverage Institutional History

Action Item

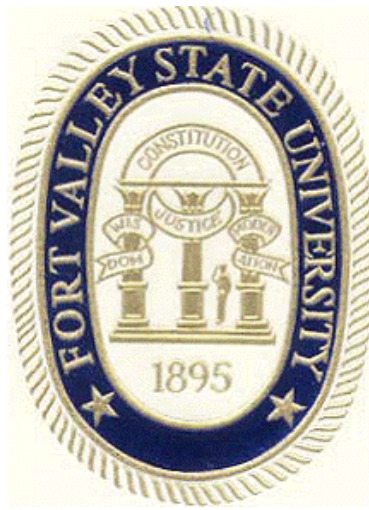
1. Create/update a Marketing Plan to leverage institutional history (HBCU, Land-Grant, etc.)

STRATEGIC INITIATIVE 2: Leadership Development

Action Items

1. Developing leadership qualities
2. Develop job-specific mentoring programs

APPENDIX C



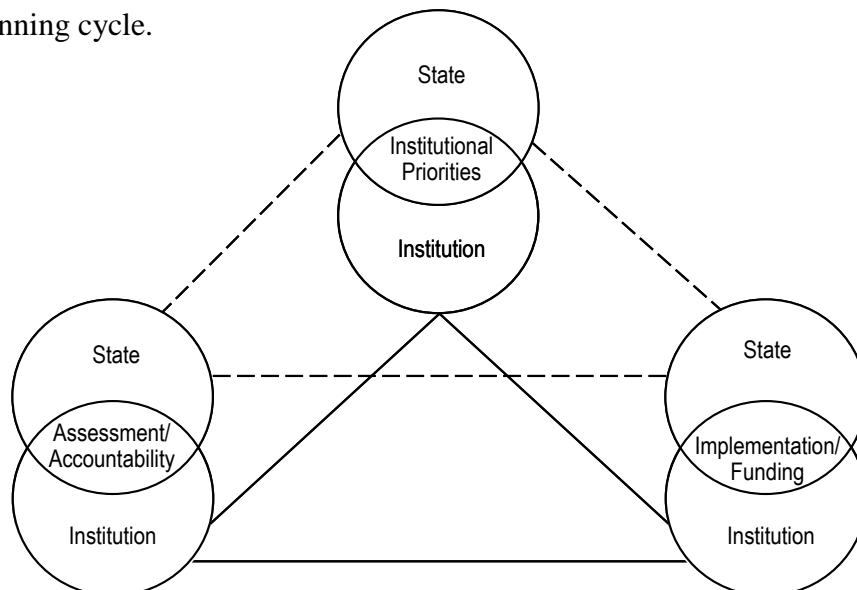
POLICY AND PROCEDURES MANUAL
OFFICE OF INSTITUTIONAL RESEARCH

Institutional Research at Fort Valley State University

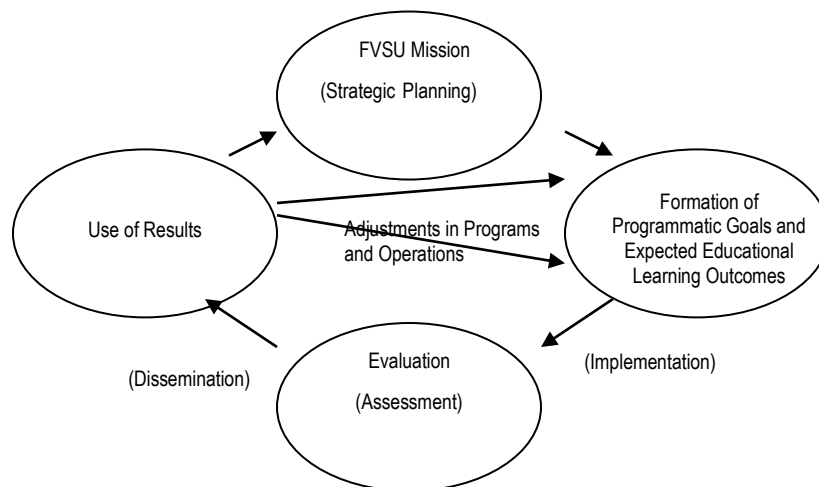
The Office of Institutional Research, Planning and Effectiveness (OIRPE) is committed to systematically examining Fort Valley State University's effectiveness in meeting its educational and research goals. Activities performed by the Department embrace data collection, and analytical strategies that support all aspects of decision-making at Fort Valley State University. The Office also supports initiatives of strategic importance such as planning, program assessment, policy formulation, compliance reporting, program accreditation, and Institutional reaffirmation efforts. These functions, the Office of Institutional Research conducts to support the University as it continues to prepare graduates for the challenges of the graduate school and the post-college world.

Planning & Assessment Processes

Institutional effectiveness underscores the need for a systematic, structured, and documented analysis of institutional performance against institutional mission. The assessment process involves gathering data and comparing actual performance with planned performances. This includes an assessment of goals/objectives attainment as well as effective use of resources. The results of the assessment are then utilized as input into the next planning cycle.



FVSU PLANNING MODEL



FVSU ASSESSMENT MODEL

The Office of Institutional Research Provides services in three major areas:

- **External Reporting.** One of the main responsibilities of the Office of Institutional Research is to prepare and submit official reports needed to ensure the University's compliance with the Georgia Board of Regents and federal reporting mandates. The Office also coordinates the University's responses to a host of other external requests such as college ranking guides, surveys and requests from local governments.
- **Planning Support.** The Office of Institutional Research coordinates the compilation and analysis of data used in strategic planning. These data include:
 - student characteristics
 - admissions
 - financial aid
 - enrollment
 - retention and graduation rates
 - courses taught
 - credit hour production
 - degrees awarded
 - teaching workloads
 - employee characteristics
 - revenue and expenditures

Institutional Effectiveness. The Office of Institutional Research coordinates the processes needed to support unit-level assessments of academic as well as support programs. In addition to these duties the Office of Institutional Research:

- Collects and disseminates institutional performance data

- Provides technical support and assists units in assessing student learning outcomes and administrative objectives
- Organizes special studies to evaluate the University's progress in achieving strategic goals
- Plays a major role in the coordination of program as well as institutional accreditation activities

EVALUATIVE INSTRUMENTS/TOOLS:

- Beginning College Survey of Student Engagement (BCSSE)
- National Survey of Student Engagement (NSSE)
- Annual General Education Report (AGR)
- Annual Library User Survey
- Alumni Survey
- Student Satisfaction Survey (SSS)
- CIRP Freshman Survey
- Faculty Satisfaction Questionnaire (FSQ)
- Annual Georgia Regent's Student Performance Report & Retention Study
- Senior Exit Survey
- Graduate Student Survey
- Survey of Academic Advising
- Student Evaluation of Instruction
- Student Course Evaluations
- Annual Program Assessments
 - Academic Outcomes
 - Academic Units (undergraduate)
 - Academic Units (Graduate)
 - General Education
 - Support
 - Administrative

DATA DISSEMINATION

- Annual Factbook
- Annual Retention Study
- Annual Admission/Enrollment Management Report
- Annual Athletic Program Report
- Annual General Education Report

INSTITUTIONAL STUDIES

Admission/Enrollment Management Report

Retention Trends

Athletic Program Student Academic Performance Report Card

Faculty Workload Study

REPORTING

Federal Reports

Annual IPEDS report

Title III Reports

Board of Regent's Reporting

Private Reports

Common Data Set

U.S. News - America's Best Colleges

Princeton Review Survey

Barron's College Guide

Thurgood Marshall Survey

Accreditation

NCAA Graduation Rate Report

SACS Institutional Profile

SACS Financial Profile

NAFEO Survey

OBJECTIVES OF INSTITUTIONAL RESEARCH

1. Assist administrative and support units with the assessment of core services consistent with institutional effectiveness and accreditation requirements.
2. Enhance decision-making processes with data/ evidence support.
3. Disseminate institutional data to internal and external constituents in a timely manner.
4. Develop and facilitate the guidelines and processes that the University uses in the evaluation of unit goals in both educational and support units.
5. Improve and refine the University's management information system.
6. Monitor effectiveness efforts to ensure documentation and cyclical improvement.

INSTITUTIONAL DATA WAREHOUSE

The quest for information is often filled with obstacles. For this reason, the Office of Institutional Research is building a comprehensive data warehouse. The data warehouse will include a detailed collection of pertinent information, including research, enrollment, admissions

and reporting data. The warehouse also will provide a selection of cutting edge tools used for review and management of academic & educational support programs, personnel, facilities, and finances.

STAFFING

- ✚ **Associate Vice President for Academic Affairs/Institutional Effectiveness**
 - Generating and conducting surveys of graduates, employers and alumni; handling data in terms of extraction, manipulation, analysis and presentation; and coordination of all mandatory reports of institutional data, including regional accreditation and self studies.
- ✚ **Research Professional**
 - Coordinate submission of data for mandated reporting to state and federal agencies. Assist in data administration functions and the construction of a comprehensive data warehouse.
- ✚ **Banner Operator**
 - Monitor issues of data integrity, queries data management system, and coordinates data entry strategies.
- ✚ **Administrative Assistant**
 - Assists AVPAA and staff compile data reports, annual factbook, fact sheet and freshman profile, operate scantron machine, maintain current and up-to-date data warehouse and manage the office.

MAJOR TASKS/LEADERSHIP (RESPONSIBILITY)

- ✚ Associate Vice President for Academic Affairs/Institutional Effectiveness
 - Annual Factbook
 - Annual Retention Study/Retention Trends
 - Athletic Program Academic Performance Report Card
 - Faculty Workload Study
 - Annual General Education Report
 - Admission/Enrollment Report
 - IPEDS
 - SACS Institutional Profile
 - SACS Financial Profile
 - Annual Program Assessments
 - Title III
 - Office Leadership

- ✚ Research Professional

- Beginning College Survey of Engagement (BSSE)
- National Survey of Student Engagement (NSSE)
- Annual Library User Survey
- Student Satisfaction Survey
- Faculty Satisfaction Questionnaire
- Annual Georgia Regent's Student Performance Report & Retention Study
- Senior Exit Survey
- Graduate Student Survey
- Survey of Academic Advising
- Factbook (data collection and preparation)
- NAFEO Survey
- CIRP Freshman Survey
- Common Data Set (U.S. News, Princeton Review, Barron's and Thurgood Marshall).
- Data warehouse (development/construction)

✚ Banner Operator

- Factbook (data collection, extraction and data synthesis)
- Annual Retention Study (data collection & synthesis)
- Annual Admission/Enrollment Management Report (data collection & synthesis)
- Common Data Set (data collection & synthesis)
- Faculty Workload study (data collection & synthesis)
- Annual Athletic Program Report (all)
- IPEDS Report (data collection & synthesis)
- Annual General Education Report (data collection & synthesis)

✚ Administrative Assistant

- Operate Scantron machine
- Manage office
- Data warehouse (maintenance)
- Factbook (Assist VPIR and Research Professional)
- Annual Retention Study (Assist VPIR and Research Professional)
- Annual Athletic Program Report (Assist VPIR and Research Professional)
- Annual IR Office Evaluation (coordinate)
- BSSE (assist in the administration of survey)
- NSSE (assist in the administration of survey)
- Student Satisfaction Survey (assist in the administration of survey)
- Faculty Satisfaction Questionnaire (assist in the administration of survey)