INSTITUTIONAL EFFECTIVENESS PLAN

ARKANSAS STATE UNIVERSITY-BEEBE!
Transforming Lives Through Quality Learning Experiences! www.asub.edu

BEEBE | HEBER SPRINGS | SEARCY | LITTLE ROCK AIR FORCE BASE

Our Applied Science Program!
Our Adult Education Program!
Our Welding Technology Program!
Our Practical Nursing & EMT Programs!
Our Computer Systems and Networking Program!
Our Petroleum Technology Program!
Our Veterinary Technology Program!
Our Biology Program!

OURS IS THE STORY OF TRANSFORMED LIVES!

[ASU-BEEBE IS RANKED IN THE TOP 10 PERCENT OF COLLEGES IN THE NATION BY THE ASPEN INSTITUTE]
INTRODUCTION
An Institutional Effectiveness Plan is a roadmap guiding continuous improvement. Because every University endeavor, objective, and strategy should flow from its mission, the Institutional Effectiveness Plan is ultimately a means for measuring how well the University pursues this mission.

MISSION
Transforming lives through quality learning experiences.

VISION
With 10,000 credit and 5,000 non-credit students, Arkansas State University-Beebe will become a comprehensive university of choice that enriches lives and equips students to become life-long learners capable of achieving excellence within an ever-changing global society.

CORE VALUES (IDEAS):
While strengthening our practice of being student-centered, we will guide our internal conduct as well as our relationships with those we serve by applying the values of integrity, diversity and global awareness, access, and excellence.

Integrity: We value integrity by having honesty and truthfulness in the consistency of our actions, methods, and principles.

Diversity and Global Awareness: We value diversity and global awareness by assisting our students and employees to increase their exposure to and understanding of our diverse local, state and global societies and their impact on cultural and economic well-being.

Excellence: We value continuous improvement and strive for excellence by accomplishing our tasks with distinction.

Access: We value access to educational opportunities by providing multiple locations and diverse programs and delivery methods.

Student-Centered: We value a student-centered culture by focusing on the needs, abilities, interests and education of our students as our highest priority.

“The whole purpose of education is to turn mirrors into windows.”

- Sydney J. Harris
1. PROVIDE LEARNING EXPERIENCES THAT SUPPORT THE DIVERSITY OF OUR STUDENTS’ NEEDS AND ASPIRATIONS.
   1.1 Determine the educational needs of our constituent communities.
   1.2 Educate and train employees to understand their role in contributing to student learning and success.
   1.3 Increase provision of alternate educational delivery methods, including but not limited to distance education.

2. INCREASE ENROLLMENT AND COMPLETION, PERSISTENCE AND GRADUATION RATES.
   2.1 Develop and implement a comprehensive marketing/student recruitment plan including attempts to increase local, state, and global diversity.
   2.2 Enhance the comprehensive basic skills (developmental education) program.
   2.3 Maintain the safety and security levels of our campuses by developing and implementing a comprehensive emergency and crisis management system.

3. BUILD MECHANISMS TO BETTER ADAPT TO LEGISLATIVE, ACCREDITATION AND OTHER REGULATORY ISSUES.
   3.1 Develop and implement a system to comply with new Higher Learning Commission Pathways accreditation process and criteria.
   3.2 Develop and implement systems to comply with new state and federal laws and regulations.

provide, increase, develop + maintain, develop + manage.

4. DEVELOP AND MAINTAIN A CULTURE OF ASSESSMENT TO IMPROVE STUDENT SUCCESS.
   4.1 Provide education and training opportunities on assessment.
   4.2 Continue to improve and update our Student Learning Outcomes Assessment Plan, which evaluates academic courses and programs, including the development of a schedule for evaluation.
   4.3 Develop a method to keep the university up-to-date on the Higher Learning Commission self-study process and activities, as well as other accreditation activities.
   4.4 Develop and implement a recognition program for exemplary programs that support improving learning and success.
   4.5 Create and implement a framework to organize, store, extract and share data for internal and external uses.

5. DEVELOP AND MANAGE OUR HUMAN, FUNDING, AND OTHER RESOURCES.
   5.1 Increase fundraising activities through an organized campaign to attract more private donations, gifts and endowments.
   5.2 Strengthen governmental liaison efforts with state and federal entities for more effective communication of specific funding needs.
   5.3 Implement a comprehensive professional development program to prepare employees for advancement opportunities.
   5.4 Develop and implement strategies to recruit and retain minority faculty, staff and administrators.
   5.5 Implement strategies to provide competitive salaries and benefits at all employee levels.
   5.6 Assess website users’ needs and make adjustments based on information collected.

Our Biological Sciences Program!

ASU-Beebe: Transforming Lives Through Quality Learning Experiences! Institutional Effectiveness Plan!
Continuous improvement is a cyclical process by which an organizational unit plans, acts, assesses and adjusts. To measure and improve the institution’s effectiveness, three significant avenues have been identified. Each of these avenues measures a unique component of the University’s efforts to achieve the Mission:

- **Component One – Strategic Plan**
  The ASU-Beebe Strategic Plan provides five goals designed to enable the University to achieve the University’s Mission and Vision. Each of these goals requires multiple University units for completion, and thus requires that cross-functional teams facilitate the continuous improvement process.

- **Component Two – Functional Performance**
  Many of the activities carried on by the University on a daily basis are in direct accordance with the University’s mission, but are not specifically part of the strategic plan. Many of the activities are carried out by single functional units of the institution and can therefore be examined either externally and/or (could be an external audit or an external review team such as CAS) internally for improvement.

- **Component Three – Student Learning**
  To transform student lives, the Institution must ensure that student learning takes place as intended. The standards set for student learning by the University for degrees and certificates are defined as the General Education Outcomes. Additionally, each university course and/or instructional program has a defined set of learning outcomes. Academic units are responsible for maintaining the continuous improvement of student learning within these frameworks.

Each component must connect to mission and must have a document which outlines its goals and/or objectives.