



ARKANSAS STATE UNIVERSITY MID-SOUTH

Arkansas State University Mid-South 2015-2016 Productivity Plan

Arkansas State University Mid-South rewards institutional effectiveness by providing full-time employees with a monetary reward based upon the institution's success in meeting identified productivity goals which are directly related to institutional mission and strategic goals.

Each year, the Arkansas State University Mid-South Planning and Institutional Effectiveness Committee recommends to the chancellor that funds be set aside for the purpose of rewarding a productivity bonus based on criteria selected by the Committee.

The Planning and Institutional Effectiveness Committee periodically identifies and revises key measures based upon the college's prior performance to ensure a commitment to continuous improvement. Since the Arkansas Department of Higher Education has adopted a performance funding model, upon which a percentage of the college's state funding is based, key measures of that plan now serve as core assessment measures for ASU Mid-South's productivity model.

To participate in the productivity bonus, full-time employees must have been employed at the college at least 1 complete fiscal year:

- Twelve-month employees must have been employed one full fiscal year (July 1 through June 30) prior to the distribution date to be eligible.
- Ten-month faculty must have been employed one full academic year (August to May) prior to the distribution date to be eligible.
- Bonuses are not awarded to twelve-month employees whose terms of service end before June 30 or to ten-month faculty who do not complete their current academic year contracts.

Strategic Goals for 2014 – 2017

I. ASU MID-SOUTH will expand access to learning by:

- Identifying ways we can improve access for the complete spectrum of learners in our communities of interest.

Goal: Develop new programs that address student interests and economic growth.

Goal: Strengthen partnerships with local schools to increase dual enrollment of high school students.

Goal: Expand flexible delivery systems that address the time constraints of adult students.

- Recruiting, enrolling, and retaining increasing numbers of students.

Goal: Increase adult student enrollment by 5% a year until the total fall semester enrollment reaches and is maintained at a headcount of at least 2000.

II. ASU MID-SOUTH will improve learning by:

- Engaging in continuous improvement of student, faculty, and staff learning.

Goal: Increase professional growth opportunities for faculty and staff in support of student learning and retention to goal achievement.

- Regularly and systematically evaluating and improving our processes.

Goal: ASU Mid-South will compare favorably with its peers as measured by national and/or state benchmarks.

Goal: Continue to improve the teaching/learning process through assessing student learning.

- Providing a comprehensive and responsive academic support system that recognizes students as central to the learning process.

Goal: Improve support services for under-prepared students.

Goal: Increase extracurricular options that enhance student academic success and engagement with the institution.

Goal: Expand and improve student use of tutorial services.

III. ASU MID-SOUTH will support regional economic development by:

- Providing more flexible training/education programs to meet the needs of business and industry.

Goal: Develop/strengthen career pathways with emphasis on student preparation for science, technology, engineering and math (STEM) careers.

- Supporting and expanding partnerships with educational, philanthropic, and government agencies and other higher education institutions to increase breadth and depth in business/industry training.

Goal: Pursue stronger communication with area business/industry regarding programs and services provided by the college.

IV. ASU MID-SOUTH will manage its resources effectively by:

- Providing excellent human, physical, and fiscal resources that promote student learning.

Goal: Enhance use of technology to support student advising and counseling and to improve institutional efficiency.

Goal: Obtain and effectively manage external resources to enhance facilities and programs.

Goal: Increase Mid-South Community College Foundation resources

- Promoting community on campus with an environment that encourages mutual respect and positive relationships.

Goal: Enhance morale, institutional loyalty, and positive relationships among employees.

Performance Measure #1: Developmental Communication Student Success 10 points possible

- A. The percentage of first-time entering developmental students enrolled in and successfully completing SLA-supported composition courses will equal at least 60% or exceed the most recent three-year average. (5 points)**

<u>Success Rate</u>	<u>Incentive</u>
a. 60% or above	5 points
b. 57.5-59.9%	4 points
c. 55-57.4%	3 points
d. 52-54.9%	2 points
e. 50-51.9%	1 point

Fall 15: 38/55 passed (69.1%);

Spring 16: 29/41 passed (70.7%)

Total: 67/96 (68.8%)

Goal met= 5 points awarded

- B. At least 60% of students successfully completing (C or better) developmental courses (DRDG 1024 or DENG 1054) in communications in a summer or fall term who enroll in ENGL 1113 or ENGL 1133 in the subsequent term will earn a C or better in the subsequent course. (Undeclared students will be treated as AA students) (5 points)**

<u>Success Rate</u>	<u>Incentive</u>
a. 60% or above	5 points
b. 57.5-59.9%	4 points
c. 55-57.4%	3 points
d. 52-54.9%	2 points
e. 50-51.9%	1 point

27/40 students passed (67.5%).

Goal met=5 points awarded

Performance Measure #2: Developmental Math Student Success

10 points possible

- A. The percentage of successful completions of developmental mathematics courses (summer, fall, spring) will equal at least 60% or exceed the most recent three-year average. (5 points)**

<u>Success Rate</u>	<u>Incentive</u>
a. 60% or higher	5 points
b. 57.5-59.9%	4 points
c. 55-57.4%	3 points
d. 52-54.9%	2 points
e. 50-51.9%	1 point

	Summer 2015	Fall 2015	Spring 2016**
Dev. Math I	88.9%	66.7%	67.4%
Dev. Math II	91.7%	66.7%	55.8%
Dev. Math III	85.7%	65.9%	71.1%

Overall average= 73.2% Goal met=5 points awarded

- B. At least 60% of students successfully completing (C or better) developmental courses in mathematics in a summer or fall term who enroll in the mathematics course required for program completion in the subsequent term will earn the required passing grade in the subsequent course. (DMTH 1024 to DMTH 1034 or DMTH 1034 to MATH 1113 or DMTH 1014 to MATH 1104 or DMTH 1024 to MATH 1104 or MATH 1104 to MATH 1113. Undeclared students will be treated as AA students) (5 points)**

<u>Success Rate</u>	<u>Incentive</u>
a. 60% or above	5 points
b. 57.5-59.9%	4 points
c. 55-57.4%	3 points
d. 52-54.9%	2 points
e. 50-51.9%	1 point

60% (39 out of 65) Goal Met=5 points awarded

Performance Measure #3: Non-Developmental Student Success

5 points Possible

The percentage of successful completions of non-developmental courses will equal at least 80% or exceed the most recent three-year average. (5 points)

<u>Success Rate</u>	<u>Incentive</u>
a. 80% or higher	5 points
b. 79.5 to 79.9%	4 points
c. 79 to 79.4%	3 points
d. 78.5 to 78.9%	2 points
e. 78 to 78.4%	1 point

82.7% success; Goal met=5 points awarded

Performance Measure #4: Award Completion

20 points possible

A. The number of earned certificates of proficiency will exceed the most recent three-year average. (5 points)

<u>Success Rate</u>	<u>Incentive</u>
a. 125 CPs earned or higher	5 points
b. 120 to 124 CPs earned	4 points
c. 115 to 119 CPs earned	3 points
d. 110 to 114 CPs earned	2 points
e. 100 to 109 CPs earned	1 point

206 CPs earned; Goal met=5 points awarded

B. The number of technical certificates will exceed the most recent three-year average. (5 points)

<u>Success Rate</u>	<u>Incentive</u>
a. 22 TCs earned or higher	5 points
b. 20 to 21 TCs earned	4 points
c. 17 to 19 TCs earned	3 points
d. 14 to 16 TCs earned	2 points
e. 9 to 13 TCs earned	1 point

13 TCs earned; 1 point awarded

B. The number of associate degrees will exceed the most recent three-year average. (5 points)

<u>Success Rate</u>	<u>Incentive</u>
a. 134 degrees earned or higher	5 points
b. 130 to 133 degrees earned	4 points
c. 125 to 129 degrees earned	3 points
d. 100 to 124 degrees earned	2 points
e. 90 to 99 degrees earned	1 point

160 Associate degrees earned; Goal Met=5 points awarded

The number of credentials awarded to minority students will exceed the highest number of minority awards over the prior three years or at least exceed most recent three-year average. (5 points)

<u>Success Rate</u>	<u>Incentive</u>
a. Exceeds the highest number	5 points
b. 95% of the highest number	4 points
c. 90% of the highest number	3 points
d. 85% of the highest number	2 points
e. Exceeds the three-year average	1 point

200 Credentials awarded to minorities, where the highest number was 211 in 2014 and the three year average was 191; 4 points awarded

Performance Measure #5: Student Performance on Licensure/Exit Exams 5 points possible

A. The percentage of Gold certificates or higher on WorkKeys will meet or exceed the state or national rate OR improve by 10% over the previous year's performance. (1 point)

<u>Success Rate</u>	<u>Incentive</u>
a. 23% or higher	1 point
b. 21% to 22.9%	.75 point
c. 19% to 20.9%	.50 point
d. 17% to 18.9%	.25 point

Workkeys-15% gold and 0% Platinum. This was lower than both the state average of 23% and last year's performance of 21%; 0 points awarded

B. The pass rate on the GED® will meet or exceed the state or national rate OR improve by 10% over the previous year’s performance. (1 point)

<u>Success Rate</u>	<u>Incentive</u>
a. 83% or higher	1 point
b. 81% to 82.9%	.75 point
c. 79% to 80.9%	.50 point
d. 77% to 78.9%	.25 point

GED-100% pass rate; Goal met=1 point awarded

C. The pass rate for technical program occupational certification tests will meet or exceed the state or national rate, as appropriate to the instrument, OR, improve by 10% over the previous year’s performance. (Adult and secondary students will be measured separately.) Where the pass rate is already 80% or higher, staying within the 80 – 100% range will be considered satisfactory. (3 points)

Occupational/technical certification tests will be administered for two years prior to counting in this measure. The two year scores will be averaged to create a baseline for the third year measure. Points will be earned based on the scale below and measured by the average of occupational/ technical program certifications that met their standard.

<u>Success Rate</u>	<u>Incentive</u>
a. 80% or above	3 points
b. 70 – 79.9%	2 points
c. 69.9% and below	1 point

Program Area¹	Certification Test	Productivity Score	Meet Standard Yes/No
Allied Health	EMT – State Practical Exam	82%	Yes
Allied Health	Medical Assisting	61%	No
Teacher Education	Praxis-Student passing all three subtests	20%	No
Welding Technology	AWS Welding - GMAW	96%	Yes
Welding Technology	AWS Welding - GTAW	100%	Yes
Welding Technology	AWS Welding - SMAW	100%	Yes
Welding Technology	AWS Welding - FCAW	100%	Yes

71% of qualifying certification exams met the criteria above; 2 points awarded.

Performance Measure #6: Workforce Training Production

5 points possible

The number of workforce training hours reported will exceed the most recent three-year average. (5 points)

<u>Success Rate</u>	<u>Incentive</u>
a. Exceeds the 3 year average by 30% or higher	5 points
b. Exceeds the 3 year average by 20.1%-30%	4 points
c. Exceeds the 3 year average by 10.1%-20%	3 points
d. Exceeds the 3 year average by 5.1%-10%	2 points
e. Exceeds the 3 year average by .1%-5%	1 point

866 hours reported, which did not exceed the 3 year average of 3701 hours; 0 points awarded

Performance Measure #7: Employee Professional Development 5 points possible

All ASU Mid-South full-time employees will participate in at least 4 hours of job-related, supervisor-approved professional development in an academic year, excluding required compliance trainings. (5 points)

<u>Success Rate</u>	<u>Incentive</u>
a. 95% or higher	5 points
b. 90-94.9%	4 points
c. 85-89.9%	3 points
d. 80-84.9%	2 points
e. 75-79.9%	1 point

94.6% of full-time employees participated in a minimum of 4 hours of job-related, supervisor-approved professional development in an academic year, excluding required compliance trainings; 4 points awarded.

Performance Measure #8: Support for the College's Foundation

5 points possible

All ASU Mid-South full-time employees will contribute to the Foundation. (5 points)

<u>Contributors</u>	<u>Incentive</u>
a. 99.6-100%	5 points
b. 97.6-99.5%	4 points
c. 95.6-97.5%	3 points
d. 92.6-95.5%	2 points
e. 91-92.5%	1 point

99% of employees contributed to the Foundation; Goal met=5 points awarded.

Performance Measure	Results	Points Earned	Points Possible	Percent
Developmental Communications Success (A and B)	A) 67/96 (68.8%)=5 B) 27/40 (67.5%)=5	10	10	100%
Developmental Math Success (A and B) to achieve 60% success in completion and passing the subsequent course.	A) 73.2%=5 B) 60.0%=5	10	10	100%
Non-Developmental Course Success at least 80%.	82.7% success	5	5	100%
Completion of Certificates of Proficiency to exceed 3 year average of 171.	206 CPs earned	5	5	100%
Completion of Technical Certificates to exceed 22.	13 TCs earned	1	5	20%
Completion of Associate Degrees to exceed 145.	160 Associate degrees earned	5	5	100%
Minority Student Award-Completion to exceed 211.	200 Credentials awarded to minorities.	4	5	80%

Student Performance on Licensure/Certification Exams	Workkeys-15% gold or higher 0 points GED-100% pass rate 1 point Other exams: 2 points	3	5	60%
Workforce Training Production Hours to exceed 3702.	866 hours	0	5	0%
Professional Development	95.2%	5	5	100
Employee Contributions to the Foundation to reach 100%.	99% of employees contributed	5	5	100%
Total		53	65	81.5%