



AQIP SYSTEMS PORTFOLIO 2015

Southeast Arkansas College



AQIP Systems Portfolio

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Submitted to the Higher Learning Commission

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Overview

Southeast Arkansas College (SEARK), formerly Pines Vo-Tech School, was created by Act 1244 of the 78th General Assembly of the State of Arkansas, which was signed into law on April 17, 1991. Act 1244 re-designated and redefined the mission of eleven existing postsecondary vocational-technical schools located throughout the state to technical colleges. Similarly, state authority for these institutions was transferred from the Arkansas Board of Vocational -Technical Education to the Arkansas Board of Higher Education. The latter serves as the state coordinating agency for all public universities, community colleges, and technical colleges in the state of Arkansas. SEARK offers the Associate of Arts degree for college transfer, Associate of Applied Science degrees, Technical Certificates and Certificates of Proficiency in career and technical education programs, concurrent college credit classes for high school students, continuing education and workforce training, and Adult Basic Education (ABE). The ABE program was returned to SEARK during the current academic year. Student, faculty, and staff data is contained below in Table 0-1.

Table 0-1 Student/Staff/Faculty 2013 -14					
Students		Staff		Faculty	
Full-Time	1187	Full-Time	83	Full-Time	51
Part-Time	1048	Part-Time	39	Part-Time	76
Total	2235	Total	122	Total	127

SEARK is located on 42 acres in Pine Bluff, Arkansas and has a primary service area consisting of six counties: Jefferson, Cleveland, Desha, Drew, Grant, and Lincoln. These counties are part of the region of Arkansas described as the Delta. The Delta is challenged by poverty, low socio-economic status, and high unemployment. The combined population of the primary service area is approximately 149,628, of which 43.7% are minorities. The College is governed by a seven member Board of Trustees appointed by the Governor.

Following the Fall 2011 Systems Appraisal and Quality Checkup Visit, SEARK initiated an Action Project focused on gaining clarity of the College mission and strategic direction. During this time there was a change in the College leadership and a new direction was set through the strategic planning process. Following attendance at an AQIP Strategy Forum in February 2012, the College launched the Action Project *Mission & Strategic Planning Alignment* that resulted in the 2013-18 mission, vision and strategic planning process. The process was one of widespread inclusion of the College, Board of Trustees, and community stakeholders. During the Conversation Day and planning session, the [College mission](#), vision, and strategic goals were revised giving a clear direction for the College's future. The resulting revised mission and values statements were reviewed by the Quality Council (now Deans and Directors Council).

Three areas of focus for the College emerged from the strategic session: (1) Increase enrollment, retention and number of graduates, (2) Increase institutional resources, and (3) Campus expansion and improvement in facilities and equipment. Each goal has measurable objectives identified to guide the College in its commitment to excellence in teaching and learning and enhancing job skills. The Board of Trustees gave final approval to the strategic plan in fall 2014.

Since the last Portfolio, SEARK has also hired a new V.P. For Institutional Research who led the Action Project Team focused on establishing a DataMart. The College is now confident in the integrity of its data and satisfaction is high by the data users with the availability and ease of ability to access data needed. At this point the DataMart has not solved the challenge of establishing targets and benchmarks for data that is being used. The College has accepted the task of setting benchmarks and targets for comparisons internally and externally.

The General Studies faculty have initiated two additional Action Projects: *Evaluating General Education Competencies* and *Using CAAP Score Analysis to Measure Gen Ed Outcomes in Math* for assessment of campus-wide learning goals, general education competencies, and objectives. The Gen Ed area has established a CAAP committee to address the goals of the projects. The result will be a process for assessment of general education across all General Studies disciplines. Another significant improvement for the College since the last portfolio is the ability to access data that is consistently reliable. This process resulted from the DataMart Action Project. Reports are made available through the Colleague System. While SEARK is proud of its available data, it is at the beginning stage of maturity in using it fully for continuous improvement in all areas of the institution.

Like several state institutions, the College is experiencing declining enrollment, which is indicative of the decline in population in the immediate College locale. One major challenge for the College is dealing with declining enrollment and shrinking state funding for higher education. SEARK is faring well through conservative budgeting, maintenance of reserves, and zero indebtedness.

Issues identified from the 2011 Systems Portfolio Feedback Report that would affect the College's future performance as it faces challenges and seizes upon opportunities as immediate priorities are defined and the College's response are found in the Table O-1 SEARK Strategic Issues and Responses.

Table O-1 SEARK Strategic Issues and Responses

Strategic Issue	SEARK Response
Consistent data use, collection, centralization in decision-making	New Director for IR & DataMart Action Project
Process for training faculty (how needs are defined)	Faculty input at institutional and departmental levels. Training needs evaluated with budget planning and performance evaluation processes
Process for dispersing information in a timely manner	Updated website with informational links for stakeholders
Strategic planning process; how planning activities are linked to accomplishing the mission	Revised Mission with broad stakeholder input

AQIP Category One: Helping Students Learn

Helping Students Learn focuses on the design, deployment, and effectiveness of teaching and learning processes (and on the processes required to support them) that underlie the institution's credit and non-credit programs and courses.

Context/Overview

The SEARK College Philosophy of General Education statement is very deliberate in expressing the intent and goals for students attending the College. "SEARK prepares its students with the general and technical education needed for direct employment careers or for transfer to other institutions to pursue baccalaureate degrees. The College believes that general education is an essential component of all one- and two-year programs offered. The College also strives to emphasize the integration of academic and technical education provided to students in order to make both general and technical education more relevant," [SEARK College Catalog, p.12](#). The following general education outcomes encompass the College's goal to instill in students the following competencies:

- * Oral, written, and interpersonal communication skills.
- * Mathematical understanding and problem-solving skills.
- * Understanding of individual differences in people and their interests.
- * Critical thinking, independent learning, and lifelong learning skills.
- * Effective group interaction.
- * Team membership skills.
- * Total quality management skills
- * Work habits necessary for the real world of work.

SEARK's participation in the Arkansas Association of Two Year Colleges' (AATYC), now Arkansas Community Colleges (AAC) Assessment Academy in 2013 resulted in the decision to focus on the development of a strong process and infrastructure for programmatic assessment. The process for development of all programs and courses now links the College's mission with programmatic outcomes and course competencies.

The challenge remains in the assessment of core abilities (general education outcomes). Realizing this challenge, upon appointment, the new V.P. for Academic Affairs set an immediate goal to review and develop assessments to document the effectiveness of the General Studies program outcomes. The previous Systems Appraisal noted that the College had opportunity to gather and report data for specific programs of learning. Given that assessment and data gathering is more systematically aligned in the Nursing and Allied Health (NAH) and Technical Studies programs, improvement efforts have been focused on further development within the General Studies department. This also became the focus for one of the College's current Action Projects.

The goals of the [General Education Competencies](#) Action Project (AP) goals are to examine and, if needed, revise the learning outcomes for general education to ensure their relevancy to today's students, and to collect assessment data to measure student learning that will lead to improvements in teaching and learning. Although this Action Project is ongoing, the process is in place to review continuing alignment with the mission and conduct course/programmatic assessments. The process for assessing core abilities to determine how well they led to meeting the general education core objectives was initiated in the fall semester of 2010 and has been revised to ensure relevancy. Evidence of this process is presented in Table 1P1-2 *Examples of Course Alignment with General Education Outcomes*. This process was used by discipline-based faculty groups to successfully develop common course syllabi with common student learning outcomes and common course finals /exit procedures for English Composition, math, and science courses. The maturity of SEARK's management of assessment data and the use of results for

improvements in student learning appears to be systematic, insofar as there are documented processes that are understood and repeatable. Development of attainable and measurable metrics across disciplinary boundaries is evident as teams meet to validate measures for common goals and competencies. Instances where data has been used for improvement since the 2011 Systems Portfolio include the creation of the processes for new student orientation and enrollment, and the opening the Student Advisement Center. These improvements were initiated in part due to student feedback, review of best practices, and results received from the Community College Survey of Student Engagement (CCSSE). In addition, courses in math and the sciences now require a common final to assess student outcomes. As data continues to be gathered on these improvements, the potential for SEARK to achieve mature processes in complete alignment will be greatly enhanced.

COMMON LEARNING OUTCOMES

1P1. Common Learning Outcomes focuses on the knowledge, skills, and abilities expected of graduates from all programs. Describe your processes for determining, communicating, and ensuring your stated common learning outcomes and who you involve in those processes.

Aligning common outcomes to the mission, educational offerings, and degree levels of the institution

SEARK's mission is to provide quality education and workforce development to meet the needs of our service area. The College has eight competencies that it strives to develop in each of its graduates; these are listed in the Overview of this Category and published in the College Catalog. The general education faculty is currently engaged in an Action Project aimed at review and revision of the competencies. The result of the Action Project will further validate a common alignment and connection with both curricular and co-curricular activities for the College.

A variety of degree and certificate level offerings meet stakeholder needs in preparation for the workforce and improvement in the lives of SEARK students. See Table 1P1-1 *Educational Offerings*, below for programs and levels offered. All instructional outcomes at all levels, whether credit or non-credit, are derived and flow from the mission to provide quality educational programs and workforce preparation.

(3B1,3E2)

Table 1P1-1 - Educational Offerings

DEGREE/ OFFERING	NUMBER OF PROGRAMS	DURATION	FUNDAMENTAL PURPOSE	QUALITY INPUT
AA/AS	3	2 Years	Transfer	Meet ACTs standards for Transfer
AAS	15	2 Years	Terminal/ Employment	May lead to industry specific licensure/certificate
TC	13	≥1 Year	Industry Specific	May lead to industry specific licensure/certificate
CP	8	>1 Semester	Short Term Training	May lead to industry specific licensure/certificate
WDC	Open	Varies	B & I Specific Training	Business/Industry needs of service area

The college-wide general education competencies are embedded and aligned with the general education courses and flow through all academic programs. The general education faculty engages in an iterative process that begins with vertical alignment of skills to determine that teaching is purposefully structured and logically sequenced. Horizontal alignment follows with tracing skills, content, and performance expectations within a discipline with the same title to support transfer of knowledge. The process follows

with curriculum mapping, syllabi evaluation, data compilation, and recommendations for challenges and outcomes. During the curriculum mapping process, faculty trace course objectives, which align with the general education goals, and develop formative and summative assessments to ensure these competencies are represented across and within the general education courses. Table 1P1-2 *Examples of Course Alignment with General Education Outcomes* depicts the matrix for assuring that courses are aligned with the mission. The matrix was developed and is used by the General Studies faculty to illustrate alignment and flow of the general education outcomes across General Studies courses. Formative input from stakeholders is sought at strategic points which guarantees continuation of this alignment.

Table 1P1-2 Examples of Course Alignment with General Education Outcomes

Course & Enrollment	Competency	Assessment Activity
READ 1393-01 IRW Integrated Reading and Writing Spring 2013 Enrolled: 10 students	Effective group interaction	Group presentation on social class and school curriculum/ presentation rubric
Math 1123-01 Business Mathematics Fall 2014 Enrolled: 10 students	Mathematics Understanding and Problem Solving Skills	Students worked in pairs writing checks, filling out deposit slips, balancing and reconciling checking accounts.
	Team Membership Skills	Group presentation on critiquing the use of bank debit cards/ presentation rubric
SPEE 2393 Oral Communication Spring 2015 Enrolled: 12 students	Oral, written, and interpersonal communication skills	Oral presentation on an informative topic of student's choice; required to research topic and write speech in a speech outline format, and submit a Works Cited Page in the Modern Language Association format
SPEE 2393 Oral Communication Spring 2015 Enrolled: 17 students	Understanding of individual differences in people and their interests	Delivery of a Brown Bag Speech, also known as an Introduction Speech—students asked to bring three separate items representing their past, present, and future; explain the item and its significance
PHIL 2333 Intro to Philosophy Spring 2015 Enrolled: 9 Students	Team Membership Skills	Teams work together to devise a presentation on a philosophical theory and lead a class discussion
PHIL 2323 Ethics Spring 2015 Enrolled: 9 Students	Critical Thinking Skills	Paper assignments require critical thinking in process of moral reasoning to include: cogent definition of ethical theory, detailed description of real-life ethical dilemma, application of theory to the dilemma, analysis of theory premises in practice
BIOL 2232-01 A&P Lab Health Professionals Spring 2015 Enrolled: 22 students	Work habits necessary for the real world of work.	Students given a lab practical exam in which they moved from station to station, identifying structures and answering questions in a timed fashion
EDUC 1313 Strategies for College Success Spring 2015 Enrolled: 14 students	Effective group interaction, life-long learning, independent skills, oral, written and communication skills	Group presentations on mock interviews; students prepare a resume, cover letter, and mock interview questions

Determining Common Outcomes

The Instructional Affairs Council (IAC) maintains oversight and approval of all curricula including course development, as a first step in assuring quality and consistency with the common learning outcomes. The IAC is also charged with ensuring that curricula are designed so that students develop the skills, knowledge, and abilities expected of graduates of the College. Representative of the shared governance philosophy of the College, the IAC is comprised of representatives from each academic and nonacademic division i.e., Workforce Development Center (WDC), librarian, faculty, coordinators, deans, and vice presidents of the College.

The General Studies department addresses the majority of the core abilities and meets the general education standards established by the Arkansas Department of Higher Education (ADHE). ADHE maintains oversight of all academic general education courses and curricula; this oversight ensures consistency and relevancy of courses offered for transfer credit. Each program and degree has an established degree plan that is accessible to students through the [College Catalog](#), which is located on the website. Depending on the student's anticipated level of achievement, the degree plan serves students as a road map, thus supporting their academic success. ADHE has established the general education core as a minimum of 60 semester credits for an Associate of Arts and/or Associate of Applied Science degree. These credits are distributed over areas of communication, humanities, social sciences, natural sciences, and mathematics. ADHE has also established minimum and maximum credit hours for the technical certificate and certificates of proficiency.

SEARK's program faculty identify specific learning objectives based on individual program focus and follow processes to assess student knowledge, skills, and abilities. Nursing and Allied Health and Technical Studies (TS) program outcome standards are established by programmatic accreditors and are approved by respective Program Advisory Committees (PACs). NAH and Technical Studies programs follow industry-specific standards and outcomes in the development of programs (3B2). Each academic program maintains its own learning assessment results (both formative and summative) that are specific for the program outcomes and course competencies. For Technical Studies, progression benchmarks achieved by students, employers' input, and labor market requirements are used in determining the degree to which learning and program outcomes are being met. Nursing and Allied Health (NAH) and the Early Childhood Education (ECE) programs are governed by external accrediting agencies. Table 1P1-3 lists programs and external accreditors who provide standards for determining program outcomes and standards. Program faculty determine the learning objectives and content progression in consultation with program Deans and Coordinators. The College uses the Colleague Student Information System for centralized data storage and retrieval of data for some student assessment measures such as grades, retention, and completion. These data are immediately accessible to administrators, faculty, and staff for use in decision-making. (4B4) The institution is in the process of centralizing all assessment data collection.

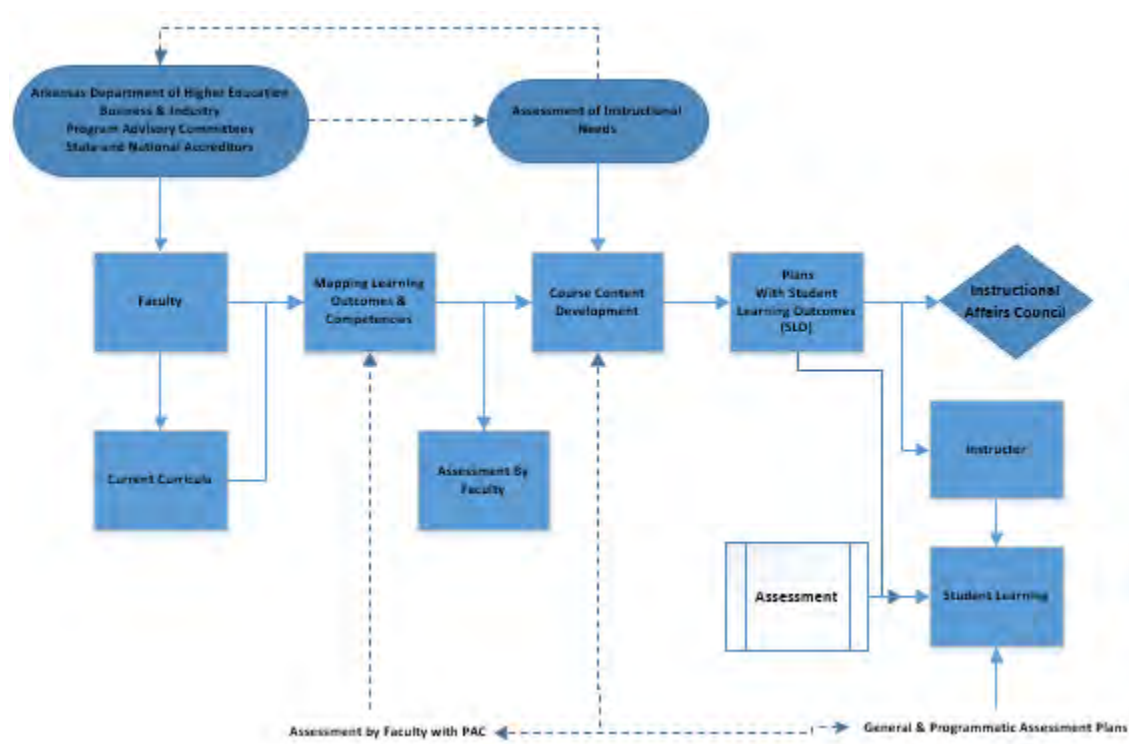
Table 1P1-3- Accredited Programs

Program	Approved (AP)/ Accredited (AC)	Review Dates
AAS Degree-2 Year Programs		
EMT Paramedic	(AC) Commission on Accreditation of EMS Educational Programs for EMT Paramedics (CoAEMSP)	Last Review - 2014 Next Review - Pending
Registered Nursing LPN/Paramedic to RN Transition Generic Option Online Option	(AP) Arkansas State Board of Nursing (ASBN)	Last Review ASBN - 2014 Next Review ASBN - April, 2019
	(AC) National League for Nursing (NLNAC)	Last Reviewed ACEN - 2014 Next Review NLNAC - 2022
Radiologic Technology	Joint Review Committee on Education in Radiologic Technology (JRCERT)	Last Review - 2013 Next Review - Fall, 2018
Surgical Technology	(AC) Commission on Accreditation of Allied Health Education Programs (CAAHEP)	Last Review - 2013 Next Review - 2023
Respiratory Care Technology	(AC) Commission on Accreditation for Respiratory Care (CoARC)	Last Review - 2014 Next Review - 2019
Early Childhood Development	National Association of Education for Young Children (NAEYC)	Last Review - 2011 Next Review - 2018
Technical Certificates Programs (1 Year)		
Practical Nursing	(AP) Arkansas State Board of Nursing	Last Review - 2012 Next Review - 2017

Certificate of Proficiency Programs		
EMT Basic	(AP) AR Dept. of Health	Last Review - 2014 with Paramedic Program Accreditation
Nursing Assistant	(AP) Arkansas Office of Long Term Care (OLTC)	Last Review - 2013 Next Review - 2015
Phlebotomy Technology	(AP) National Accrediting Agency for Clinical Laboratory Science (NAACLS)	Last Review - 2013 Next Review - 2(AP) National Accrediting Agency for Clinical Laboratory Science (NAACLS)

The flow of programmatic assessment and instructional outcomes determination process is illustrated in Figure 1P1-1 *Instructional Outcomes Flow Chart*. (4B1)

Figure 1P1-1 – Instructional Outcomes Flow Chart



Articulating the purposes, content, and level of achievement of the outcomes

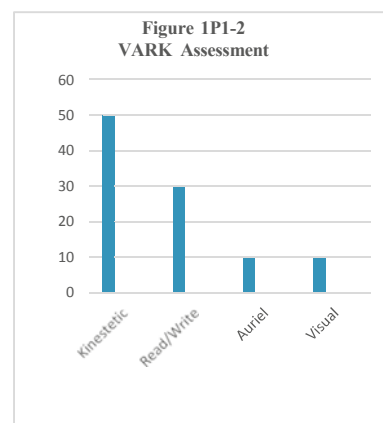
The Academic Affairs Division and IAC are responsible for development and ownership of processes for articulating the purposes, content, and level of achievement of the outcomes. Regular departmental meetings are held with General Studies, NAH, and Technical Studies faculty. Annual meetings of the Program Advisory Committees (PACs) are convened for the respective programs. To further develop the process for articulating the level of student achievement of outcomes, a series of faculty development workshops was conducted by an educational consultant from North Star Consulting.(3B2) These workshops addressed how to articulate the philosophy for general education and write measurable program objectives and course competencies. Guidelines were identified and delineated relating to curriculum mapping, alignment, and assessment.

SEARK serves a student population with an average age of 28 years. Constructing curricula using adult learning frameworks is germane to the College and to articulating the interrelatedness of the competencies from which the program objectives and student learning outcomes are derived. The student learning

outcomes guide the delivery of instruction, direct learning activities, and are used in evaluating student progress. Course syllabi contain objectives and associated learning activities informing students of the level of achievement expected for each course. (4B1) Overall grading practices vary for each faculty member. The grading scale is listed in the College's course catalog and each faculty member determines how to measure the grades based on course content. Most use some type of grading rubric to conduct grading; this is especially true for the English Department. Since several writing assignments are given in these courses, a grading rubric measures content, grammar, spelling, mechanics, punctuation, format, and sentence structure. Rubrics are used for some courses as needed to provide appropriate feedback to students.

Incorporating into curriculum opportunities for all students to achieve outcomes

Academic programs are designed to challenge students and enable them to synthesize their knowledge across disciplines. SEARK uses ACT and or COMPASS scores to determine the student's level of readiness for learning and to establish whether students can benefit from the level of instruction dictated by the course outcomes. All first-time entering students are required to enroll in the Strategies for College Success course which focuses on development of critical thinking, inquiry, and their application to changing environments. During the college success course, students are administered various assessments including the Visual, Aural, Read/Write, and Kinesthetic (VARK). The VARK assessment enables students to identify their unique learning style. Both students and faculty benefit from this assessment as learning activities are better aligned to address unique learners in their quest to achieve course outcomes. (3B3,3B5) The data from the VARK test is not formally collected and analyzed; however, results are discussed in class for students to fully understand different learning styles, and how to adapt their study skills to their particular learning style. Based upon student response in class after the test is given, approximately 50% of SEARK students are kinesthetic learners, 30% are read/write, 10% visual, and 10% aural. The data shows a sampling of student results. See Figure 1P1-2 VARK Assessment.



Ensuring outcomes remain relevant and aligned with student, workplace, and societal needs

Balancing the integration of learning outcomes, career goals of students, and the realities of the workplace occurs primarily through meetings of SEARK Program Advisory Committees. Representatives from industry assemble with faculty and staff to develop and coordinate the curricula as illustrated in Figure 1P1-1 *Instructional Outcomes Flow Chart*. The Office of Institutional Research conducts annual surveys on student satisfaction with their education while enrolled at SEARK. Students are also surveyed on their experience as they exit the College.

Nursing and Allied Health and Technical Studies conduct exit surveys and a six month follow-up to collect information about the student's perception on how well their educational experiences prepared them for the real world of work. Employers are also surveyed to gather information on satisfaction with the program outcome to prepare graduates for the workforce. (3B4) Results from these surveys are used by the departments in making decisions regarding curricular changes. SEARK uses data from Career Central to gain perspective on the employment outlook for the service area.

SEARK continues to participate in the biannual administration of the Community College Survey of Student Engagement (CCSSE). The College first participated in CCSSE in 2010 and has matured in its process for using CCSSE data to understand the College culture as well as the importance of including students as active participants in their education. For example, following analysis of CCSSE data, the College revised the First Year Experience course to incorporate nationally identified topics and best practices for student engagement. The result was the requirement that all first time fulltime degree

seeking students enroll in the Strategies for College Success course during the first semester. Data for CCSSE is reported in Figure 1R5-3 *CCSSE Benchmark Results for Student Engagement*. Figure 1R1-2 *Cohort Retention Data* depicts a sustained satisfactory retention level of 80% and above for first semester students. However, there is no evidence to show that the engagement practice has increased overall retention or completion rates for the College. Retention rates are reported to ADHE and published for stakeholder information.

Designing, aligning, and delivering co-curricular activities to support learning

Co-curricular activities at SEARK are intentionally planned to meet the College's mission and contribute to student learning outcomes. Collaboration occurs with the Director's Council, the Dean of Technical Studies, the Dean of General Studies and the Retention Center to determine the various activities which will take place throughout the academic year; these activities coincide with the general education outcomes of the College. For example, work habits necessary for the real world have been highlighted during the annual Career Fair, Dress for Success Lunch and Learn, Resume Writing Seminars, and Interviewing Seminars. (4B2) The Student Government Association (SGA) and Student Ambassadors provide input into the selection of activities presented. Mathematical understanding and problem-solving skills are honed with Financial Awareness Lunch and Learn sessions as well as the TI84 Calculator Seminars. (3E1) An example of effective group interaction occurs during the Health Expo in which SEARK Allied Health students provide the necessary screenings to other students on campus. Faculty and staff are encouraged to attend these events which promotes positive relationship building outside the classroom.

Selecting tools/methods/instruments used to assess attainment of common learning outcomes

The 2012 Systems Appraisal noted an opportunity for the College to identify measures for the eight common learning objectives, collect data related to those measures, and report the results. The College uses multiple measures and tools to gauge student success and student learning from several different perspectives (completion rates, retention data, student engagement, program outcome measures) and to demonstrate results of improvement efforts. Tools used for assessment include analysis of student work samples; rubrics; collection of student and course survey data; PAC and Focus group discussions; CAAP results; and overall student performance data regarding pass/fail rates for gatekeeper courses. Insights gained from these sources are shared among administration and faculty thus lending perspective on the level of student performance in meeting the learning goals. The College is currently engaged in the Action Project *Evaluating General Education Competencies*. Completion of this project will move the College to a new institutionalized process for identifying results and benchmarks for college-wide accomplishment of common learning objectives. Key evidence of student achievement includes:

- ✓ Data from the Collegiate Assessment of Academic Proficiency (CAAP) exam required for AA degree-seeking students upon completing 45 semester credit hours prior to graduation; CAAP results are used to evaluate the College's general education competencies
- ✓ Degree and certificate completion rates
- ✓ Student success rates in gate keeper courses
- ✓ Course assessment activities
- ✓ Overall success rates on certification/licensure exams for approved/accredited NAH programs

Assessing Common Learning Outcomes

Assessment of the general education learning outcomes stated in the Overview is conducted by faculty teaching respective courses and student services staff. The process, which includes the collection of both direct and indirect measures for assessment of student learning, resulted from meetings of a multidisciplinary team of General Studies faculty and their Deans. The IAC also multidisciplinary, functions to maintain oversight of continuity of this process. Assessments are aligned across disciplines to ensure the College's philosophy of general education and statement of values of service are evident to stakeholders. (4B,4B2,4B4)

1R1. Results for determining if students possess the knowledge, skill, and abilities expected at each degree level
Outcomes/measures tracked and tools utilized

The General Studies faculty team led the assessment of student learning initiative through implementation of the process for curriculum mapping, tracing course objectives, and development of formative and summative assessments to ensure the general studies competencies were represented across and within the general education courses. See Table 1R1-1 *Examples of Results of Course Alignment with General Education Outcomes* and examples of tools and data collected for analysis. (4B1,4B2)

Table 1R1-1 Examples of Results of Course Alignment with General Education Outcomes

Competency	Metrics /Results	Use of Results for Improvement
Effective group interaction	4 point rubric 10 Students averaged 75.6%	<ul style="list-style-type: none"> Added a group collaboration rubric Revised instrument to address student dispositions
Mathematics understanding and problem solving skills	Chapter test 9 students averaged 94.2%	<ul style="list-style-type: none"> Created KWL evaluation form Added additional independent practice for students
Team membership skills	Peer evaluation point range 1-5 scale with three questions	<ul style="list-style-type: none"> Added more detailed questions to the rubrics Created more group projects Provided clearer details on expectations of the project
Oral, written, and interpersonal communication skills	5 point speech rubric 10 students averaged 96% with a rubric evaluating content, delivery, and general	<ul style="list-style-type: none"> Provided presenter with written instructor and peer feedback to assess performance Identified components with which majority of class struggled Executed that component from a different perspective
Understanding of individual differences in people and their interests	5 point speech rubric 15 students averaged 91% Many students revealed very personal struggles, and their dreams and aspirations; Activity built common ground between diverse students and highlighted similar interests; students evaluated on introduction, body, conclusion, delivery, volume & clarity, and enthusiasm.	<ul style="list-style-type: none"> Revised the grading scale Allotted more time for students to share Prepared for emotional periods throughout the presentation
Team membership skills	10 item rubric on a 100 pt. scale 8 Students averaged 76% on first round of team projects; average improved to 88% with feedback	<ul style="list-style-type: none"> Provided further models to students Gave students written feedback on team projects Developed more explicit details on written component to increase skills in attention to details
Critical thinking skills	50 pt. scale with list of expected competencies 9 students averaged 31.9 out of 50	<ul style="list-style-type: none"> Created a more simplified grading form on Turnitin.com that further simplifies the list of competences and categorizes them into three groups Need to create a checklist to be sure that students have addressed all competencies with their paper
Work habits necessary for the real world of work	10 point rubric/10 items 14 students averaged 86.6% 18 students averaged 69.7%	<ul style="list-style-type: none"> Added a more in-depth group collaboration rubric Restructured time length of each interview Illustrated more videos to help students' understanding Reduced number of stations Revised word bank to reflect fewer terms to choose from

Retention of students has been linked to an institutional priority. Therefore, ongoing data on retention is tracked and reported as a direct measure of whether students are meeting their educational goals following enrollment in the College. The College correlates retention to the number of students required to take remedial courses based on ACT and/or COMPASS testing. Remediation rates for two-year colleges in Arkansas were 67.4% and 67.2% respectively for 2013 and 2014. SEARK's corresponding rates were 55.6% and 38.9%. Based on exit interviews with students, it is reported they tend to drop out not only for academic reasons but also for frequently cited financial and personal reasons. Figure 1R1-1 *Fall to Fall Cohort Retention Data* depicts retention data that is tracked by Advisement and Retention. Figure 1R1-2 shows the retention trend for the College as compared to other institutions in the state.

Figure 1R1-1 SEARK Fall to Fall Cohort Retention Data

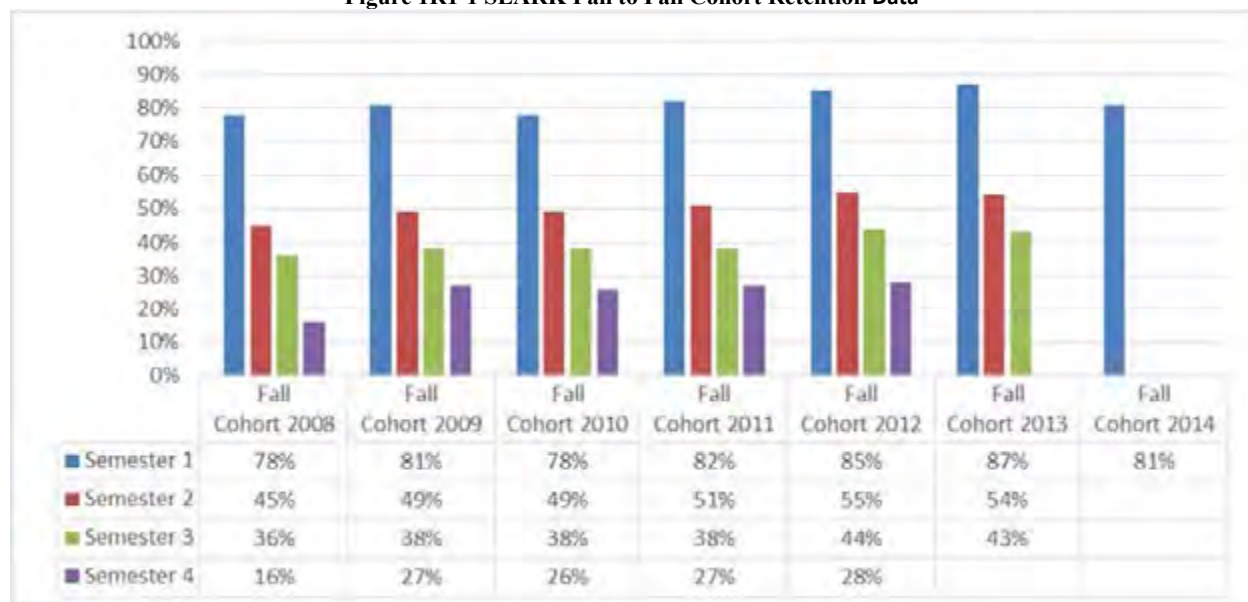
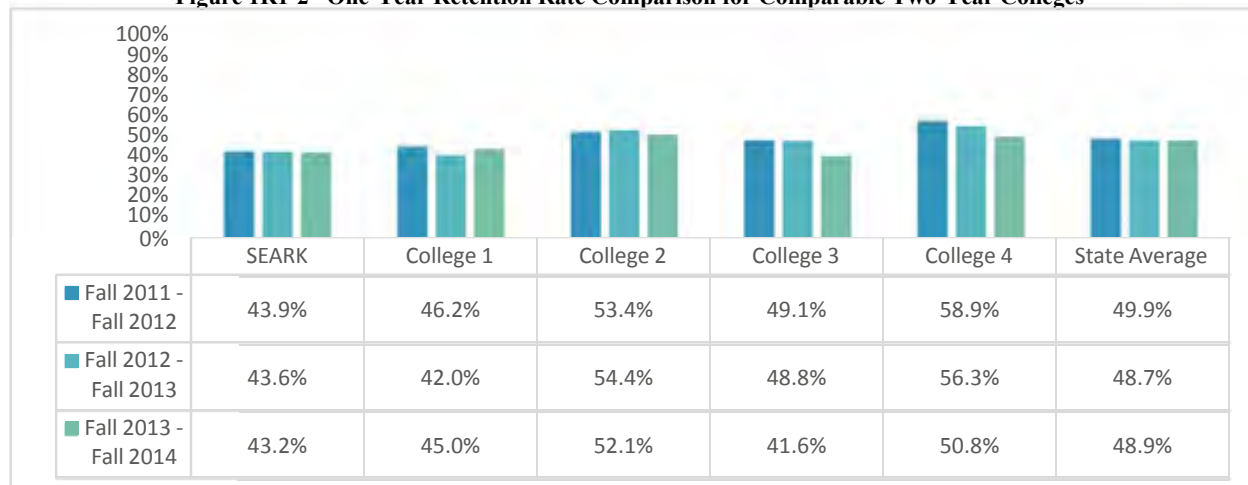


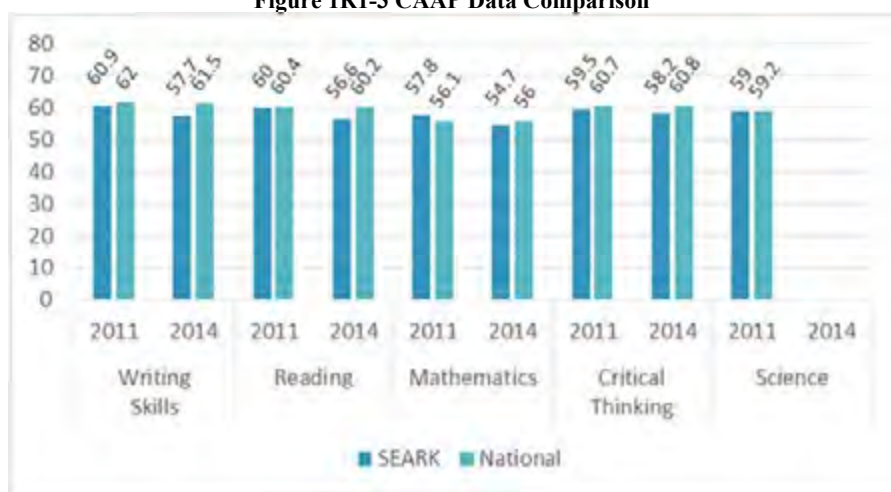
Figure 1R1-2 One-Year Retention Rate Comparison for Comparable Two-Year Colleges



The College uses the Collegiate Assessment of Academic Proficiency (CAAP) data to meet the State-mandated 'Arkansas Assessment of General Education' requirement. After accumulation of 45 college-level credits (excluding developmental education) all AA degree-seeking students are required to take the CAAP prior to completing the College's official application for graduation. CAAP data contained in the Institutional Report includes not just achievement data for students, but also summary data on ethnicity, age, sex, college major, transfer status, full-time or part-time status, and first language. These data are

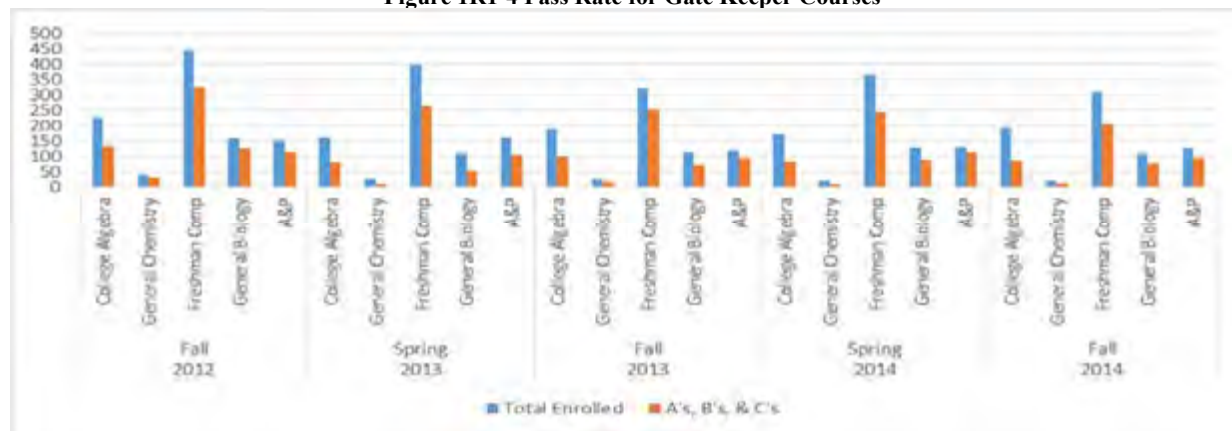
analyzed for differences so that student outcomes between groups can be compared to guide the planning of programs and processes that address areas of strengths and weaknesses based on student performance. Results for 2011 and 2014 CAAP data is shown in Figure 1R1-3 *CAAP Data Comparison*. Data was not maintained for 2012 and 2013 and therefore not available for tracking or comparison. SEARK students tend to achieve within one Standard Deviation (SD) of the national mean score in four areas of the CAAP. Results for determining knowledge, skills, and abilities other than in general studies are discussed in greater detail in 1R2 in conjunction with meeting program expectations.

Figure 1R1-3 CAAP Data Comparison



The College uses data on pass rates for specific courses referred to as ‘gatekeepers’. Gatekeeper courses are those synonymous with success in the eight core success areas of general education. Figure 1R1-4 *Pass Rate for Gate Keeper Courses* includes results for students achieving grades of “A,” “B,” or “C.” Comparison is shown between the percentages passing and total enrollment for the designated period. The V.P. for Academic Affairs monitors and uses this data also for evidence of course grading integrity to discourage grade inflation.

Figure 1R1-4 Pass Rate for Gate Keeper Courses



Summary results of measures

The College measures results of college-wide general education competencies as part of monitoring program outcomes. Faculty within general education disciplines review their data findings as a guide for course or program revisions. Results for 2011-14 CAAP data is shown in Figure 1R1-3. This data is suggestive that SEARK students are achieving learning outcomes despite the fact that the College has one of the highest remediation rates of the 22 two-year colleges in the state. Completion of the CAAP exam is documented on the student's transcript as evidence of meeting a state core requirement when transferring to a four-year institution.

Since the last Systems Appraisal, the function of various committees and councils were merged. This is primarily due to the fact that there was overlap in the administrative leadership, membership as a whole, and frequently the activities that some committees were charged with carrying out. For example, the activities of the Assessment Team became embedded in the AQIP Oversight Team. During this current academic year, the Assessment Team has resumed regular meetings with responsibility for review of results with recommendations for revisions at the College level. Results may be used by the Assessment Team to recommend revisions and inform decisions related to fiscal resources, physical resources, planning, and faculty development.

Comparison of results with internal targets and external benchmarks

Internal and external benchmark comparisons are used by the College, programs and departments as an overall assessment of effectiveness. Student performance on the CAAP is compared to the national norm. Data in Figure 1R1-3 shows evidence that graduates of SEARK leave in a competitive position in comparison to graduates of other colleges in regards to transfer or job market success.

Interpretation of results and insights gained

One result of formally mapping the process for assessment of the general education outcomes has been a deeper understanding by the faculty of the interconnectedness of teaching/learning across disciplines to the overall mission of the College. The administration, faculty, and staff are demonstrating a willingness to access available data to support decisions relating to helping students accomplish their educational goals. The processes for assessment of student learning are well established and being utilized in pockets across the campus. The challenge remains for faculty and staff to become fully engaged in these processes and to rely on the results to validate the effectiveness of instruction and other learning activities.

111. Improvements that have been implemented or will be implemented in the next one to three years

SEARK has opportunities to further refine and gain consensus for campus-wide use of the mapping process to ensure student education is well rounded. In reviewing the current general education objectives, faculty have discovered that these objectives may not be current and reflective of contemporary educational practices. With continuation and completion of the *Evaluating General Education Competencies* Action Project, the College learning outcomes will reflect current best practices, inclusive of computer literacy and a global perspective for learners.

Review of retention and remediation data for the College resulted in revision to the 'open admission' policy and now requires students obtain a minimum of 14 on the ACT and comparable COMPASS scores. The revised scores offer better data for faculty use in placement for the Developmental Education courses. At the time of the revision to this policy, SEARK also resumed the Adult Basic Education program as an on campus service to assist students with achieving the minimum scores needed for

admission. Students who achieve the required scores are then eligible to enroll in college courses. A breakdown of the admission scores is given in Table 111-1 below.

Table 111-1 Course Placement Scores Fall 2012-2014 Comparison					
English Placement		ACT 2014	ACT 2012-13	COMPASS 2014	COMPASS 2012-13
ENGL 1013	Basic English	12-14	0-14	10-45	0-32
ENGL 1113	Writing Fund	15-18	15-18	46-79	33-74
ENGL 1313	English Comp I	19-36	19-36	80 +	75+
Reading Placement		ACT	ACT 12-13	COMPASS	COMPASS
READ 1213	Dev Reading	11-18	0-18	45-82	0-81
READ 1213	Mod Reading	11-18	0-18	45-82	0-81
No Reading Course Required		19-36	19-36	83 +	82+
Mathematics Placement		ACT	ACT 12-13	COMPASS	COMPASS
MATH 1003	Fund Math	12-14	0-13	16-20	0-17
MATH 1003	Mod Fund Math	12-14	0	16-20	0
MATH 1013	Elem Algebra	15-16	14-16	21-30	18-29
MATH 1013	Mod Elem Algebra	15 - 16	14-16	21 - 30	18-29
MATH 1223	Technical Math	15 – 16	14-18	≥21	18-40
MATH 1023	Interm Algebra	17 – 18	17-18	31 - 40	30-40
MATH 1123	Business Math	17 – 18	17-18	31 – 40	30-40
MATH 1333	College Algebra	19 – 36	19-36	41 +	41+

PROGRAM LEARNING OUTCOMES

1P2. Program Learning Outcomes focus on the knowledge, skills, and abilities graduates from a particular program are expected to possess. Describe the process for determining, communicating, and ensuring the stated program learning outcomes and who is involved in the process.

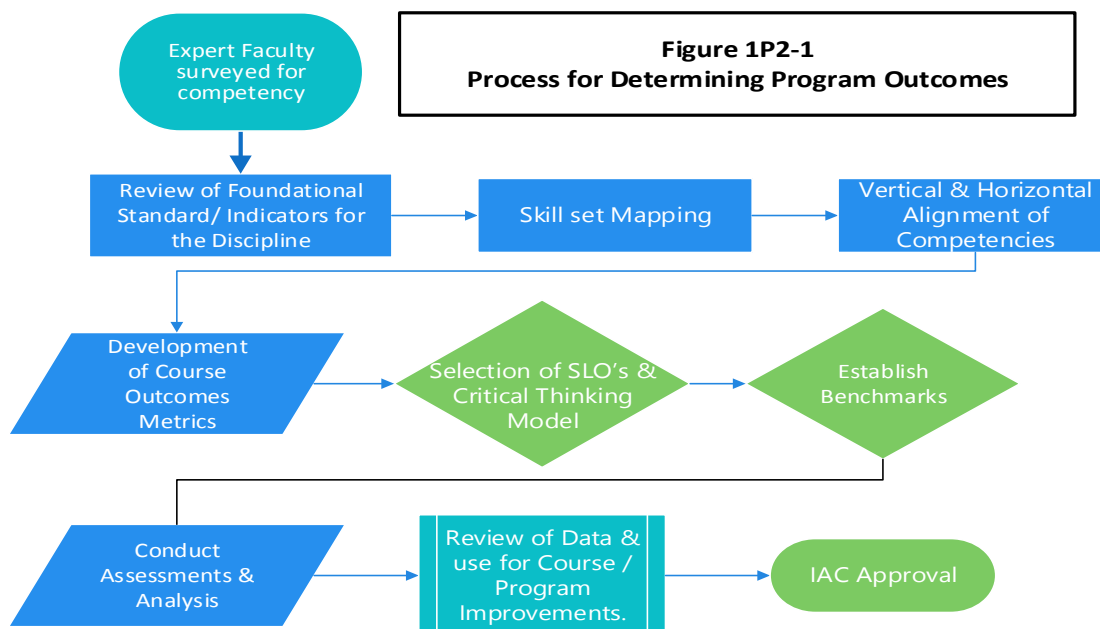
Aligning program learning outcomes to the mission, educational offerings, and degree levels of the institution

Division Deans and faculty are experts in their area of instruction and the process outlined for development and review of instructional outcomes is depicted in Figure 1P1-1 *Instructional Outcomes Flow Chart*. Within the process of mapping learning outcomes, faculty determine that courses and curricula are appropriate to the mission, represent offerings at the appropriate degree level, and are compatible with current educational offerings. (E32) The IAC maintains oversight for monitoring this continuing alignment through its process for approval of all new programs and curricular changes. The Assessment Team also aids in this process through monitoring and evaluating assessment programs to ensure consistency within the College and adherence to principles for the assessment of student academic achievement.

Professional programs align their program requirements and learning goals with the practice standards for the professional associations and accrediting agencies. Table 1P1-3 *Accredited Programs* lists all of the professional programs for the College and their representative accrediting/approval agency. NAH programs which require licensure have outcomes that align with state requirements.

Determining Program Outcomes

The Academic Affairs Division of the College is organized around three instructional divisions: General Studies, Nursing and Allied Health (NAH), and Technical Studies and the Workforce Development Center (WDC) which designs courses for business and industry. Faculty and staff within each department meet to discuss curricula resulting in program development, course design and development, and assessment of student learning outcomes and activities. The College has a well-defined process for determining learning activities and outcomes for both curricular and co-curricular activities as described in Figure 1P2-1. (4B4)



Articulating the purposes, content, and level of achievement of the outcomes

The overall purpose and content for each program and course offering is determined and evaluated systematically by each individual department. Course goals and objectives are articulated in respective course syllabi. Faculty determine targets and benchmarks for their measures in order to demonstrate that learning goals are being met. Levels of achievement for NAH programs are based on nationally benchmarked standards. Goals and objectives may at times need to be modified to meet the content and lesson objectives based on textbook changes and to remain abreast of ever-changing trends of program areas. (4B1)

Ensuring the outcomes remain relevant and aligned with student, workplace, and societal needs

The College programs rely on stakeholder input from Program Advisory Committees (PACs) and focus groups. PAC Committee membership is diverse with representation from major stakeholder groups including students, employers, faculty, and the community. During PAC meetings, the program curricula and outcomes are reviewed and open for discussion and input. To ensure relevance of programs for a dynamic and culturally diverse workforce, professional curricula are systematically updated to incorporate changing professional standards. (3B4) Input from the PACs as well as student surveys are of great interest to the College and influence the types of programs and services offered. Data from PACs is systematically collected anecdotally during annual meetings. Agendas are structured to allow for this exchange. This data will be more useful with a systematic method for collection that will allow both qualitative and quantitative analysis in the future. The College is exploring better mechanisms for

collecting, analyzing, and reporting this data in the future. Programs will benefit from development of standardized tools and measures which target outcomes from this group.

Designing, aligning, and delivering co-curricular activities to support learning

The Retention and Advisement Center staff is responsible for co-curricular activities that are planned for students. Collaboration with student leadership, the administration, Director's Council, and Deans determines the activities which will take place throughout the academic year and coincide with the general education outcomes of the College. (3E1) Other co-curricular activities include the recognition of patriotic events (Veteran's Day), Black History Month, Red Cross Blood Drives, and Cancer Awareness; all are done through collaboration with community partners. The presence of several student organizations provides forums for participation in College governance. (4B2)

Selecting tools/methods/instruments used to assess attainment of program learning outcomes

Assessment of program learning is accomplished by focusing on discipline-specific competencies. Therefore, the selection of tools, methods, and instruments used is determined by department faculty; results are reported departmentally. The NAH and Technical Studies departments have standardized processes, tools, and methods in place for systematic assessment of learning. With the reconstitution of the Assessment Team, the College will use this as an opportunity to improve the process at the institutional level. The Assessment Team will assist by fleshing out the process for selection of the tools and instruments and for systematic reporting of assessment data specific to student learning. At the co-curricular level, student services staff conducts a variety of surveys. (4B2) However, the process is not mature enough to produce data that is used systematically to measure direct impact on student learning. These co-curricular activities are related to building a positive campus climate through engagement, however, no formal process has been developed for collection and analysis of the impact on learning

Assessing program learning outcomes

The College's goals for student learning are defined in the College Catalog and delineated further in the Overview of this Category. Program faculty map these learning outcomes and assign corresponding learning activities with assessment methods to determine if learning is taking place at the course and ultimately the program level. Statements of specific measurable outcomes are included in course syllabi as part of the teaching/learning contract. Multiple measures are used by faculty depending on the nature of the outcomes to be assessed. (4B1) Table 1P1-2 *Examples of Course Alignment with General Education Outcomes* shows assessment methods utilized by faculty for selected courses. As discussed in 1R1, data from CAAP assessment results are used by General Studies faculty. Technical Studies outcomes are assessed based on data for National Occupational Competency Institute (NOCTI) exams administered at completion of Technical programs. For NAH programs, learning outcomes are assessed directly in relation to student success rates on professional licensure or certification exams. Program benchmarks for the success of students are set against both state and national standards. (4B2,4B4)

1R2. Results for determining if students possess the knowledge skills, and abilities that are expected in programs.

Outcomes /measures tracked and tools utilized

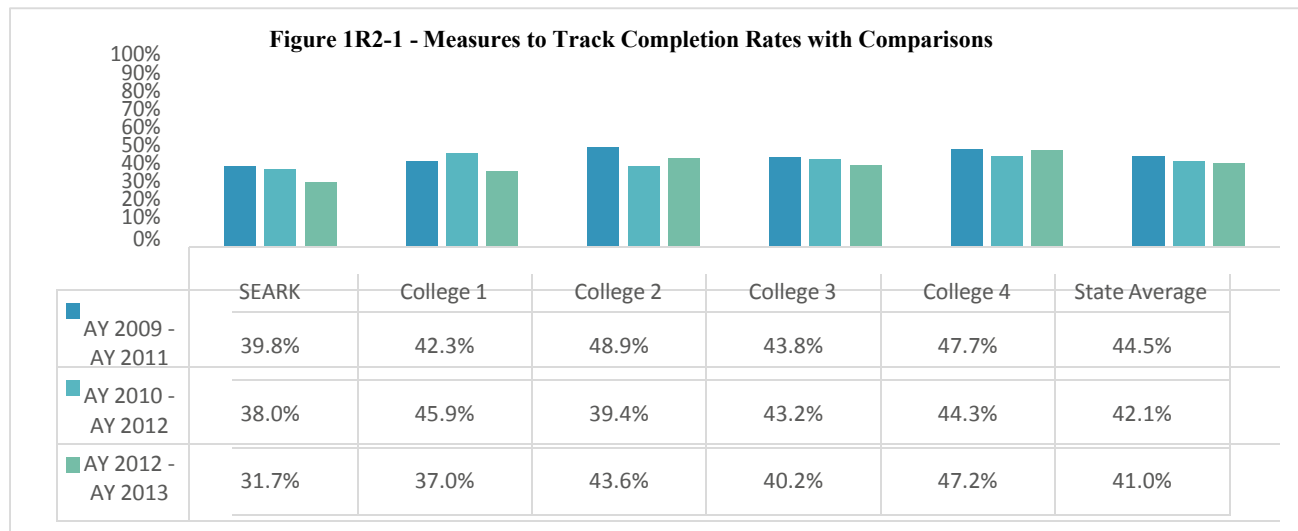
The College uses multiple measures and tools to gauge student success and student learning from several different perspectives (completion rates, student engagement, program outcome measures) and to demonstrate results of improvement efforts. SEARK is at an early stage in the assessment of general education outcomes. Program data is collected, monitored, and maintained by program coordinators. Nursing and Allied Health continues to use tools, methods, and instruments prescribed by external state and national accreditors with state and national benchmarks set at that level. In addition to institutional data listed above, the College regularly collects the following data using direct and indirect measures to assess student learning and development shown in Table 1R2-1 *Measures to Track Student Outcomes*.

Table 1R2-1 Measures to Track Student Outcomes			
Tools			
Course Embedded Measures	Capstone Projects	Program Level Progress	External Measures
Classroom/Lab Activities <ul style="list-style-type: none"> Graded Presentations Simulations Group Activities 	<ul style="list-style-type: none"> NAH Health Fair Oral Presentations Portfolios Comprehensive Exams CNET Capstone 	State and national benchmark exam results	Board Licensure Exam NOCTI EPA(HVAC) AWS (Welding) Test Out (CNET) CAAP Exam
Reflective Analytical Papers	Poster Presentations	Pre/Post Tests- Dev Ed	Graduate Satisfaction
Exit Exams	Cultural Nutrition Display	Clinical Competency Assessments	Employment Rates
Public Speaking Exercises		Exit Exams	Employer Satisfaction
Measures			
Rubrics Muddiest Point One Minute Papers Concept Maps	Rubrics and Grade Peer Reviews	Program Pass/Failure Rate Comparison Comprehensive Finals Common Course Final Exams	External Comparisons with Benchmarking

Table 1R2-2 Summary of Program Assessment Activities

Measure Used	Outcome	Tool
Course Embedded Activities		
AR Society of Radiologic Technologist (ArSRT) State Convention- Essay & Quiz Bowl Competitions	Students will place 1 st , 2 nd , or 3 rd in essay or quiz bowl competitions	Rubric Standardized Questions Double Elimination Competition
Developmental Math Courses - COMPASS Post-Test	60% of students will test into the next level Math course	COMPASS Algebra Test
English Composition: Inquiring and researching	Students engage in inquiry and research to address questions, make judgments about credibility, and communicate ideas in ways that suit the purpose and audience for research papers	Departmental Rubric Pretest, Posttests, Guided Practice, Chapter Tests
Banking	Students will be able to perform checking account transactions	Reviewing & Grading Homework Group activities performing transactions Chapter Test
SURG Practicum III	Skill Proficiency	Objective Skills Evaluation Tool (<u>≥75%</u>)
Capstone Projects		
PHIL 2333- Intro to Philosophy Final Paper—Your Personal Philosophy	Demonstrate the ability to write a final paper which articulates clearly and logically the basic, guiding philosophical beliefs by which you live	Rubric
MATH 1123-	Students will critique use of bank debit cards	Grading Rubric
Paramedic Competencies	Increase 1 st time pass rate on national certification by 20%	FISDAP Readiness exam (students that score 75% or higher have a 90% success rate on certification exam)
Program Level Progress		
Registered Nursing- Nursing Practicum III	Function in the ADN roles in entry level staff position to assist clients with unmet needs at any point along the health-illness continuum	Standardized Comprehensive testing (HESI)
Welding - (American Welding Society) AWS	Pass Welding Certification test AWS in positions 1-G, 2-G, 3-G & 4-G	AWS B-U2a testing (Welding procedure code test) Written exam (pre-assmt.) at the beginning of all welding classes (exam tailored to each welding type)
Dev. Ed. Persistence Randomized Study	Students pre-testing into Dev. Ed. classes will be able to pass Dev. Ed. classes and persist to pass college-level courses	Determine number of students scoring in lowest percentile on COMPASS pre-test, who pass Dev. Ed. classes in English and persist to pass college level classes

SEARK monitors and reports completion rates for all its academic programs. Figure 1R2-1 shows the College's completion rates for 2009-13 in comparison with comparable two-year institutions and the state average.



The Director for the WDC organizes assessment for service learning focusing on community and impact on businesses and industries in the service area. Assessment of learning from the business sector is largely focused on providing services and engaging of community partners as depicted in Table 1R2-3. Table 1R2-4 shows that enrollment has trended downward. The WDC Business and Industry Specialist position has been vacant for some time which coincides with the decrease in enrollment. The position was recently filled with a qualified applicant.

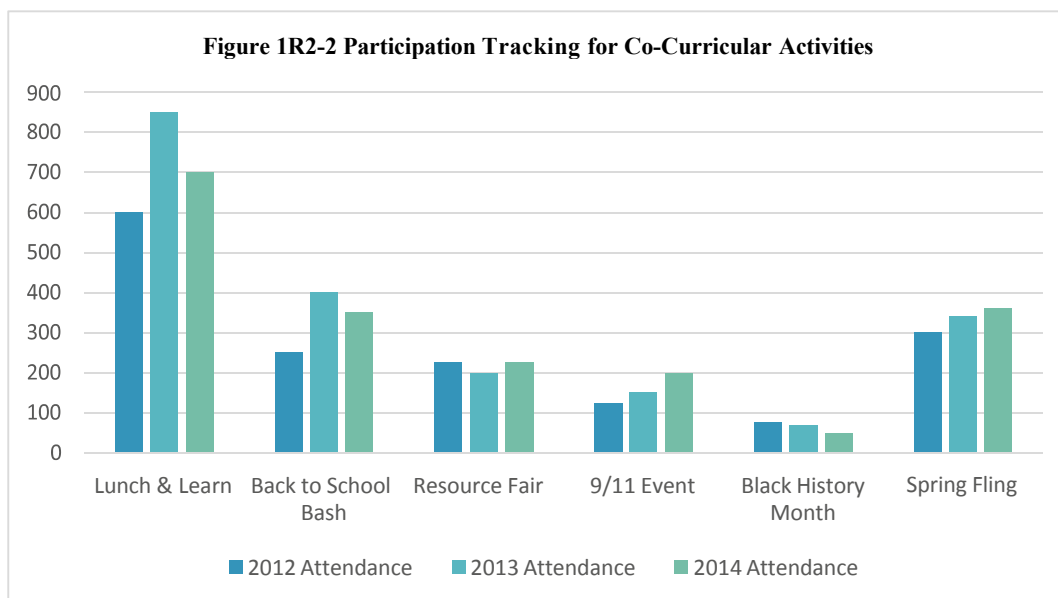
Table 1R2-3 Measures of Service Learning and Engagement of Community Partners

Assessment	Method of Tracking	Results
Number of Participants in The Business Expo	Registration	An average of 80 in attendance
Number of Business & Industry Community Partners	Registration and Evaluation forms	Serve an average of 200 companies annually
Number of Courses Offered	College Database	54 courses, 122 sections of these courses

Table 1R2-4 Enrollment Trend Workforce Development Course

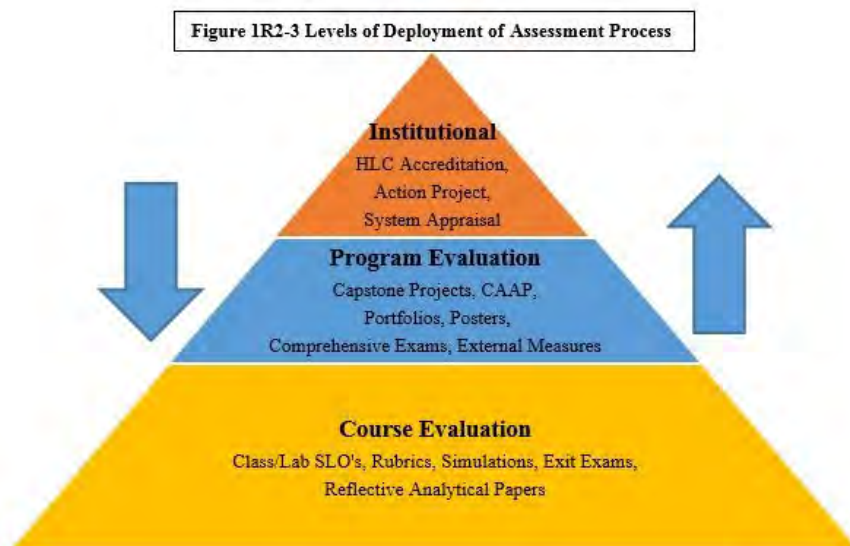


Student participation in College sponsored co-curricular activities are tracked and monitored by the retention office and reviewed for improvement in engagement practices. See Figure 1R2-2. There are several sessions of Lunch and Learn offered; therefore attendance appears to be higher for that event. The other events are episodic and may not appear to have good attendance. The College is a commuter campus and on campus events may not be high on the priority list for the majority of the student population. The Retention Center Office uses this data for planning future activities.



Overall levels of deployment of assessment processes within the institution

Assessments activities for the institution are deployed at the institutional, programmatic, and course levels. Assessments are conducted at systematic intervals based on the College's time intervals schedule within the Comprehensive Institutional Assessment Program (CIAP). The CIAP methods are organized conceptually in a pyramidal configuration denoting flow and alignment of assessment activities both upward and downward for validation of assessment efforts. See Figure 1R2-3 *Levels of Deployment of Assessment Process* below. The Assessment Committee Chair and the Assessment Team share responsibility of making sure all aspects of the assessment program are implemented systematically.



Summary results of assessments (including Tables and Figures when possible)

Results of assessment of student learning at the program level reflect deployment of various tools and measures. Department leaders monitor and if needed, adjust courses taught, curriculum, and evaluation methods. Improvements are made based on review and analysis of data collected.

Table 1R2-5- Summary of Assessment Activity Results

Measure Used	Results	Internal Target	External Benchmark
Course Embedded Activities			
AR Society of Radiologic Technologist (ArSRT) State Convention- Essay & Quiz Bowl Competitions	<u>Essay-</u> 2013- 1 st place 2014- 2 nd place <u>Quiz Bowl-</u> 2013- 1 st place 2014- 3 rd place	Students will place 1 st , 2 nd , or 3 rd in essay or quiz bowl competitions	N/A
Developmental Math Courses COMPASS Post-Test	Fundamentals: 61.8% Elementary: 36.8% Intermediate: 33.1%	Fundamentals: 21 Elementary: 31 Intermediate: 41	Based on Standard COMPASS Placement Scores
English Composition: Inquiring and researching	16 (64%) Pass rate	70%	NA
Banking	9 students averaged 94.2% for the chapter	80% of class to score 75%	NA
SURG Practicum III	11/11 scored $\geq 75\%$	80-90%	75% \geq
Capstone Projects			
PHIL 2333- Intro to Philosophy Final Paper—"Your Personal Philosophy"	Students' class average 85% Over three semesters, 26 /28 completed assignment	28 students (3 semesters) 50% will score $\geq 70\%$ 25/28 (89%) scored $\geq 70\%$	NA
MATH 1123- Business Math	Average on presentations was a 4 out of 5	80% to score 3 or higher	NA
Program Level Progress			
Registered Nursing- Nursing Practicum III	76% Scored ≥ 900 on first write	100% of graduates will ≥ 850	800-900 Indicative of potential success on NCLEX-RN
Welding - (American Welding Society) AWS	Nine (9) students completed course Seven (7) (78%) meeting goals with a 78% pass rate	75% pass rate of at least one AWS certification (Improvement of knowledge from pre to post testing)	AWS benchmark 25% pass rate
Dev. Ed. Persistence Randomized Study	Random sampling of 41 students out of 305 with COMPASS pre-test (0-10) 35 (85%) persisted and passed to college-level courses	At least 50% of Dev. Ed. students will persist and pass college-level courses 85% of students in the random sample passed college-level courses	NA

NAH programs track first-time student performance on state and national licensure and certification exams as an indicator of student learning. SEARK's program performance is benchmarked by state and national standards. The majority of programs offered at SEARK meet and exceed both state and national benchmarks. Comparison data of results for licensure and/or certification for 2012-14 is cited in Table 1R2-6 NAH Benchmark Data.

NAH is one area of the institution that targets and benchmarks performance of students with licensure and certification exam scores. Whenever external benchmarks are available, the College takes advantage of those to monitor and adjust targeted performance for student learning.

Table 1R2-6 NAH Benchmark Data

Program	1st Time Performance			Nat'l Avg. 2014 *State	Action Plan
	2011-12	2012-13	2013-14		
Surgical Technology	0	43%	47%	70%	Implemented Capstone Clinical – Comprehensive Testing - Su14
Phlebotomy Technology	66.7%	85%	65.8%	81.8%	Program review underway Encourage students to test immediately.(lost funding to pay for student exams)
Radiologic Technology	100%	100%	100%	88.9%	
EMT -Paramedic	50%	20%	Pending	*State - 55%	Program Review Scenario Based Learning Computerized Exams - Process
Practical Nursing	70%	92%	100%	*State 90%	
Registered Nursing (ADN)	89%	87%	74% (Inc.)	82.5	Program Review Clinical Case Studies
Respiratory Care	88.7%	100%	100%	60.86%	
Certified Nursing Assistant (CNA)	72%	74.8	91%	*State Not Available	

Comparison of results with internal targets and external benchmark.

SEARK monitors and reports graduation rates for all its academic programs. Figure 1R2-1 shows the College's completion rates for 2009-2013 in comparison to average rates for comparable size institutions and the state.

Interpretation of assessment results and insights gained

Interpretation of assessment results data is done at the departmental and program levels.

Licensure/certification first time pass rates for several of the NAH programs meet and exceed state or national benchmarks. Programs whose rates fall below benchmarks immediately conduct a program review based on accreditation standards and develop an action plan to increase student success. For example, in the Surgical Technology program an additional competency-based clinical Capstone course has been added to the curriculum after analysis of past student performance on the instrument portion of the certification exam. Insights gained from exam performance and program reviews resulted in improvements of programs, curricula, and student learning activities that are designed to improve learning outcomes. The College offers one NAH Program certification in which passing the certification exam is not tied directly to employment; passing the certification exam tends to be devalued since students are offered employment without the certification. Discussion is taking place with the PAC and at the state level to determine whether this certification should be made mandatory for employment in the profession.

Professional development workshops have been offered to assist faculty in setting realistic goals and targets for assessing student learning. Progress is being made with General Studies; however, there are few external benchmarks for course-embedded learning outcomes and activities, which are highly used by General Studies faculty. This area of assessment remains a challenge for the College. One insight gained related to the process of assessment of student learning is the need for complete faculty buy-in for the process to mature to the point of implementation across all course disciplines. With the appointment of the new V.P. for Academic Affairs and a new Interim Dean for General Studies, faculty should receive the motivation and leadership support needed to advance assessment of general learning outcomes.

112. Improvements that have been implemented or will be implemented in the next one to three years

Improvements are made based on data and action plans developed for NAH programs not meeting established benchmarks. Improvement in the general education outcomes are in progress, as evidenced by the concept mapping taking place to document the breadth of coverage for the stated outcomes across courses and disciplines. (4B3) Table 1R1-1 *Examples of Course Alignment with General Education Outcomes* reflects improvements that can be measured and tracked including writing, speaking, and mathematic problem-solving skills. Continued improvement will be realized upon completion of the *Evaluating General Education Competencies* Action Project goals to examine and if needed, revise the learning outcomes for general education and collect assessment data that will lead to improvements in teaching and learning.

Assessment of achievement levels for end-of year course exams has been implemented in science and math courses by requiring common course final exams. A common core of knowledge is critical to students' success as they matriculate to higher level programs requiring application and integration of this knowledge. Professional developments seminars are planned, such as webinars and live-stream videos that may be viewed at times convenient for faculty.

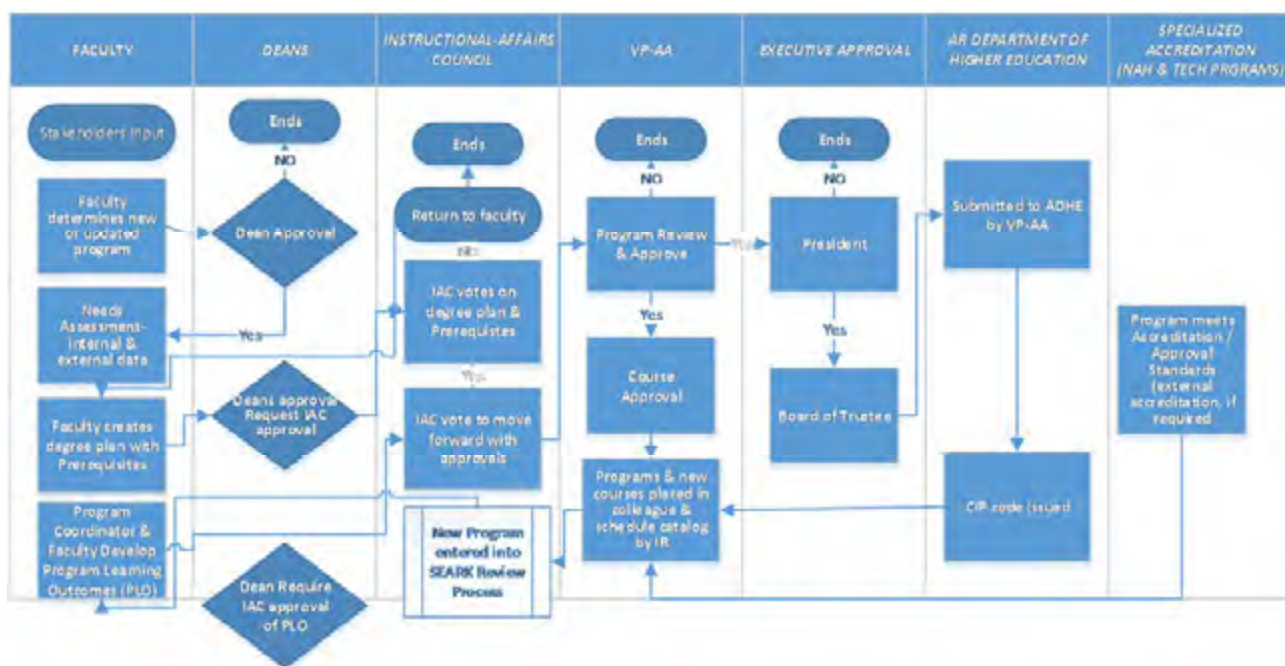
ACADEMIC PROGRAM DESIGN

1P3. Academic Program Design focuses on developing and revising programs to meet stakeholders' needs. Describe the process for ensuring new and current programs meet the needs of the institution and its diverse stakeholders.

Identifying student stakeholder groups and determining their educational needs

The SEARK process for development and approval of new academic programs is illustrated below in Figure 1P3-1 *Process for Designing New Programs*.

Figure 1P3-1 Process for Designing New Programs



The College serves a body of students that is diverse and reflective of the service area in terms of ethnicity, socioeconomic background, age, and gender. (IC1) There are five major student groups which represent the majority of the student body: Traditional, Nontraditional, Graduates, Prospective, and Adult Basic Education. Traditional and/or nontraditional students may be full-time or part-time. (IC2)

SEARK utilizes a framework for program evaluation and is engaged in a sustained effort to develop an evaluation plan for each of its programs. In addition, each program collects a range of data from students while they are attending classes. The College also solicits information from Program Advisory Committees (PACs) and other feedback components such as surveys and data analysis. These methods enable the College to monitor and report institutional information and make data-driven decisions regarding course additions and modifications.

Largely, the design of new programs and courses is based on current expectations, labor market demand, and economic reporting, as well as the needs of the students. SEARK is sharply focused on efforts to offer programs that are in the best interest of its stakeholders. As an example of the College's focus on providing access to a broader range of students through distance learning technology, SEARK recently completed development of three on-line degree programs: Associate of Arts in General Studies, Nursing, and Criminal Justice.

Identifying other key stakeholder groups and determining their needs

The College serves a disproportionate number of students who require remediation prior to enrolling in college level courses and therefore experiences a continued challenge concerning remediation. Remediation rates for the College were discussed in 1R1 (55.6% in 2013 and 38.9% in 2014). Thus, significant focus has been placed on addressing the needs of remedial students as a subpopulation of the student body. The College has worked on many projects to address the deficits in remediation, such as the contextualization and modularization of developmental education courses. Using pre-post COMPASS test data SEARK has found that while curricular modifications are beneficial in helping students with developmental education needs succeed, there are still other barriers such as childcare, tutoring, and transportation. In an attempt to reduce such barriers the College has programs in place, such as Career Pathways and TRIO to assist students. Along with instructional changes, the College also addressed the need for enhanced student support and advisement to help facilitate student success. The Advisement and Retention Center employs additional part-time academic advisors during peak enrollment seasons. (IC1, IC2)

Developing and improving responsive programming to meet all stakeholder needs

SEARK adheres to the state core curriculum for general education. Although new programs and courses are rarely required, academic departments may identify emerging stakeholder group needs. When appropriate and feasible, these new stakeholder needs may be addressed through development of a new program using the New Program Design Process outlined in Figure 1P3-1. The College offers a wide range of courses through Technical Studies and Nursing and Allied Health. Many of SEARK's programs are designed with deliberate pathways which include a Certificate of Proficiency, Technical Certificate, and an Associate's Degree. This design allows student entry into employment at a faster pace as well as advancement to the next step on their educational path. Additionally, the SEARK Workforce Development Center (WDC) provides customized training and services to business, industry, and government organizations. Credit and non-credit courses are provided through scheduled classes and on-demand onsite classes as requested by business and industry stakeholders. (IC1, IC2)

Selecting the tools/methods/instruments used to assess the currency and effectiveness of academic programs

The program design process addresses and answers questions that are expected during a review of a program for continuation by the College. SEARK strives to improve programs and ensure that they remain aligned with the needs of the community and the College's stakeholders through academic

program review. The College utilizes a diverse set of measures to validate the effectiveness of the programs offered and determine whether they are meeting the stakeholder needs. These include Program Advisory Committee feedback, program-specific accreditation results, remediation rates, and graduation rates.

Reviewing the viability of courses and programs and changing or discontinuing when necessary

Information from Program Advisory Committees, along with employer and post-graduate surveys, is used to respond to the needs and expectations of the College's stakeholders. Program and academic review ensures that the College responds to the expectations of the stakeholders in a timely fashion.

Transferability and articulation requirements with business and industry input are incorporated in the program design to address any gaps identified. The Arkansas Department of Higher Education has program viability standards in place which govern continuation of programs that do not meet minimum standards. (4A1)

1R3. Results for determining if programs are current and meet the needs of the institutions diverse stakeholders.

Outcomes/measures tracked and tools utilized

Program review templates are in place and being used by General Studies faculty to document, track, and analyze program learning outcomes. The process is new and being implemented for all general education courses. Program outcomes and course data for NAH and Technical Studies are reported and evaluated on a regular basis to determine if and how courses need to be modified or omitted from the program curricula.

Summary results of assessments (List courses and/or programs that have been changed and/or developed because of stakeholder input)

Table 1R3-1 highlights programs and courses that have been revised or discontinued due to failure to meet program evaluation or viability standards.

TABLE 1R3-1 Summary of Inactive or Revised Programs Based on Stakeholder Input		
Program/ Course	Change / Revision	Rationale
Surgical Technology	Added Clinical Capstone	PAC Recommendation To increase proficiency and boost CST Pass Rate
Paralegal Technology	Inactive	Employer and PAC input No Job Market
Medication Assisting Tech	Inactive	Employer and PAC input No Job Market
Emergency Management	Inactive	Employer and PAC input No Job Market
Abnormal Psychology	Added to Gen Ed Core	Stakeholder Interest

Accreditation results are contained in Table 1P1-3- Accredited Programs. Remediation and completion rates have been previously discussed.

Comparison of results with internal targets and external benchmarks

Meeting stakeholder needs through increasing the number of new programs is a broad objective outlined in the [Strategic Plan](#) and stated by the Board of Trustees (BOT) as an initiative for the College to accomplish. The process for comparison of results with internal and external benchmarks is not systematic. However, Table 1R2-5 *Summary of Assessment Activity Results* and Table 1R2-6 *NAH Benchmark Data* both reflect internal and external benchmarking when available.

Interpretation of results and insights gained

During the 2014-15 academic year the College has implemented additional options for existing programs based on stakeholder needs. The faculty at the College are continually seeking new and innovative ways to increase positive learning and feedback from students. Specific initiatives will be needed to track demand and resulting creation of new programs, and expansion of facilities equipment and space to accommodate changing needs. Currently, any fiscal resources for new programs are absorbed through deletion, replacement practices and grants.

1I3. Improvements that have been implemented or will be implemented in the next one to three years

Clarification and adoption of a new program approval process has increased faculty awareness and compliance when proposing new programs. The new process has clarified the role of administrative oversight to ensure alignment and resource decisions which impact approval by IAC. An opportunity for improvement exists to seek external comparisons in areas with direct and indirect assessment of student learning.

ACADEMIC PROGRAM QUALITY**1P4. Academic Program Quality focuses on ensuring quality across all programs, modalities, and locations. Describe the process for ensuring quality academic programming.*****Determining and communicating the preparation required of students for the specific curricula, programs, courses, and learning they will pursue***

Preparation needed by students for respective programs is determined by program faculty. All program preparation requirements, including the College's admission requirements, are made public via the College Catalog, printed program brochures, program website links, pre-advisement, and specific program handbooks, which detail the specific program contracts and agreements. In collaboration with area high schools, SEARK offers concurrent credit opportunities for their students. The College developed [Concurrent Credit Policies](#) which guide the approval process for these courses and outline the expectations for concurrent credit including course outcomes, credentials for instructors, and grading policies for area high schools. (4A4)

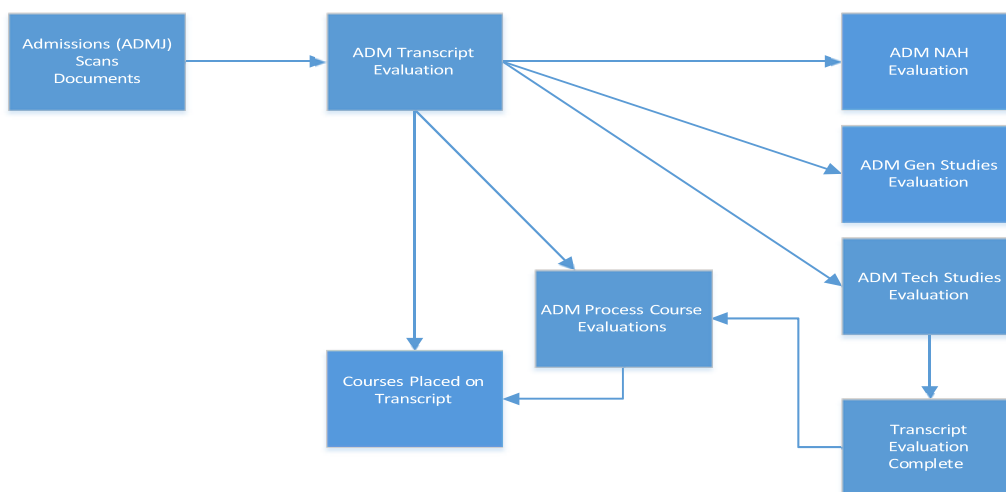
Evaluating and ensuring program rigor for all modalities, locations, consortia, and when offering dual-credit programs

SEARK offers courses primarily via these modalities: face-to-face, independent study, hybrid and online. The quality of courses is ensured across modalities by common course prerequisites, embedded common course outcomes assessments, and common learning experiences whenever appropriate. Courses within disciplines also use common course syllabi whenever feasible. Experienced faculty develop and mentor newly appointed faculty to ensure rigor. Regardless of the modality, all instruction is under the oversight of the Vice President of Academic Affairs and the IAC. (3A1, 3.A3, 4A4)

Awarding prior learning and transfer credit

The Registrar's Office has oversight of the process for awarding transfer credits. Credits from institutions outside the state are reviewed through the process of transcript evaluation using *WebNow*. The specific *WebNow* work flow process for transcript evaluations is shown in Figure 1P4-1 *Transcript Evaluation Process*. Accepted courses are transcribed by the College. (4A2, 4A3)

Figure 1P4-1 Transcript Evaluation Process



The College has a process to grant college credit for work or alternative experiences in technical program areas. This process requires approval by the instructor, the Dean of Technical Studies & Workforce Development, and the Vice President for Academic Affairs. Validated nontraditional education experiences (i.e., work experience, industry training) may be recognized by the College if the student enrolls in Portfolio Development and Experience Evaluation (TECH 2011). Military training experience is evaluated for equivalent college credit through the use of a nationally standardized system. Credit is awarded for technical courses only and can be used to fulfill requirements toward an Associate of Applied Science degree, Technical Certificate, or Certificate of Proficiency. International credits are reviewed on a case-by-case basis, primarily to determine if the course meets the specified requirements. (4A3)

Selecting, implementing, and maintaining specialized accreditations(s)

SEARK holds approval/accreditation for the Early Childhood Development and Nursing and Allied Health programs. Table 1P1-3 *Accredited Programs* lists each approved/accredited program with date of last review and date for next review/approval. Each accredited program coordinator is responsible for maintaining a high level of knowledge regarding the standards, processes, and procedures associated with program accreditation. (4A5)

Assessing the level of outcomes attainment by graduates at all levels

Assessment of student learning for the eight college general education outcomes with examples is described in Category 1P1-1R1, and for specific academic courses and programs in Category 1P2-1R2. Comprehensive reviews by specialty accrediting bodies use multiple measures i.e., licensure or certification rates, employment, and retention rates as measures of outcomes attainment. (3A2, 4A6)

Selecting the tools/methods/instruments used to assess program rigor across all modalities

Assessment tools are selected based on the student evaluations, faculty evaluations and are selected by a random selection process. This determines which particular instructors and courses are to be evaluated each semester. Students now have the ability to evaluate their instructors on a computer-based tool that measures different categories of instruction. All courses including General Studies, NAH, and Technical Studies are evaluated and measured. The results of these evaluations help to enhance instructor performance and student learning.

1R4. Results for determining the quality of academic programs.

Outcomes/measures tracked and tools utilized

Discussion of program assessment tools and outcome measures that are tracked took place in Category 1P2-1R2. Efforts to ensure quality across modalities is discussed previously. Each spring semester students complete a Student Satisfaction Survey. Survey findings for 2014 are highlighted below in Figure 1R4-2 *Student Perception of Academic Quality*. The process for evaluating online faculty is under development and will provide meaningful data for assessment of quality learning experiences for students. While the teaching of online courses is evaluated at course completion, faculty teaching face-to-face course are evaluated annually according to the Faculty Performance Evaluation procedure.

Summary of results of assessments

Figure 1R4-1 *Comparison of Student Success across Modalities* shows results of this comparison.

Figure 1R4-1- Comparison of Student Success across Modalities

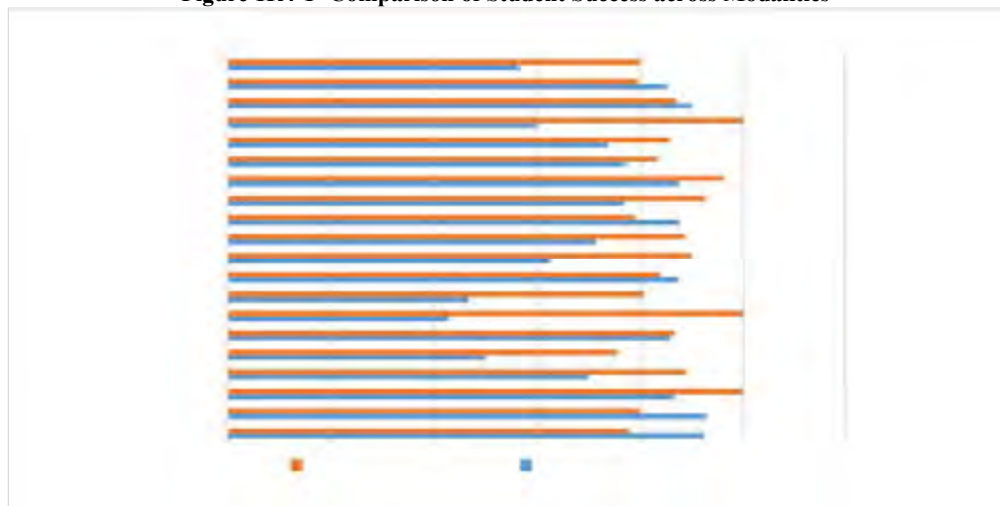


Figure 1R4-2 reflects student perception of the quality of their education. Examples of specific student comments are provided in Table 1R4-2 *Student Survey Comments*. The surge in the level of student satisfaction for the item “Academic support labs are adequate” correlates with the addition of ‘open’ computer labs with extended hours.

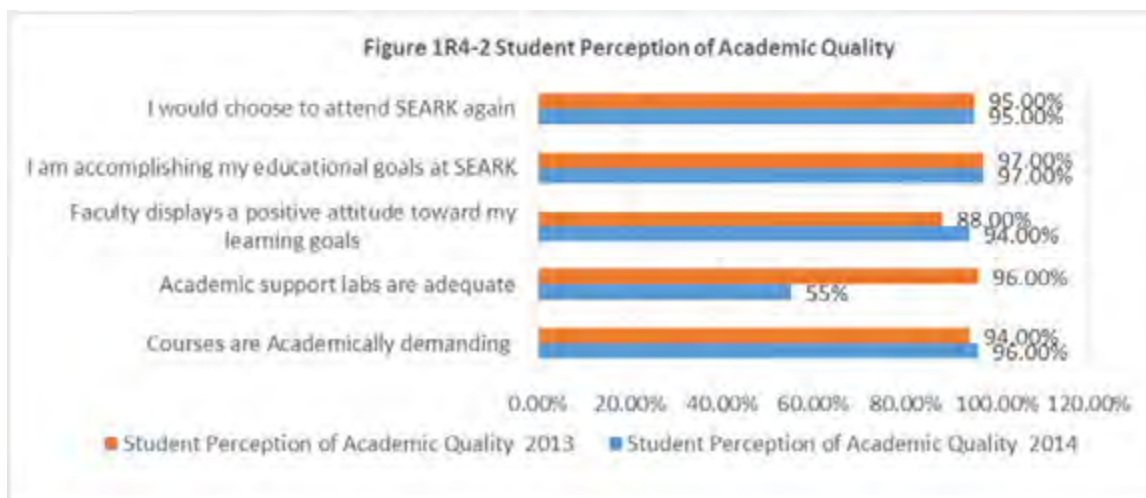


Table 1R4-2 Student Satisfaction Survey Comments

2013 Student Satisfaction Survey	2014 Student Satisfaction Survey
I love attending SEARK College but I wish there were more private areas for studying	I accomplished my goals here at SEARK and am satisfied with my success.
Older students in night classes need more help with tutors after 6pm and teachers to be more accessible as well.	Would like to see improvements on web advisor and Tutoring unsatisfactory
Computer labs could use a better scheduling system.	More classes in programs needed to help students to transfer to other colleges, such as adding sciences and humanities to AAS programs to make it easier to get Bachelor's Degree.
I'm homeschooled, I started taking classes at SEARK as a junior in high school to get a different experience in a classroom and to be ready for a 4 year School	I've have enjoyed my experience here at SEARK but somethings could use a bit of changing, like general concern for student's like issues.
Would like to see creative writing classes and journalism	More help for people with Disabilities
Course catalog not giving a complete and accurate description of what to expect within the program schedule	Poor communication with my online class Instructor.
I love this school. The class size is perfect. I have learned more at this school than I did at the four year university I previously attended.	Need a transitional program for non-traditional students who have been out of school for several years.
Could use more academic advisors	SEARK is definitely a lot safer than a whole lot of other colleges I've visited and that's one of the main factors why I chose SEARK.
SEARK is helping me complete my goals in higher education. I am very pleased with the Instructors and their teaching methods	I wish SEARK was a 4 year University so I would not have to leave. I wouldn't be graduating without the staff in TREO.
Very diverse community college	SEARK has an atmosphere that makes learning so much easier with its diversity of people and the friendly staff.
I have not attended school in 30 years so this is all new to me but the staff and Instructors are doing a great job as far as I'm concerned.	

Comparison of results with internal targets and external benchmarks

Other than external benchmarks for NAH courses, the College currently does not benchmark for comparison with external sources in this area. There is an opportunity to develop a process using tools and measures that will allow for external benchmarking.

Interpretation of results and insights gained

SEARK has an opportunity to continue to grow and improve in expertise regarding development, instruction, and evaluation of our online courses. A Distance Learning Handbook is being developed. Tools used to evaluate online faculty are being reviewed by the Distance learning Coordinator and IAC representatives. Student satisfaction surveys have yielded insights into additional avenues for strengthening academic program quality. See 1R4-2 survey comments. There is an opportunity to use data more effectively to improve quality of instruction.

114. Improvements that have been implemented or will be implemented in the next one to three years.

The following are some improvements made to affect the quality of academic programs at SEARK.

- Admissions and the Registrar's office have a new workflow for evaluating incoming transcripts
- Action plans have been developed for programs with benchmarks that fall below targets
- Open labs are available for student use
- Tutoring Service
- The Executive Cabinet and Deans are reviewing enrollment and workload data to determine if there is a need to adjust faculty workloads

ACADEMIC STUDENT SUPPORT

1P5. Academic Student Support focuses on systems designed to help students be successful. Describe the process for developing and delivering academic support to students.

Identifying underprepared and at-risk students, and determining their academic support needs

The College has processes in place to identify academically under prepared and at-risk students. At-risk students need additional support in order to be successful and are assigned a Conditional Prep Admissions Status which applies to:

- ✓ First-time entering students with a high school diploma showing non-completion of the state core curriculum
- ✓ Students with a GED and score below 15 composite on the ACT or comparable exam
- ✓ Students scoring below 62 on the COMPASS Reading Skills assessment
- ✓ First-time entering students who receive a GED *or* are graduates of home schooling *or* private high schools who score below 19 on the (ACT) Reading or the equivalent on the SAT or 62 or greater on the COMPASS test

Statistics show that remediation rates for two-year colleges in Arkansas are 67.4% and 67.2% respectively for 2013 and 2014. SEARK's corresponding rates were 55.6% and 38.9%. A variety of support services have been implemented to support the learning needs of this population and are listed in Table 1P5-1 *Available Academic Supports*. (3D1) Additionally, at-risk students are identified by tracking end-of-semester grade point average and credit hours completed.

Deploying academic support services to help students select and successfully complete courses and programs

The College has a mandatory placement practice to match student skill levels to course levels in the academic areas. In addition to admission and course prerequisite requirements, the College has a variety of academic support systems in place that include services available to all students identified as at-risk who require intervention to be successful. (3D2)

Proper advising is key to student retention and graduation. Students typically take twice as long to complete their programs if they take remedial courses. During the advisement process students are made aware of what is required for completion of their coursework.

Table 1P5-1 *Available Academic Supports* lists services and programs and illustrates the level at which intervention takes place for students, including those designated at-risk. The College also has an application-based TRIO program which targets success for first-generation/low-income students.

Table 1P5-1 Available Academic Supports			
Academic Support/Service	All students	All students including at-risk	Required intervention for at-risk students
Placement Testing		X	X
New Student Orientation	X	X	
Course: Strategies for College Success	X	X	
Tutoring (Professional & Peer)	X		
Academic Success Center Individual Academic Assistance	X		X
*TRIO	X		(Special population)X
Early Alert (Referral & Retention Alert)		X	X
Career Development	X		
Centralized Intrusive Program Advising		X	X
Faculty Advising	X	X	
Locked Scheduling of Classes			X

Ensuring faculty are available for student inquiry

SEARK faculty are required to return inquiries and grades in a timely manner, including mid-term grade reporting. Regular communication and feedback is also systematic through the College's learning management system (Moodle). Faculty also support student inquiries by making themselves available during posted office hours and by appointments. (3C5) Data on engagement of faculty with students is available both through the Student Satisfaction Survey discussed in 1P4 and data from CCSSE.

Determining and addressing the learning support needs (tutoring, advising, library, laboratories, research, etc.) of students and faculty

College statistics show that nearly 40% of SEARK students are required to take at least one remedial course. Several services listed in Table 1P5-1 have been put in place based on the characteristics of students who apply for admission. (3D1) First-time degree-seeking students are required to enroll in the *Strategies for College Success* course which serves as an assessment of readiness and connects students with several support services. An Early Alert system is in place through the Recruitment and Retention office which identifies indicators of students who may be at-risk, and referrals are made to academic advisors, tutors, or other supplemental activities before the student falls behind. (3D3,3D4) New faculty are provided an overview of the Early Alert system during orientation. The College does not have a systematic process for assessment of learning styles. Students who enroll in *Strategies for College Success* are administered the VARK as discussed earlier. (3D5)

Ensuring staff members who provide student academic support services are qualified, trained, and supported

All position descriptions at SEARK designate the minimum requirements for education, credentials, skills, and preferred experience of applicants. Qualifications of staff members who provide student academic support are ensured through the hiring process. Determining continuing qualification occurs as part of the annual performance evaluation. Staff training and continuing education is enhanced through attendance at professional meetings and conferences held for academic and student affairs. (3C6) The librarian is required to have a minimum of a master's degree in their field. TRIO student peer tutors are required to have expertise in the subject area in which they tutor, verified through success in courses and college transcripts.

Communicating the availability of academic support services

New student orientation is provided for first-time entering students and introduces students to the array of academic support services including the library, the retention & advising center and its services, admissions, tutoring, and financial aid offices. Notices are posted physically around campus, including in each building and through social media (Facebook, Instagram, Twitter, etc...) (3D2)

Table 1P5-2 Completion Data for Developmental English, Fall 2014

COURSE	% of Students Post-Tested	Pass Rate	Failure Rate	Withdrawal Rate	Failures Due to Non-Attendance	Tested Out (Scored 46+)	Scores Dropped	Learning Curve Required
Basic English	72%	48%	44%	8%	73%	46%	18%	Yes

Completion Data for Developmental Writing, Fall 2014

COURSE	Number of Students Enrolled	% of Students Post-tested	Pass Rate	Failure Rate	Withdrawal Rate	Tested Out (Scored 80+)	Scores Dropped	Learning Curve Required
Fundamentals of Writing	109	83%	65%	31%	7%	18%	32%	Yes

Fundamentals/ Comp I-ALP	10	40%	30%	50%	20%	10%	10%	Yes
Total Developmental Writing	119	79%	62%	33%	8%	18%	25%	Yes

2014 Completion Data for Developmental Reading, Fall 2014

COURSE	Number of Students Enrolled	Number of Students Post-Tested	Pass Rate	Failure Rate	Withdrawal Rate	Tested Out (Scored 83+)	Scores Dropped	MRL Required
Developmental Reading	157	131	51%	43%	4%	10%	31%	Yes
Integrated Reading & Writing	12	8	25%	42%	33%	13%	25%	Yes
Modular Reading	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Total Dev. Reading	169	139	49%	43%	6%	10%	31%	Yes

Based on previous Developmental Education results prior to fall 2014, the College made the decision to revise entrance test scores to better assist students. The revised test scores for admission are given in Table III-1.

Determining goals for retention, persistence and program completion

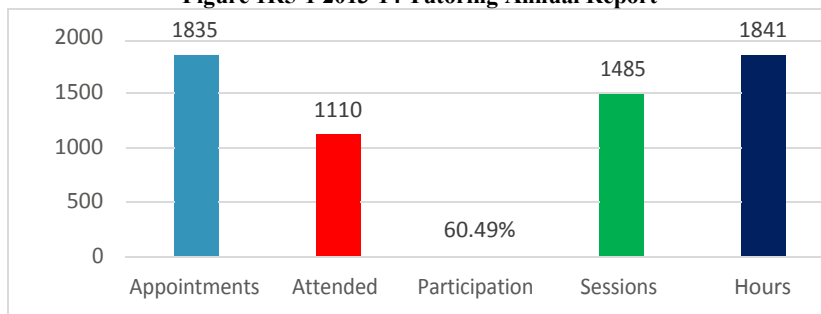
SEARK's goals for retention, persistence, and completion are monitored at the program level and benchmarked against previous performance and other institutions with similar student demographics.

(4C1, 4C4)

Selecting the tools/methods/instruments used to evaluate the effectiveness and comprehensiveness of student support services

The College's Tutoring and Testing Center evaluates its services by tracking the number of visits with tutors. A Tutoring Participation Improvement Plan was implemented that relied heavily on personal and constant contact with tutees. Student Services staff reviewed TutorTrac software as a possible tool to maintain electronic tutoring records. The program looked very promising, containing many functions including real-time tutor availability, the ability for students to make appointments, accurate records of attendance and time spent with a tutor, and production of a variety of reports. The College initiated a grant proposal for the purchase and installation of the software and associated equipment; potential funding may also be available by repurposing excess dollars from a student advancement grant.

2013-2014 proved to be a year of progress in acceptance of changes that had been initiated in the previous academic year, and a time of refining procedures and processes to improve results and customer service. For example, see Figure 1R5-1 below.

Figure 1R5-1 2013-14 Tutoring Annual Report

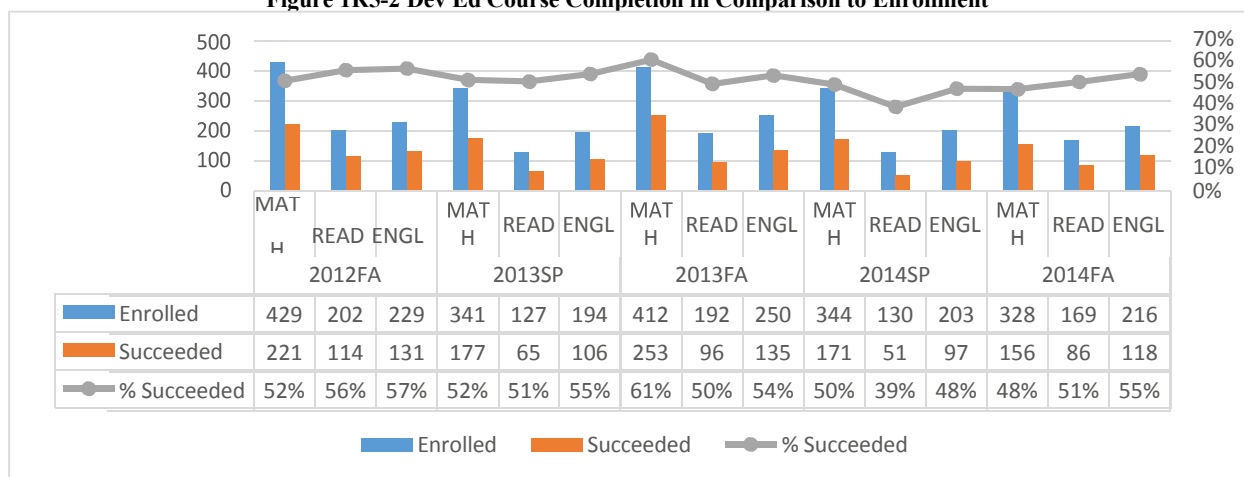
Student success with developmental education courses is tracked through passing grades for courses and comparing successes against total students enrolled. Pre- and post-COMPASS data is used for supporting additional success initiatives for at-risk students. Students are also surveyed annually on their perception of the quality of academic support. Results are provided in Figure 1R5-3. CCSSE data has proven valuable in support for developing best practices for engaging students for success. Data consistently shows that SEARK meets the standard in supporting learners.

1R5 Results for determining the quality of academic support services.

Outcomes/measures tracked and tools utilized

Outcomes are measured for at-risk student performance through success with developmental education. Figure 1R5-2 contains data for developmental education class success in comparison to total enrollments since the previous appraisal. The success of developmental education students is a priority for the College.

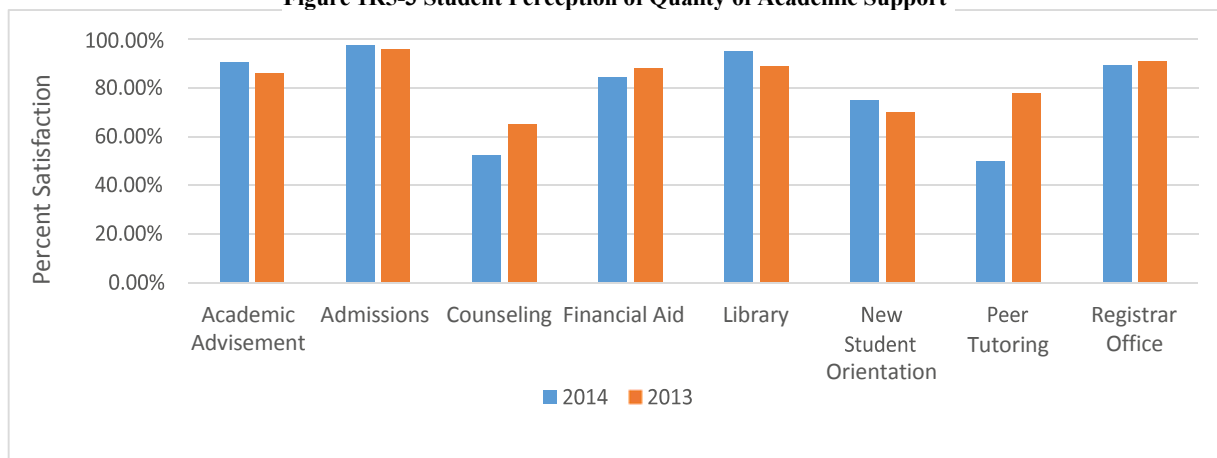
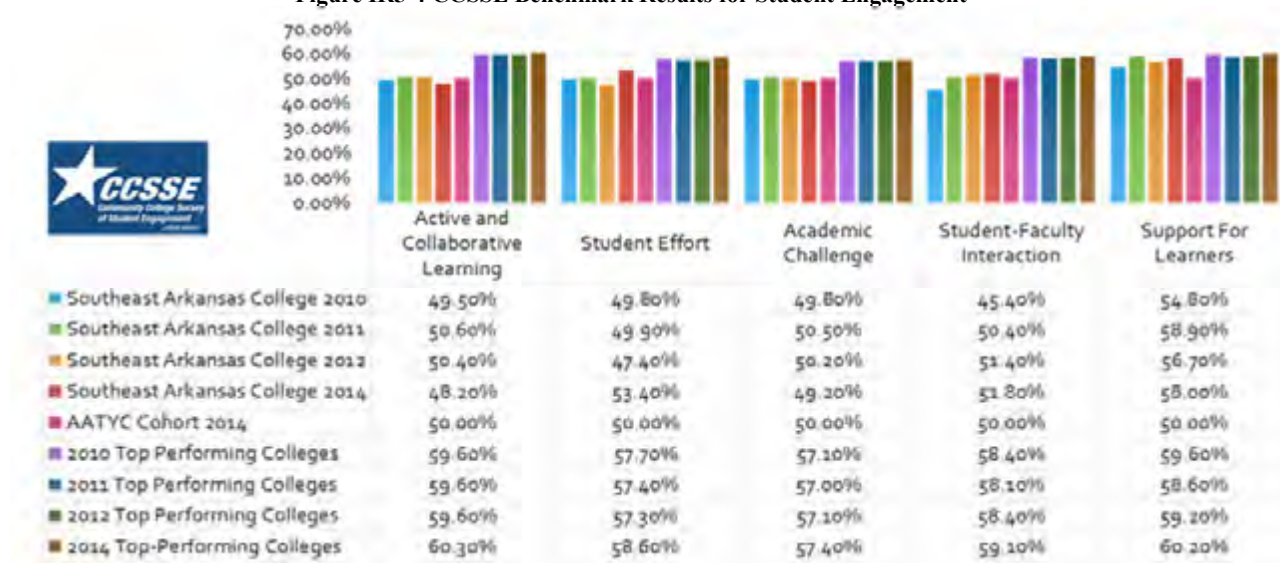
Figure 1R5-2 Dev Ed Course Completion in Comparison to Enrollment



The annual Student Satisfaction Survey discussed earlier is also used to track student satisfaction with student support services. Data from Figure 1R5-3 *Student Perception of Quality of Academic Support* shows that students perceive the overall quality as satisfactory. Areas of service that are rated below 80% are being reviewed for potential improvements.

Figure 1R5-1 shows student actual participation in tutoring at the end of the fiscal year at 60.49% compared to appointments scheduled. No process has been established for tracking the 'no shows' since there is not a mandatory requirement by faculty or the Retention office. An electronic system for tracking attendance is being explored to allow disaggregation of participation numbers along lines of remedial students or students to improve performance.

Results of CCSSE benchmark data in Figure 1R5-4 shows SEARK's highest area of engagement being 'Support for Learners.'

Summary results of assessments (Include Tables and Figures when possible) (4C2, 4C4)**Figure IR5-3 Student Perception of Quality of Academic Support****Figure IR5-4 CCSSE Benchmark Results for Student Engagement****Comparison of results with internal and external targets**

Data gathered by the College regarding tutoring and developmental education has been used for internal improvements based on needs determined for the student population. Specific benchmarks for developmental education or retention have not been established at this point. However the College gauges successful performance against similar institutions in the state relating to both. Data on student engagement, specifically ‘Support for Learners,’ is benchmarked for performance at the level comparable for the Two-Year College Cohort. SEARK has consistently performed above the 50% mean set. (4C4)

Interpretation of Assessment results and insights gained

Based on the revised test scores for admission, students are now properly placed in the correct courses. Another major improvement implemented by the General Studies developmental faculty encompasses the following scenario: currently, students can achieve a passing grade in their Developmental Education course, fail the post- course COMPASS test, and still move ahead to a higher level course. Conversely, students can fail a Developmental Education course, pass the post-course COMPASS test, and still move to the next level course. Policy now requires post-COMPASS scores at the college level for students to receive a passing grade for the course.

Figure 1R5-2 shows that the College has work to do in continuing to improve success rates for Developmental Education. This is in spite of interventions such as modularizing course labs and increasing the availability of tutoring. Tutoring services are not being utilized to the level that the need indicates. Data will need to be collected on results of Developmental Education success since initiation of the new minimum ACT and COMPASS placement scores. (4C2) Tutoring staff are reviewing schedules to provide more availability for working and commuter students. Overall services in support of student learning are available to assist students academically.

1I5. Improvements that have been implemented or will be implemented in the next one to three years.

Academic placement test scoring has been better aligned along Ability to Benefit guidelines established for the State. Therefore, SEARK is no longer an “open” admission institution. Students entering the College to enroll in College level courses must achieve a minimum COMPASS Reading score of 45. (4C3) SEARK also plans to increase the number of disciplines that use Turnitin.com.

ACADEMIC INTEGRITY

1P6. Academic Integrity focuses on ethical Practices while pursuing knowledge. Describe the processes for supporting ethical scholarly practices by students and faculty.

Ensuring freedom of expression and the integrity of research and scholarly practice

SEARK addresses issues of integrity, including plagiarism, academic honesty, and ethical practices, for faculty in the [Faculty and Staff Handbook](#) and College Catalog/Student Handbook. (2D) These documents are available on the College website. Faculty contracts specify that faculty activities are guided by the Faculty and Staff Handbook. The handbook addresses resolving academic and general complaints, grievance procedures, faculty-student relationships, and FERPA compliance. (2E1) Policies in the Faculty and Staff Handbook are reviewed and updated annually, and all employees are required to sign an acknowledgement indicating they have read and agree to the handbook content and policies. Student policies are reviewed and updated periodically. (2E3)

Ensuring ethical learning and research practices of students

Students are directed to the College website that contains the Student Handbook, which details institutional expectations concerning academic dishonesty, plagiarism, confidentiality, grade appeal processes, and course rules. (2E2) The process for ensuring ethical practices has been institutionalized and faculty also are encouraged to make reference to those same student policies in their syllabi and to detail their expectations clearly at the beginning of each course. Faculty have access to and some are making use of electronic plagiarism software. (2E3)

Ensuring ethical teaching and research practices of faculty

Experimental research is not part of the mission of SEARK. (2E2) SEARK employees are required to sign a “Code of Ethics” statement which details specific behavior of College staff and faculty that is both expected and discouraged. This statement becomes a part of the employee’s personnel file. (2E3) The application for employment contains a Nepotism statement to which all employees agree upon hire. SEARK also conducts background checks as a condition for employment. [Faculty Staff Handbook](#)

Code of Ethics - *Employees at Southeast Arkansas College will be oriented on the Code of Ethics Policy and will sign a document to that effect at the time of employment and when updated.*

Conflicts of Interest - *Each employee of the College has an obligation to report any personal financial interest in any enterprise that also does business with the College, and these disclosures must be made to the President and reported to the Board. It shall be a violation of this provision for any employee of the College to accept any personal gift, gratuity, or reward from any person, firm, or corporation having a business relationship with the institution.*

Tools/methods/instruments used to evaluate the effectiveness and comprehensiveness of supporting learning and integrity

Employees at Southeast Arkansas College are oriented on the Code of Ethics Policy and sign a document to that effect at the time of employment and when the policy is updated. Within the past two years, a more deliberate system to track instances of student academic misconduct has been developed in order to better report patterns. In addition, the Personnel office maintains all records on faculty personnel issues. The V.P. for Student Affairs maintains records of student complaints, which would also contain patterns of student behavior or difficulties with institutional policies.

1R6. Results for determining the quality of academic integrity.

Outcomes/measures tracked within evaluations

Incidents of academic misconduct are tracked and centralized within the Office of the V.P. for Student Affairs which reports the frequency and resolution of student complaints.

Table 1R6-1 Academic Student Complaint Results						
Academic Integrity and Related Issues	12-13		13-14		14 Fall	
	Total Course Enrollments	1810	Total Course Enrollments	1596	Total Course Enrollments	1436
	Upheld	Reversed	Upheld	Reversed	Upheld	Reversed
Cheating	0	0	1	0	1	0
Clinical Log Falsified	0	0	0	0	0	0
Grade Appeal	2	0	0	0	0	0
Instructor Issues	5	0	9	0	7	0
Plagiarism	0	0	0	0	0	0
Program Dismissal	1	0	0	0	0	0
Unauthorized Paper Submission	0	0	0	0	0	0

The V.P. for Academic Affairs also uses data on course success and failure rates to monitor for indicators of grade inflation practices among faculty. Figure 1R1-4 *Pass Rate for Gate Keeper Courses* is an example of data that is available for all courses taught.

Comparison of results with internal targets and external benchmarks

The College receives relatively few reports for integrity issues as shown in Table 1R6-1. The number of complaints is not benchmarked, however, the College strives for 100% resolution of all complaints in a timely manner as stated in the appeal procedure in the College Catalog. Data is not compared to external targets or benchmark. The low incidence of reported complaints may be related to the average age student for the College being 28 years.

Interpretation of results and insights gained

Results for student complaints are maintained by the V.P. for Student Services. Issues involving unethical behavior of the faculty are personnel matters and therefore processed through College Human Resources

policies. Disciplinary procedures are in place and may be initiated by the immediate supervisor. These issues do not become public information

116. Improvements that have been or will be implemented in the next one to three years.

The implementation of a new electronic plagiarism tutorial and greater emphasis by faculty on academic integrity through statements in syllabi has resulted in process improvements. In addition, the campus has instituted a systematized process to monitor reporting and resolution of academic complaints.

AQIP Category 2: Meeting Student and Other Key Stakeholder Needs

Meeting Student and Other Key Stakeholder needs focuses on determining, understanding, and meeting needs of current and prospective students and other key stakeholders such as alumni and community partners.

Context/Overview

SEARK takes seriously its commitment to provide the highest quality education, programs, and services to its stakeholders. Therefore, the College relies on its understanding of stakeholder needs to guide the institution in developing academic and noncredit programs and courses to attract and retain students. Identifying specific needs of the various stakeholder groups allows the College to develop and provide academic and non-academic support services that connect institutional and student goals. Retention and student satisfaction measures and results for Category 2 are moving toward systematic maturity. Other stakeholder input, such as from community focus groups and Program Advisory Committees (PACs), is not consistently collected nor have external measures or benchmarks been identified. The College recognizes an opportunity for improvement in this area.

CURRENT AND PROSPECTIVE STUDENT NEED

2P1. Current and Prospective Student Needs focuses on determining, understanding, and meeting the nonacademic needs of current and prospective students.

Identifying key student groups

The College has identified five key student groups which represent the majority of the student body: Traditional, Nontraditional, Graduates, Prospective, and Adult Basic Education. Student groups are sub-classified according to full-time or part-time attendance status and further subdivided based on affiliation with the College such as veterans, student organizations, prospective high school students, concurrent enrollment, first-time entering students, and at-risk students who are enrolled in developmental classes. Data from the Financial Aid office shows that 90% of enrolled students qualify for some type of financial aid inclusive of Pell and/or student loans. This number is reflective of the demographic area and validates the need for numerous services to help students achieve success.

Determining new student groups to target for educational offerings and services

Each key student group has been identified by their characteristic needs that the College seeks to fulfill through services offered. When the need for new programs or revisions to an existing program are identified the process for new program design is followed. This process was discussed and illustrated in Category 1P3. If the program or revision is deemed appropriate to the mission and aligns with the College values, the changes continue through the approval process to implementation. PACs and other focus groups also inform the College on areas of unmet program needs that direct the College's efforts in targeting new groups of students.

Meeting changing student needs

SEARK uses a variety of methods to help identify the needs of student groups. Among these are surveys such as the CCSSE, Graduate Survey, Career Pathways Questionnaire, Registration demographics forms, and Student Evaluation of Instructor feedback. The College also gathers data on student needs from surveys conducted by students, faculty, and the recently implemented suggestion box. The College captures a student profile each semester and uses state demographic information (i.e. workforce predictions) to understand the student profile and needs. Information on changing student needs is also gathered at the program level and through academic and student support programs. These data are not

always systematically collected or analyzed. The program review process, course evaluations, and program surveys are other common measures to determine the changing academic needs of students. Table 2P1-1 *Building Relationships with Key Student Groups* lists the methods and modes of communication through which the College builds and maintains relationships with key student populations.

Table 2P1-1 Building Relationships with Key Student Groups		
Key Student Group	Method for Meeting Needs and Maintaining Relationships	Targeted Communications Mode
Prospective	College Preview Scholarships Career Coaches Relationship with HS Counselors	Billboards TV & Radio Commercials Marque
Traditional (New HS Graduates)	New Student Orientation & Survey Articulations with HS Vo-Tech STAT Camp (NAH) YMA Academy (Tech Studies Student Organizations Financial Aid Counseling Student Success Course Emails TRIO STEM Camp	SharkBites Facebook, Twitter, Instagram Student Support Guide TV Monitors in each building Moodle
Non- Traditional (Adult or Returning)	Evening & Weekend Classes Online Classes Student Success Course Emails Student Organization Financial Aid Counseling Career Pathways TRIO	Local & County News Paper Ads TV & Radio Spots Marque Student Supportive Services Guide TV Monitors in each building Moodle
Graduate	Focus and Advisory Opportunities Information of Employment	PAC Minutes
Adult Basic Education	Information On campus Classes Coaching	TV Monitors in each building Student Supportive Services Guide Marque Billboards

Identifying and supporting student subgroups with distinctive needs

The average SEARK student is 28 years old, placing many students in the “nontraditional” category. Various offices, positions, and communication methods work together to maintain relationships with students, such as the Center for Working Families, digital signage to improve communication with students, notifications sent through the Moodle learning management system, the Director of Retention position, and participation in the Governor’s Initiative Career Coach Program. Services through TRIO and Career Pathways reach underserved and under-resourced students. Students with physical or learning disabilities participate in services and programs designed to accommodate their needs through planning, advising, and tutoring if needed. (3D1)

Deploying non-academic support services to help students be successful

The College has non-academic support services in place to accommodate the commuter status of many students. Proactive advising and the retention tracking process are used to understand student concerns (academic, financial, social) before these concerns become a reason for withdrawal. A student must speak with course faculty and the academic advisor before being allowed to drop or add a course, and must also see the Director for Retention and the Financial Aid office to complete the withdrawal process. The

Add/Change/Withdrawal form documents the reason(s) for the change and is retained by the Admissions office.

Services available to qualifying students include the following: (3D2)

- Academic, Career, and Transfer Counseling/Advising
- Personal Educational Planning
- Tutorial Services (by appointment/availability)
- Financial Aid and Scholarships Information and Guidance
- Academic Success Workshops
- Cultural Enrichment Activities
- Pell Supplemental Grant Aid Awards (based on eligibility of funds)

Additional programs and resources available include disability support services, counseling, TRIO, Resource Fairs, Career Fairs, Lunch & Learn, Health Fair, Career Services, Speakers, and Strategies classes. The Career Pathways Initiative (CPI) offers opportunities for nontraditional students who meet certain social and income guidelines to attain higher education skills and credentials needed to gain immediate entry into targeted occupations. CPI assists qualified program recipients with the following:

- Tuition, fees, books
- Child care
- Transportation (gas vouchers)

Ensuring staff members who provide non-academic student support services are qualified, trained, and supported

All position descriptions at the College designate the minimum requirements for education, credentials, skills and preferred experience required of applicants. The Human Resource department is responsible for maintaining an up-to-date database of job descriptions with preferred qualifications. Qualifications of classified and non-classified staff members who provide non-academic services for students are carefully screened during the hiring process. (3C6) All College staff are required to submit for background check screening prior to being hired.

Communicating the availability of non-academic support services

The first introduction of support services for new students takes place during New Student Orientation (NSO). During NSO, directors from Financial Aid, advisement and retention, TRIO, CPI, and Campus Security speak with students and provide departmental presentations and campus tours. Students receive handouts providing an overview of services offered and contact information. (3D2) Table 2P1-1 *Building Relationships with Key Student Groups* lists communication modes used to target key student groups. The College website contains information on services available for current and prospective students. Program faculty are also resourceful in informing students of available services.

Selecting tools/methods/instruments to assess student needs

The methods and instruments used to assess the needs of key student groups are selected at institutional and departmental levels. Instruments such as CCSSE, course surveys, student satisfaction surveys, NSO evaluation, graduate surveys, the suggestion box, and Career Pathways Initiative (CPI) questionnaires provide data to assist the College with targeting the broad needs of students. Data gathered through Program Advisory Committees and focus groups also determines the best methods to meet our students' changing needs.

Assessing the degree to which student needs are met

In addition to nationally benchmarked tools such as CCSSE, other tools listed in the previous section are used to determine the degree to which student needs are being met. Course and program specific data are

collected on student satisfaction through course and instructor evaluations. This information is useful in helping instructors engage the student more productively and to provide an environment in which learning can be improved, if needed.

2R1. Results for determining if current and prospective students' needs are being met

Outcomes/measures tracked and tools utilized

Table 2R1-1 lists examples of tools used by the College to measure student needs and satisfaction by key student groups. Data is collected at strategic points and disseminated to parties responsible for making decisions regarding improvements.

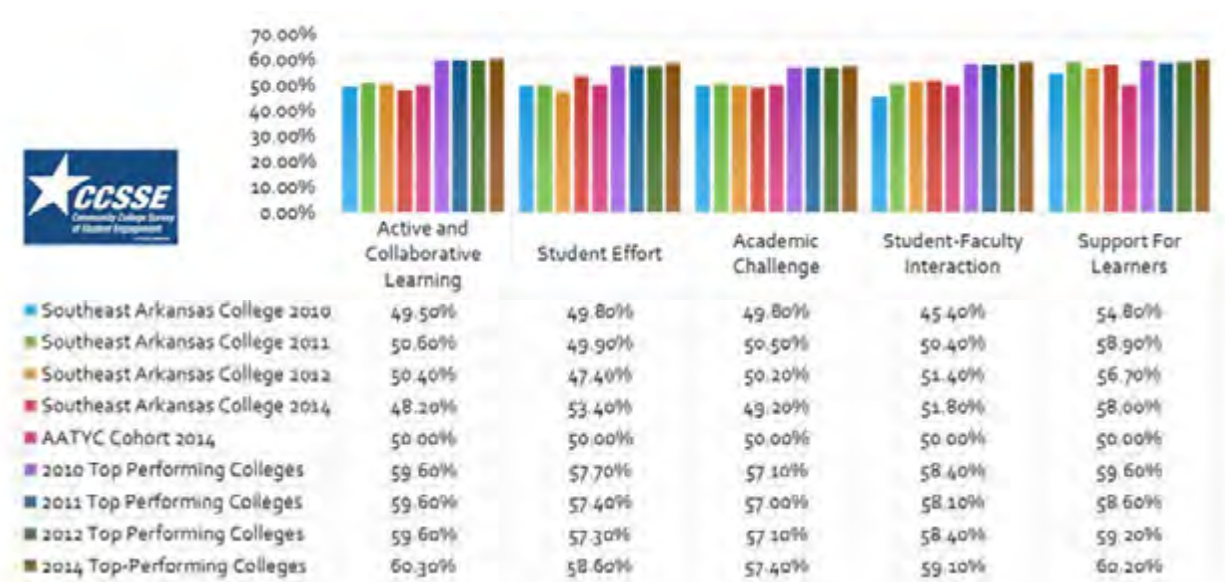
Table 2R1-1 Results For Identifying Changing Student Needs				
Key Student Group	Measurable Outcome	Measure/Tool	Frequency	Use of Results
Prospective Students	Admitted students rating of information sources (NSO Presenters)	NSO Survey	Annually	Executive Cabinet Office of Admissions and Recruitment Faculty & Staff
	Evaluation of Campus Preview	Survey Tool	Spring(Several Sessions)	Office of Recruitment Faculty & Staff
	Percentage of students filing FAFSA	Admitted student Data	Annually	Office of Admissions
	Tracking need based student numbers	Financial Aid Survey IPEDS	Annual	Office of Financial Aid Admissions
Traditional Students	Student Satisfaction	Student Satisfaction Survey CCSSE	Annual Bi-Annual	Executive Cabinet Deans & Directors Faculty & Staff
	Overall experience, Willingness to recommend the College, Responsiveness of administration Collaborative learning	Student Satisfaction Survey CCSSE	Annual Bi-Annual	Executive Cabinet Deans & Directors Faculty & Staff
Non-Traditional	Student Satisfaction Overall experience, Willingness to recommend the College, Responsiveness of administration Collaborative learning	Student Satisfaction CCSSE	Annual Bi-Annual	Executive Cabinet Deans & Directors
Graduates	Meet goal for attending Placement upon graduation Satisfactory course Transfer	Student Satisfaction Graduate Surveys Graduate Employer Survey (NAH)	At Graduation 6 months post-graduation (NAH)	Executive Cabinet Admissions Recruitment Academic programs

Summary results of measures

SEARK incorporates both direct and indirect measures to collect data from various student groups. The CCSSE is one key source for collecting data. The College participates in a biannual administration of the CCSSE as a member of the Arkansas Association of Two Year Colleges (AATYC) Consortium. As illustrated in Figure 1R5-3 *CCSSE Benchmark Results for Student Engagement* (below), the College has seen improvement and has met expectations over the past four years in the majority of the CCSSE benchmark areas. However, CCSSE does not provide disaggregated data results for specific student groups.

Comparison of results with internal and external targets when available

Figure 1R5-4 CCSSE Benchmark Results for Student Engagement



Following activities which target key student groups, survey data is collected and analyzed by individuals responsible for monitoring and acting on behalf of groups. Anecdotal comments received through the surveys and the suggestion box enable the College to better understand the total experience for students. Survey and anecdotal comments are reviewed and analyzed to select courses of action regarding the opportunities for improvement in engagement practices. Based on graduate and student satisfaction surveys, the needs of key student groups are being met.

Table 2R1-2 shows results of data specifically collected and compared for key student groups. Comparisons with external benchmarking is not available for most outcomes. The data reveals similar needs across all groups with the exception of prospective students. This is an area of opportunity for the College to develop specific tools and measures which focus on delineating the needs of incoming students.

Table 2R1-2 Comparison results for Meeting Needs of Prospective Students						
Outcome	Tools	Internal Target	SEARK Results			Benchmark
Evaluation of Campus Preview Day	Career Preview Day (CPD) Survey	> 90% rate the CPD as very good to excellent.		No data	90%	>85% rate of students who attend will rate CPD very good to excellent
Comparison Results for Meeting Needs of Traditional/Non-Traditional Students						
Measurable Outcome	Tools	Internal Target	SEARK Results		Benchmark	
			2014	2015		
Admitted students Rating of info sources (Presenters at NSO)	NSO Survey	> 80% will rate sources as Good to Excellent	100%		100%	80% of admitted students will rate information sources as Good/ Excellent
Willingness to recommend the College	Student Satisfaction Survey	> 80%	100% would Recommend SEARK		Pending	80% Student agreement with outcome statement

Responsiveness of administration	Student Satisfaction Survey	> 80% agree with outcome statement		91.89%	Pending	80% Student agreement with outcome statement
Collaborative Learning	CCSSE	> CCSSE Mean 50%	(2012) 50.4	48.2	N/A	≥50.0% Mean (External)
Percent FT student FAFSA Applicants	Financial Aid Tracking	100% of students will apply for financial aid		85% FT 65%- PT	85% FT 65%- PT	85%

SEARK's NAH programs conduct post-graduate and employer surveys six months following graduation; data is tracked to measure how well the program is meeting the respective needs of respondents. Figure 2R2-1 reflects outcomes for NAH programs which include results for employer satisfaction for each program. Data for graduate surveys is maintained by program coordinators and used for improvements. Data for employers for graduates of Technical programs is anecdotal; however, a Technical Math requirement has been added to several technical curricula based on employer assessment of graduates' jobs readiness.

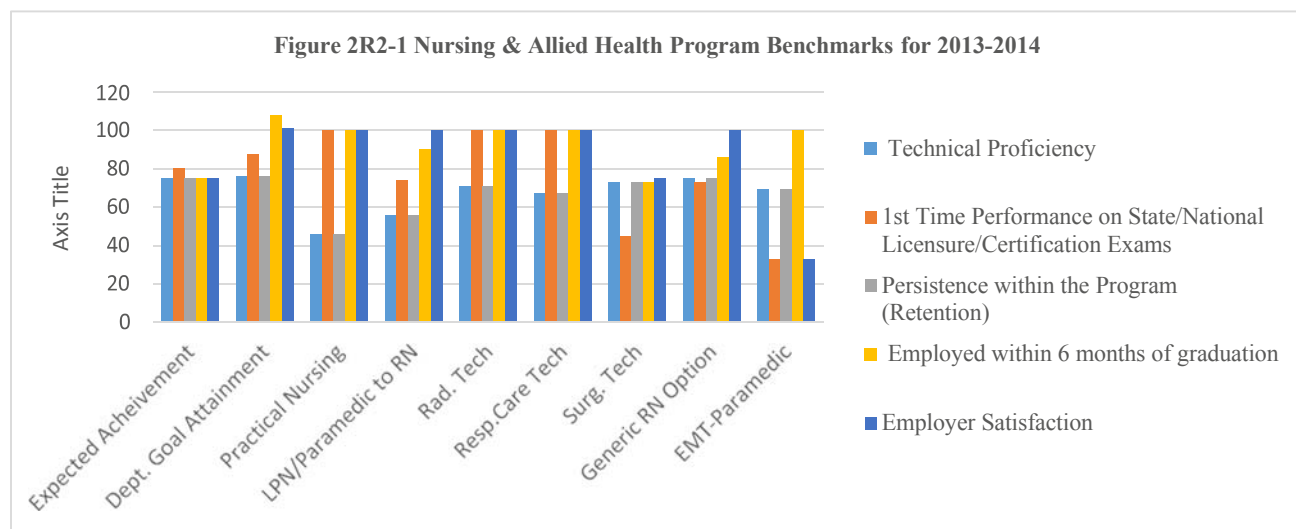
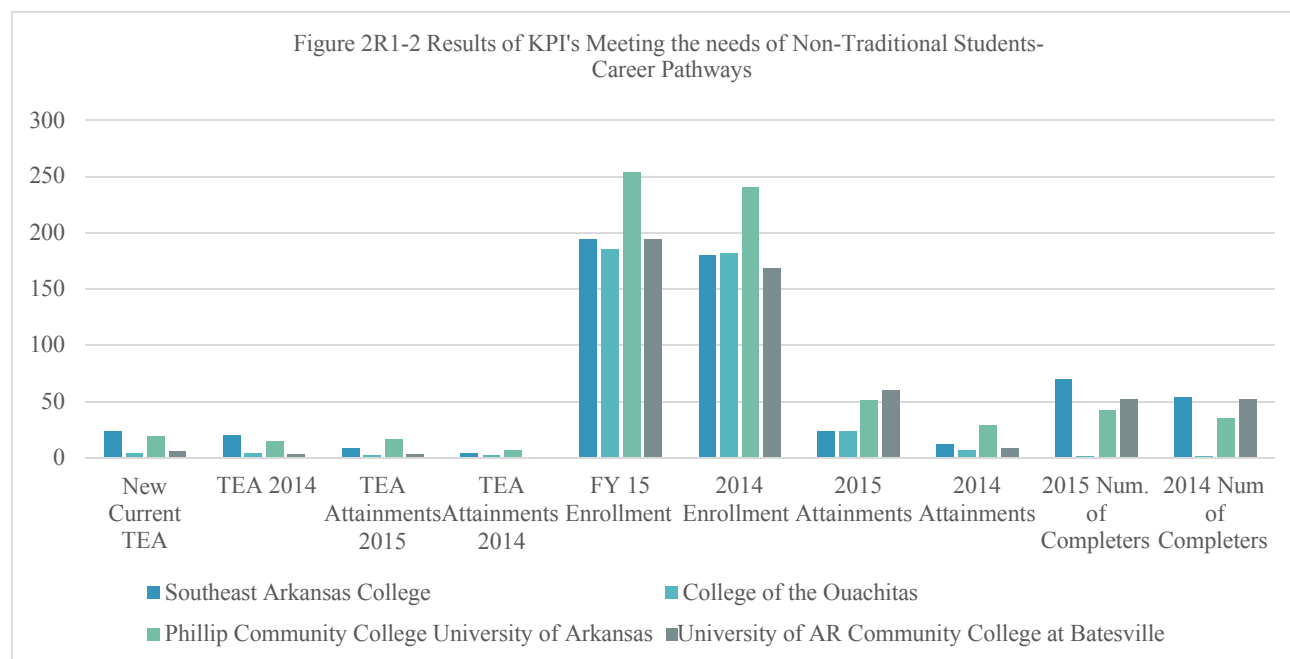


Figure 2R1-2 *Results of KPI's Meeting the needs of Non-Traditional Students - Career Pathways* shows comparison data for SEARK with similar two-year colleges in size and student demographics. Specific data on student eligibility is utilized in order to ensure certain criteria are met and maintained on a semester or annual basis in order to continue funding for CPI. Data shows that SEARK has opportunities for improvement in comparison to other colleges offering similar services.



Interpretation of results and insights gained

In Table 2R1-2, the benchmark for meeting the needs of prospective students was exceeded. College Preview Days (CPDs) tend to generate a lot of excitement for the campus as potential students are introduced to SEARK for the first time. This year CPD students were provided a three-credit-hour scholarship redeemable at the time of registration for a summer 2015 course at SEARK.

Another insight was that the surveys and methods currently used made it difficult to disaggregate results along the line of key student populations. Graduate student data have traditionally been collected and stored in each individual unit that has a graduate program.

2I1. Improvements that have been implemented or will be implemented in the next one to three years.

Anecdotal evidence has accumulated over time and supports SEARK's Motto of "Two Years Here... A Career Forever". The following improvements have been initiated based on assessed student stakeholder needs:

- ✓ Implemented a new student planning module for advisement
- ✓ Added additional access for disabled students
- ✓ Developed a process for online registration
- ✓ Realigned placement scores for admission
- ✓ Institutionalized requirements for NSO and College Success course (high-impact practices)
- ✓ Revised the enrollment process
- ✓ Reformatted the Career Preview Day programs
- ✓ Offered three-credit-hour scholarships for CPD attendees

Plans include continuing to engage the Assessment Team in reviewing and developing tools and measures that are more appropriate for assessing needs of all key student groups. In addition, a process needs to be developed for reviewing non-academic programs such as support services. This will entail more systematic collection and analysis of data to inform decision making and continuous improvement.

RETENTION, PERSISTENCE, AND COMPLETION

2P2 - Retention, Persistence, and Completion focus on the approach to collecting, analyzing, and distributing data on retention, persistence, and completion to stakeholders for decision-making.

Collecting student retention, persistence, and completion data

Retention, persistence, and completion data is collected and used for decision-making regarding academic and non-academic services offered to SEARK students. The College is required to report student data to the Arkansas Department of Higher Education (ADHE) each academic term. ADHE compiles and publishes data reports for stakeholders which provide a means for comparison and benchmarking. Using the retention reports in Datatel Oracle Reporting for Administration (DORA), the student ID is used to track the persistence of the students from fall to spring (1 semester), fall to fall (2 semesters), fall to spring (3 semesters), and fall to fall (4 semesters). (4C2), The tracking for four semesters was chosen with the idea that a student could have completed a degree within this timeframe. (4C4)

Determining targets for student retention, persistence, and completion

One of the College's strategic goals is to increase enrollment, retention and the number of graduates. Although the College does not have specific target percentages in these areas, it strives to remain competitive with other two-year colleges in the state. Programs within NAH have set targets regarding retention as a program outcome. ADHE has set guidelines identifying completion numbers as a factor for program viability. Programs that do not meet state viability standards are subject to loss of funding. The Arkansas Department of Higher Education Coordinating Board (ADHECB), in conjunction with the Arkansas State Legislature, has implemented a funding formula for both two-year and four-year institutions in which a predetermined set of criteria must be met to receive state funds. Targets for retention and completion are based on the required percentages. (4C1) State requirements for program viability are factored in determining the targeted populations specifically related to completion rates.

Analyzing information on student retention, persistence, and completion

Academic programs and some nonacademic departments analyze data on retention, persistence, and completion. Data is compiled and available to all faculty through the DORA reporting system. Data is posted for stakeholders and updated through the College Fact Book on the web site. Data is available for tracking and analysis by the Executive Cabinet, Office of Retention and Advisement, Admissions, Financial Aid, Student Affairs and academic departments. (4C2)

Meeting targets for retention, persistence, and completion

State of Arkansas rates for retention and graduation for two-year Colleges are experiencing a slight downward trend. SEARK is experiencing the same pattern. Throughout the state discussions are taking place on how to develop strategies to change this trend. Curricular and co-curricular initiatives are in place, including interventions based on survey results, financial aid counseling requirements, additional scholarship funds, TRIO services, tutoring, and other academic success initiatives. (4C1)

Selecting tools/methods/instruments to assess retention, persistence, and completion

SEARK tracks retention, persistence, and completion data for specific courses through DORA which allows administrators, faculty, and staff access to data for assessment of retention. In addition to DORA, an Early Alert System, which identifies students who are in jeopardy of not successfully passing a course, is in place. Faculty access the Early Alert System through WebAdvisor to create a retention case, which is funneled to the Retention and Advisement Center. Another tool available to both faculty and students is the Student Planning module, which was launched in the summer 2014. (4C4) This tool enables a student and/or faculty advisors to plan the student's entire degree plan from beginning to end. The visualization

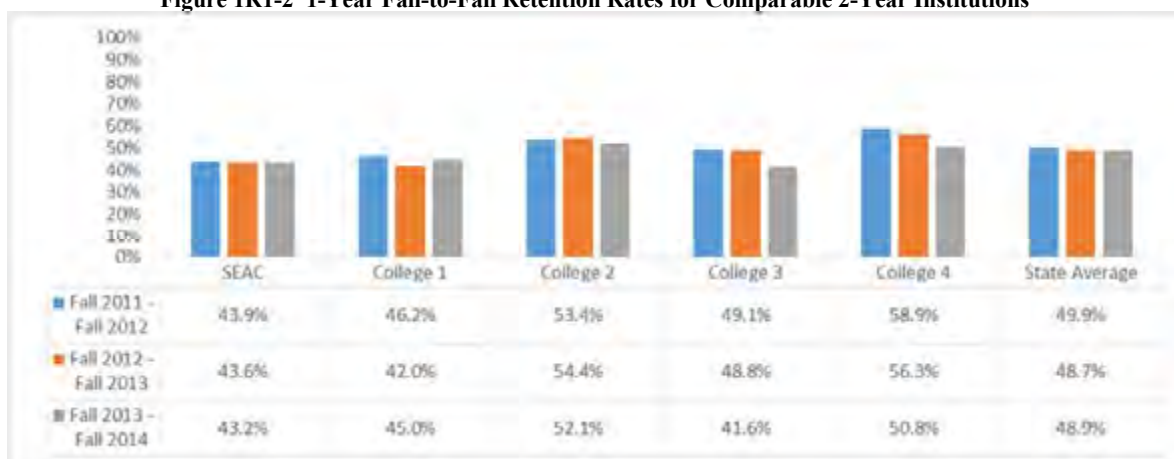
of what the student will need to complete for certificate or degree attainment is considered a road map for success.

2R2. Results for student retention, persistence, and completion.

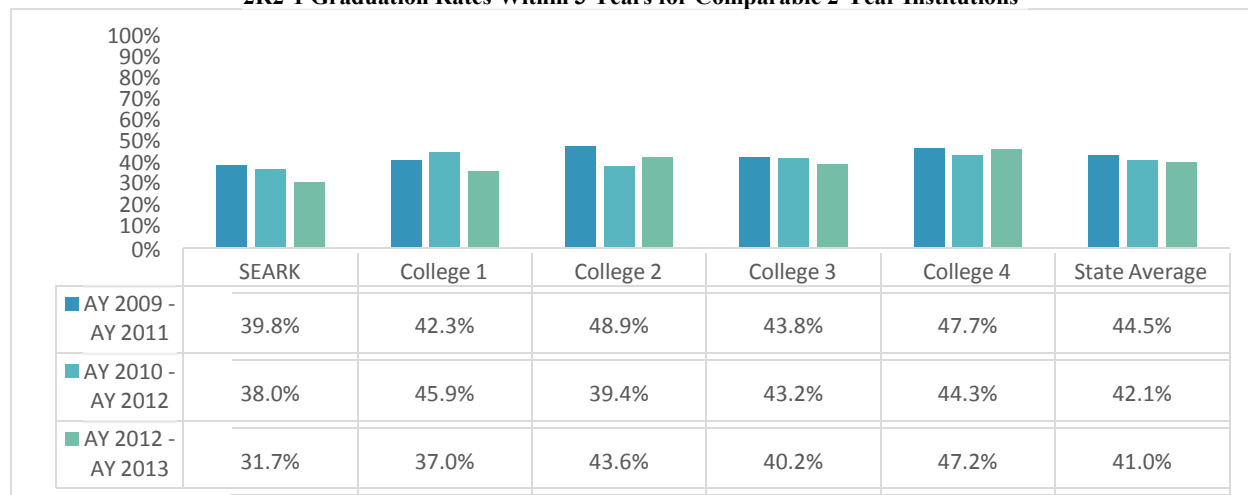
Outcomes/measures tracked and tools used

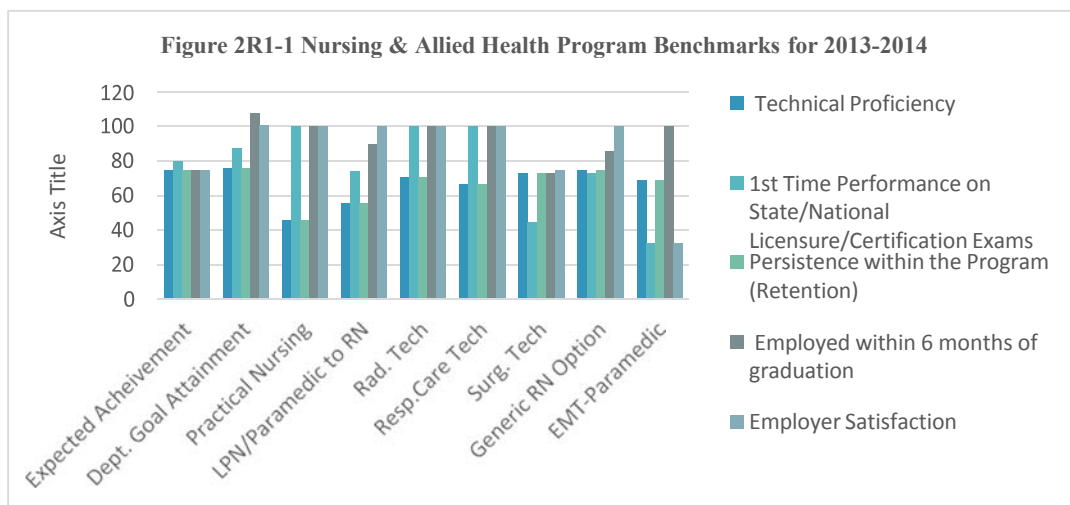
SEARK results for student retention and completion are shown in comparison to benchmark institutions by size and location within a 50-mile radius of the College. SEARK rates are consistently lower in all areas. As the Early Alert System process becomes institutionalized, it is expected that the College will see improvement following intrusive interventions by the retention staff and advisors. The academic departmental goals to orient 100% of faculty in use of the system have not been met. Individual departments track retention for program students, such as NAH (see Figure 2R1-1 for NAH data on retention and other measures of student success). (4C1)

Figure 1R1-2 1-Year Fall-to-Fall Retention Rates for Comparable 2-Year Institutions



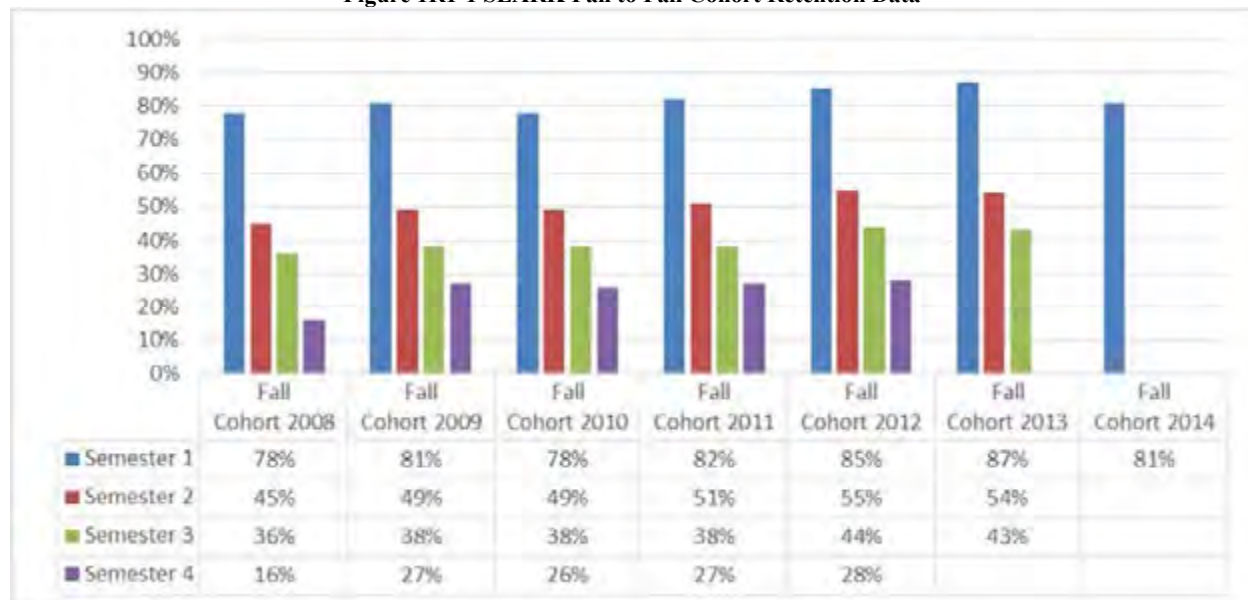
2R2-1 Graduation Rates Within 3 Years for Comparable 2-Year Institutions





Using institutional data on retention in DORA, the student ID is used to track the persistence of the students from fall to spring (1 semester), fall to fall (2 semesters), fall to spring (3 semesters), fall to fall (4 semesters). Figure 1R1-1 *SEARK Fall to Fall Cohort Retention Data* shows results of efforts. The fall 2008 cohort was selected as a baseline because the College's first year experience course, *Strategies for College Success*, became an institutional requirement in the fall 2009 term. The method was to determine if there was an increase in retention/persistence rates from semester to semester with the hypothesis that students would longer if they complete *Strategies for College Success* in the first semester. While there is not a direct correlation with the *Strategies for College Success* course, there does appear to be an upward trend reflected in the report.

Figure 1R1-1 SEARK Fall to Fall Cohort Retention Data



2I2. Improvements that have been implemented or will be implemented in the next one to three years.

SEARK has made recent process improvements to influence retention. However, data does not show real benefit or impact on retention numbers. In fall 2014 following HLC approval the College increased the number of online general education courses. A dedicated office for Retention and Advisement has been established with responsibility for tracking and reporting this data from the institutional standpoint. The College currently uses data provided by ADHE to target performance for these measures. This comparison may be misleading due to the unique demographics of SEARK students. Another factor is the range of completion degrees and certificates offered by the College.

Data on retention shown in Figure 1R1-2 is consistently tracked and used by the institution to monitor student progress and develop both academic and nonacademic interventions. All instructors are being oriented to the Early Alert System for identification and intervention of at-risk students. The Assessment Team has initiated a review of the graduate survey and other tools. Results from that survey indicate a need to improve the new graduate student orientation, which is being reviewed to make it consistent across campus departments. Tools are being revised to collect actionable data that affect student success. The College received 100% of performance funding as of April 2015 based on state performance funding model and measures.

KEY STAKEHOLDER NEEDS**2P3. Key Stakeholder Needs focuses on determining, understanding, and meeting needs of key stakeholder groups including alumni and community partners.*****Determining key external stakeholder groups (e.g., alumni, employers, community)***

The Executive Cabinet determines the key stakeholder groups for the College in alignment with the mission. These groups include the local community represented through PAC groups, business and industry partners, graduates, and the College Foundation.

Determining new stakeholders to target for services or partnership

Suggestions for new stakeholder groups are brought to the Executive Cabinet for discussion based on compatibility with the College's mission. New services or relationships that contribute value to the College are welcomed. The donor group is an example of stakeholders who clearly support the College's mission and values through philanthropic giving to support various campus needs.

Meeting the changing needs of key stakeholders

Input from area experts in business, industry, and the community is a necessary component of the College processes for designing new programs and courses and determining instructional outcomes as discussed in Category 1P1. The Arkansas Department of Education now requires high school students take at least one digital learning online course for credit in order to meet graduation requirements. Secondary educators presented this need to the College through an advisory group and the College acted by expanding services and partnerships with local high schools to provide a digital learning course for 2014-2015 entering 9th grade students. White Hall High School is serving as a pilot for this initiative.

Community and employer needs are assessed through several formal and informal actions such as employer survey data, PACs, and focus groups leading to initiatives that address the needs of each. Events such as Career Fairs, Health Fairs, Alliance Business Expo, and the Workforce Development Center (WDC) surveys provide feedback from community, business, and industry contacts. The College has developed articulation agreements and Memoranda of Understanding to build relationships with high

schools and some four-year colleges and universities. Table 2P3-1 identifies how relationships with stakeholders are built.

Table 2P3-1 Building Relationships with Stakeholders	
Group	Strategy
Local Community	Business Expo Career & Health Fairs Guest Speakers
Business/Industry Partners	Job Fairs PAC Participation Guest Speakers
4- Yr. Colleges	Focus Groups & Articulations
Maintaining Relationships	
Local Community	Memberships & Participation in Community Events Communication Processes
Employers	PAC Meeting
4- Yr. Colleges	Focus Groups Arkansas College Transfer System (ACTS)

Selecting tools/methods/instruments to assess key stakeholder needs

SEARK has limited tools for collecting data on stakeholder needs. Respective departments determine departmental data collection tools and results are shared with the Cabinet which determines if action is warranted. A survey of students who graduate is collected on a yearly basis. The survey provides information on student satisfaction and assists with defining opportunities for improvement of services and processes. Other examples of tools and methods to assess key stakeholder needs include: a survey to identify the topics of interest, class time preference, and a method to contact for individuals taking the affordable basic maintenance, repair, and/or renovation skills courses; a survey of White Hall High School students to determine classes of interest to them; and an interest survey to determine additional vocational/technical course area of interest.

Assessing the degree to which key stakeholder needs are met

Annual PAC meetings are held to discuss program outcomes and determine the degree to which needs are being met. Suggestions for areas of unmet or new needs are incorporated into PAC meetings. PACs also review labor market reports to better understand the future of business and industry needs on the local, state, and national levels. Data obtained through this process is used by the administration and at the department level to generate action initiatives in response to identified needs and to anticipate or study changing student trends.

2R3. Results for determining if key stakeholder needs are being met.

Outcomes/measures tracked and tools utilized

Satisfaction with programs of study and reported outcomes, including satisfaction of employer data, is tracked and reported within PAC meetings by NAH programs as discussed in 2R1. Graduate satisfaction data is collected from the Graduate Survey and analyzed. SEARK recognizes that the process for consistently collecting this data is in need of improvement. Currently the College primarily derives student and stakeholder satisfaction data from anecdotal data and survey results. SEARK contracted with the Arkansas Research Center at the University of Central Arkansas to collect and analyze graduate employment data as seen in Figure 2R3-1. The sample contains 1,986 graduates over the following terms: Spring/Summer/Fall 2010, Spring/Summer/Fall 2011, Spring/Summer/Fall 2012, and Spring/Summer/Fall 2013. The data collected was a onetime effort by the College. The WDC evaluates customized training sessions for the purpose of structuring new programs or revising current offerings.

All courses are surveyed for level of satisfaction. Figure 2R3-2 shows the mean satisfaction level for all sessions offered. The Assessment Team is working to develop a tool to collect graduate and employer data on a regular basis.

Summary results of measures (include tables and figures when possible)

The only measure consistently used to determine the needs of stakeholders is summarized in Section 2R2 in Figure 2R1-1 *NAH Program Benchmarks* and Graduate Survey data shown in Figure 2R3-1. The data gathered shows a consistent satisfaction level of 87% with the SEARK experience over the past three years. Data for the same period indicates that 91% would recommend attendance at the College as seen Figure 2R3-1 *Graduate Mean Satisfaction*. The Graduate Survey tool is being reviewed by the Assessment Team for revision in order to gain access to quantitative and qualitative data. Figure 2R3-1 *SEARK Employment Data* highlights percentages of graduates over a period of four years. The data is reported in graduates who were employed in the designated quarters as defined by the Employment Security Division who provided the data. Use of the data is very limited and is not disaggregated for graduating cohorts, programs of study, or student employment in the degree or program area. PAC information and the Suggestion Box, much of which is anecdotal, tend to be the most used tools and measures for data regarding stakeholder needs.

Figure 2R3-1 Graduate Mean Satisfaction

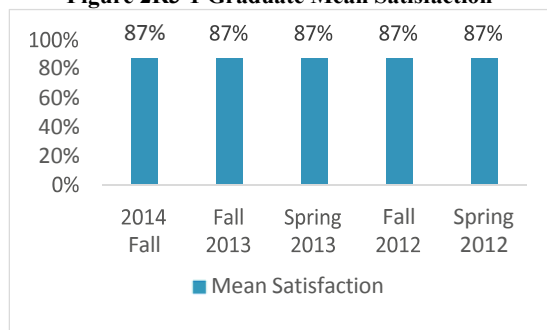


Figure 2R3-2 SEARK Graduate Employment Data

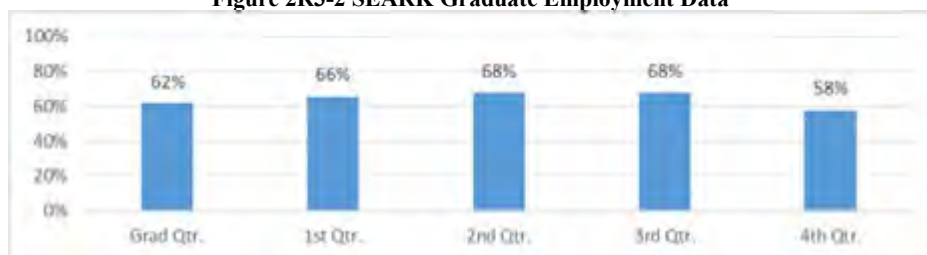
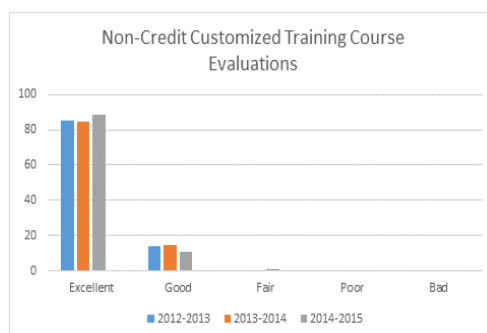


Figure 2R3-3 WDC Customized Training Satisfaction



Interpretation of results and insights gained

While SEARK has not formalized a college wide process for systematically collecting graduate data, faculty and staff do gauge the pulse of external stakeholders through participation on community boards and activities to receive anecdotal and informal input from these groups. Campus wide, it would be more useful to develop a stronger process. Insight gained has more to do with the lack of process than actual results for meeting the needs of stakeholders. Specific measures, tools, and targets are needed for the College to effectively assess the degree to which it is addressing the needs of stakeholders. Presently, reliance on inference is the mode of operation for the College.

Feedback from internships tell us the needs of the employers, the degree to which our students meet those needs, and how to improve the benefit to our external stakeholders. Providing customized training for local business and industry not only provides benefits for companies, but also allows exposure to a college campus, which might otherwise be intimidating for potential students. Businesses report a high level of satisfaction with the training courses that are offered.

Comparison of results with internal targets and external benchmarks

No external benchmarks have been identified for the graduate employment data. Results indicate the need to review disaggregated data in order to determine realistic targets. The NAH internal target of 80% for employer satisfaction has been met with the exception of one program. External benchmarks are set by external accreditors and maintained by program coordinators.

2I3. Improvements that have been implemented or will be implemented in the next one to three years

- ✓ The College Foundation started a three-year drive to raise \$100,000; an announcement on progress is expected in July 2015 that will more than double the amount raised the previous campaign
- ✓ A Business and Industry Specialist has been hired for the College and will improve stakeholder relationships with the College and provide direction for new career pathways
- ✓ Suggestion box linked to the website

As data tools are developed and refined the College has an opportunity to expand in support and development of stakeholder relationships. We will continue to be flexible and supportive of local companies as they experience management and personnel changes as well as changing workforce needs.

COMPLAINT PROCESSES**2P4. Complaint Processes focus on collecting, analyzing, and responding to complaints from students or key (non-employee) stakeholder groups.*****Collecting complaints from students***

CLERY statistics are reported annually and available to stakeholders through a link on the website. Student complaint records are filed or documented in the office of the V.P. for Student Affairs. Financial aid appeals are housed in individual student files in the Financial Aid Office. The College has compiled a summary for the types of official student complaints for the past three years. The spreadsheet containing the summary is available in the office of the V.P. for Student Affairs. A template to guide students in the development, documentation, and delivery of complaints is available in hardcopy and electronic format.

Student complaints and appeals are handled in a timely fashion according to policy. The office of the V.P. for Student Affairs contacts students directly through email, certified mail, or by phone regarding

complaint resolution. Complaints are logged electronically with student name – complaint or appeal (by category) – date of contact – date of resolution – action taken, if any. Non-academic complaints are handled through the non-academic appeals process outlined in the Handbook. Once the complaints are submitted to the V.P. for Student Affairs, they are dispersed to the proper department to be handled. The complaints are then reviewed and proper actions taken according to policy.

Collecting complaint information from other key stakeholders

The College has a suggestion box link on the website available to community stakeholders to report issues of misconduct by faculty, staff, or students. Complaints registered through the suggestion box are reviewed by the President then routed to the appropriate vice president for investigation and, if necessary, action according to College policy. The College recently updated the Faculty Staff Handbook with the revised procedure for handling Title IX complaints relating to sexual harassment.

Learning from complaint information and determining actions

Student complaints, reports of misconduct, and Clery statistics are reviewed weekly to identify violations and determine if additional education or security measures may be warranted for faculty, students, or staff. A daily campus incident log is maintained by the Director of the Physical Plant and updated with data obtained from Security. The incident logs are used to prepare the Clery report. The Pine Bluff Police department provides the College with an annual report of all crimes in the surrounding area. All these data are submitted to the V.P. for Student Affairs. These data are used to review and update campus safety policies and procedures and to assess the training needs of both students and staff. If consistent types of complaints or problems are reported, new or changed policies are considered and all staff are informed of the changes. College faculty and staff recently attended mandatory in-service training on responding to an on-campus shooter. Though there has never been such an incident, the training received priority status as the Executive Cabinet was reviewing safety protocol for the campus. In addition, a new All Hazards Emergency Response Plan was developed and distributed across campus.

Communicating actions to students and other key stakeholders

The College's relationships with the community provide opportunity for other stakeholders to register concerns and complaints. When other stakeholder complaints are received through the Suggestion Box, typically no identifying or contact information is included, allowing messages to be sent anonymously to the President. If contact information is given the President or Vice President follows up with a phone call or written communication. The College does not have a formal process for follow-up on complaints received through the suggestion box, however, complainants may use the formal complaint process.

Selecting Tools/methods/instruments to evaluate complaint resolution

Tools and methods used to track student academic and non-academic complaints include use of the Clery Report document and a spreadsheet maintained by the V.P. for Student Affairs. The College has been effective in tracking, trending, reporting, and documenting complaint resolutions using these current tools.

2R4. Results for student and key stakeholder complaints.

Outcomes/measures tracked by assessment tools

The following link and table below illustrates College statistics on measures tracked for academic and non-academic student complaints as well as employee grievances. As stated above the College does not have a formal process for collecting other external Stakeholder complaints other than through the suggestion box. Student complaints are managed within program departments and follow the specific Academic Appeals, Student Faculty Dispute, and Non-Academic Appeals processes in the College Catalog.

Summary results of measures

SEARK follows the standard required report for [Clery statistics](#). Results for the College are available to stakeholders' through a link on the website. The student complaint process has previously been discussed in Category 1R6. Table 2R4-1 *Complaint Type and Resolution* summarizes the number and categories of student complaints handled by the College for the past five academic semesters.

Table: 2R4-1- Complaint Type and Resolution						
Academic Integrity and Related Issues	12-13		13-14		14-15	
	Total Course Enrollments	1810	Total Course Enrollments	1596	Total Course Enrollments	1436
	Upheld	Reversed	Upheld	Reversed	Upheld	Reversed
Cheating	0	0	1	0	1	0
Grade Appeal	2	0	0	0	0	0
Instructor Issues	5	0	9	0	7	0
Plagiarism	0	0	0	0	0	0
Program Dismissal	1	0	0	0	0	0
Unauthorized Paper Submission	0	0	0	0	0	0

Comparison of results with internal targets

The College has not established internal targets for complaints. No external benchmarks have been identified at this time.

Interpretation of results and insights gained

Based on the limited number of complaints received during the reported timeframe, SEARK is viewed by the community and students as a safe place to receive an education. The College has a contract for armed security patrol 24 hours and 365 days per year. The visibility of Security personnel is to be credited with the low incidence of non-academic occurrences at the campus.

2I4. Improvements that have been implemented or will be implemented

The Security Office has relocated to a central place on the campus. An emergency response number has been issued and is posted on bulletin boards around the campus to contact security if needed. The development of a Crisis Response Team resulted in the publication of an ALL HAZARD EMERGENCY RESPONSE PLAN manual that is visibly posted in each building. Within the next year, copies of the manual will be placed at each office desk.

After evaluating current stakeholder complaint reporting processes, improvements will be implemented. The two processes that are currently being used (online and in-person) will be increasingly marketed than in previous years. Emails will be sent each semester to inform students of complaint process avenues that are available. Consideration is also being given to adding the website link to the bi-weekly SEARK newsletter so that students who do not check emails regularly can be informed. By marketing the options for complaints, students and community members will have a resource for action.

BUILDING COLLABORATIONS AND PARTNERSHIPS**2P5. Building Collaborations and Partnerships focuses on aligning, building, and determining the effectiveness of collaborations and partnerships to further the mission of the institution.**

Selecting partners for collaboration (e.g., other educational institutions, civic organizations, businesses)

SEARK views its relationships with business and industry, secondary education, and the community as vital in implementing initiatives in our six-county region. Program Coordinators, PACs, and faculty identify the needs and outcomes for academic and non-academic programs of the College through networking with the larger community of professionals. The Director for WDC networks with business, industry, and community partners to identify needs that can be served by academic and customized training. These relationships result in recommendations from business, civic, and educational collaborations for review. The Executive Cabinet considers the potential for collaborators to advance the College Strategic Plan, for agreement with the educational and fiscal goals of the College, and the sustainability of the proposed partnership.

A recent partnership example is that of the College, the University of Arkansas at Pine Bluff (UAPB), and other local childcare programs to offer the Early Head Start curriculum at the newly opened childcare center on the SEARK Campus. The goal of this partnership is to improve the quality of early childcare for the community. SEARK will enter into a Memorandum of Understanding (MOU) outlining the commitments and responsibilities for all parties involved.

The College also partners with UAPB and six other institutions in the ARK-LSAMP (Arkansas Louis Stokes Alliance for Minority Participation) program that focuses on increasing the pool of baccalaureate, masters, and doctoral degree graduates in STEM discipline in Arkansas' workforce.

Another example of selection of collaborative relationships can be seen in the numerous clinical affiliates used by the NAH programs for clinical internships. Agencies are selected based on the type and number of experiences they are able to provide that meet the learning objectives for NAH students. Such partnerships in the immediate area help fulfill the goal of being a sustainable community partner in which the college provides specific services to various agencies. In return, opportunities for additional teaching and clinical resources are secured so the academic mission of the college will be advanced. Continuation of the use of the agencies is based on ongoing evaluation of the quality of service provided and the needs of the specific program.

Building and maintaining relationships with partners

Once a potential partner is identified, affiliation agreements and Memoranda of Understanding are developed. The purpose of agreements and MOUs is to outline the responsibilities and duties of each party involved. Maintenance of relationships occurs through the numerous PACs, community associations, and governmental meetings that are attended by members of the College administration, faculty, and staff. In addition, one-on-one interactions by administrators, faculty, and staff with community partners provide ongoing relationships and evaluation of effectiveness.

Selecting tools/methods/instruments to assess partnership effectiveness

Tools used by the College to measure effectiveness of partnerships and collaborations include informal focus group discussions at PAC meetings, evaluations at the completion of industry-specific training by the WDC, informal community responses to collaborative efforts, and formal evaluations completed by NAH students regarding effectiveness of clinical affiliates in meeting their learning needs. While SEARK has not formalized the process for systematically collecting PAC data, the input is useful in gauging the pulse of our external stakeholders. The NAH division maintains signed affiliation agreements with 38 agencies to accommodate the clinical needs of its programs. Clinical agreements are reviewed annually for continuing need.

The College Admissions Office has developed strong relationships with the service area high school counselors, principals, and superintendents. As a result, as discussed in 2P3, the WDC has collaborated with White Hall School District to provide the Digital Learning credit to meet the new requirement for high school graduation beginning with the entering 9th grade students in the 2014-2015 school year. Other partnerships that are currently maintained are located in Table 2R5-1. No specific targets have been set by the college with the exception of the NAH clinical affiliates target for 80% or above for overall effectiveness.

Evaluating the degree to which collaborations and partnerships are effective

Academic affiliations routinely evaluate program and clinical sites to determine effectiveness. Programs rely on feedback from PACs for program continuation and the Executive Cabinet reviews data from community and governmental organizations for the effectiveness of ongoing involvement. Formal and informal focus groups of community and professional peers, and government group meeting attendance, provides evaluative input to help determine the effectiveness of continuing relationships. The process for collection of evaluation data from our many partners is informal. However, verbal and anecdotal evaluation and comments reflect strong partnerships and high regard for the College's mission from external stakeholders.

2R5. Results for determining effectiveness of aligning and building collaborations and partnerships.

Outcomes/measures tracked and tools utilized

SEARK monitors effectiveness measures dependent upon the entity, and oversees its partnerships to ensure they continue to be aligned with the College's mission and values and are fiscally sustainable. Methods of measurement include feedback from employers and classroom/instructional evaluation forms for customized training.

Summary results of measures (include tables and figures when possible)

Examples of partnerships not mentioned previously and results of available measures are shown by category in Table 2R5-1 below.

Comparison of results with internal targets and benchmarks

SEARK continues to be very effective in developing and maintaining numerous collaborations in various sectors as noted in this section of the Portfolio.

Table 2R5-1 Examples of Strategic Partnerships and Collaborations		
Partner/Business	Measure /Tool/Target	Effectiveness
Government		
Arkansas Community Colleges (ACC)	Annual attendance for meetings to discuss legislative issues	Annual meetings for legislative issue updates
AR Department of Workforce Services (DWS)	Continued funding for CPI to recruit dislocated workers, first-generation students, and under-resourced individuals.	SEARK received 10% of TEA-CPI students funded in the State
Arkansas Works Program	Funding for Career Coaches (Statewide)	Five (5) career coaches at four (4) schools who assist students with determining next steps after high school graduation
Academic		

Central Arkansas Two-Year College Consortia	Advancement of Green Manufacturing skills, Green Energy, and Energy Efficiency Assessment.	Sharing best practices
NAH Program Affiliation Agreements	Evaluation of Clinical Agencies	4.5 Rating (5 Pt Scale)
Technical Studies/Alliance for Economic Development	Survey of local business for training needs	\$40,000 Grant from Mfg. Council to dev Industrial Tech program
Non-Academic/Community		
SEARK Foundation	100% College Participation Rate	80% Participation
United Way	100% Administrative Participation Rate	100% Participation

Interpretation of results and insights gained

Although few quantitative measures are in place for gauging the effectiveness of SEARK collaborations and partnerships, the NAH programs collect data on qualitative partnership measures such as external stakeholder satisfaction with the programs, as well as monitor graduation and employment data. Technical Studies is able to use informal anecdotal qualitative data gained through participation of PAC groups to modify curricula.

The primary measure for the collaborative efforts of the College is through relationships that are forged within the community, which is a positive footnote on the effectiveness of “small town America.” One insight gained is that because the area is losing population, once relationships are built, businesses and industries tend to change management personnel, which to a small degree undermines previous efforts, and collaborations have to be rebuilt. The College will continue building on current partnerships and expand collaborations to other area businesses and industries.

2I5. Improvements that have been implemented or will be implemented in the next one to three years

The Workforce Development Center (WDC) has recently hired a Business and Community Coordinator who will represent the College in the six-county service area. The College has strengthened its relationship with local high schools for the implementation of the new state mandated Digital Learning Course. This is an opportunity for SEARK to become more engaged with other area schools for additional concurrent credit offerings. SEARK has experienced success in developing and maintaining necessary partnerships and collaborations but the College could benefit by developing a process with systematic tools, measures, and internal targets to use to assess and make improvements in collaborative relationships.

AQIP Category Three: Valuing Employees

Valuing Employees explores the institution's commitment to the hiring, development, and evaluation of faculty, staff, and administrators.

Context/Overview

SEARK exerts great effort to attract and retain high-quality employees. The hiring process is aligned with the College's strategic objective to grow its human capital and to strengthen College personnel positions through the Office of Personnel Management (OPM). These goals are foundational to the College mission to provide quality education and workforce development. The quality of educational experiences is influenced directly by the College's ability to maintain smaller classes to meet the unique needs of SEARK students. Qualified staff and administrators are hired strategically to advance the services provided to students or the strategic operations and vision of the College.

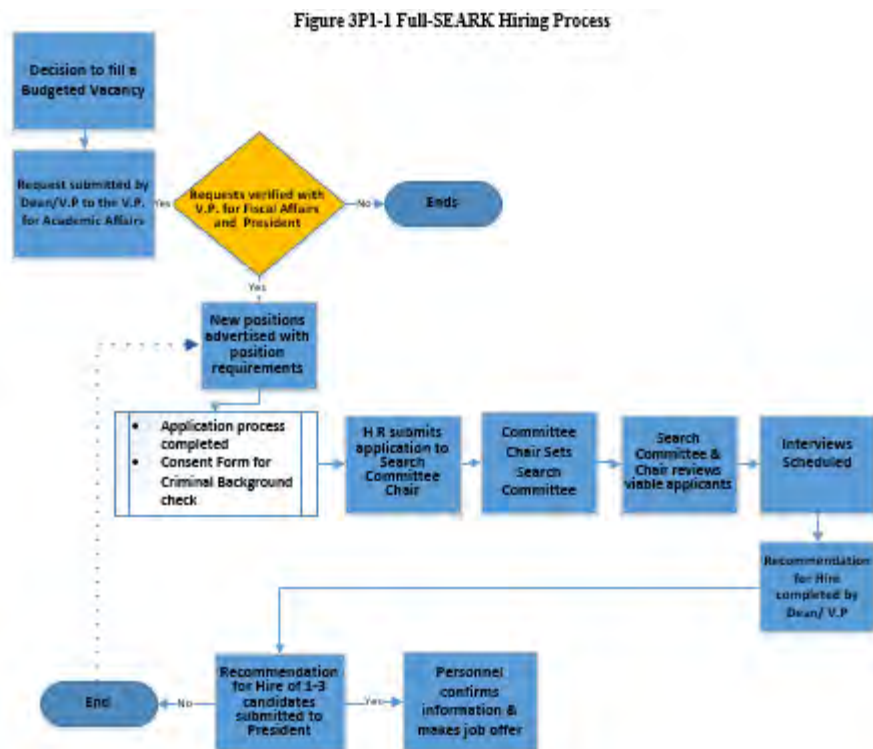
The process for conducting faculty/staff performance evaluations is aligned with the College goals and values for personal and professional development, and provides a clear focus on how each individual contributes to the productivity of the College. A recent Action Project Update of Employee Evaluation Process and Implementation of a Job Description Database was instrumental in this alignment for all College personnel. Additionally, the Action Project resulted in clear position-specific evaluation tools for both faculty and staff. The College administration's goal is to align the performance evaluation system with a merit system that recognizes achievement of high performing personnel and motivates excellence in job performance. During 2014, the College participated in the State Merit Pay Plan for classified employees and plans to continue participation for classified employees for 2015.

The College provides professional development funding for faculty and staff to advance faculty teaching or expertise in their field. Staff professional development funds are also available through departmental travel budgets. Each department has a process for determining professional development needs. The processes for hiring, evaluation, and faculty/staff professional development are moving toward becoming more systematic with regular collection of data and subsequent use of the data for decision-making and resource allocation. As data is collected and analyzed the College will be in a better position to set internal targets and benchmarks. SEARK recognizes that more work is needed to move to systematic maturity level for data results.

3P1. Hiring focuses on the acquisition of appropriately qualified/credentialed faculty, staff, and administrators to ensure that effective, high-quality programs and student support services are provided.

Recruiting, hiring, and orienting employees

SEARK's New Hire Procedure and Human Resources Procedure Manual outlines the process for recruiting and hiring new employees, as well as the procedures for the search and screen process, advertising, interviews, references, and background checks. Human Resources (HR) oversees all job postings and hiring procedures to ensure that College and State of Arkansas HR standards are followed. New positions are advertised internally via e-mail and the College website, and through local and state media venues. Whenever warranted, SEARK conducts national searches for faculty, administrators, and professional staff. Internal announcements provide promotional opportunities for current employees. In the last year, SEARK has advertised externally through websites such as www.HigherEdJobs.com and www.INSIDEHigherEd.com to increase our pool of highly qualified applicants. The recruiting and hiring process for adjunct faculty is very similar to that of hiring full-time faculty. The responsibility for the selection and appointment of the President lies with the Board of



The application process has recently been placed online and includes instructions for submission of all applicant materials. Department administrators determine identification of specific position criteria including academic degrees, teaching experience, discipline, or professional experience, and any other specific characteristics deemed necessary or preferred for open positions. Job descriptions are available for all College positions and document the required knowledge, skills, and abilities. The history, mission, and values of the College are conveyed to new employees through the Faculty Staff Handbook, new faculty/staff onboarding, and departmental orientations. Expectations, as well as the institution's mission, values, and institutional objectives are discussed during the orientation and are on the website and in published materials.

An HR Specialist conducts orientation to ensure that each employee receives consistent information. New full-time and adjunct faculty each have a special orientation session to prepare them to meet the learning needs of their students as well as the requirements of proper documentation, grade posting, and college policies. Faculty, staff, and administrator expectations are defined in the Faculty Staff Handbook. Job specific roles are described in respective job descriptions and evaluation tools.

Designing hiring processes that result in staff and administrators who possess the required qualifications, skills, and values

The recently completed AQIP Action Project resulted in a database which includes job descriptions for every position at SEARK. The descriptions include minimum credentials, qualifications, and skills required to proficiently provide services needed by students. During the development of the job descriptions, current faculty were evaluated to ensure minimum credentials, qualifications, and skills were assessed and verified. The job descriptions were developed by departmental supervisors and reviewed by the departmental V.P. and President. Training is provided for hired staff to ensure ongoing competency. Opportunities for professional development and certifications are supported when available. This process is discussed in more detail in Category 1P5. (3C6)

Developing and meeting academic credentialing standards for faculty, including those in dual credit, contractual, and consortia programs

SEARK adheres to academic credentialing standards and guidelines for faculty as stated by the Arkansas Department of Higher Education and Higher Learning Commission. Standards for the position are also discussed during the interview. Only individuals who meet the minimum credentials and qualifications are viewed as viable candidates for advertised positions and granted an interview. Faculty teaching in dual (concurrent) credit courses at local high schools are required to meet the same academic credentialing standards. [Concurrent Credit course policies](#) outline the credential requirements for faculty and are reinforced through the hiring process. Faculty for specialty programs such as NAH and Technical Studies require industry-specific licensure or certifications in addition to academic requirements. (3C1, 3C2)

Ensuring the institution has sufficient numbers of faculty to carry out both classroom and non-classroom programs and activities

The number of faculty hired is dependent upon enrollment patterns for the College. The Institutional Research Office is capable of providing data to the V.P. Academic Affairs for monitoring faculty-to-student ratios. The data is used by the Executive Cabinet to maintain ratios that sustain quality instruction. The Faculty Staff Handbook defines teaching loads for faculty at 15 semester credit hours. The teaching load allows time for preparation, student advisement, committee representation, and professional development activities in the course of the 40-hour workweek. (3C1) Each spring faculty are issued Letters of Intent to assist with planning. The Letter of Intent requests faculty indicate their intentions for continued employment with the College. When a need arises, the College follows the standard recruiting/hiring procedures to fill anticipated vacancies.

Ensuring the acquisition of sufficient numbers of staff to provide student support services

Staffing positions are maintained based on enrollment patterns and the needs of various departments within the College. For example, during peak registration periods Student Services utilizes a seasonal call center and seasonal advisors based on past historical demand. Student Services also extends service hours to accommodate student needs. Currently, key performance indicators are being developed for the student services area to evaluate the amount of time spent with students to better determine call center and advisor employment needs.

3R1. What are the results for determining if recruitment, hiring, and orienting practices assure effective provision for programs and services?

Outcomes/measures tracked and tools utilized

The HR office tracks the number of full-time and adjunct faculty and the positions. Data is available in Datatel Oracle Reporting for Administration (DORA) for tracking faculty teaching loads and class size to determine faculty-to-student ratios. HR reviews the length of time a position is advertised before a qualified pool of applicants is received as well as the number of qualified applicants. The College does not discriminate against any individual based on race, color, sex, religion, national origin, age, or disability in making decisions regarding employment, student admissions, or other operations or activities.

Summary results of measures (include tables and figures when possible)

The faculty-to-student ratio for 2013-14 was 1:17 and is currently 1:14. This change is reflective of the decreasing student head count numbers and student semester hour being experienced by the College. See Figure 3R1-1 and 3R1-2.

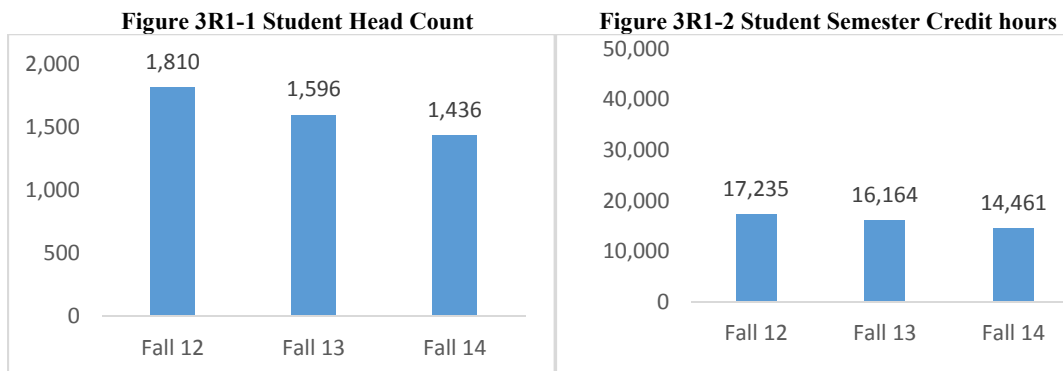


Table 3R1-1 Positions Advertised				
Position Title	Date Advertised	Date Closed	Days Advertised	# of Qualified Applicants
Public Relations Specialist (Admin III)	03/09/2015	04/09/2015	31	8
Business & Community Coordinator	01/14/2015	04/17/2015	93	4
EMS Program Instructor/Coordinator	01/05/2015	01/16/2015	11	1
Administrative Specialist II-WDC	12/02/2014	01/12/2015	41	8
Institutional Services Assistant	11/12/2014	01/26/2015	75	15
Administrative Specialist II –B & G	10/29/2014	01/07/2015	70	18
Institutional Services Supervisor	10/17/2014	01/07/2015	82	6
Special Instructor-Electronic & Manf Tech	10/09/2014	11/17/2014	39	6

Comparison of results with internal targets and external benchmarks

The College strives to maintain low faculty-to-student ratios at 1:20. The number of full-time faculty numbers has declined with some faculty and staff positions being left vacant to keep pace with the downward enrollment trend. The internal target is to move toward 60% of student semester credits taught by full-time faculty. Ethnicity and gender statistics are used to determine the degree to which the faculty reflect and are able to relate to the populations served by the College. Internal benchmarks for these performance measures have not been established nor are external benchmarks available.

Table 3R1-2 Faculty Status				
Status	2012	2013	2014	2015
FT	54(44%)	43(42%)	54(47%)	51(43%)
PT	68(56%)	60(58%)	60(53%)	69(57%)
Total	122	103	114	120

Table 3R1-3 Faculty Gender				
Gender	2012	2013	2014	2015
Male	79 (65%)	68(63%)	43 (38%)	49(41%)
Female	43 (35%)	40(37%)	71(62%)	71(59%)
Total	122	108	114	120

Table 3R1-4 Faculty Ethnicity				
Ethnicity	2012	2013	2014	2015
Hispanic	2	1	0	0
Am. Ind. Alaskan Nat.	3	2	1	1
White	75	68	68	70
Black	41	34	44	47
Asian	1	1	1	2
Non-Resident Alien	0	1	0	0
Total	122	108	114	120

Interpretation of results and insights gained

SEARK's faculty-to-student ratio is lower than surveyed peer institutions, with the average being 1:17-20. Colleges surveyed are not experiencing the same rate of decline in student population as SEARK, thus explaining the data. Internal benchmarks have not been established for the number of full-time versus part-time faculty, however, the percentage of part-time faculty slightly exceeds the full-time faculty. To enhance the quality of educational offerings, the College is exploring a strategic initiative to continue to move toward full-time faculty teaching 60% of student semester credit hours. Faculty is somewhat reflective of the population that is served which is a general target. On average, it takes approximately 55 days of advertising to fill some critical positions for the college.

3I1. Improvements that have been accomplished or will be accomplished in the next one to three years.

Since the last Systems Appraisal, the College has created a database with job descriptions for each position on campus. In addition, performance evaluation tools have been developed and implemented for all full-time employees effective Spring 2014. The College has elected to participate in the State Merit Pay system. In June 2014, SEARK was able to give merit stipends for classified staff based on performance evaluation scores.

In the next year, HR will implement application management software and a document imaging system for employee personnel files. The application management system will assist with tracking the time to fill a vacancy and the number of qualified applications received. In addition, whenever new employees are hired, a mentor will be assigned to assist with acclimation to their new position, campus, and co-workers.

3P2. Evaluation and Recognition focuses on processes that assess and recognize faculty, staff, and administrators' contribution to the institution.***Designing performance evaluation systems for all employees***

SEARK implemented a comprehensive process for employee evaluations in Spring 2014. The employee job description database and corresponding performance evaluation tool are more accurate in measuring job competencies, essential duties for every position, and level of current performance by employees. The immediate supervisor conducts annual staff evaluations, discussing past performance and potential growth areas. Full-time and adjunct faculty members are evaluated during their first semester of instruction and subsequent evaluations are conducted annually. Evaluations may be more frequent depending on job performance, changes in job duties, or recurring performance problems. Regular adjunct faculty continue to be evaluated annually. In addition to evaluations by Dean or V.P., student evaluation of instruction and classroom observation are conducted to further evaluate and validate instructor performance and capture data on student satisfaction.

Soliciting input from and communication expectations to faculty, staff, and administrators

Faculty and staff have opportunity for input into employee and College policies through participation in departmental meetings, which take place each semester at a minimum. In addition, faculty may participate on College councils, committees, and the Faculty Senate, as well as other avenues adopted for shared governance. During employee onboarding sessions, a Dean or supervisor ensures that each employee receives consistent information about the College expectations and their responsibilities as a new employee. New full-time and adjunct faculty each have a special orientation session in order to prepare them to meet the learning needs of their students as well as the requirements for classroom management, proper documentation, attendance, and grades.

Soliciting input and communicating expectations was an achievement of the recently completed AQIP project, which resulted in a job description database. The Action Project Team that involved HR, staff, and members of the Faculty Senate ensured that the tools developed were aligned with job descriptions and possessed the potential for equitable use if results are tied to Merit pay. After a pilot phase was conducted supervisors received an in-service training session on expectations. Faculty results for 2014 became skewed and were invalidated for Merit use due to perceived inequities in system use. Further training was provided to ensure that supervisors were using the tool and the process in a consistent manner.

Aligning the evaluation system with institutional objectives for both instructional and non-instructional programs and services

The personnel performance evaluation process is reflective of institutional objectives. The faculty performance evaluation tool contains behaviors expected for delivery of high quality instruction. For example, faculty are evaluated on fulfilling professional development as required according to discipline. This expectation is linked to the institutional commitment to excellence in teaching and learning with emphasis on pertinent curricula that assure competence in basic skills such as communications, critical thinking, science, mathematics, technology, and global awareness. Evaluation of non-instructional staff reflects behaviors consistent with performing activities that underscore student learning, educational access, and student success.

All faculty and staff are expected to engage in activities which further the mission and image while enhancing the environment of the College and the community. Performance behaviors along these lines are common expectations and are part of the performance evaluation for all personnel as the College lives out one of its mottos "Two Years Here... A Career Forever."

Utilizing established institutional policies and procedures to regularly evaluate all faculty, staff, and administrators

Policies and procedures for the annual employee evaluation process (faculty, staff, and administrators) are published in the Faculty Staff Handbook. The Executive Cabinet and HR staff review the Handbook annually to update policies and procedures. As stated above, all full-time employees and adjunct faculty are evaluated annually. Each year faculty receive evaluations from students and their supervisor. (3C3) Likewise, supervisors annually evaluate classified and non-classified employees. Administrators are evaluated annually by the President who is evaluated by the Board of Trustees.

Establishing employee recognition, compensation, and benefit systems to promote retention and high performance

SEARK strives to offers employees a caring, positive, open, pleasant work environment. The College provides a career service recognition award payment to full-time classified employees who have attained 10 years of service with the College. The award amounts and the process for eligibility are stated in the Faculty Staff Handbook. Through participation in Arkansas Community Colleges (ACC), members of the College are nominated to receive the Outstanding Faculty, Teacher, Staff, Graduate, and Academic Achiever Award. All personnel are encouraged to nominate peers for this recognition. The winners are recognized during the Fall Faculty Staff Convocation. They are also recognized during a special Awards Dinner and Breakfast at the ACC Conference each October. Special events are celebrated by the College and community such as an annual Thanksgiving dinner where administrators serve the lunch meal for faculty and staff. Social opportunities are also provided between employees and students such as the annual events known as Spring Fling, 'Keep Calm & Study On' and the Back-to-School Bash. The College also opened a Fitness Center that was partially funded by the College and grants; no membership or admission fees are charged.

The average salary for SEARK faculty bodes well when compared to other Arkansas two-year colleges. Although funding for the College has continued to decline, SEARK provided COLA increases in the 2013-2014 fiscal year and implemented merit pay for classified employees in correlation with Arkansas' Office of Personnel Management (OPM) policies; non-classified employees (including faculty) have received one-time stipends the last two years.

As an agency of the State of Arkansas the College offers an attractive benefits package which serves as a retention incentive, including retirement matching up to 14.5% and employer contribution amounts for comprehensive medical and life insurance benefits. Other benefits include tuition exemption for full-time employees and qualifying dependents; leave accrual (sick and annual); pay increase for higher degree achievement; and professional development funding for continuing education, workshops, and seminars.

Promoting employee satisfaction and engagement

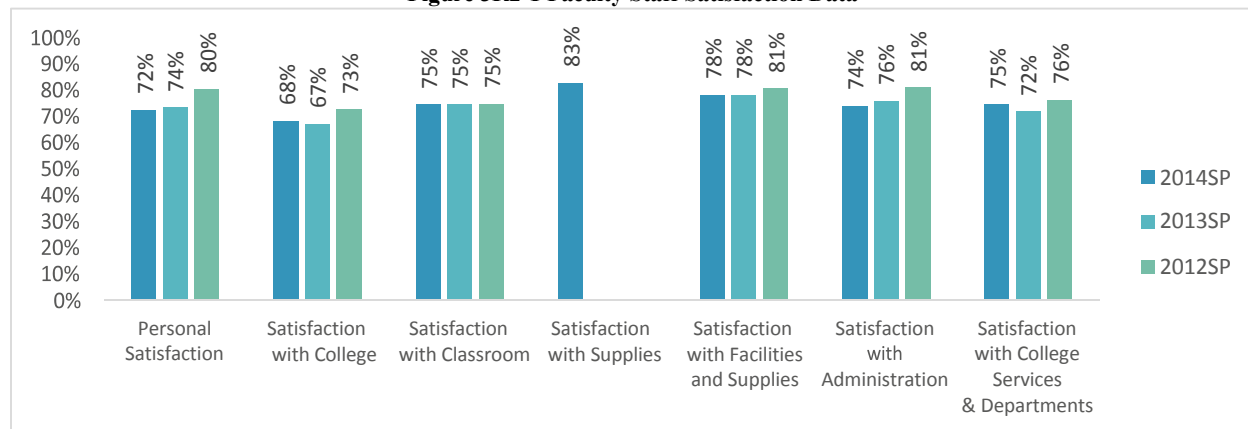
The College collects data on the overall satisfaction through the annual Satisfaction Survey of faculty and staff. Faculty and staff also take advantage of face-to-face conversations, attendance at BOT meetings, Faculty Senate, and the suggestion box to convey areas of satisfaction or concern. Open comments tend to be consistent with the Satisfaction Survey results. Survey data for the past three years show a relative degree of satisfaction. Several activities are in place that encourage engagement of faculty in both curricular and non-curricular activities. A prime example of engagement of faculty is with the Fitness Center competition in which fitness teams were formed to compete in areas of weight loss, attendance at the fitness center, and a step tracker.

3R2. Results for determining if evaluation process assesses employees' contribution to the institution.

Outcomes/Measures tracked and tools utilized

In 2013-14 HR tracked employee performance appraisal ratings and the number of written warnings that were issued. HR data shows seven written warnings filed by supervisors for incidents including attendance, insubordination, and work performance issues. SEARK tracks results of the annual Faculty Staff Satisfaction Survey and receives informal data through sources mentioned above, including data that is received by the President through the suggestion box.

Results for the Faculty Staff Survey are depicted in Figure 3R2-1. The survey category 'Satisfaction with the Classroom' contains only faculty responses. To remain competitive, the College collects and reviews salary information for other two-year institutions for comparison. See Figure 3R2-1 for comparison data for nine month faculty at comparable size two-year colleges. Faculty and staff salary data is available for all state institutions on the ADHE website

Figure 3R2-1 Faculty Staff Satisfaction Data

Summary results of measures (include tables and figures when possible)

The Business Manager prepares an analysis of evaluation ratings within each V.P.'s department to ensure parity across the campus. Uniformity of evaluation practice is important if merit pay is given based on results of the overall performance evaluation score. The number of written warnings are tracked for compliance with OPM policy, which dictates that classified employees with a written warning are not eligible to receive merit pay. The decision was made by the Executive Cabinet to use the 2013-14 performance appraisal data as a baseline or pilot for the new process. The pilot also allowed for review of uniformity of evaluation practice among supervisors. Following the analysis an additional in-service was conducted for supervisors who had questions about the process. Figure 3R2-1 shows results of the Faculty Staff Survey. Over time, the results for personal satisfaction, satisfaction with the College and administration has slipped to some degree. This may be related to several faculty and administrative changes that have occurred and a down turn in enrollment that affects revenue and salaries. Figure 3R2-2 shows comparison data for faculty salaries and reflects SEARK's competitive position with other colleges in the state.



Comparison of results with internal targets and external benchmarks

Currently SEARK does not have internal targets regarding this data. Review of data collected each year from the evaluations will assist in establishing internal targets for measurement.

Interpretation of results and insights gained

The degree of satisfaction experienced by the faculty has decreased over time in all but two key areas: 'satisfaction with the college' and 'facilities and services.' Figure 3R2-1 indicates that percentage scores for satisfaction with 'facilities and supplies' support the fact that sufficient resources are available for faculty and staff to perform their jobs. On the other hand, faculty and staff report decreasing satisfaction with the administration. Figure 3R2-2 shows that the SEARK is close or ahead of its peers in faculty compensation when compared to colleges with similar demographics. SEARK ranks ninth highest out of the 22 colleges in faculty salaries which demonstrates its attempt to remain competitive.

3I2. Improvements have been implemented or will be implemented in the next one to three years.

As a result of the completed AQIP project, job descriptions have been created for each position at SEARK and all full-time employees are evaluated annually. New faculty and staff now receive a copy of their job description at hiring. Data from the Faculty Staff Satisfaction Survey has resulted in several campus-wide improvements. The following is a list of substantive improvements that have taken place based on summary results of faculty and staff data.

- ✓ Implementation of Performance Evaluations & Merit Pay System
- ✓ Opened Wellness Center
- ✓ Real-time notifications of campus emergencies or closures
- ✓ Implemented the use of 24/7 security from the vendor Securitas
- ✓ Electronic leave requests and approvals
- ✓ Better campus lighting
- ✓ Suggestion Box for open input
- ✓ Campus-wide cameras for safety and security
- ✓ Emergency Response Manual and Training

Following use of the faculty evaluation tool, it has been determined that revisions are needed to better reflect the scope of faculty responsibilities and fulfillment of departmental goals that contribute to the College strategic and operational objectives. The Faculty Senate and the Assessment Team are working on updating all assessment and evaluation tools.

3P3. Development focuses on processes for continually training, educating, and supporting employees to remain current in their methods and to contribute fully and effectively throughout their careers within the institution.***Providing and supporting regular professional development for all employees***

Training needs are frequently identified in connection with new initiatives and departmental needs. In the evaluation process, faculty and staff are encouraged to identify and pursue opportunities to facilitate the mission of the College through self-assessment and improvement. Faculty development takes many forms i.e., degree completion, in-service education, certification, or continuing education, all of which are supported by the College. Several courses are offered at no cost to employees through the WDC including CPR, AED training, Microsoft updates, and Quality Management. Additional opportunities for faculty include training on the Colleague system and online course development. The College receives Perkins funding that is used for faculty and staff professional development. The departmental budget process takes into account funding needs for professional development. (3C4)

Approved development activities for faculty and professional staff include professional memberships, journal subscriptions, and attendance at professional conferences/workshops. Classified employees are

encouraged to attend local and regional organization conferences. All College employees are members of Arkansas Community Colleges (ACC) and several have conducted presentations during the annual conference. (5A4) NAH disciplines are required to attain continuing education units (CEUs) as a condition for license/certification renewal. The College supports these efforts. The process for faculty performance evaluations incorporates the requirement for meeting professional development needs. Student Services staff are provided opportunities to attend continuing education conferences related to the respective department. (5A4)

Table 3P3-1 Support Staff Professional Development (3C6)

Student Support Staff	Professional Affiliation/Training	Frequency
Veteran Affairs Counselor	Western Association of Veteran Education Specialist (WAVES)	Annually
Career Counselor	Arkansas Association of Colleges & Employers (AACE)	Annually
Disability Counselor	National ADA Symposium	Annually
Director of Retention/Director of Admission	Noel Levitz Recruitment, Retention & Admissions Conference	Annually
Director of Retention	Framework for Understanding Poverty Trainer Certification	2012
Director of Admission, Registrar's	Arkansas Association of Collegiate Registrars & Admissions Officers (ArkACRAO) Association of International Educators / NAFSA	Annually
Director of Financial Aid & Officers	Arkansas Association of Student Financial Aid Administrators, The National Association of Student Financial Aid Administrators	Annually
Financial Aid Employees	US Department of Education	Annually
Business Services	National Association of College & University Business Officers (NACUBO) Southern Association of College & University Business Officers (SACUBO) Arkansas Association of College and University Business Officers (AACUBO) Arkansas Chapter of the College and University Professional Association for Human Resources (ARCUPA-HR)	Annually

The Arkansas Department of Finance & Administration (DFA) requires continuing education for the employees in Business Services. The Legislative Audit team verifies that this requirement is met. The entire campus makes use of webinars as they become available. Several employees can attend a webinar for one low cost with no travel expenses. The Executive Cabinet and Interim Dean of General Studies attend the American Association of Community Colleges (AACC) conference. Each year SEARK sends one supervisor level employee to the ACC Leadership Institute and one to Leadership Pine Bluff. Buildings and Grounds staff are supported for attendance at safety meetings, OSHA sponsored trainings, yearly Safety Conference, and Equipment/machine training.

Ensuring that instructors are current in instructional content in their disciplines and pedagogical processes

Department faculty possess expertise in their area of instruction and are responsible for reviewing, revising, and designing courses. Instructional departments meet to review curricula and incorporate feedback from stakeholders. The College hiring process ensures that faculty are competent and possess the qualifications and pedagogy to instruct in assigned areas. For faculty and professional staff, approved development activities include professional memberships, journal subscriptions, and attendance at professional conferences/workshops. Faculty are responsible for continuing competence and current credentials required for the profession. Continuing competence is validated annually through the performance evaluation process. (3C4) Faculty members may also be granted sabbatical leave for purpose of study or travel upon the recommendation of the President of the College and the approval of the Board. Sabbatical leave is granted only when sufficient funds are available.

Supporting student support staff members to increase their skills and knowledge in their areas of expertise (e.g. advising, financial aid, etc.)

As discussed previously, the College promotes and provides professional development opportunities to ensure that all faculty and staff are aware of recent policies, practices, and educational trends. Table 3P3-1 depicts avenues that are being utilized by student support staff to increase knowledge and effectiveness in their respective areas. (3C6) A recent example is the implementation of the Student Planning module. The Director of Retention and Advisement conducted the sessions to accommodate all persons who are responsible for academic advisement of students. Another example is training on the use of WebNow online for Admissions and Transcript Evaluation process conducted by the Registrar.

Aligning employee professional development activities with institutional objectives

The new annual faculty performance evaluation tool is in alignment with the College's goals and objectives. Faculty are evaluated annually, receive feedback on performance, and are able to provide input into their professional development and learning needs. Individual departments are more keenly aware of their in-service needs. Deans and supervisors are responsible for making professional development a departmental priority and addressing these in departmental goals.

3R3. What are the results for determining if employees are assisted and supported in their professional development?

Outcomes/measures tracked and tools utilized

Attendance at Perkins-sponsored professional development activities is tracked through attendance rosters. NAH faculty licenses/certifications are reviewed annually for currency as a requirement for clinical experiences. Figure 3R3-1 *Faculty & Staff Development* depicts the level of satisfaction by faculty and staff with the support received for their teaching, academic environment and professional growth in the 83% average. As part of the evaluation process, faculty and staff are expected to remain current on trends within their profession and are evaluated on the degree to which this is done as part of the performance appraisal process. Deans and supervisors use departmental methods for tracking to assure continued education needs are being met. Beyond the College's expectation and requirement for continuing competence, no internal targets or external benchmarks have been set for professional development for faculty or staff.

Figure 3R3-1 Data on Faculty & Staff Development



Faculty are requested to suggest topics for professional development that are in alignment with the College's mission, some of which included additional training with online technology and WebAdvisor.

Comparison of results with internal targets and external benchmarks

Results of the Faculty Staff Survey data are reviewed by the Executive Cabinet for indicators of areas in need of immediate action or strategic improvements. The data are then shared with departmental deans and supervisors. Areas of the survey not meeting the target of 75% - Figure 3R2-1 are reviewed for strategic actions. The past two years of data are consistent across the spectrum. Personal satisfaction and satisfaction with the administration appear to have decreased.

Interpretation of results and insights gained

The SEARK Faculty Staff Satisfaction Survey data reflects overall satisfaction with support received for professional development activities. The survey also asks employees if they are satisfied with the level of professional development being provided by the College. Responses have consistently been reported above 80%. The Faculty Staff survey results have been discussed previously.

3I3. Based on 3R3, what improvements have been implemented or will be implemented in the next one to three years?

SEARK's efforts to support faculty and staff while ensuring continued competence in position assignment are satisfactory. Over the past three years, SEARK has implemented the following in support of faculty and staff needs:

- ✓ Reduced purchase price for MS Office Suite for Non-Classified employee home use
- ✓ Initiated a subscription for Go2Knowledge anytime continuing education webinars
- ✓ Motivational Convocation Speakers on higher education topics
- ✓ Provided polo shirts with College insignia to instill pride in the College
- ✓ Employee Leadership and Teamwork Training Workshop

Surveying employees regarding their satisfaction with professional development and gathering their input on professional development needs should be continued. This is presently embedded in the budget planning process. A future opportunity that would benefit the College is to require departments to develop plans that address professional development with identified measures for accountability. Internal and external targets and benchmarks should be included in the plan.

AQIP Category Four: Planning and Leading

Planning and leading focuses on how the institution achieves its mission and lives its vision through direction setting, goal development, strategic actions, threat mitigation, and capitalizing on opportunities.

Context/Overview

SEARK's processes for planning and leading have undergone numerous improvements in the past three years, such as an inclusive, systematic process for budgetary planning; involvement of the College Board of Trustees (BOT) in setting the strategic goals for the College which are reviewed annually at the BOT Retreat; a process for succession planning; use of data from annual stakeholder surveys; involvement of the BOT in setting strategic goals which are directly linked to the annual evaluation process for the College President; and the creation of the College Crisis Team. Opportunities for stakeholder groups to provide input into the comprehensive strategic planning process have been described throughout the Portfolio. Stakeholder input culminated in a new focused mission statement, strategic goals, prioritized objectives and set a five-year strategic direction for the College. The mission and Strategic Plan have set the direction for the College's priorities, determined initiatives and serve as a guide for resource allocation in alignment with prioritized objectives. While progress has been made, the process for maturing with systematic identification and development of appropriate metrics and tools with targets and benchmarking for each objective is in the very early stage of development. The five-year Strategic Plan is underway in enabling the College to prioritize both institutional and programmatic objectives.

The College mission, vision, and value statements are clearly and widely articulated both internally and externally. "Two Years Here... a Career Forever" is one of SEARK's mottos and an extension of its commitment to students beyond the mission, vision, and values executed in curricular and co-curricular activities. Real-world work experience through internships, clinical, and field experiences are available in many of the academic, NAH, and technical programs to corroborate the mission of student preparation for the workforce in a diverse and rapidly changing society.

The College BOT provides appropriate governance with the delegation of management responsibilities and implements its other functions using a committee structure. Policies, such as the one concerning conflict of interest, guide the integrity of board operations. The BOT has recognized an opportunity for the College to build leadership skills in the administration. Therefore, succession planning and shared governance are two strategic objectives for the College. Shared governance is evident through numerous committees that interact and collaborate as described in Category 4. In particular, the development of a collaborative dialogue with the Director's Council, Faculty Senate, and administration serve to reaffirm the commitment to shared governance. The Action Project pertaining to the employee evaluation data bank and the revised tool for annual faculty evaluations are all examples of shared governance.

MISSION AND VISION

4P1 Mission and vision focuses on how the institution develops, communicates, and reviews its mission and vision

Developing, deploying, and reviewing the institution's mission, vision, and values

The opportunity for SEARK to focus on processes for developing, communicating, and reviewing its mission, vision, and values was recommended by HLC following the 2011 Systems Appraisal. The

College recognized that failure to strategically address these processes would potentially affect SEARK's future success. Since submission of the last Portfolio, the College has made significant progress in moving away from random reactionary planning and decision-making towards a process that is more systematic and purposefully aligned with the mission of the institution. Building from the feedback on SEARK's first Systems Portfolio, the institution has taken major steps in developing, strengthening, and integrating new processes that guide its work towards greater attainment of the mission. The College hired a new President in July 2011, a few months prior to receiving the Feedback Report. The new leadership was the driving force behind strategic planning becoming a top priority for the College and the focus of the Fall 2012 Conversation Day. A major institution-wide quality improvement initiative was undertaken to review and if needed, revise the College's mission, vision, and values statements. The underlying goal of this project was to set a strong strategic direction for guidance and planning for the College's future.

An interdisciplinary team from the College attended a Strategy Forum in Spring 2012 and agreed to implement an Action Project aimed at review and revision the College's mission statement. Data from the Feedback Report guided the team in developing a college-wide approach to address this strategic challenge. Due to the wide reach and potential impact of this initiative, the College sought involvement of stakeholders at all levels. A cross-disciplinary Conversation Day Planning Team from all departments of the College was assembled. The process for determining the Team composition was deliberate so that input might be gained and strategies developed to ensure that the College's mission, values, and decision-making and planning processes were relevant and clearly communicated across the campus and to all stakeholders.

Students, faculty, staff, and community members came together for the kickoff of Conversation Day. A video titled "[Mission Possible](#)" was produced to demonstrate the broad involvement of and commitment to stakeholders. Following Conversation Day in 2012, the *Mission and Strategic Planning Alignment* Action Project was launched to evaluate and if indicated, update the College's mission and align strategic priorities with the mission, goals, and values. Embedded in the Action Project was development of processes for ensuring that the mission provided vision and reflects ongoing commitment to College values. During Conversation Day, SEARK used focus groups to gather internal and external stakeholder perceptions regarding the College's commitment to its mission. During Focus group sessions the mission was reviewed, suggestions for revision were made, and deployment strategies developed.

To ensure shared governance, the Executive Cabinet reviewed and summarized data gathered from stakeholders before sharing it with the Quality Council for broader input. The outcome was a final document of the revised mission, values and vision statement for the College that was presented to and approved by the College's Board of Trustees. (1A1,1D3,1D2) The Strategic Plan received final adoption by the BOT on November 13, 2014. The timeline for continuous review of the College mission is stated in the Comprehensive Institutional Assessment Plan (CIAP). The College's long-term planning goals and strategic objectives are publicly documented in the [2013- 2018 Strategic Plan](#). An example is long term goals aligning with each strategic objective as illustrated in Table 4P1-1.

Table 4P1-1 Strategic Planning Objective

OUR MISSION: Southeast Arkansas College Provides Quality Education and Workforce Development to Meet the Needs of our Service Area.			
OUR VISION: SEARK Aspires To be The Premier Two-Year College In Southeast Arkansas Where Students can Change Their Lives.			
LT Goals	Increase enrollment, retention and number of graduates	Increase Institutional Resources	Expand the Campus, Improve Facilities and Equipment
Strategic Objectives	<ul style="list-style-type: none"> Develop recruitment strategies, advising, mentoring and tutorial services, orientation seminars, improved developmental studies and other services that address new and at-risk student needs Emphasize pertinent curricula that assure competence in basic skills such as communications, critical thinking, science, mathematics, technology and global awareness Offer technological career readiness programs and courses designed to build and sustain a dynamic workforce Provide state-of-the-art equipment, facilities, and personnel to meet student programs and services needs that underscore student learning and educational access Design all recruitment, retention, and tutoring efforts with the completion of classes, certificates, degrees, and training of students in mind 	<ul style="list-style-type: none"> Lobby the Arkansas Legislature for 100% equitable funding based the state's funding formula and the need for additional funding Seek sustainable grants, gifts, and partnerships in support of institutional goals Clarify and expand the Southeast Arkansas College Foundation Develop and invest in online degree programs and expansion of distance learning Invest in technology to recruit/enroll/retain students, that enables faculty/staff to work more efficiently and provides a source for data driven decision-making 	<ul style="list-style-type: none"> Expand the campus for development of new facilities, parking, updated entrances and accessible campus routes to meet disability needs Explore the need for new classrooms, faculty offices, and facilities for campus events Explore closing 18th Street and Fir Street to public use and extend campus north to 17th Street Improve security with additional lighting and surveillance cameras in building and parking lots Continue to beautify the campus and enhance college environment for student and community Develop plans for use and expansion of the commons, Bookstore and Administration area to meet future needs

SEARK's planning, performance measures, budgeting, and continuous improvement processes are aligned with its mission and values through this process. The planning process collects stakeholder data which allows for establishment of planning goals. These operational goals are developed which drive work processes. Table 4P1-2 contains an example of departmental planning goals and the metrics linked to strategic objectives. The process for establishing budget priorities is inclusive of methods to fund the initiatives outlined in the Strategic Plan and departmental goals or action plans.

Table 4P1-2 – Strategic Objectives Linked with Departmental Goals 2015-16

Obj. No	OBJECTIVES	STRATEGIC INITIATIVE	RESPONSIBLE PARTY	ACTIVITIES	METHOD OF MEASUREMENT	ACH.DATE	RESULTS/ STATUS ABCDE AND COMMENTS
GENERAL STUDIES-MATHEMATICS DEPARTMENT							
Obj.1	Explore developing a graphing calculator rental program for SEARK students enrolled in College Algebra by June 30, 2016	<ul style="list-style-type: none"> Increase Enrollment, Retention and Number of Graduates Increase Institutional Resource Expand the Campus, Improve Facilities and Equipment 	Dean Gen Studies	<ul style="list-style-type: none"> Obtain funding through budget approval to purchase an initial 30 TI-84 calculators. Establish a rental/deposit fee required to use the calculator for one semester. Work with Business Services to create a hold on a student's account for unreturned calculators. 	Track the number of calculators rented. Did our students utilize this service? Modify course description to require the use of the TI-84 calculator.	TBD	TBD
REGISTRAR							
Obj.2	Update all information pertaining to the Registrar's Office on the SEARK Website June 30, 2016.	<ul style="list-style-type: none"> Expand the Campus Improve Facilities and Equipment 	VPSS Registrar	<ul style="list-style-type: none"> Review the SEARK website for outdated information Develop the new information Test communication with student group Submit updated information to webmaster verify the information was updated correctly 	Was all information updated on the SEARK website by June 30, 2016?	TBD	TBD
TECHNOLOGY SERVICES							

Obj. 2	Create an inventory of 20 used computers for replacement by June 30, 2016.	• Increase Institutional Resources	VPSS Director for IT	<ul style="list-style-type: none"> • Evaluate old units as they are removed from service • Scrap old units which exhibited poor reliability when in service or which require major component replacement. • Refurbish selected unit and store in Technology Services 	Were 20 used, replacement computers created by June 30, 2016?	TBD	TBD
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The College Board of Trustees along with the Executive Cabinet conducts an annual, formal Board Retreat for the purpose of strategic planning and evaluation of the previous year's operational goals. During the retreat, the President and members of the Executive Cabinet provide data to the BOT for use in determining the continued direction for the College and review of the continuing relevance of the mission, vision, and values.

SEARK is a full-service community college offers general education, technical, nursing and allied health programs, workforce training, and adult education for the citizens of the service area. The mission and values emphasize the focus of SEARK as a teaching and learning institution which also provides workforce development. New faculty and staff are oriented to the mission and values during Onboarding sessions. To ensure the mission remains relevant, aligned, and responsive to community and stakeholder needs, the College annually obtains input from internal and external stakeholders concerning the currency and relevancy as to its mission, vision, and values. Several listening tools are used to gather this data including student, faculty, and staff surveys, suggestion box recommendations, PACs, and focus group meetings. Faculty and staff are surveyed annually on their perception of how well the mission of the college is communicated. Data from 2011- 2013 is located in Figure 4R1-1.

Ensuring that institutional actions reflect a commitment to its values

SEARK's mission to provide quality education and workforce development to meet the needs of our service is reflected in values. The College respects the diversity of the student body and recognizes the individual worth, dignity, and potential of each student. Recognition of the importance and contributions of each faculty member, staff member, and student collectively creates a positive synergistic learning environment. Faculty, staff, and students have the opportunity to enhance their potential for purposeful, gratifying, and productive lives. The College affirms the following values and beliefs in a conscious effort to guide the environment of the college for the benefit of the students, employees, and the community.

***** *Commitment to Students***

Our priority is to provide the finest instructional resources and support services to enhance the growth and development of students.

***** *Excellence in Education***

We are committed to high standards in the college which are demonstrated through quality educational programs and student-centered support services.

***** *Contribution to Community***

We offer a wide variety of academic, technical, and community service courses. We also recognize the importance of enhancing the economic vitality and quality of life for all citizens in our service area through involvements with community programs.

***** *Quality Work Environment***

We recognize the importance of faculty and staff through open, honest communications, appropriate involvement in planning and decision making, encouragement of

responsible and creative risk-taking, recognition, and reward of exceptional performance, and the provision for professional development.

***** Institutional Accountability**

The College's evaluation process is systematic and ongoing with an emphasis on strategic long-range planning, assessment, and improvement programs for continuing institutional effectiveness, and evaluation of administrators, faculty, and staff.

Communicating the mission, vision, and values

The Board of Trustees, President, and Executive Cabinet are committed to the process of ensuring the mission, vision, and value statements are communicated through all of the primary and most visible communication networks of the College. The College's mission, vision, and values are communicated in written form across many venues and in many formats. (IB1, IB2, IB3) For example:

- The College's mission statement is published on the homepage when readers access the SEARK website with links to the vision, values, and Strategic Plan.
- The College's mission, vision, and value statements are the first elements written within SEARK's 2013-2018 Strategic Plan.
- The mission, vision, and value statements are contained in the Catalogue and Student Handbook.

It can be challenging for employees to make connections between the mission and their day-to-day activities. SEARK addresses this challenge by expressing how it attains the primary purposes of a comprehensive community college. The elements listed below connect the College mission and values to day-to-day operations. (IB3)

- Accessible Quality Education – *To academically prepare students for success in college-level learning for technical, nursing, and allied health professions.*
- Transfer Preparation – *To engage students in learning activities that will prepare and advance them through the pursuit of a baccalaureate degree.*
- Workforce Development – *To enhance job skill development.*
- Community Development – *To enrich the communities served through activities that stimulate and sustain a healthy society and economy including adult education.*

Ensuring that academic programs and services are consistent with SEARK's Mission

The College has processes in place which ensure that academic programs are consistent with the institution's mission. The Instructional Affairs Council (IAC) has an internal process requiring various development and approval stages for new programs. Program development and approval are contingent upon whether the proposed program meets the criteria established by the Arkansas Department of Higher Education Coordinating Board (ADHECB) requirements for degrees and certificates. The process specifically requires that academic program goals and objectives fall within the College's mission by aligning with the purposes of the comprehensive community college identified earlier in this section. (IA2) All new and continuing academic programs that are eligible for state funding are reviewed and approved by the ADHECB, which expects that ongoing and newly proposed programs not only align with the College's mission statement but also fulfill needs within its service area. Evidence of this alignment is required as part of the approval process.

The College displays the value placed upon its mission through the broad range of services offered to its students and other stakeholders. Student support services and the process for approving these and ensuring they align with the College's mission is mostly included with the budget development and approval process described in greater detail in the next section. New academic and student support services typically require institutional resources to become established. In the request for new resources, the College has implemented processes that evaluate requests on a variety of criteria, most of which stem

from the College's mission. An annual survey is conducted to gain input from students on the level of satisfaction with the services offered and the degree to which students perceive that the college is fulfilling its mission through these services. The student survey did not specifically ask a question relating to accomplishment of the mission, however, 97% indicated that their attendance goals are being met.

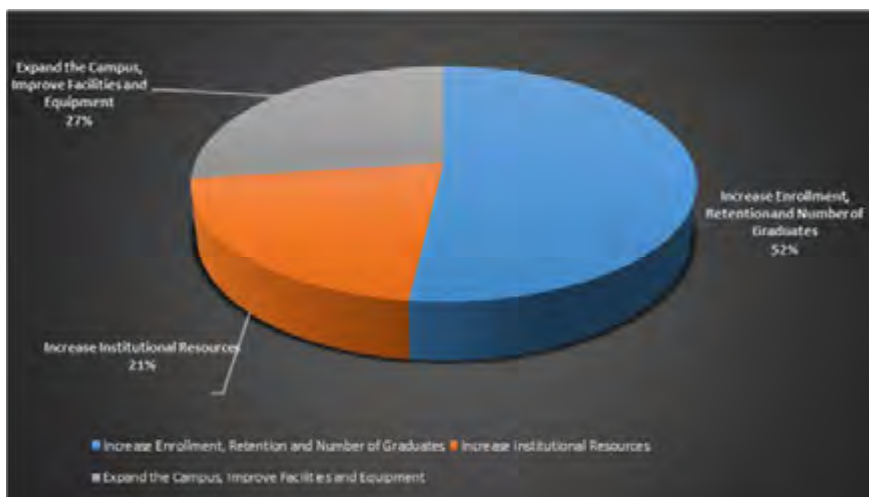
In tandem with its mission SEARK provides transfer credits, hands-on technical education, adult basic education, and workforce development. The college offers 18 Associate and Applied Science degrees, 13 Technical Certificates, and eight Certificates of Proficiency. Several of the certificate programs allow progression to an associate degree in the field.

Allocating resources to advance the institution's mission and vision while upholding SEARK's values

Over the past three years, the process for allocation of resources towards continuous improvement has evolved. The process for resource allocation is discussed in the opening of this section. One component was the redesign of departmental budgets, budget requests, and development of the allocation process. To gain involvement and broaden the participation of faculty and staff in this process, budgetary hearings were established. Program directors, coordinators and/or faculty are required to develop departmental budgets for presentation during the hearings for approval of the Executive Cabinet. All budget submissions are directly tied to one of the three strategic objectives. This process has proven to encourage growth of directors and faculty coordinators by enhancing fiscal awareness at the program and department levels.

The budget process incorporates two primary aspects where alignment with the College's mission, vision, values, and Strategic Plan is central to the determination of resource allocation. The first is within the general fund allocation for operating budgets. Departments and programs are required to establish specific measurable goals which precede their request for funding. During budget hearings rationale and justification for each budget requests is tied to continuous improvement through at least one strategic objective, all of which stem from the College's mission. (1D1, 1A3) Figure 4P1-1 is an illustration of the distribution of departmental goals linked with the three strategic objectives stated in the Strategic Plan.

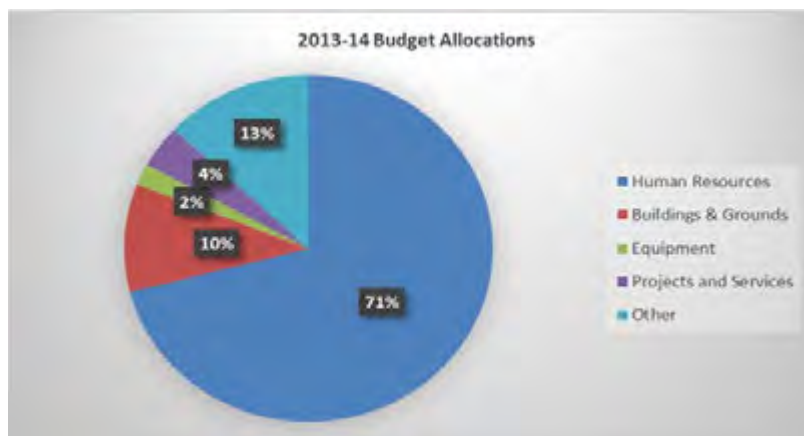
Figure 4P1-1 Strategic Objectives



Another area of allocation is that of new resources, which are opportunities for the College to invest in people (human resources), equipment (capital resources), or other external projects and services which support the College mission. New human resource allocation requests are verified through the V.P. for

Fiscal Affairs and the President. Capital equipment resource allocations are determined based on a capital project list established and prioritized by the Executive Cabinet. Figure 4P1-2 shows the distribution of the budget across categories, with human resources receiving the majority share.

Figure 4P1-2 Budget Allocations



Consistent with its mission to meet the employment needs of the service area, the College is responsive to its external constituents and the community in ways that serve the public good. The WDC is proactive and reactive when scheduling and providing training for the service area. WDC is proactive by networking with other two-year colleges and consortia, and implementing best practices and course suggestions from across the state. WDC is reactive by providing customized course content for companies according to their need. Courses are offered at the location and time of their choice. Survey data is shared with service areas and generates conversation on modifications and/or enhancements that can be made to more effectively and efficiently serve the students. Examples not described previously in this document include the following:

- ✓ Availability of facilities for use as public venues.
- ✓ The partnership with the University of Arkansas at Pine Bluff and other local childcare agencies to promote standards for Early Head Start.
- ✓ STEM majors acquire internships with the National Center for Toxicological Research (NCTR) and several nonprofit organizations.
- ✓ Encourage and promote excellence in teacher preparation in the STEM areas to build transformational leadership in the STEM areas.

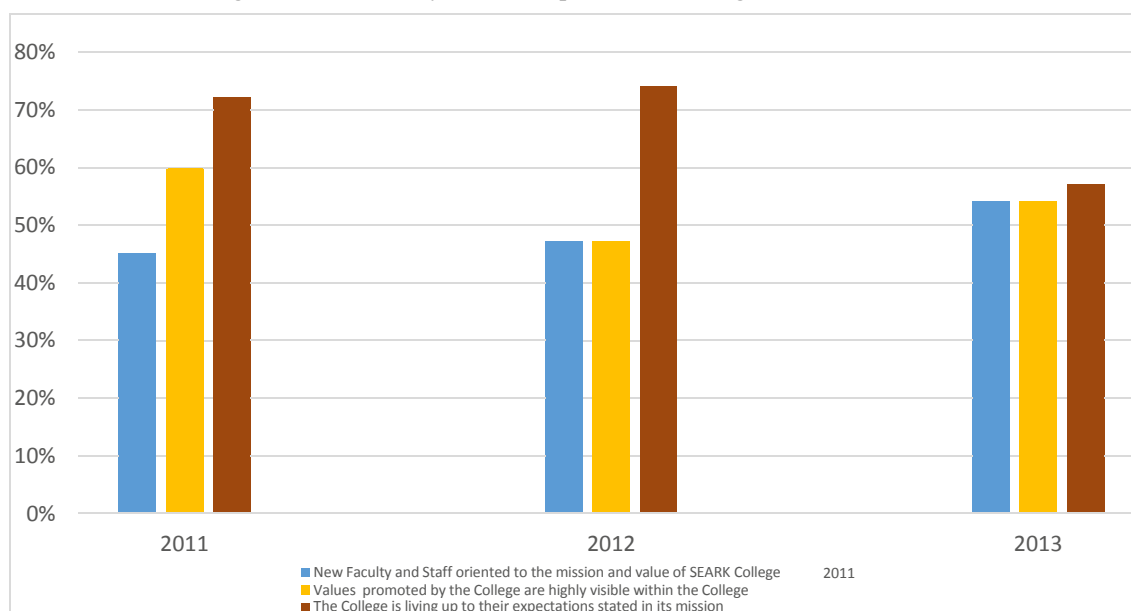
Discussion has taken place regarding the need to rebrand the institution due to the use of “SEARK” by numerous agencies residing in southeast Arkansas. The BOT has not made a decision regarding this change. An RFP for a marketing consulting firm has been issued to assist the College in a marketing campaign and to provide guidance in strengthening its brand awareness in the community.

4R1. Results for developing, communicating, and reviewing the institution’s mission, vision, and values.

Outcome measures that are tracked

Table 4R1-1 summarizes the tools that are used to measure the ways in which the institutional mission, vision, and values, as articulated by strategic priorities, academic programs and services, and resource deployment, are understood and evaluated by internal and external stakeholders. Data gathered with these tools is used by various decision-making bodies, including the Executive Cabinet, Academic Affairs, Directors Council, and the Faculty Senate.

Table 4R1-1 Measures/Tools Related to Mission and Vision			
Element	Measurable Outcome	Tool	Frequency
Ensuring that institutional actions reflect a commitment to its values	Use of best practices for student engagement: <ul style="list-style-type: none"> • Support for learners • Intrusive advisement • Academic challenge 	CCSSE (Figure 1R5-4)	Bi-Annual
	Faculty/Staff understand how their job relates to the institution's mission through perceptions that: <ul style="list-style-type: none"> • Balance exits of teaching and service • Expectations for student learning are defined • Students gain the Knowledge, Skills and Ability needed for success • Administrative leadership does a good job 	Satisfaction Surveys (Faculty)	Annual
	Employee perception that SEARK College contributes to the community: <ul style="list-style-type: none"> - Orientation to the Mission and values - Shared sense of community - Values promoted are visible within the College - The College is living up to its stated Mission • Quality education • Preparing students for the workforce 	Satisfaction Surveys Faculty/Staff (Figure 3R2-1)	
	Graduate perceptions that the institution contributed to their knowledge, skills and employment preparation	Graduate Surveys (NAH & Tech Studies)	Annually – 6 month post-graduation
	Employer perceptions that the institution prepared graduates with knowledge, skills and abilities for workforce entry	Graduate Surveys (NAH & Tech Studies)	Annually – 6 month post-graduation
	Students' perception of SEARK's academic reputation: <ul style="list-style-type: none"> - Provides quality programs to accomplish academic goals 	Graduate Survey Student Satisfaction Survey	At Exit Annually
Communicating the mission, vision and values	Employee perceptions that institution: <ul style="list-style-type: none"> • is achieving its mission • supports quality initiatives through evaluation • is a place where students gain a good-quality education needed for success • is a place where diversity is valued • is a place where ethical behavior is encouraged 	Faculty/Staff Satisfaction Survey (Figure 3R2-1)	
	Students' perception of institution's academic reputation: <ul style="list-style-type: none"> • institution provides a reputation of academic excellence • there is a willingness to recommend the College 	CCSSE Figure 1R5-4 Student Satisfaction Survey Table 1R4-2	Each semester
	Community is aware of the mission, vision, and values of the institution through: <ul style="list-style-type: none"> • Participation in PAC and focus groups • Written communications by the College across several venues 	PAC Focus Groups (Anecdotal)	Annually

Figure 4R1-1 - Faculty/Staff Perception of the College Mission***Summary results of measures***

SEARK uses several tools at strategic times which assist and guide in keeping focus on whether College activities communicate our mission. Tools and measures also exist for determining if the mission and values are clearly communicated to internal and external stakeholders. Finally, measures are in place which allow for review of resource allocations in furthering the mission. Students, faculty, staff, administrators, and PAC members provide input through surveys and forums that provide insights about how the institution carries out its mission and values. In addition, review and revision of the mission and values recently occurred with the strategic planning process. Figure 3R2-1 provides evidence related to faculty/staff and stakeholder views of institutional faithfulness to its mission and values.

Comparison of results with internal targets and external benchmarks

SEARK set the goal of meeting or surpassing the CCSSE 2-year college mean as the internal target as well as external benchmark. No external benchmarking has been done for the surveys and PAC anecdotal comments.

Interpretation of results and insights gained

Table 4R1-1 references data that has been discussed and presented earlier in the Portfolio. The data suggests that across stakeholder groups, employees, students, and PACs perceive that the College is engaged in mission-driven activities and practices. Benchmarking was not available for all areas and the College realizes opportunities to mature in this area. CCSSE results demonstrate that SEARK compares favorably to the Arkansas Two-year College Cohort. Faculty/staff survey data suggest that the institution is committed to its mission and values in most areas. Over time, the results for personal satisfaction, and satisfaction with the College and administration has fallen and may suggest a need for greater commitment across all employee categories in quality improvement initiatives as an institutional priority.

4I1. Improvements that have been implemented or will be implemented in the next one to three years

The new mission statement is posted to the website homepage with links to the vision and value statements. SEARK is increasing alignment between the strengths identified in the SWOT analysis. This is evident through capturing additional enrollment by expanding the flourishing registered nursing program and the completion of three new online degree programs.

Discussions of quality improvement initiatives are becoming more inclusive as a result of the assignment of responsibilities regarding Action Projects being made by the AQIP Oversight Team which has broad-based campus membership. Continued goal-setting at the departmental level that is inclusive of the strategic goal will continue to create awareness of and involvement in quality initiatives.

It is anticipated that within the next year the College will become engaged in a new brand awareness campaign which may include a name change for the institution, if approved by the Board. Prior to such an event, stakeholder input will be sought on all levels, internal and external.

STRATEGIC PLANNING

4P2. Strategic planning focuses on how the institution achieves its mission and vision.

Engaging internal and external stakeholders in strategic planning

“Strategic planning is a critical process that brings together our strengths and values to make us greater than the sum of our parts. In an effort that is broadly inclusive, we engage our faculty, staff, students, partners, and communities to develop an innovative forward-thinking plan to ensure that the College reaches its full potential as the needs of student, community and business change. (5C3) The College manages fiscal responsibilities in an action-oriented process that will direct activities for the next five years and shape our future for 10 years. Specifically, the purpose of strategic planning is to:

- Help stakeholders define the institution over the next 5 years and beyond
- Create a directional document, to guide while not limiting future opportunities
- Enable the college to align strategic objectives with financial and human resources
- Provide a mechanism to continually review and ensure excellence in education, job training and outreach”

SEARK College Five Year Strategic Plan 2013-2018

Strategic planning at SEARK is done periodically and systematically to organize and focus the energies and resources of the institution as illustrated by the planning cycle below. SEARK’s strategic planning process is aligned with the overall College mission and values. Both internal and external stakeholder input is gathered during the process through shared governance involving committees and departments which provide input from PACs and other external sources. The strategic planning process culminates with the annual Board of Trustees retreat where the plan and progress on the previous year’s goals are reviewed and revised, resulting in an update of the strategic direction for the College.

Figure 4P2-1 Planning Cycle



Aligning operations with the institutions mission, vision, values

Incorporating the shared governance model ensures that academic and nonacademic activities are mission-specific. The design and approval processes for new programs require articulation with the College's mission, vision, and values. Faculty are asked during the annual Faculty/Staff Satisfaction Survey the degree to which they feel the College lives up to its mission and are encouraged to provide constructive comments and suggestions for continuous improvements in how the College can better align resources and facilities with the mission. Figure 4R2-1 shows that faculty confidence that the College lives up to its mission is in question. The Executive Cabinet reviews this data annually and it is shared with stakeholders through the website. (5C2)

Aligning efforts across departments, divisions, for optimum effectiveness and efficiency

The shared governance model of committees used by the College is the key structure to ensure that efforts are aligned across various departments and operate effectively and with efficiency. Effort is made to have cross-campus representation on all committees, councils, and senates. Student Senate and Student Ambassadors represent the interest and involvement of students. The Executive Cabinet oversees and approves all recommendations from committees, councils, and senates. (5B3)

The V.P. for Student Service oversees enrollment management and problem-solving between Admissions, Financial Aid, and Registrar's office. The V.P. for Academic Affairs oversees activities and conversations between academic departments, WDC, and marketing. The V.P. for Fiscal Affairs oversees business office activities. In addition to the V.P. For NAH/Institutional Effectiveness, these individuals comprise the Executive Cabinet where approvals are made for all campus initiatives. The Board of Trustees contributes through the strategic planning process by connecting institutional priorities, which in turn become the priorities for budget allocations. (5B3)

Capitalizing on opportunities and institutional strengths and countering the impact of institutional weaknesses and potential threats

Based on SWOT data analysis for the College, initiatives have been identified in the Strategic Plan that define priorities for the College for the next five years. The Strategic Plan is designed to capitalize on apparent opportunities and to counter weaknesses and threats. One example is the declining population the College's service area and declining enrollment for the College. (5C4) The College is capitalizing on the high popularity of the nursing programs and the benefit of offering additional online programs in nursing, criminal justice and general studies as avenues to increase enrollment. In addition, the College has seized the opportunity to offer classes to White Hall high school students and is exploring the opportunity for a remote site off campus to counter other institutions seeking opportunities in the service area. (5C5)

Review of teaching loads is being considered since SEARK has one of the lowest teaching loads of similar sized two-year colleges. Bringing Adult Education back to the College will assist with underprepared students becoming college ready. Another example is exploring new programs to meet the short term learning needs of stakeholders. This data was collected via a general interest survey that was placed on the College website and the Pine Bluff Regional Chamber of Commerce website to ensure stakeholder involvement,

Creating and implementing strategies and action plans that maximize current resources and meet future needs

The Strategic Plan has integrated initiatives to improve collaboration across campus and includes the communities served by the College. The focus on building the computer and student information data systems have received priority. These efforts are intended to leverage available resources through a strong technology based campus. There is evidence that the Strategic Plan is improving group effort across the college with accountability and relevance which is increasing in importance to students and other stakeholders. The planning process for the College is described in the previous section and is responsible

for connecting institutional priorities, which have in turn become the priorities for budgeting for budget allocations. (5C1, 5C4)

The College faces several challenges, which include declining enrollment, decreasing state funding, increased competition from other area colleges, and concern about the increasing cost to attend college. The College is moving strategically in countering these threats through:

- ✓ Increasing recruitment activities targeting traditional students
- ✓ Adopting initiatives to increase retention (e.g., centralize advising; Early Alert System)
- ✓ Including best practices with admissions process (Strategies for College Success)
- ✓ Cost containment measures
- ✓ Generating new sources of revenue through new and expanded academic programs and online options
- ✓ Enhancing efforts to develop non-tuition funding sources, such as the SEARK Foundation
- ✓ College branding for improved student marketability and advertisement

4R2. Results for communicating, planning, implementing and reviewing the institution's operational plans

Outcomes/measures tracked and tools utilized (e.g. Achievement goals/and or satisfaction with the process)

Data from the Faculty/Staff Survey shows decrease in perception that the College lives up to the expectations of the mission. There are several variables that could contribute to this perception, including the lack of raises for the past several years, even though employees received annual stipends the past 2 years; the lack of opportunities for career advancement; and the number of recent changes, particularly the new process for registration implemented in 2013. Teaching loads are tracked for comparison in determining how the College aligns with other colleges in the state. SEARK has one of the lowest faculty to student ratios in the state. Comparisons are represented in Figure 4R2-2.

Transparency of the College's strategic direction is supported through placing the [Strategic Plan](#) on the website. The site lists specific objectives that the College plans to accomplish annually through 2018. During the planning process, faculty and staff budget requests are tied to one or more of the strategic objectives as shown above in 4P1-2. In addition, during the annual retreat the BOT develops planning goals for the College that are assigned to the President which helps set priorities for the institution. Achievement of departmental goals are discussed within departments with results reported to and tracked by the Executive Cabinet. Overall achievement of goals are reported to faculty and staff during Convocations. Faculty satisfaction with transparency and level of input into the overall process is monitored for suggestions that may become actions for improvement.

Summary results of measures (include tables and figures when possible)

Figure 4R2-1 Faculty Staff Satisfaction Survey (selected items)

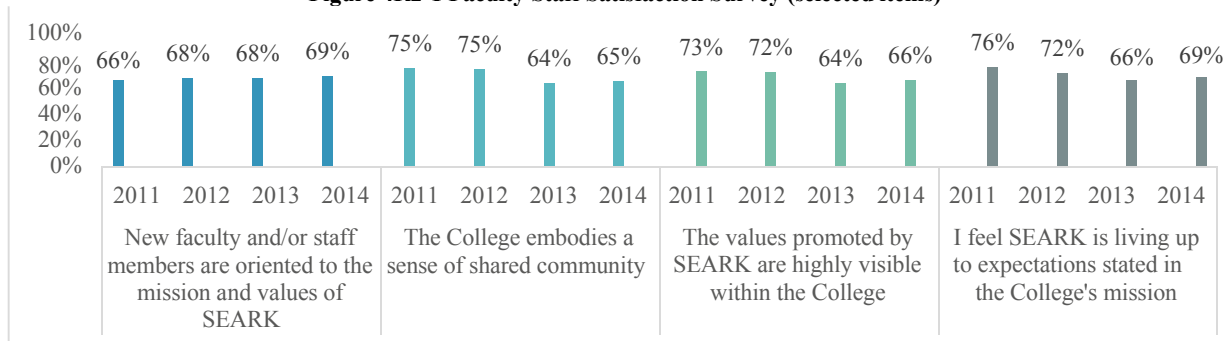
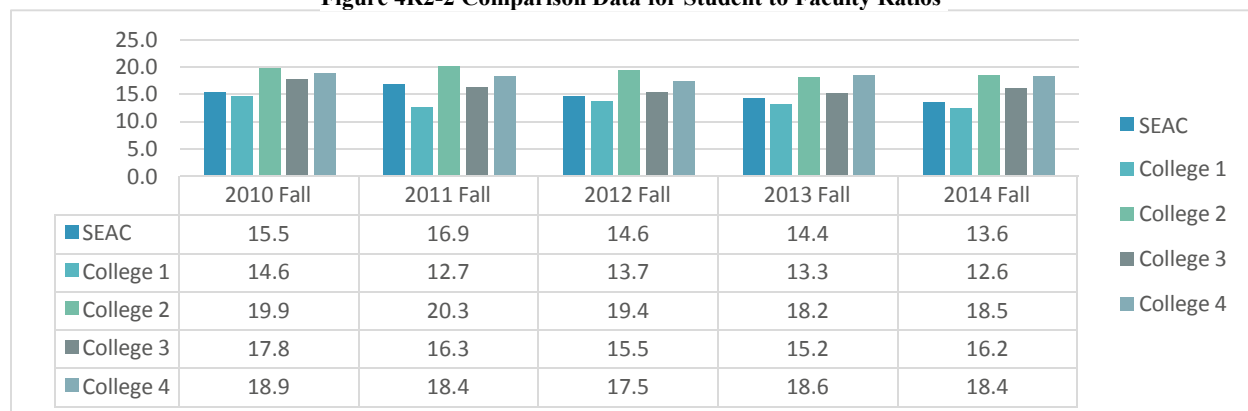
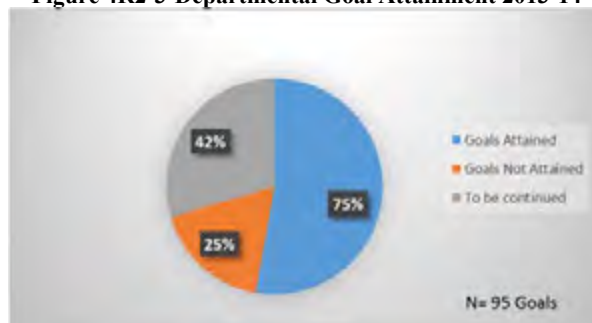


Figure 4R2-2 Comparison Data for Student to Faculty Ratios



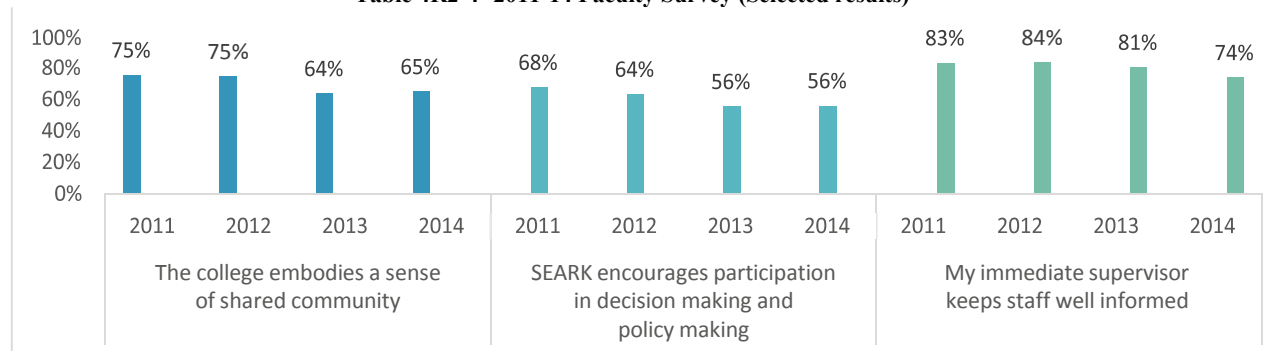
Departmental objectives are reflective of progress being made in meeting the strategic planning goals. The year 2013 was the first implementation of goal review as part of institutional planning and budgeting process. Figure 4R2-3 shows results for goal attainment for 2014.

Figure 4R2-3-Departmental Goal Attainment 2013-14



The Faculty Staff Satisfaction Survey administered 2011- 2015 did not specifically ask regarding satisfaction with the process. However, questions were related to satisfaction with having their interest represented by their supervisor and participation in decision-making. Percent indicating agreement with the behaviors representing their satisfaction with administration may be related to a culture change within the institution.

Table 4R2-4 -2011-14 Faculty Survey (Selected results)



Comparison of results with internal targets and external benchmarks

The survey tool used for data collection on faculty satisfaction is one constructed for SEARK. Therefore, no data comparison is available. The Assessment Team is reviewing all tools for relevancy of data collected and adoption of internal and external targets. The College's Strategic Plan and operational planning alignment efforts are still in the infancy stages however, the operational components continue to better align themselves with institutional goals and targets. The College examines formative internal targets for strategic planning and results are reported. Summative results are associated with those outcomes intended because of the Strategic Plan. For example, student retention, persistence, and completion are results benchmarked against internal targets set by the Board of Trustees through the end of the 2018 plan and by ADHE and the Performance Funding Model. The results of the Datamart Action Project have allowed the College to move toward systematic maturity by having access to a more centralized repository for collection, storage, and retrieval of data during the decision-making processes. This systematic maturity level is gradually evolving as processes for external measures and benchmarks are being explored for incorporation into planning processes.

Interpretation of results and insights gained

SEARK does not have a formalized process for external data comparison regarding its communicating, planning, implementing, and reviewing of the institution operational plans. The College recognizes the opportunity to develop, implement, and assess a plan for the institution to build on its continuous improvement efforts. However, because planning has a direct impact on stakeholder satisfaction, SEARK measures effectiveness of planning by gathering feedback from employees (see Figure 4R1-1 & Table 4R1-1), and external measures in Table 5R1-1. SEARK's Action Projects have built-in measurements and evaluations. These measurements are available to stakeholders on the website and provide measures of effectiveness of operational initiatives for the College.

Additionally, the annual administrative evaluations also include broad categories that address collaboration, accountability, respect, excellence, and service, and that probe standards of human dignity, trust, and competence. Specific leadership indicators are assessed and personal accomplishments are noted. The performance appraisal process provides an opportunity for supervisors and subordinates to determine the alignment between performance and expectations. Integral to the process, an upward review also ensures optimal performance as well as deficiencies are addressed at all supervisory levels.

LEADERSHIP

4P3 Leadership focuses on governance and leadership of the institution. Describe the processes for ensuring sound and effective leadership of the institution and who is involved.

Establishing appropriate broad-institutional relationships to support leadership and governance

The President is responsible for institutional governance with global policies and goals set by the Board of Trustees. Responsibility for management and implementation of policies and goals are relegated to administration and faculty as designated in the [organizational chart](#). The organizational chart represents a shared governance model designating clear lines of support at all levels of the institution. (2C4)

Establishing oversight responsibilities and policies for the governing board

The BOT is appointed by the Governor subject to confirmation of the State Legislature. The BOT operates according to bylaws of the College which state the powers and duties of the Board. The Board has authority to create policy, set goals, ensure effective management, and maintain the financial integrity of the College. A Board Conflict of Interest Policy is in place. The bylaws of the College Board of Trustees and policies for the faculty are published on the College Website. (2C3, 5B1, 5B2)

Maintaining board oversight, while delegating management responsibilities to administrators, and academic matters to faculty

The BOT assigns management of day-to-day operations and responsibility the President. Implementation of policies and procedures are assigned to appropriate administrators and faculty by the President. The President is the chief executive officer of the College and holds responsibility for all personnel and operations. The faculty have primary authority over and the responsibility to formulate and implement policies and procedures regarding the integrity and structure of academic programs and the general welfare of the faculty, including curricula academic standards, design and development of new courses/programs, faculty governance, and academic freedom. The Faculty Senate operates in an advisory capacity to the Executive Cabinet. (2C4)

Ensuring open communication between and among all colleges, divisions, and departments

The College operates under a system of governance with a cross-departmental committee structure. The committee structure ensures representation from all groups and stakeholders and therefore represents open communication. See Table 4P3-1.

Table 4P3-1 Open Communication Avenues

Groups	Communication
Board of Trustees	<ul style="list-style-type: none"> • Meets Bi-Monthly • Recommendations of the full board announced by the President or the Executive Vice President
Executive Cabinet	<ul style="list-style-type: none"> • Cabinet meets weekly • Working groups report progress during Cabinet meetings; progress is also reported to Deans and Directors
Academic Affairs	<ul style="list-style-type: none"> • Meets monthly - V.P. & Deans and faculty communicate with individual academic departments
Faculty Senate	<ul style="list-style-type: none"> • Monthly meetings and with the BOT • Makes recommendations to Executive Cabinet concerning issues concerning Faculty policies and well being
Deans and Directors Council	<ul style="list-style-type: none"> • Facilitates communication between staff and administration • Meets Monthly and with the BOT
AQIP Oversight Team	<ul style="list-style-type: none"> • Communicates ongoing Quality Initiatives
Student Senate/Ambassadors	<ul style="list-style-type: none"> • Communicates with Deans and Directors

Collaborating across all units to ensure the maintenance of high academic standards

Through the Instructional Affairs Council faculty has oversight of all curricula and curricular policies. Faculty duties and responsibilities are detailed in the Faculty Staff Handbook. (5B3)

Providing effective leadership to all institutional stakeholders

The College ensures that all stakeholders are involved in establishing and assessing policies. See Table 2P3-1 for a description of stakeholder involvement and campus leadership. The Board of Trustees observes the mission and Strategic Plan while receiving input from multiple stakeholders to inform its decisions. (2C1, 2C2)

Developing leaders at all levels within the institution

There are numerous opportunities for leadership and leadership development via participation in various administrative, faculty, staff, and student committees. The College Council Committee and Senate Handbook describe the membership and function of these groups. The BOT established a goal that the College engage in succession planning for training V.P.s to serve in the College's top leadership role (President). All V.P.s and the Interim Dean of General Studies attended the American Association of

Community College (AACC) convention in Spring 2015 where sessions were offered to build leadership skills.

Ensuring the institution's ability to act in accordance with its mission and vision

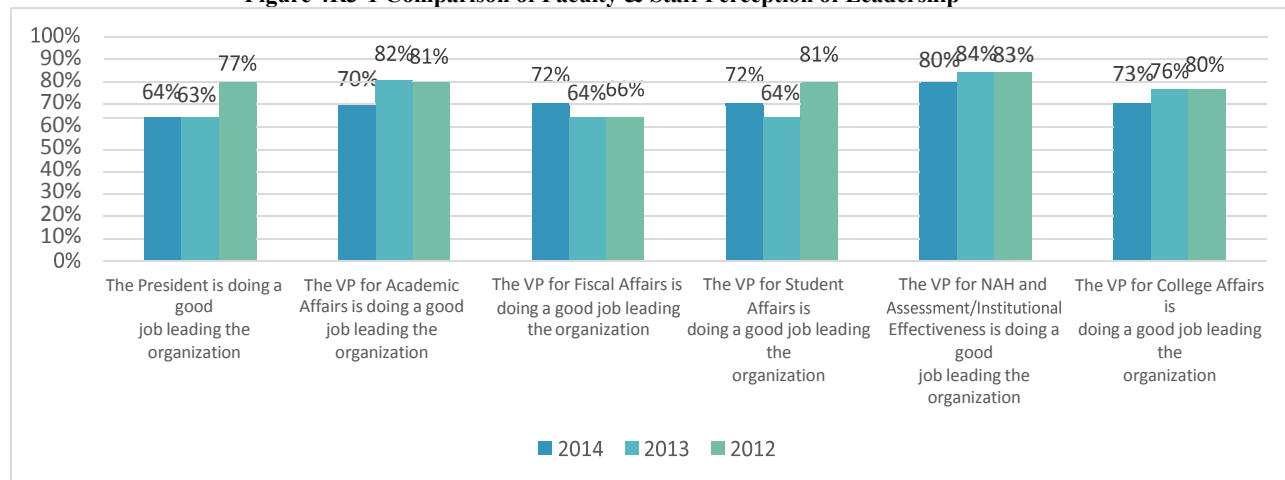
The Board of Trustees and College employees have the continuing, affirmative duty to report any personal ownership, interest, or other relationship that might affect their ability to exercise impartial, ethical, and business judgments in the area of their responsibilities. BOT members and administrators are required to disclose any such interest. This code of ethics is integrated into the institutional culture. (2C3)

4R3 What are the results for ensuring long-term effective leadership of the institution?

Over the past three years, SEARK has taken great strides to ensure the long-term sustainability of effective leadership, engagement, and empowerment of the campus community, and clarity in procedure and practice. Measures of the effectiveness of efforts in this area occur primarily through the implementation of strategies to improve related processes and through employee feedback from the campus climate survey. Data collected from the Faculty/Staff Satisfaction Survey assists with gauging employee perceptions about administration.

Summary results of measures (including tables and figures when possible)

Figure 4R3-1 Comparison of Faculty & Staff Perception of Leadership



Comparison of results with internal targets and external benchmarks

Figure 4R3-1 shows results of one data trend monitored historically in the satisfaction (climate) survey.

For the most part, the 2014 results were significantly different from the previous year and did not meet the College target of a 75% positive response to leadership effectiveness. Because an internally developed instrument is used, external benchmarks are not available. No attempt was made at comparison in measuring employee perceptions of leadership and governance. Results are shared with the Executive Cabinet and is available for stakeholders on the internal website.

Interpretation of assessment results and insights gained

The College has an opportunity to set targets for administrative performance. All administrators are evaluated annually by the President using the performance evaluation process described in Category 3P2. The President is evaluated by the BOT annually during the Board retreat. There has been an

overall decrease in the Perception of Leadership Effectiveness the past three years. However, there has been a slight increase in 3 out of 6 leadership effectiveness ratings in 2014 compared to 2013. In the comment section of the survey on areas the College could improve, there is no way to disaggregate the information to determine if reference is being made to the administration.

4I3 Based on the data presented above (and other relevant information), what improvements have been implemented or will be implemented in the next few years?

SEARK recognizes that there are always opportunities in establishing a stronger culture of consistent and sustainable leadership. Improvements by the administration since the last Systems Portfolio include implementation of the inclusive strategic planning process in 2012; the addition of the new Deans and Directors Council to provide advice to the Executive Cabinet when making decisions for the respective departments; an ongoing process to improve succession planning; and the active participation of V.P.s in budget and goal-setting meetings provides opportunities to develop leadership skills.

INTEGRITY

4P4 Integrity focuses on how the institution ensures legal and ethical behavior and fulfills its societal responsibilities. Describe the processes for developing and communicating legal and ethical standards, monitoring behavior to ensure standards are met, and who is involved in those processes.

Developing and communicating standards

The College has developed long-standing policies that reflect the current relevant federal, state, and local laws. The processes for reviewing and updating these policies are detailed within handbooks that cover all academic and nonacademic departments such as the Faculty/Staff Handbook, HR Policies, and Catalog and Student Handbook. At the time of hire, personnel are introduced to policies and sign an acknowledgement of understanding and responsibility for meeting the same. Students are introduced to the College Handbook during New Student Orientation and during advisor sessions. The student, faculty, and staff handbooks are made available on the College website www.seark.edu. College Bylaws are published on the College website. The handbooks are reviewed and updated on a regular basis, as needed. The College legal counsel reviewed the current version of the Faculty/Staff Handbook prior to its posting to the web in August 2014. All documents are reviewed and updated as College policies or relevant laws are changed.

Table 4P4-1 Policy	
Resource	Relevant Policies (selected examples)
SEARK College Bylaws	<ul style="list-style-type: none"> • Conflict of Interest • Nondiscrimination • Rights of Indemnification
Faculty Staff Handbook Staff/Employee Handbook	<ul style="list-style-type: none"> • Conflict of Interest • Nondiscrimination • FERPA-Compliance • Access to Educational Records (FERPA) • Outside Employment • EEOC Statement • OSHA Regulations • Harassment, Sexual Harassment, Intimidation and Abuse

Student Handbook	<ul style="list-style-type: none"> • Student/Faculty Disputes • Academic Misconduct/Dishonesty • Plagiarism • Title IV Financial Aid • Harassment, Sexual Harassment, Intimidation and Abuse • Students with Disabilities
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Training employees for legal and ethical behavior

Following employment, personnel have open and continued access to handbooks and policy information on the website and through information passed through the College committee structure. Training occurs at New Employee Onboarding, at periodic workshops offered through the Financial Aid office, or in defined groups such as supervisors and administrative assistant workshops. Other employee training programs support legal and ethical behavior of employees. New policy changes alerts are communicated to employees through email.

Modeling ethical and legal behavior from the highest level of the organization

All members of the College community, including the Executive Cabinet and President, are accountable to supervisors or to the Board of Trustees. This accountability structure is demonstrated by the College [Organizational Chart](#). Depending on the circumstances involving an employee or administrator concerns, the College has processes in place for handling disciplinary behavior.

Ensuring the ethical practice of all employees

SEARK has policies and processes in place directed toward ensuring ethical practice for all employees. Links to Policies to ensure ethical behavior are published on the website and included in onboarding with updates posted as changes are needed. The links below are examples of policies that are published for faculty and staff. (2A)

- ✓ [College Discrimination Statement](#)
- ✓ [Sexual Harassment](#)
- ✓ [Title IX Sexual Harassment](#)
- ✓ [Education Amendment](#)
- ✓ [Rehabilitation Act](#)
- ✓ [FERPA](#)
- ✓ [Purchasing Policy](#)
- ✓ [Travel Policy](#)

As stated earlier, the Business Office and Financial Aid are both subject to external audits at the state and federal levels.

Operating financial, academic, personnel, and auxiliary function, with integrity, including following fair and ethical policies adhering to processes for the governing board, administration, faculty, and staff.

The Board of Trustees and all employees acknowledge and the College has a number of standing committees in place to monitor compliance with College policy on behalf of the institution. (2A)

Group	Area of Oversight
Board of Trustees	Complaints Re: President /College Policies
EEOC & Title IX Compliance Officer	OCR/ADA / Title IX
V.P. Academic Affairs	Faculty Complaint and Grievances
Deans/Directors	Staff Complaints & Grievances
Faculty Senate	Faculty Concerns Re: Policies

Making information about programs, requirements, faculty and staff, costs to students, control, and accreditation relationships readily and clearly available to all constituents

Information concerning academic programs, requirements, faculty and staff, and costs is available to students through website pages at www.seark.edu including information related to admissions, Financial Aid, and academic departments. The website also has a link to the Higher Learning Commission.

External accreditors for specialty programs are listed in the Catalog with respective programs. The Office of Institutional Research publishes and updates the [SEARK College Fact Book](#). This document contains official data on student achievement including completion and retention data. (2B)

4R4 Results for ensuring integrity

The Faculty/Staff complaint and grievance process is detailed in the Faculty/Staff Handbook. [Title IX](#) policies are available and all administrators and staff have received training or an update of the policies for handling complaints and resolution. Clery data is available on the website including [Daily Crime Log](#). Table 4R4-1 lists faculty and staff integrity/ethical issues that have been addressed by the College. All complaints have been resolved without litigation.

The College tracks the number of students who submitted documentation for disability services. The Disability office is just beginning a process to track the types of disabilities reported. This data is available for use in setting targets for services needed to accommodate students. Table 4R4-2 lists numbers of self-disclosed disabilities.

Table 4R4-1 Faculty Staff Integrity/Ethical Complaints					
2012-13		2013-14		2014-15	
Type	#	Type	#	Type	#
Americans with Disability Act (ADA)	1	Equal Employment Opportunity Commission (EEOC)	2	Title IX Complain	1
Faculty Grade Inflation	1	Internal Grievance	1	Internal Grievance	1
		Office of Personnel Management	1		

Table 4R4-2 Students with Self Disclosed Disabilities					
2012-13		2013-14		2014-15	
Type	Number	Type	Number	Type	Number
Learning	20	Learning	28	Learning	14
Physical	12	Physical	13	Physical	12
Psychiatric	5	Psychiatric	18	Psychiatric	19

Comparison of results with internal targets and external benchmarks

SEARK has not developed targets or measures for comparison.

Interpretation of results and insights gained

Awareness of usage numbers helps with ensuring sufficient staff and supports through various departments which provide services to students with self-disclosed disabilities.

4I4 Improvements that have been implemented or will be implemented in the next one to two years

SEARK has implemented the following improvements:

- ✓ The website has been updated with links to policies and forms, which accompany processes for maintaining the integrity of the institution.
- ✓ Plans include developing a system to categorize not only the number but also the type of disabilities that are reported by students in order to better anticipate future needs and services
- ✓ The VP. For Academic Affairs serves as the Title IX Coordinator
- ✓ Training has been provided for Staff on Title IX
- ✓ Updated the Faculty/Staff Handbook
- ✓ ADA route installed and all buildings brought into compliance with ADA standards
- ✓ Electronic processing for leave through Paycom ensures integrity of the system
- ✓ Business Office document imaging and the Purchase Approval module has increased accountability on all levels of the institution
- ✓ In addition to the complaint resolution process, faculty, staff and students may register complaints through the suggestion box on the website.

SEARK continues to monitor processes that are in place and has plans to collect data to be used for continuous improvement.

AQIP Category Five: Knowledge Management and Resource Stewardship

Knowledge Management and Resource Stewardship addresses management of the fiscal, physical, technological, and information infrastructures designed to provide an environment in which learning can thrive.

Overview/Context

Following the 2011 Systems Appraisal, SEARK has given priority status to building an infrastructure that better supports daily operations, strategic initiatives, and long-range planning. The knowledge management systems have seen vast improvements following reinvigoration of the Institutional Research Office with shared responsibilities for student services and information technology. The results of the Datamart Action Project have allowed the College to move toward systematic maturity by having access to a more centralized repository for collection, storage, and retrieval of data during the decision-making processes. This systematic maturity level is gradually evolving as processes for external measures and benchmarks are being explored for incorporation into planning processes. While some targets and benchmarks have been set, it is apparent that this is an area for growth as additional external measures are incorporated into processes for assessment.

The Datatel Oracle Reports for Administration (DORA) system has been in place for some time, however, the reliability of the data frequently came into question in the past. With improvements in knowledge management, new applications have been put in place and designed specifically to check reliability of data before it becomes available to decision-makers. The new system allows for systematic access and distribution of data and provides processes for obtaining feedback. A new level of administrative leadership has been added—the Directors' Council—to provide recommendations from key areas to enhance effective decision-making. Recommendations from the Directors Council come before the Executive Cabinet for decision-making.

The College has made several improvements to the Information Technology (IT) infrastructure including a major step forward with the rollout of ARE-ON (areon.net). ARE-ON is a statewide optical data network connecting all community colleges and universities. This network had two benefits: a gigabit access speed to all Arkansas research universities, and significantly lower internet access costs. In the past three years, the College dramatically improved the reliability, security, and performance of its computing infrastructure. The Data Center was relocated from an old automotive bay to a modern, climate-controlled, secure facility. During this move, the outdated computer servers were replaced with a state-of-the-art virtualization structure, greatly enhancing reliability and availability. To enhance connectivity, fiber optic cabling was installed in every campus building, eliminating the copper wire used to connect buildings to the data center.

The College now has a social media footprint, including Twitter, Facebook, Instagram, and YouTube for stakeholder interaction. With the financial assistance of the Carl Perkins Grant, most classrooms now have Smart Board technology to enhance teaching and learning. The Moodle Learning Management System (LMS) continues to be upgraded to meet the teaching/learning needs for the expanding online student enrollment.

The new planning and budgeting process directed by the V.P. for Fiscal Affairs has provided enhancement to resource management. Organizationally, the Director of the Physical Plant reports directly to the President and the V.P. for Student Affairs/IR/IT (VPSS) is a member of the Executive Cabinet. The VPSS maintains oversight for information and resource management during the planning process. Faculty, staff, and students are afforded opportunities to voice satisfaction with adequacy of

resources. The College anticipated that satisfaction would increase with new technologies and facilities updates. However, the rate of change has been overwhelming at times, and may be a contributor to the decrease in overall satisfaction among the faculty and staff reflected in survey data.

Knowledge Management

5P1. Knowledge Management focuses on how data, information, and performance results are used in decision-making processes at all levels and in all parts of the institution. Describe the processes for knowledge management and who is involved in those processes.

Selecting, organizing, analyzing, and sharing data and performance information to support planning, process improvement, and decision-making

Data is selected to ensure that institutional processes and College operations are aligned with state and federal reporting guidelines. Examples are Federal and State reports that are required for IPEDS, Financial Aid, and ADHE reporting. In addition, data required for departmental operations and surveys are collected at points identified for decision-making and analysis across and within departments. Operational data is categorized as all data the College collects on students, faculty, staff, and programs during the normal course of operations. Student data, human resources, accounting, financial aid, and enrollment data is collected and organized using the Colleague system with reports made available in DORA.

Colleague is organized with customized fields to collect and report data designated for use or reporting for all academic and nonacademic departments across the institution. DORA is an SQL interface, which organizes the data requested for reports. DORA contains several standardized reports that can be accessed by the administration, faculty, or staff on an as-needed basis, which ensures that all aspects of College operations are informed. All reports in DORA are accurate and updated as soon as end-user input is written to the Colleague database. As institutional or departmental reporting requirements change, the IS Department is able to add additional fields in DORA to accommodate the additional data

Along with operational data, the College participates in CCSSE, which provides the institution with detailed information on students and engagement practices for process improvement. CCSSE data is monitored because such data forms the basis of our benchmarking efforts to gauge academic and institutional quality. Summary results from CCSSE and other survey initiatives are disseminated to faculty and staff through a number of venues including internal printed material and web sources. In addition, customized detailed reports are made available to the President's Cabinet. In supporting the College's commitment to transparency faculty, staff, and student survey data results are posted to the website. Specialized departmental reports and data are accessible in DORA and available to members of the institution upon request, as appropriate. Faculty and staff evaluate satisfaction with services provided through IT/IS as part of the annual survey of faculty staff satisfaction.

Determining data, information, and performance results that units and departments need to plan and manage effectively

Departments across the campus request data to chart a course of action or make decisions affecting daily operations. For example, the President, VPs and Deans regularly monitor enrollment numbers during the open registration period. The recently implemented Student Planning Module requires data be made available to all academic advisors to assist students with development of their degree plan. Institutional data is accessed regularly by departments to review available resources related to departmental budgets, student enrollment, and faculty workload. Colleague is the College's primary database; it contains information about students and enrollment, financial aid, human resources, and budget and finance.

Nonacademic departments regularly access data pertaining to budgets, student accounts, and performance data. In addition, data reporting for Integrated Post- Secondary Education Data System (IPEDS), the Higher Learning Commission (HLC), Career Pathways Initiative (CPI), Carl D. Perkins grant Core

Indicators, and other state accrediting bodies utilize the established data management systems. The Assessment Team is responsible for identifying data collected, then determining and scheduling how this data is used and distributed. Instructional data has been studied more extensively, such as retention, CAAPP, state and national licensing data, as well as employment statistics.

Making data, information, and performance results readily and reliably available to the units and departments that depend upon this information for operational effectiveness and, planning and improvements

Information needs are met through a decentralized process where academic and nonacademic areas develop reports and data relevant to the respective department. Many of these reports have already been established and kept up-to-date in DORA. These reports are then made available to other departments on campus, as appropriate. The Business Office and Financial Aid undergo formal audits. These audits are conducted by third-party entities using industry standard accounting principles and audit procedures. Results of these audits have resulted in the following changes in the Business and HR

Office processes:

- ✓ Realignment of Colleague business process access based on job functions instead of individuals.
- ✓ A top to bottom review of Colleague business process access was performed in 2014, with a goal of scheduled periodic review.
- ✓ The granting of “spot” access to Colleague business processes outside the normal scope of duties for specific individuals is granted only with approval of the Controller and/or V.P. of Financial Affairs for specified periods to accomplish specific projects/tasks with a definite ending date.
- ✓ Monthly reconciliation of accounts receivable sub-ledgers (student, non-credit, and sponsor) to corresponding general ledger account balances on a monthly basis.
- ✓ Engagement with Paycom, an outsourced provider of HR and Payroll services/software, to develop and institute a more user-friendly and transparent platform for the maintenance of HR information, payroll processing, and leave administration.
- ✓ Implementation of electronic requisition approvals to improve control over purchasing and to formalize approval procedures.
- ✓ Implementation of periodic reconciliations and reviews of payables accounts related to employee benefits withholdings and employer obligations.
- ✓ More rigorous reviews of required documentation for backup of accounts payable transactions prior to check signing.
- ✓ Requirement for the Controller to review and approve all monthly bank account reconciliations.

The Strategic Plan specifies objectives relating to enrollment, finances, and institutional resources that are monitored to determine the impact of the plan on institutional quality and effectiveness against internal targets when set. Cabinet members assigned specific areas of the plan report on the metrics for the areas being monitored for achievement: enrollment/retention, advancement (Foundation), and finances including performance funding. Data from these areas reflect progress on various aspects of the Strategic Plan and the BOT objectives and are shared with the Board of Trustees. IR provides data and outcomes of program review, which are analyzed and shared with academic leadership and faculty. This data is available annually to both program faculty preparing self-studies for programmatic accreditation and faculty reviewing continuous improvement activities. Program review data provides useful comparative data with AAC and ADHE. Additionally, it provides a systematic method for shared analysis with multiple stakeholders. Information from PACs is collected anecdotally and notated in minutes. Categories of reports that are maintained and updated in DORA are listed below in Table 5P1-1. Several reports have restricted access, however, IS provides reports as requested through the work order process.

Table 5P1-1 Available DORA Reports (Partial listing)

Category	Who has Access	Type of Data
Core Reports	All Faculty & Advisors	Student enrollment data
Financial Reports	Administration and Business Office	Student Billing & Accounts
Financial Aid Reports	FA Office	Student Financial Aid
ADHE	IS Staff	State and Federal Reporting
Human Resources	IS Staff & HR	Human Resource Information

Ensuring the timeliness, accuracy, reliability, and security of the institution's knowledge management system(s) and related processes

State and federal reporting deadlines occasionally drive SEARK's information systems timelines. Standard data reports are maintained and updated in DORA through real time entries in the Datatel/Colleague system described above. In addition to meeting timelines set by state and federal regulators for reporting, the IS Department uses a work order system for receiving, processing, and prioritizing data requests based on deadlines specified in the request. The work order specifies the data needed and typically asks that it be provided in report format on DORA. IS performs random checking of the data displaying in the DORA reports against the database to assure its accuracy. Data that has been vetted by IS goes through an additional accuracy and reliability check by the requestor. IR performs a QA step then reports are released for access.

Information Systems tests the College's financial transaction security systems only on a limited basis; testing for validity of the system is not conducted internally. The vendor that provides the software is responsible for ensuring its software systems are accurate, reliable, and secure. Access to electronic data is defined by job function and all computers are password-protected. Every effort is made to ensure accuracy, reliability, and security according to institutional policies, based on industry standards, and if applicable, federal laws. To maintain and ensure accuracy, information consistency, reliability, and security of institutional information, technology, and information systems data, the IT and IS departments provide clearance to select individuals who are charged with maintaining data integrity and privacy. Request for employee access is made to IT, and then it is sent to the data managers for each of the modules within IS to approve the access requested, ensuring such access is necessary for the employee and his/her job duties. After approval is received, IT staff complete the security request. Other College data management systems, such as the student early alert system, share this method of ensuring data security. Only select individuals have password clearance to access secure data information.

5R1. Results for determining how data, information, and performance results are used in decision-making processes at all levels and in all parts of the institution

Outcomes/measures tracked and tools utilized (including Software platforms and /or contracted services)

Work orders and processes for IT/IS are tracked for monitoring services provided. Faculty, staff, and students are surveyed for level of satisfaction with availability and integrity of the College's computer and information infrastructure. Data on student success indicators are tracked through Colleague and benchmarked against IPEDS information for 2-year colleges within 50-mile radius of the College. This data is critical to and helps explain some of the challenges faced with remaining competitive. Figure 5R1-3 contains data comparing the College with similar institutions based on IPEDS data for Certificate and degree completion.

Several other measures are in place and monitored in the Comprehensive Institutional Assessment Plan (CIAP), which is updated and reviewed annually at a minimum. The CIAP provides program data and outcomes in one central location. Outcomes are evaluated as met or not met. If outcomes are not met, program faculty develop a plan of action to improve the outcomes. Table 5R1-1 indicates measures tracked to provide results for use of data in decision-making.

Table 5R1-1 Data, Information, and Performance Results Used for Planning

System	Primary Function	Data Type/Results Produced
SEARK's Strategic Objectives (Key Performance Indicators)	Institutional Effectiveness	Institutional, Departmental, Program Evaluation
Moodle Learning Management	Learning Management System (LMS)	Online campus, student learning assessment
Colleague (SIS)	Student Information & Data System	Student, HR, finance, Financial Aid
CCSSE	Satisfaction and Engagement	Student Support
IPEDS	Federal Reporting	Institutional Benchmarking
Carl D. Perkins Core Indicators	Support for CTE	Assessment of Credential attainment
ADHE Reports	State Accountability Reporting	Student Success; Performance Funding
Synoptix	Budget and General Ledger Reporting	Balanced Budget, Resource Planning for Business Office, Executive Cabinet, BOT-Reporting
Paycom	Payroll and HR	Payroll, HR leave accountability
Online Purchasing Approval	Purchasing	Fiscal Accountability
Kayako Fusion	Buildings and Grounds, webmaster, and IT/IS Work Orders	Efficiency and performance tracking

Summary results of measures (include tables and figures when possible)

SEARK's use of KPIs are one measure of how data, information, and performance results are used in decision-making. Other key systems and processes such as Synoptix, Paycom, CCSSE, Perkins, and others listed in Table 5R1-1 provide types of results that are critical for use in planning and other decision-making for the College as well as alignment with the College's mission and strategic priorities. One example of results is with Perkins funding. In comparison with funding received by 26 state colleges and universities, SEARK ranks sixth in the state based on routinely meeting core indicators set forth for CTE outcomes.

Tables 5R1-2 and 5R1-3 summarizes some of the performance results for the computer information resource departments for the College along with efficiency ratings for some activities performed in day-to-day operations. Data on departmental performance is evaluated and reflected in departmental objectives and annual performance evaluations for the department personnel.

Table 5R1-2 IS Performance and Efficiency Data (June 1- May 15, 2015)

Activity	Annual Number of Tickets	Average Tickets Per Week	Average Time Open	Target
Session Termination	30	0.6	9 Minutes	12 Minutes
Security Request	89	1.78	14 Minutes	20 Minutes
Mark as Duplicate	12	0.24	24 Minutes	30 Minutes

Table 5R1-3 IT Performance and Efficiency Data (June 1- May 15, 2015)

Activity	Annual Number of Tickets	Average Tickets Per Week	Average Time Open	Target
WebAdvisor Password Resets	1540	30.1	3 Minutes	5 Minutes
Email Issues	97	1.9	3.3 Minutes	5 Minutes
Printing Issues	333	6.4	6.6 Minutes	10 Minutes

The efficiency of the department is further validated by faculty and student satisfaction with the resources and information management systems consistently rated above 80%, which is a satisfactory target. No attempt has been made to compare this data with external targets or benchmarks. Results are shown in Figures 5R1-1 and 5R1-2 below.

Figure 5R1-1 Faculty Staff Satisfaction Survey Data Information Services (Selected items)

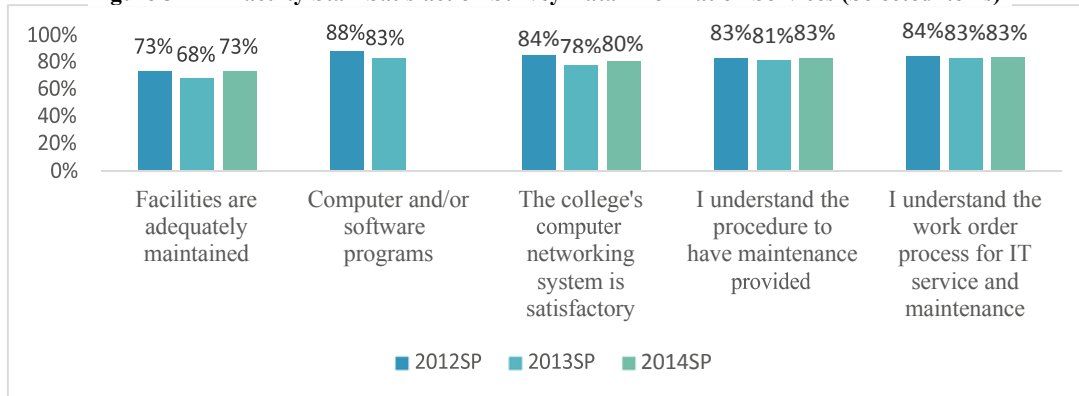
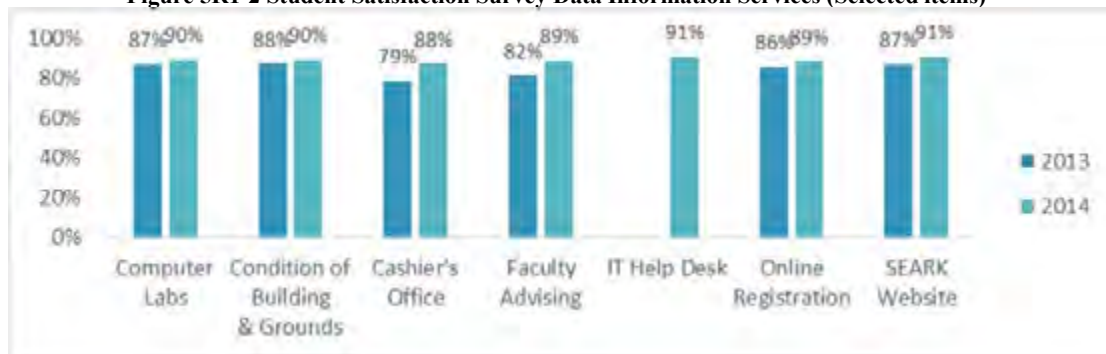


Figure 5R1-2 Student Satisfaction Survey Data Information Services (Selected items)



The College maintains a balanced budget as per the guidelines of the Board of Trustees, and requirements of the State of Arkansas. Results show that the College is fiscally stable as well as competitive in its tuition and fees compared to benchmarks. The Registrar and Information Technology were able to accomplish one major benchmark with the accomplishment of the Document Imaging project during the 14-15 fiscal year. Several tools used in the course of daily operation allow for continual tracking and monitoring of internal targets and goal achievement. Actual budgets are compared to the projected budgets on a bi-monthly basis and presented to the BOT, and used periodically for internal review purposes. Results after all financial accruals and preliminary financial statement preparation are compared to the annual budget, with detailed reporting required on any significant variances. This goal has been met each year since its inception, without the College entering into any type of long-term debt, allowing the flexibility of operating in a debt-free environment.

Comparison of results with internal targets and external benchmarks

SEARK benchmarks itself and sets targets for student outcomes and resource management that are realistic with comparable institutions situated within a 50-mile radius. For example, ADHE reports and IPEDS data are reviewed to determine the status of performance indicators listed in Figure 5R1-3 and Table 5R1-4. Comparisons are difficult because state and national averages are not available for each of the KPIs. Looking at data for neighboring two-year colleges, SEARK's performance falls below the median in all key performance areas with the exception of the Perkins indicators, where SEARK ranks higher than 20 other colleges and universities.

Figure 5R1-3 IPEDS (13-14) Certificate/Degree Comparison

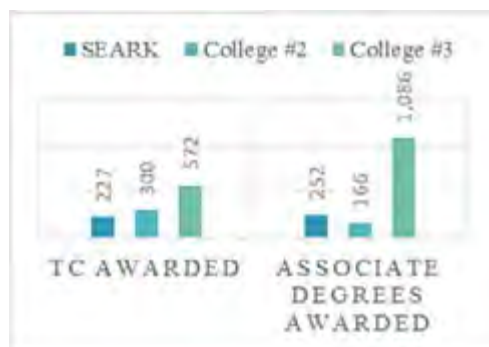


Table 5R1-4 Results of Student Success KPIs for SEARK 2013-14

Description	Results	Target	Benchmark	Benchmark Tool
Technical Certificates Awarded	189			ADHE
Associate Degrees Awarded	213			ADHE
Total Credentials Awarded	596			ADHE
Total Transfers	163			ADHE
Fall-to-fall Persistence - Full-time	44%	48.3	55%	IPEDS
Graduation Rate - Full-time Cohort (150%)	27%	≥Peer Avg		IPEDS

Additional data from the CCSSE survey results compare SEARK to the national mean for different areas of student engagement. The College is also part of the AAC Consortium, which compares SEARK with other two-year colleges in the state of Arkansas. SEARK College joined the AAC consortium in order to receive comparison data from the CCSSE survey. CCSSE results are discussed in Category 2 and shown in Table 5R1-5.

Table 5R1-5 Comparison with CCSSE Benchmarks

Benchmark	SEARK College 2010	SEARK College 2011	SEARK College 2014	Top Performing Colleges 2010	Top Performing Colleges 2011	Top Performing Colleges 2014	(2 Yr.) College Cohort 2010	(2 Yr.) College Cohort 2011	2 Yr.) College Cohort 2014
Active & Collaborative Learning	49.5	50.60	48.20	59.6	59.6	60.30	50.0	50.0	50.0
Student Effort	49.8	49.90	53.040	57.7	57.40	58.60	50.0	50.0	50.0
Academic Challenge	49.9	50.50	49.20	57.1	57.0	57.40	50.0	50.0	50.0
Student Faculty Interaction	45.4	50.40	51.80	58.4	58.10	59.10	50.0	50.0	50.0
Support for Learners	54.8	58.90	58.00	59.6	58.60	60.20	50.0	50.0	50.0

Interpretation of results and insights gained

Results for fiscal measures show the College to be financially stable and competitively positioned in its tuition and fees when compared to benchmarks. One important internal benchmark for Information Systems has been 100% placement of Smart technology in all classrooms and the goal of creating a wireless campus that was achieved as of summer 2014. The College is effective in meeting Perkins

Indicators. The internal database being used to collect data for Perkins is being reviewed so that once data is entered, results for reporting and internal use can be obtained for CTE.

5I2. Improvements have been implemented or will be implemented in the next one to three years

The following data tools have all been implemented within the past two years and measures have been developed for collecting outcomes:

- ✓ Under the current administration, increased communication and input from the departments in the budget process is key. Budget formulation is done at the account level within each department using the historical data pulled from Colleague financials with the help of Synoptix, a new financial reporting suite purchased specifically to simplify complex financial reporting needs. This allows department managers to have more accurate and useful financial information on a timely basis to assist in formulating a dynamic budget that meets departmental needs. Synoptix is also being used to develop reports that are more useful for the Business Office, Executive Cabinet, and Board of Trustees.
- ✓ Other areas of concern that have been addressed with new or upgraded technology are Payroll Processing and Leave Tracking (Paycom), and online purchase requisitions and approvals (Colleague upgrade). The addition of Paycom has greatly reduced payroll errors that had produced financial losses to the College, increased accuracy of leave tracking and approvals, and increased staff's and administration's confidence in the overall payroll process.
- ✓ Online purchase requisition and approvals ensures that each department stays within their approved budget, increases the internal controls and integrity of the system, and streamlines the flow of the purchasing approval process.

RESOURCE MANAGEMENT

5P2. Resource Management focuses on how the resource base of an institution supports and improves its educational programs and operations. Describe the processes for managing resources and who is involved in those processes.

Maintaining fiscal, physical, and technological infrastructures sufficient to support operations

The needs of students and stakeholders are the catalyst for the design of SEARK's resource development and management infrastructure, and the College continues to strive for improvement in its feedback mechanism and satisfaction information to better meet the needs of student and other stakeholders. SEARK continues to make progress in aligning resource development with the mission, vision, and goals of the institution. SEARK maintains its fiscal, physical, and technological infrastructure to support operations through a systematic planning and budget process whereby department managers develop goals which align with strategic objectives for department operations and maintenance. The College operates on a fiscal year calendar and historical budgets are reviewed annually. (5A1) Any budget increases by department are justified based on current needs and data. Departmental Operation Costs and student enrollment in programs are some data points that are used to determine departmental budgets. Departmental budgets are submitted in March according to the process described in Category 4P1. Budget proposals are reviewed during hearings before the Executive Cabinet. The BOT maintains final approval of budgets annually in May.

Administrative support service needs are determined through interaction between faculty, staff, and administrators. Needs of the faculty are communicated through regular division meetings and Faculty Senate. The staff needs are addressed through representation on standing committees of the College.

Identification of fiscal needs and support is determined at the program and department levels. Program Coordinators are responsible for submitting program budgets annually in March according to the planning process. Budgets are reviewed by the Administrators or V.P. and given final approval by the President in consultation with the V.P. for Fiscal Affairs. Prioritization of needs and funding decisions are established based on specific needs and availability. Information technology needs of faculty, staff, and administration are prioritized by the Executive Cabinet utilizing the priority projects spreadsheet. With the recent hiring of the Distance Learning Coordinator, the College plans to restart the Technology/Distance Learning Committee to obtain more input.

The College has a technology plan that provides for ongoing assessment and evaluation of technology needs by the SEARK IT Department. The Executive Cabinet maintains an ongoing list of projects and needed improvement. The project list is reviewed at executive meetings and rank-ordered by need and available resources. Students, faculty, and staff are surveyed annually on satisfaction with the college environment and areas that could be improved. Computers and projectors are kept in an aging list, which defines purchase date and amounts for systems distributed throughout the campus, whether the systems reside in offices or in classrooms. Software monitors the utilization of campus labs to ensure the appropriate number of systems are available in the places where they will be most beneficial.

Replacements are allocated according to reports from the monitoring software and the aging list, with the oldest systems having the greatest priority. When an amount has been allocated for the purchase of new equipment, the list is consulted and the amount defined dictates how many systems are replaced, and the location for the replacements. The Executive Cabinet allocates all funding for large-scale replacements.

Technological infrastructure is maintained with vendor contract support for hardware replacement and software support as well as a technical staff on-site for more immediate needs. Network infrastructure and server provisioning is purchased with long-term service and scalability in mind; nothing is purchased that cannot provide for future growth. Although upgrades are an inevitability, the goal is to always have a foundation upon which future services can be provided without the need to replace existing infrastructure where possible.

SEARK maintains its physical infrastructure through preventative maintenance on buildings, grounds, and equipment, and monitors the buildings and grounds for current improvements while planning the budget for future improvements. Goals are in place and new goals are made each year and reviewed before determining budget for buildings and grounds. Maintenance is involved with building inspections and completing work orders that are received on a daily basis. A Preventative Maintenance Schedule is reviewed and followed to ensure maintenance is performed in a timely manner. The shipping and receiving department collects and distributes all incoming and outgoing mail for the campus. The custodial department is in place to ensure the structures on campus are clean and sanitary for normal day-to-day operation. Event planning needs are coordinated through a work order and by phone to buildings and grounds. The grounds crew and lawn care service make sure the appearance of the College is kept at a high standard.

Setting goals aligned with the institutional mission, resources, opportunities, and emerging needs

Facilities and resource maintenance are strategic priorities for the campus according to the 2013-2018 Strategic Plan. Table 4P1-2 displays strategic objectives linked with departmental goals. The College applies annually to the State for consideration of additional funding for capital improvements that have been deemed necessary by the Strategic Plan through submission of the Fiscal Operations Report and Application to Participate (FISAP), subject to State funding priorities. Technology fees and internet

course fees are collected from students to provide continuing financial support for academic resources in technological areas. The process for resource management is driven primarily by assessing the academic and nonacademic needs of students and stakeholders. This process entails coordinating Federal, State, grant, and general funds to meet those needs in a current climate of decreasing enrollment and funding.

SEARK's mission is to provide quality education and workforce development to meet the needs of our service area (5A3). For example, Workforce Investment Act (WIA) students are referred from the Arkansas Workforce Centers. The WIA is designed to provide financial assistance to low income students or dislocated workers who qualify. WIA pays for up to two years or \$10,000 for tuition, fees, and books. The program in which the student plans to major must be listed on the Arkansas Consumer Report System (ACRS) for the Southeast Arkansas area in order for the Southeast Arkansas Workforce WIA offices to provide assistance. The ACRS list denotes high-demand occupations throughout the state of Arkansas.

Trade Adjustment Assistance (TAA) students are referred from the Department of Workforce Services (DWS). TAA is a benefit for those workers who lose their jobs or whose hours of work and wages have been reduced because of lost manufacturing jobs. TAA includes a variety of benefits and reemployment services to help unemployed workers prepare for and obtain suitable employment. Individuals may receive assistance in skill assessment, job search workshops, job development, and job placement. In addition, workers may be eligible for training, job search allowance, a relocation allowance, and other reemployment services.

The Career Pathways Program is funded through DWS. Career Pathways supports current SEARK students who qualify for Temporary Assistance for Needy Families (TANF) with tuition, books, childcare, and transportation expenses. This program provides opportunities for job preparedness training for eligible students. Students can transition from employability skills training into a technical certificate or degree offered by the College.

The planning process entails goal setting each year with review of progress before determining the current budget for buildings and grounds. The maintenance of the fiscal infrastructure of the College derives from alignment of the distribution of resources with an emphasis on academic program needs within a framework of relatively fixed financial income streams. Systematic monitoring of fiscal budgets is key to assuring appropriate resource allocation. A contingency fund is maintained to allow intra-year response to unforeseen needs or opportunities.

The V.P. for Fiscal Affairs provides budget worksheets to V.P.s and department heads, along with prior year and current year-to-date expenditure/encumbrance reports. Discussion is held among program faculty and department staffs that results in a proposed budget. All budgets are prioritized according to the targets that are set. The President and Executive Cabinet review the needs of the College while taking into account all fiscal restraints and available outside resources (grants, endowments, etc...). This review is timed according to the planning cycle. The final budget is issued and presented for review and approval to the Board of Trustees according to the Planning Cycle in Figure 4P1-1.

Allocating and assigning resources to achieve organizational goals, while ensuring that educational purposes are not adversely affected

As part of the annual budgeting process, priority is given to adequately funding core and mission-specific functions, primarily educational needs. (5A2) Identification of resources to meet the prioritized initiatives is determined through the budget process. Once funding is determined and clearly established, a review is made of remaining available current year funds. This review is for determining, through a strict budgeting process with ongoing review, if the College's overall financial position has changed even in an environment of decreasing enrollment.

From fiscal year 2010 to 2013, (the last audited fiscal year as of the date of this writing), the overall net position of the College has increased by \$1,268,250 to \$28,403,679 (approximately 4.7%). The College has also been able to keep pace with funding requirements without the need to issue bonds and without a dedicated local tax allocation. The College's revenue streams related to tuition and fees are evaluated on a periodic basis to determine if adjustment is necessary. A large portion of the College's funding is from State of Arkansas appropriations that are based upon a State funding formula, subject to actual funding mandates of the State Legislature.

To assist with assuring that the annual budget is aligned with the College's Strategic Plan and mission, the Board of Trustees has an annual retreat to review the Board's goals and directives for the upcoming fiscal year. This retreat is held prior to the budget process, so that these goals and directives are known during the formulation of the departmental goals and budgets.

When a need is determined to be critical to the College mission or Strategic Plan, and the required operating funds are not readily available, the adequacy of student fees and/or tuition can be reviewed to generate the necessary funds. For example, due to the higher operating cost profile of the Nursing and Allied Health educational departments, it was determined that the College needed to increase funding sources to cover projected needs. The Nursing and Allied Health professional fee was increased from \$15 per semester credit hour to \$20 per semester credit hour.

5R2. Results for resource management

Outcomes/measures tracked and tools utilized

The College reviews state appropriations for other similar size two year colleges for comparison. Facilities and resource maintenance are strategic priorities for the campus with budget allocations for campus expansion, improvement of facilities, and equipment allocated at approximately 27% of the College's budget. This objective is second to allocations for increasing enrollment. Student head count and semester credit hours generated are monitored and tracked. See Figures 3R1-1 and 3R1-2 for decreasing enrollment trend. The College maintains a healthy reserve account and budgets a contingency line item each year. Several major facility and information system projects were funded with contingency funds, maintaining the College's strong position in support of academics. A partial listing of the major funded facilities and equipment projects for 2014-15 are listed in Table 5R2-1.

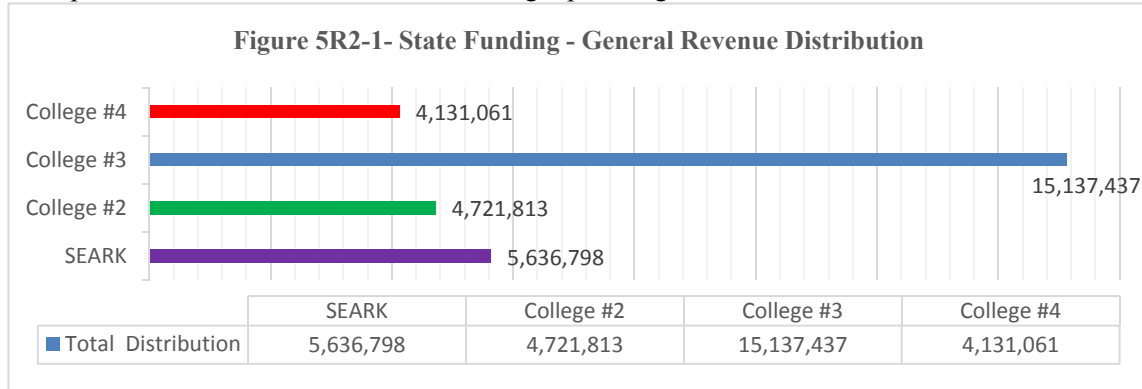
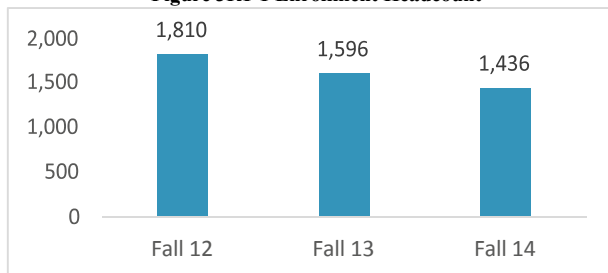
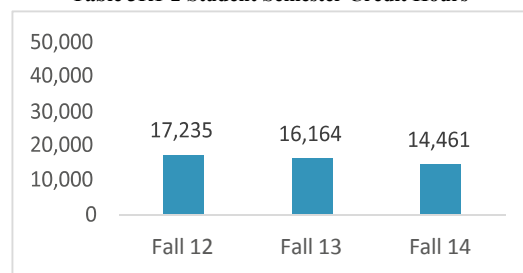
Table 5R2-1 Major Funded Projects

Project	Budgeted	Strategic Objective	Budgeted Source	Completed
Computer Refresh	\$50,000	#3-Campus Expansion/Improvement	Reserves	Ongoing
Security Cameras (6)	\$35,000	#3-Campus Expansion/Improvement	Reserves	2014
Purchasing Module	\$23,000	#2-Institutional Resources	Reserves	2014
Student Academic Planning Module	\$39,000	#1- Enrollment/Retention	Operating-Contingency	2014
Document Imaging, Business Services	\$120,000	#2- Institutional Resources	14-15 & 15-16 Operating	Ongoing
Document Imaging, Admissions & SS	\$71,575	#1-Enrollment/ Retention	2013-Reserves	Ongoing
	\$58,803	#2- Institutional Resources	2014-Contingency	

Work orders maintenance schedule is reviewed and followed to ensure maintenance is performed in a timely manner.

Summary results of measures (include tables and figures when possible)

SEARK compares favorably with other institutions in general revenue distribution received from the state of Arkansas. See Figure 5R2-1. From Category 4, Figure 4P1-1 below illustrates the distribution of departmental goals linked with the three strategic objectives stated in the Strategic Plan. Budget allocation priorities are consistent with the strategic planning initiative.

**Figure 4P1-1****Figure 3R1-1 Enrollment Headcount****Table 3R1-2 Student Semester Credit Hours****Comparison of results with internal targets and external benchmarks**

The College strives to maintain balance with the allocated budget and allocation of resources for support and improvements of academics while maintaining needed resources. Information systems has not established external benchmarks; however, a focus on access, security, and timeliness of data reflects best practices in higher education.

Interpretation of results and insights gained

The College is experiencing an increasing reliance on data for decision-making as part of the maturity of the culture, and thus seeing an increased commitment to data quality availability and quality.

5I2 Improvements that have been implemented or will be implemented in the next one to three years

To further the advances and improvements in the Business Office areas, several projects are currently in the planning and/or implementation phase:

- ✓ Applicant tracking and document imaging for Human Resources are areas that are being implemented in the Paycom system
- ✓ In maintenance and facilities, the College is considering automating the work order process to make it more efficient and to gather better metrics
- ✓ The institution has implemented software to better serve our students and provide information in a simpler, more modern way that puts their account and enrollment information at their fingertips.
- ✓ Explore additional grant opportunities
- ✓ Develop strategic financial plan to guide strategic partnerships
- ✓ Reestablish the Technology and Distance Learning Committee

OPERATIONAL EFFECTIVENESS

5P3 Operational Effectiveness focuses on how an institution ensures effective management of its operations in the present and plans for continuity of operations into the future. Describe the processes for operational effectiveness and who is involved in those processes.

Building budgets to accomplish institutional goals

The College's budgeting process is described in Category 4 and in the Planning Cycle below. See Figure 4P1-1.



Budget priorities are established to fund the initiatives outlined in the Strategic Plan and departmental goals or action plans. Each department is required to link budget requests to one or more of the strategic initiatives. This process was discussed with evidence in Table 4P1-3 *Strategic Objectives Linked with Departmental Goals*. The V.P. of Fiscal Affairs compiles and provides departmental summary reports by general ledger code for prior year actual expenditures for one previous year and the current year-to-date actual through December 31st (18 months of historical data) to the department directors. These report formats have a column for the department head to enter requested budgets by general ledger code. Department budget hearings are held annually. Budgets are presented by directors to the Executive

Cabinet. If additional funds are requested, specific supporting information is also presented. The department director also presents goals that are linked to the strategic plan during these hearings.

The President and V.P. of Fiscal Affairs review the approved College operating budget proposal and make additional modifications necessary to ensure a balanced budget with regard to projected revenues. The President strives to maintain a contingency fund to address unforeseen revenue shortfalls, unplanned expenditures, or to take advantage of intra-year opportunities. Reinforcing a systems approach, budget requests are aligned to the Strategic Plan and the KPIs. Once the President and V.P. of Fiscal Affairs complete the overall operational budget, the budget is presented to the Board of Trustees for approval.

Monitoring financial position and adjusting budgets

To monitor the College's financial position throughout the fiscal year, several processes are currently in place. These range from controls on the initiation of expenditures through Board review of results. The first of these is the online purchase requisition approvals. This process compares the general ledger line item budget and category budget pools against the year-to-date actual expenditures and outstanding encumbrances to ensure there are funds available within the budget to authorize each purchase. The Procurement Office reviews and processes all requisitions greater than \$1,000 for budgetary compliance before executing a purchase order. Exceeding budget is prohibited without executive approval. A budget transfer from within the departmental budget from one category to another, one department to another, or from contingency funds must also be approved. Cash account balances and reserve funds are reviewed on a monthly basis for adequacy and accuracy. Any unforeseen variances, either positive or negative, are analyzed and explained where appropriate. If these changes are a result of a reduction in funding or shortfall in a funding source, appropriate budget reductions are made, usually from the contingency funds, unless they are beyond the scope of the contingency funds. If that is so, requisite reductions in expenditures, including staffing, are made and the budgets adjusted to reflect these changes. (5A5)

Budget to Actual reports are prepared on a bi-monthly basis. These reports summarize Unrestricted and Restricted Operating Expenditures to budget. After the V.P. of Fiscal Affairs has compiled them, they are reviewed with the President. Variances are studied and explained in detail. Once approved by the President, these reports are presented to the Board of Trustees for review and approval at the bi-monthly Board of Trustees Meetings. Fiscal Affairs Division maintains documentation of all individuals who, by position description or delegation, have been given authority to sign payment documents, access encumbered funds, or charge expenses on college accounts. Authority to approve budget expenses is based upon the type of purchase and the dollar amount involved and is applied in accordance with SEARK's signature procedure. Supervisory oversight includes monitoring of budgets for their respective units.

Maintaining a technological infrastructure that is reliable, secure, and user-friendly

The infrastructure has improved since the last Systems Appraisal; however, opportunities for improvement still exist. Over the last few years, we have replaced existing fiber optic cable between the buildings to lay the foundation for a faster network and support new technologies that will be acquired in the future, and the College has acquired a new virtualized server environment that can grow as the institution adds more systems and services to the network. Server systems are updated regularly and are scanned for security issues using external sources; problems are mitigated and addressed as quickly as possible to ensure the security of the network. At the domain and network level, procedures further control access to internal resources for all users. The College continually seeks software solutions to provide better customer service to all constituents, to provide as much information as possible to students and staff for their own purposes, and to make transactions as quickly and easily as possible. Each option is evaluated and considered by committees, and the Executive Cabinet approves projects that can benefit the institution as a whole.

Maintaining a physical infrastructure that is reliable, secure, and user-friendly

The library and new welcome center have automatic doors. The college recently updated ADA-accessible routes on campus to improve building-to-building access. This involved the pouring of numerous sidewalks, adding ADA-compliant parking spots in the lots, and adjusting the poundage of each entry and exit door across campus to meet ADA regulations. Additionally, the Pine Bluff Street Department constructed a crosswalk from the Business Service parking lot to the Technology Center parking lot. The use of motion-sensor lights and toilet-flushing devices in newer buildings on campus improve sanitation and are more user-friendly. For safety, handrails were installed on the three walkways entering the library. Armed security is in place for safety and to help secure the campus. SEARK College uses a key request form to track all keys issued to employees, which must be signed by the employee's supervisor and employee prior to receiving key. The College has security cameras across the campus for additional safety.

Managing risks ensuring operational stability, including emergency preparedness

The College maintains appropriate cash reserves as required by the Arkansas Department of Higher Education (ADHE) to ensure financial flexibility in the event of drastic changes in the economic environment. ADHE currently recommends a reserve of 13%-14% of annual budget. The College currently has cash reserves well in excess of this recommendation. Based on changes to federal/state law, input from faculty, staff, and the community the Executive Cabinet reviews and makes risk assessments on an as-needed basis. Southeast Arkansas College, as a sub-unit of the State of Arkansas, enjoys a requisite amount of sovereign immunity, which substantially reduces exposure to certain liabilities and risks that private institutions face. The Attorney General of the State of Arkansas represents the College in all legal matters. The College carries sufficient insurances to address the risks related to theft of, damage to, and destruction of assets, and liability arising from use of State vehicles. In addition, coverage is in place related to employee injury and dishonesty.

There are many risks that could occur in and around the area of Southeast Arkansas College, including those associated with equipment used in College buildings for things such as lighting, HVAC, and the use of domesticated water. The College currently has electrical panels annually inspected by an outside vendor. In addition, the hot water heaters and boilers are inspected annually by maintenance and certified independent boiler inspectors. Filters are changed in HVAC units quarterly or as needed to ensure equipment is kept clean. The College recently adopted an emergency response plan that is posted at every entry and exit door. McGeorge Hall is the only two-story structure on campus and is equipped with an elevator and an evacuation chair to ensure the physically challenged will get downstairs in the event of a fire.

The College communicates with local and state fire marshals to maintain compliance with local and state fire codes. The Arkansas Department of Labor inspects the campus for potential safety and health risks. Buildings and grounds has a safety program and has safety meetings every month on campus with Arkansas Department of Labor. SEARK uses e2Campus alert for notification via cell phone to students and employees in case of emergencies. Radios are available in each building for emergencies.

Catastrophic Data Recovery

The State of Arkansas has developed standards for compliance to protect agencies and institutions from catastrophic data loss, and the College strives to meet or exceed the expectations outlined. Critical data is backed up to disk and carried off site frequently, and we are exploring automated online backup opportunities that will allow backups to be sent to another site through a secure connection during off peak hours. Servers are virtualized and those images can be stored off site also; virtualized servers also have "snapshots" which can allow restoration to a previous point in time when all systems functioned

appropriately in the event of a system loss. Files and systems are protected with Dell App Assure, which allows snapshots of file systems and can allow the restoration of individual files where needed and when needed. Users have access to network locations where files can be stored and backed up with regularly scheduled server backups to minimize data loss if a desktop system fails.

5R3 Results for ensuring effective management of operations on an ongoing basis and for the future

Outcomes/measures tracked and tools utilized

The College has an extensive system of internal controls on financial transactions, including but not limited to division of responsibility, separation of duties, and compensating controls. State agencies and commissions require various reports that are internally verified and confirm key high-dollar purchases. The State of Arkansas Legislative Audit Department performs annual financial and IT/IS control audits, as well as the A-133 audit for compliance with major Federal programs. The College has not received any reportable audit findings in the past two years. SEARK tracks and monitors Cash Reserves and Net Position. Figure 5R2-1 below represents the overall College budget appropriations for the stated academic years.

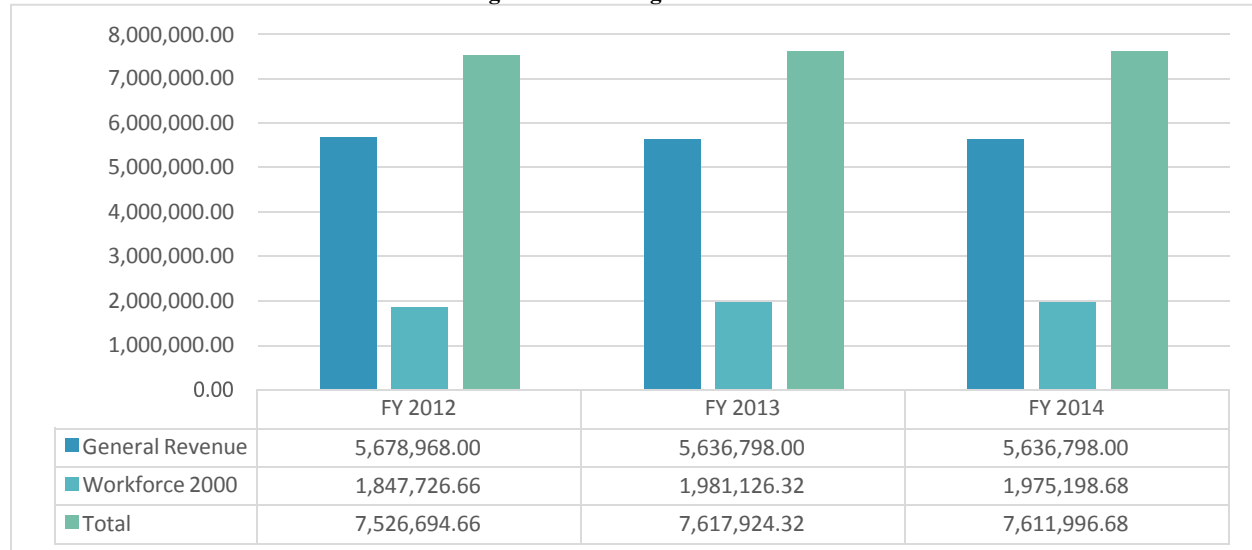
The Higher Learning Commission annually reviews SEARK's financial information through its Institutional Update to determine whether the institution operates with integrity in its financial functions. The Institutional Update requires SEARK to calculate Composite Financial Index (CFI). SEARK's CFI is strong at 7.06 as shown in Table 5R3-1. The College has not had a financial panel review required in the last 15 years. The College has no debt and acknowledges this as a factor in its strong fiscal structure. The HLC's evaluation table is shown below.

Table 5R3-1 Composite Financial Index Evaluation Table

Composite Financial Index Evaluation Table				
Zones	Private Composite Index Range	Public Composite Index Range	SEARK	Financial Panel Review
ABOVE	1.50 to 3.0	1.1 to 10.0	7.06	No Review
WITHIN	1.0 to 1.4	0 to 1.0		Review if flagged two or more consecutive years; request additional financial documents
BELOW	-1.0 to 0.9	-1.0 to -0.1		Review and request additional financial documents

Summary results of measures (include tables and figures when possible)

Using the various monitoring methods listed above, the College was able to recognize a trend of decreasing enrollment and student semester credit hours from 2011 to 2014 and respond effectively to take steps to maximize operating revenues while reducing operating expenditures to maintain fiscal stability. Student semester credit hours declined by 20% from 2011 to 2013. In the same period, operating revenues decreased by only 8%, and the College was able to reduce operating expenditures by 10%. The College was able to adjust to the lower enrollment without adversely affecting the quality of academics or services. The College overall budget increased by .09% over the same period.

Figure 5R3-1 Budget Allocations***Comparison of results with internal targets and external benchmarks***

Southeast Arkansas College, as stated above, has always maintained a balanced operating budget, and continues to maintain healthy cash reserves and zero indebtedness in an environment of declining enrollment. However, SEARK recognizes a need to explore measures and benchmarks for effective management beyond a balanced budget. The College uses the various monitoring methods listed above to compare against our peers. The College compares favorably in regards to cash reserves, balanced budgets, and Composite Financial Index with other AAC institutions.

Interpretation of results and insights gained

The statistics above point to the College being able to maintain its education focus with less available funding sources when contrasted with the comparison group. The comparison group averages \$1.3 million in dedicated tax-based revenue sources that Southeast Arkansas College does not have.

5I3 Improvements that have been implemented or will be implemented in the next one to three years

- ✓ The College is looking into increasing its sources of local, regional, and national data to use for financial benchmarking purposes.
- ✓ More stringent cost accounting methods are being considered to allow departmental economic impact reporting, as well as cost/benefit analysis at the program level.
- ✓ Implementation of Nelnet Student Choice Refunds to allow students to choose direct deposit of their financial aid refunds. Seventy percent of SEARK students receiving financial aid refunds that responded to our survey indicated they would prefer direct deposit for the delivery method of their student financial aid refunds.
- ✓ Expansion of our current document imaging system (by Perceptive Software) to our purchasing and accounts payable areas. This will improve efficiency in processing payments to our vendors and decrease the amount of paper documents that must be stored onsite.
- ✓ Expansion of our current Paycom services to include applicant tracking and document imaging for human resources.

AQIP Category 6: Quality Overview

Quality Overview focuses on the Continuous Quality Improvement culture and infrastructure of the institution. This category gives the institution a chance to reflect on all its quality improvement initiatives; how they are integrated, and how they contribute to improvement of the institution.

Context/Overview

SEARK College has grown and matured in its quality culture since becoming an AQIP institution in 2007. This portfolio contains evidence that the College has made significant progress with Action Projects and our newly launched CQI initiative. Obviously, there is still work to be done as we continue to align our systems and processes with our strategic initiatives. This 2015 Portfolio shows evidence of development of more systematic processes and the use of data for informed decision-making.

Early on in the College's AQIP journey, quality initiatives were identified and created as additional or separate projects, which often resulted in assignments that fell outside of the primary role and responsibility of those involved. Though worthy and perhaps on target, these initiatives often failed to yield benefit for the institution because they were reactionary and not recognized as an overall institutional priority. AQIP membership has matured the College to a point beyond reacting to immediate needs and problems. The relationship between SEARK's Action Projects, which resulted from past Strategy Forums; responses from the Quality Check-Up Visit; and Systems Appraisal Feedback Report reveals consistency and an ongoing commitment to Continuous Quality Improvement.

Three to four Action Projects have been maintained annually. Past and current Action Projects focused on processes for assessment and improvement of student learning and alignment of the College's mission with strategic planning. The AQIP Oversight Team guides and uses lessons learned from past and current projects and other initiatives to generate conversations for feedback, leading to informed decision-making across the institution.

6P1. Quality improvement initiatives focus on the Continuous Quality Improvement (CQI) initiatives the institution is engaged in and how they work together within the institution. Describe the processes for determining and integrating CQI initiatives, and who is involved in those processes.

Selecting, deploying, and evaluating continuous quality initiatives

The Executive Cabinet (EC) is directly engaged in developing and refining the strategic planning goals. The EC works directly with Deans, Directors, and other department managers in operationalizing the Strategic Plan. Each department plans and operates as a microcosm of the institutional operations with goals, measured activities, and timelines for evaluation. Project lists are developed by the Executive Cabinet and used in determining budget allocation from a strategic standpoint.

The Vice President for Institutional Effectiveness (VPIE/NAH) and the AQIP Oversight Team oversee AQIP activities. The AQIP Oversight Team membership includes representatives from each academic area, administration, Faculty Senate, and student and college service departments. Recommendations for Action Projects may be brought to the Team from any division on campus. Ideas for projects often arise from the previous Portfolio or the Feedback Report. Ideas are also submitted from individuals or groups such as the Faculty Senate and are also welcomed from student groups such as the Student Senate. Submitted ideas are initially vetted by the Team, then drafted into an Action Project proposal. The proposal is presented to the Team which makes a decision to accept the project or discuss other recommendations with the owner of the idea. Not all proposals that are presented to the Team are adopted as Action Projects. Those not adopted, however, are declared quality ideas that may prove to be more limited in their scope.

Each approved Action Project proposal is assigned a member of the Executive Cabinet whose primary function is to provide direction when resource allocation for the project is required. Resource allocation for large projects occurs during the budgeting process with approval from the Executive Cabinet. This assignment also ensures that projects do not cross or counter other College goals and strategies. The Vice President is held accountable for completion of the project and institutionalization of the quality concept.

SEARK evaluates quality improvement initiatives using environmental scanning tools such as surveys on student satisfaction and faculty/staff satisfaction. Specific measures of performance are evaluated in line with the initiative's stated objectives and action plans.

Aligning the Systems Portfolio, Action Projects, Quality Check-Up, and Strategy Forums

The V.P. for Institutional Effectiveness oversees all AQIP activities. Broad representation on the AQIP Oversight Team, Portfolio Category Teams, and the Strategy Forum Team help facilitate continuity. In addition to Action Projects, the AQIP Oversight Team monitors the Systems Portfolio and disseminates feedback from the Systems Appraisal and Quality Check-Up reports across the campus. The Portfolio and Feedback Report are public documents posted to the College website.

Quality improvement initiatives may also emerge from the unit, department, or division level as part of regular assessment and continuous improvement efforts. These quality efforts may be connected to the needs identified at the unit-level activities, unit-level operational plan goals and objectives, or the Strategic Plan. SEARK has made a concerted effort to link the Systems Appraisal, Action Projects, peer input, initiatives from the Strategy Forum, and the formative feedback from the Quality Check-Up to its strategic initiatives and budget process. To integrate perspectives from across the institution, the process for constructing the Systems Portfolio includes six teams with a designated Category Champion (Leader) for each Category. Each Team includes key campus personnel representing administration, faculty, and staff.

6R1. Results for continuous quality improvement initiatives.

Within the past three years, several changes have occurred resulting in continuous improvement across the institution. For example:

- ✓ New leadership across the College's administrative structure, including a new President, Vice President for Student Affairs/Institutional Research, Vice President for Academic Affairs, General Studies Dean, and key directors.
- ✓ Following the 2012 Strategy Forum, a campus wide assessment resulted in open dialogue regarding the College's mission and strategic focus.
- ✓ This led to initiation of a community-wide strategic planning process which resulted in a revised statements of mission, values, and strategic planning goals.
- ✓ The BOT adopted and approved the [2013-2018 Strategic Plan](#).

These are a few accomplishments that have occurred related to the above changes:

- ✓ The College has established processes and work flows for several offices and service departments utilizing advanced computer information systems.
- ✓ Established a new advisory group to the executive Cabinet with broad representation - Dean and Directors Council replacing the former Quality Council.
- ✓ A new Institutional Research (IR) department with easier access and availability of reliable data as needed by Administration and departments for decision-making.
- ✓ Available access to comprehensive published institutional data for stakeholders
- ✓ A revised process for admissions
- ✓ A new revised process for intrusive student advisement
- ✓ Revised pre-requisites for classes

- ✓ On line payroll processing and services
- ✓ Electronic leave requests and approval
- ✓ Electronic purchase requisitions and approval
- ✓ Student academic and financial planning
- ✓ Electronic imaging of all student records
- ✓ Posting all course syllabi on College learning management system
- ✓ Defined workflow for student transcript evaluations
- ✓ A collaborative process for planning involving departmental budget development, allocation, monitoring, and accountability.
- ✓ Improvements in assessment of student learning including early stages of the development of student outcomes alignment with competency-driven general education goals and development of data driven placement standards for developmental education.

The Systems Appraisal Feedback Report noted an opportunity for the College to improve through the identification of outcomes which measure the success of our common learning objectives for General Education. Collection and analysis of this data is currently taking place as well as development of an established process that offers a data-driven approach to measure student learning and lead to improvements in teaching and learning.

One process for direct assessment of student learning has been emphasized through two current Action Projects. These projects are evidence of improvement in the College's quality culture. Selected Action Projects are described in Table 6P1-1. The project *Evaluating General Education Competencies* is achieving results as faculty develop process for mapping outcomes by discipline. These outcomes are being linked to institutional learning objectives and specific courses across the curriculum. This linkage has been described in Category 1P1 with evidence of this process presented in Table 1P1-2 *Examples of Course Alignment with General Education*.

The project *Using CAAP Score Analysis to Assess and Measure General Education Outcomes in Mathematics* is yielding results for ongoing program assessment with a goal to strengthen student learning outcomes. Comparison results for CAAP are shown in Figure 1R1-4. These methods of quality enhancement will assist the General Studies division in refining outcomes. They will also further quality planning, implementation, monitoring, and evaluation of CQI.

An additional Action Project titled *Mission and Strategic Planning* involved faculty, staff, community, and the Executive Cabinet, reflecting the Principle of High Performing Organizations of Broad-based Involvement. The revised College mission and Strategic Plan allow the institution to use foresight for proactive planning.

Table 6P1-1 Action Projects Goals and Achievements		
Action Project Title	Project Goals	Results/Achievements
Using CAAP Analysis to Assess General Education Outcomes in Math	<p>Establish process for developing specific measurable learning outcomes for Math that will be institutionalized for all areas of General studies</p> <p>Set performance benchmarks for student success equal to or greater than the norm for mathematics</p> <p>Document improvement in student performance annually</p> <p>Correlate performance increases with changes in curricula and support services</p>	<p>(Expected) Math CAAP Action Team conducted score analysis; Scores within 1 Standard Deviation (SD) of the national mean score in four areas of the CAAP (See Figure 1R1-4 <i>CAAP Data Comparison</i>)</p> <p>Benchmark – \geq National mean</p> <p>Course or curricular changes:</p> <ul style="list-style-type: none"> • Weighted College Algebra final exam • Adopted New Textbook • Developed a comprehensive study guide - on reserve in library
Evaluating General Education Competencies	<p>Review and revise General Education outcomes as needed</p> <p>Map success indicators for each outcome by discipline</p> <p>Establish metrics for collection and review of data for General Education disciplines Develop reliable tools</p>	<p>(Expected) Revisions to stated outcome to reflect current best practices, inclusive of computer literacy and a global perspective for learners</p> <p>Development and implementation of a revised general education core assessment mapped with institutional learning outcomes; See Table 1R1-1</p> <p>Establish metrics for core indicators</p>
Establishing Developmental Education Course Entrance & Exit Standard	<p>Systematize process for Developmental Education outcomes to achieve 50% student placement into next level course</p>	<p>Standardized syllabi for Developmental Education courses Implemented the process for mandatory COMPASS Pre-post testing</p> <p>College Developmental Education success rate decreased from Fall 12 = 55%, Fall 13 = 55%, Fall 14 = 51% Figure 1R5-2 Goal of 50% overall was met</p> <p>Implemented tutoring (60.49% Participation)</p>
Mission and Strategic Planning Alignment (Developed at 2012 Strategy Forum)	<p>Align strategic priorities with the College Mission and establish key performance indicators</p>	<p>Goals and strategic objectives established for the strategic plan; Departmental Goals 2013-14 – (75% achieved)</p>
Update of Employee Evaluation Process; Implementation of a Job Description Database	<p>Implement a job description database; Establish a consistent structured performance evaluation system</p>	<p>Database created with written job descriptions; Developed with broad input</p>

SEARK College selects data items to be collected based upon the informational needs of the data users, programs, and services. These data needs may be defined by strategic goals, state and federal requirements, programmatic accreditation requirements, and general and programmatic assessment requirements. In addition, departmental data needs required to be effective may be defined by work processes and departmental operating goals. Data element selection focuses on the results and the objectives for collecting the data.

6I1. Quality improvement initiatives that have been or will be implemented in the next one to three years.

As noted above, the College is restructuring its quality infrastructure to better align with the strategic planning process. Future quality improvement initiatives will likely relate directly to elements within the Strategic Plan implementation, which includes increasing institutional resources. This will entail a major investment in technology to recruit, enroll, and retain students. Another planned initiative is to improve services to students, faculty, and staff through implementation of a federated ID. This initiative will directly impact the computer helpdesk workflow, which list password resets as approximately 78% of the three activities in Table 5R1-2.

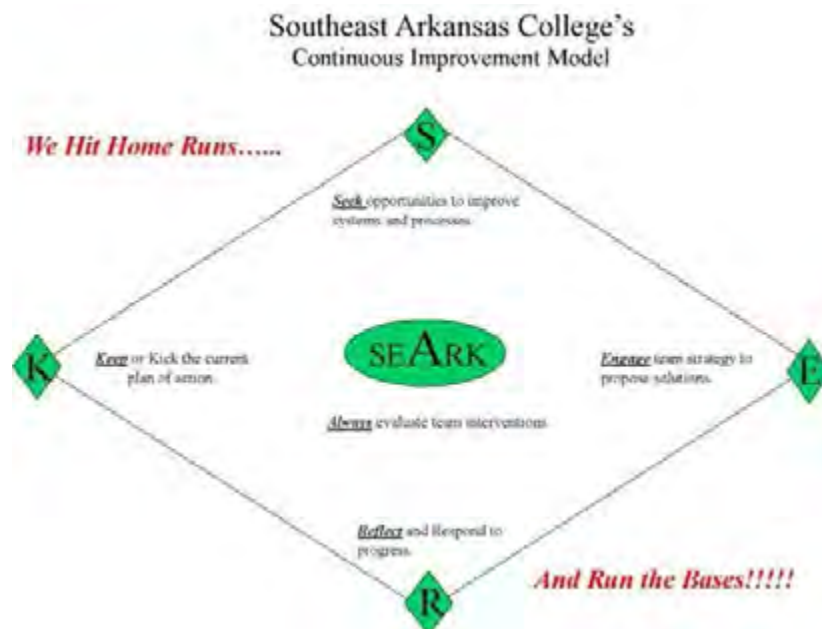
CULTURE OF QUALITY

6P2. Culture of Quality focuses on how the institution integrates continuous quality improvements into its culture. Describe how a culture of quality is ensured within the institution.

Developing an infrastructure and providing resources to support a culture of quality

SEARK emphasizes the development of quality improvement initiatives that align with the strategic goals of the institution. These processes are being streamlined to more fully integrate accreditation processes into planning from both operational and strategic perspectives. The budget process and committee structures described in 6P1 ensure that resources are dedicated to quality improvement initiatives, Action Projects, and AQIP activities.

SEARK values and focuses on the expectations of all our students and stakeholders. Involvement at all levels is paramount to the success of the institution. Key action plans are developed using the S-E-A-R-K strategy.



Ensuring continuous quality improvement is making an evident and widely understood impact on institutional culture and operations

A key component of all quality improvement initiatives is broad involvement and engagement of multiple College stakeholders. SEARK has participated in several quality improvement initiatives since becoming an AQIP institution in 2007, more specifically, since submission and receipt of feedback from the 2012 Systems Appraisal. The College hosts AQIP Conversation Days bi-annually to disseminate information, identify areas of potential improvement initiatives, bring together stakeholders, and celebrate

accomplishments. One area of focus during the past two years has been the implementation of plans to more effectively organize and use data for decision-making. A second area of focus has been to develop processes for direct assessment of student learning across programs within general education, and a third has been to examine and improve institutional operations through its computer infrastructure and data capabilities related to student and administrative support and day-to-day operations. *(5D1)* Institutional effectiveness, led by the Vice President, ensures alignment with AQIP and continuous improvement processes and the organization's operations and culture.

Ensuring the institution learns from its experiences with CQI initiatives

The College is exerting great effort to engage quality improvement processes in the day-to-day operations. The AQIP Oversight Team discusses quality improvement initiatives, Systems Appraisal Feedback, Action Projects, and any results and shared learning opportunities. Feedback regarding AQIP activities is shared with and solicited from the campus through the annual edition of the FOCUS Newsletter. The annual process for updating Action Projects is done through meetings of Action Project Teams and the AQIP Oversight Team. Evidence of effectiveness of SEARK's continuous improvement planning process is the shared governance model for the College, the AQIP Oversight Team, the SEARK Continuous Improvement Model, and present and completed Action Projects. *(5D2)*

Reviewing, reaffirming, and understanding the role and vitality of the AQIP Pathway within the institution

SEARK College has experienced upper administrative changes since submission of the 2011 Portfolio; these changes have enhanced the College's continued objective to embrace the AQIP process and continuous quality improvement. Each semester as part of College Convocation the College reviews and reaffirms with faculty and staff the role of the AQIP pathway. SEARK understands that in a competitive educational environment it must continue to offer innovative quality programs and services; the rigors of AQIP processes are assisting the College as it strives to accomplish this goal. Reaffirmation of the College commitment is demonstrated through the annual maintenance of three to four Action Projects, attendance at two Strategy Forums, and attendance at AQIP Pathway workshops during the HLC Annual Conference.

The College's committee structure is effective in coordinating the AQIP process: the AQIP Oversight Team directly supports and manages Action Project teams; the Portfolio Category Teams are responsible for continued development of material for the Systems Portfolio; and both teams relay ideas for future Action Projects and quality improvement initiatives through the Oversight Team. To facilitate communication between the groups, the Vice President for Institutional Effectiveness serves as Co-chair for the Oversight Team, and a member of the Deans and Directors group acts as liaison between the Oversight Team and other groups. Updates on the progress of the strategies for meeting the College's goals are systematically reported through the respective college committees/councils. The process for collecting reports on institutional data has improved with changes made with Institutional Research. Informer allows the generation of consistent and accurate reports from the College information system.

6R2. Results for continuous quality improvement to evidence a culture of quality.

The dissemination and communication of College-wide continuous improvement initiatives and accomplishments has resulted in wider engagement and interest across the campus and with external stakeholders in building a culture of quality. For example, the Board of Trustees held strategic planning retreats to review the previous year's objectives and analyze SWOT data in setting priorities for the upcoming year. Additionally, the cross-representational Systems Portfolio Category Teams have developed new champions and leaders for the College. Evidence of quality improvements discussed throughout this Portfolio are the result of the collaborative efforts across academic and non-academic units and the communities served.

AQIP Conversation Day activities resulted in communication and dissemination of college-wide engagement processes and celebration of quality improvement initiative accomplishments. SEARK's culture continues to undergo transformation in regards to its focus on student learning outcomes as it develops measures for assessing and improving student success through continuous quality improvement initiatives. Past and current Action Projects focused on improvements in measuring student success and the results are creating an evidentiary quality culture. One piece of evidence is the scope of involvement in articulating student learning objectives for each of the College's general education outcomes discussed in 1P1.

A series of four workshops has been conducted to assist faculty in developing measures of assessments for student learning outcomes. The milestones established for meeting the General Education Action Project goals were presented to the Instructional Affairs Council and continue to be monitored for progress. The cross-representation of AQIP Category Teams has developed new AQIP Champions and leaders. Within this portfolio is evidence of widespread quality improvements, including the new admissions and enrollment process; intrusive academic advisement through WebAdvisor; developmental education standards; computer infrastructure; and the faculty/staff evaluation system.

6I2. Improvements to the quality culture that have been implemented or will be implemented in the next one to three years.

The following is a list of planned or in-progress initiatives that will further improve the campus quality culture:

- ✓ Faculty Senate is recommending revisions to the tool used for student evaluations of faculty; the Assessment Team will work to refine the current instrument in use
- ✓ SEARK is developing Key Performance Indicators (KPIs) to collect data, track performance, and compare strategic initiatives and institutional goals
- ✓ New process for direct deposit of refunds for financial aid reimbursements will result in more timely reimbursements for students and increased student satisfaction
- ✓ Process for online admission application will eliminate application delays and errors
- ✓ New Hire Policy has been implemented to ensure continuing commitment to the institutions mission and values
- ✓ Purchasing and accounts payable document imaging
- ✓ Applicant tracking and HR document imaging
- ✓ Development and implementation of a Radio Station
- ✓ Federated ID or portal

The development and implementation of the strategic planning process was key to establishing a quality culture for SEARK College. The quality culture can be seen as departments develop goals that link to the Strategic Plan; as AQIP Action Projects are more closely aligned with the Strategic Plan; and in the alignment of employee evaluations, departmental goals, and the Strategic Plan. These foci created greater emphasis on the use of data to inform decision-making.

Within the next one to three years SEARK College will continue developing and refining current tools and measures for assessment and data collection to evaluate and set benchmarks for comparison of our progress. As data continues to be broadly shared and improvements realized across campus departments, it is evident that silos are in the process of eroding and SEARK will continue building a strong culture of quality over the next few years.