

Systems Portfolio

Southeast Arkansas College

6/18/2019

Prepared for the Higher Learning Commission



Introduction

Southeast Arkansas College (SEARK) was created as a technical college on April 17, 1991, by the General Assembly. Previously, it was Pines Vocational-Technical School, which began offering postsecondary vocational-technical programs in September 1959. Simultaneously, with the transformation of Arkansas' schools to colleges, state authority for these institutions was transferred from the Arkansas Board of Vocational-Technical Education to the Arkansas Department of Higher Education, the coordinating agency for all Arkansas public universities, community colleges, and technical colleges. In July 1991, all land, buildings, equipment, and personnel associated with Pines Vocational-Technical School was transferred to Pines Technical College.

In October 1991, Governor Bill Clinton appointed the charter members of the Pines Technical College seven-member Board of Trustees. The College's first president was appointed by the Board of Trustees effective December 1, 1992. To better reflect the College's service area, the College changed its name from Pines Technical College to Southeast Arkansas Technical College in July 1996; "Technical" was removed from the name in July 1998.

Located on 42 acres in Pine Bluff, Arkansas, SEARK's serves as county area: Jefferson, Cleveland, Desha, Drew, Grant, and Lincoln, in the agrarian, Mississippi Delta region of Arkansas. The Delta is challenged by poverty, low socio-economic status, and high unemployment. The combined population of the primary service area is approximately 150,000, approximately 44% minorities. In 2019, 56% of SEARK's students were "low income," 5% veterans, 51% first-generation college students, and 41% over 25 years old, percentages that have not changed significantly in the past five years.

SEARK's Vision Statement is "Empowering Students...Changing Lives." This statement permeates the institution and, as a result, the faculty and staff are united behind these four, powerful words in creating a better tomorrow for SEARK's students.

The Mission Statement communicates the essence of SEARK as the measuring stick for organizational and student success: "SEARK College will build a community of lifelong learners committed to becoming the leaders of tomorrow."

SEARK's core values guide its internal conduct, as well as its relationship with the outside world, declaring what the College holds sacred:

- Students: The reason we exist
- Safety: Providing a safe and secure learning environment
- Integrity: The standard of always doing what is right
- Authenticity: Being genuine and honest in our daily activities
- Innovation: Expanding our world and refusing to simply maintain the status quo
- Diversity: Our diversity in mind, body, and spirit is our strength
- Transparency and Communication: Our institution is transparent, and communication is recognized as a vital component of how we conduct our business

SEARK offers: Associate of Arts, Associate of General Studies, and Associate of Applied Science degrees, Technical Certificates and Certificates of Proficiency in career and technical education programs, including business, nursing and health sciences, computer technology, electrical and mechanical systems, early childhood, criminal justice, welding, and other fields. It also offers concurrent college credit classes for high school students, adult basic education/GED, continuing education, and workforce training.

	Student	FT	PT	Student Semester	FTE	FT	PT (adjunct)	FTE	Student:
Year	Headcount	Students	Students	CreditHours	Students	Faculty	Faculty	Faculty	Faculty Ratio
FY2015	2,129	1191	938	31,563	1,052	44	77	88	11.95
FY2016	2,117	1098	1019	30,963	1,032	41	63	69	14.96
FY2017	2,335	1087	1248	28,806	960	37	65	78	12.31
FY2018	1,790	878	912	25,740	858	45	53	61	14.07

Like many state institutions, the College saw a period of declining enrollment, indicative of the decline in population in the surrounding locale, though current trends are moving upward. Declining enrollment and shrinking state funding for higher education have been major challenges for the College; however, SEARK is fairing well through astute stewardship, conservative budgeting, maintenance of reserves, and zero indebtedness.

SEARK is undergoing a transformation. A new era began on January 3, 2018 with the hiring of a new President. Consequently, SEARK has opened: a Food Pantry to help with food insecurities; a Career Closet to provide professional clothing at no cost; a Health and Wellness Center for students, faculty, and staff; the College has also launched a multi-million-dollar capital campaign to bring much-needed new facilities to reality.

A dynamic new Five-Year Strategic Plan guides the College: “We understand the laws of motion do not only apply to objects—they also apply to our institution, our students and campus members, and our community. We recognize that our actions directly generate re-actions—that teaching will enable learning, nurturing will foster growth, and investing in our students will create a better future for them—for us, for everyone.”

Because teaching and learning are at its heart, SEARK has also invested in new technologies which will help students both inside and outside of the classroom. Serving areas with poverty rates more than three times the national average, SEARK is a beacon of hope for students who desire to transform their lives through the power of higher education.

Category 1 Summary: Helping Students Learn

SEARK's approach to helping students learn begins with needs assessment. It serves a rural area, with many students who are low-income, minority, and the first in their families to go to College. A quarter are transitioning from military service or currently serve. Some needs are readily apparent: food security, clothing assistance, transportation, child care and remedial support. Others are less so: flexible schedules, completion plans that accommodate personal obligations, access to technology and alternative methods of communication such as the SEARK mobile app.

Processes to improve *Academic Program Design* and *Program Quality* have reached the **aligned** level of quality maturity. SEARK works within a constrictive framework of state regulation and a challenged student base, but regularly achieves above-par retention, persistence and graduation outcomes. The College examines constituent needs through CCSSE student surveys, PACE employee surveys, employer-focused Advisory Committees, and active partnerships in workforce development and concurrent credit programs. This information identifies programs that stakeholders want and need and students successfully complete, while positively impacting the community.

SEARK curriculum improvement is a continuous process, dynamically changing as needed, and customizing programs for specific constituents. Curriculum review involves faculty from all programs and considers environmental factors that affect target program outcomes. The College has expanded its structured program review process beyond regulatory and accreditor compliance, regularizing and institutionalizing the process.

The College's processes for determining *Program Learning Outcomes* are approaching the **aligned** level, benefitting from a broad array of input for development, and summative feedback on effectiveness. The College directs resources at complying with external regulation from specialized accreditors and state agencies that require graduate testing. Standardized examinations address the specific outcomes identified by programs, and provide some granular feedback to assess performance in component areas. It also regularly collects feedback on graduate performance through standardized tools and community engagement that confirms the quality of its programs.

Emphasis on SEARK's distinctive approach to educational quality comes at some expense. Overall, direct assessment has been limited. Processes evaluating *Common Learning Outcomes* are just passing the **reacting** level. SEARK has relied on nonsystematic summative assessments, and while making repeated efforts to implement common outcomes, this has been challenged by divergent program objectives - employment and transfer programs have little in common. In this context, assessment of satisfaction has held more sway.

To move toward systematic, the College has adopted accepted AAC&U outcomes and rubrics, and has planned their use for general education of the institution. Other program outcomes will map to the common outcomes

while preserving their unique character. Though processes and results for learning assessment lag behind, SEARK has moved aggressively to implement processes and technology to enable actionable results by 2020.

SEARK's efforts to preserve *Academic Integrity* throughout the learning process are at a **systematic** level. It has adopted policies and systems well understood internally. It provides free education on integrity-related topics but has accepted the challenges that accompany students unfamiliar with typical expectations of higher education. Faculty generally address issues on an individual basis as educational opportunities, and attempt to minimize the problem.

Category 2 Summary: Meeting Student & Other Key Stakeholder Needs.

The prior appraisal noted SEARK's use of "retention, persistence, completion, graduation, financial aid, and satisfaction data (where available) to identify the needs for stakeholder academic and non-academic services." However, it cautioned that the College "is at the beginning stages of data usage ...addressing challenges with disaggregation of its data, identification of benchmarks, and inconsistent collection of input from external stakeholders."

SEARK has worked hard to create a **systematic** focus on Retention, Persistence, and Completion. Nearly all its support services and special initiatives target student success, typically by addressing issues identified through surveys, stakeholder feedback, and first-hand experience.

However, the College has expanded its data collection, reporting, and analysis through the adoption and integration of information systems. SEARK will complete implementation of additional reporting systems this year, creating an **aligned** understanding of Current and Prospective Student Need. Improvements will enable end-user access to important performance and outcomes data. They will also enable a level of sophistication in reporting previously unavailable – use of other live report outcomes as data sets for new reports, allowing users to see how processes in different areas, often using different systems, impact each other. Concurrent initiatives, such as the Holistic Student Supports project with Achieving the Dream, will bring in outside expertise to help the college identify key metrics impacting student success.

The new administration begun in January 2018 also recognized the acute need for a **systematic** approach to Identifying Stakeholder Needs and Building Collaborations and Partnerships. To build solid data on its constituent communities and businesses, the College has ramped up interactions with stakeholders and its ability to collect and analyze information about their needs and preferences. It has impressive outcomes in the area, with a broad array of business partnerships for workforce development, and a new joint Associate to Bachelors program with the local University.

The College's Complaint Processes are **systematic**. The institution has implemented an online suggestion box, and has a well-defined process for student complaints and appeals that is tracked, measured and evaluated.

Category 3 Summary: Valuing Employees

The prior appraisal praised the College's work towards "establishing a job description database to align all personnel with position-specific evaluation tools and participation in the state merit pay system" as a move toward "systematic processes for decision-making and broader transparency."

SEARK's *Hiring* processes and results are reaching the **aligned** stage. The job description database was promptly completed, and now all HR records and credential documentation are stored electronically, securely and centrally. Job descriptions comply with Arkansas' mandated qualifications, but include the College's preferred qualifications to ensure that student and College needs are met. Preferred qualifications are reviewed and modified as necessary by appropriate administrative personnel.

The process for *Evaluation and Recognition* is **systematic**. While the evaluation process and compensation schemes are also dictated by the state, compliance has allowed employees to benefit, while supervisor engagement ensures that evaluations are meaningful and identify future goals. Other forms of employee evaluation have also made significant progress.

In 2015-16, the contents and results of faculty and staff satisfaction surveys were evaluated, concluding that the surveys were not capturing actionable satisfaction data. Consequently, SEARK adopted the PACE survey in Fall 2018 to capture more granular and standardized measurements of faculty and staff feedback and satisfaction. This provides better information about employee needs and opportunities for the College to address problems and improve overall satisfaction. PACE also provides benchmarking against cohort groups and national statistics. SEARK is in the process of establishing internal benchmarks and measuring the effects of process and systems improvements on employee attitude and performance.

In contrast to the other dimensions, the prior feedback SEARK received criticized the absence of "plans to develop a systematic process to address the professional development needs and awards at the departmental level." SEARK is now developing systematic processes to address employee Development needs.

Employee *Development* has become an important SEARK target for improvement and has passed the **reacting** stage. In line with the College's Strategic Plan, the President secured special language to be added to our Legislative Bill to allow for SEARK to pay tuition reimbursement for faculty pursuing advanced degrees at other higher education institutions. SEARK provides Tuition Waivers to its employees and members of their family attending the College. SEARK is investigating partnerships with other colleges and universities for reciprocal tuition waiver agreements for employees.

Direct development efforts are also flourishing. SEARK entered into a contract with Everfi, a national web-based vendor that delivers curated training modules for higher education aimed at faculty, staff and students. This training includes Title IX, VAWA, sexual harassment, and many other topical and necessary trainings needed for compliance. The College tracks faculty and staff attendance and/or completion of required training.

HR policies now require all employee evaluations to include a review of ongoing professional development, and evaluation of whether training has been maintained at the expected levels. Additionally, the College just instituted a policy to store all developmental training certificates in HR for increased record keeping.

Category 4 Summary: Planning and Leading

In its last HLC review, SEARK was commended for “improving succession planning, more inclusive budget planning, and development of the College Crisis Team...better communication through shared governance, greater use of surveys, and greater involvement of the Board of Trustees.” The College has since had the opportunity to put its contingency processes into practice. With the appointment of a new President in January 2018, as well as the departure of its Vice President for Academic and College Affairs.

The College’s *Mission and Vision* has kept the College **aligned** to its constituent needs. The commitment of its staff, the focus of its services, and the purposes of its academic programs are all tied deeply to the community, and are informed by active dialogue. The value that local residents, businesses, and community organizations place on their relationship with SEARK demonstrate the effectiveness of its approach.

The College’s new President helped ensure that this relationship was at the center of the College’s efforts during the transition, demonstrating **aligned Leadership and Strategic Planning**. SEARK immediately launched an inclusive process to solicit input from inside and outside the institution. Active engagement of the community, faculty, and the Board of Trustees led to the approval of a new 5-Year Plan, Five Forces by Five, that focuses on forces that will have the greatest impact on the College over the coming period: the opportunities for change and growth, the need for expanded educational opportunity, the imperative to support economic development of the community, the demand for interventive action to remove barriers to student success, and the College’s vital role in providing support to meet critical needs of students, faculty, staff, and their families.

The College undertakes all its leadership burdens with *Integrity*, **aligned** to its role as a guardian of the public trust. SEARK has sought to break down silos and stimulate better communication. A comprehensive reorganization has helped to integrate roles that depend on each other, guarantee direct lines of

communication to senior leadership, and ensure representation for all employees at the executive level. The College has leveraged cross-functional committees, councils, and workgroups to conduct reviews and generate new ideas, and continues to expand this approach. The AQIP accreditation review process is a prime example where the institution shared information openly, and identified new opportunities as a result. The College is also voluntarily implementing a scorecard for review by its Board, knowing that by holding itself accountable, it will motivate further improvement.

Category 5 Summary: Knowledge Management and Resource Stewardship

Citing centralization and “the reinvigoration of the IR office” to “promote more collegewide usage of planning data” and “greater reliability checks”, the previous Portfolio forecast the College’s development since. *Knowledge Management* processes are poised to become **aligned** as SEARK completes a phase of wide-scale implementation of integrated information systems. Previous reporting systems were burdensome, but improvements will allow broad access to mission-critical data for self-analysis of effectiveness. Multiple CRM systems are generating data about admissions, advising, and internal support activities. Computing Services works closely with Institutional Research to ensure the College can produce outcomes data for analysis of all College processes.

The College enables its plans through **aligned Resource Management**, leveraging careful budgetary stewardship to marshal and deploy its resources for the greatest effect. Its annual budget development process relies on from-the -ground insights, with a broader perspective imparted at each successive phase of review. It is now using improvements in data management to focus its broader efforts at improving student outcomes on Key Performance Indicators tied to the Productivity Funding Model that the State uses in determining whether to allocate additional resources.

Strong fiscal results flow from these robust processes. When compared with similar institutions in IPEDS Feedback Reports from 2015 through 2018, SEARK consistently spends the largest share (of its comparison group) on Instruction per full-time equivalent (FTE). In 2016 the amount spent on instruction increased, and has remained consistent since, while other core expenses remained largely the same. Academic support saw the most dramatic increase; by 2018 the College was spending more than three times as much per student as it had in 2015 and has moved upward since.

The College’s policies, processes, and systems to ensure *Operational Effectiveness* are **systematic** and improving. Over the next three years, SEARK will continue to invest heavily in its technology infrastructure to improve access to services, update to newer technologies, and improve the performance and reliability of the network. Reporting systems being implemented in Fall 2019 can unify existing sources of data in all College information systems, externally provided data, and periodically collected data (such as survey results) with

only minor reformatting. New reports can utilize existing reports, building significant analytic capability into graphical “dashboards” for quick views of data that can be used to measure the current status of SEARK at any given time, increasing report usefulness for all employees, regardless of their skill set.

Category 6 Summary: Quality Overview

SEARK has a **systematic** Culture of Quality that is quickly moving toward alignment. All SEARK divisions, departments and offices assist in identifying and selecting the data on which to base important decisions. Area leaders determine performance indicators as appropriate to their employees, and may request data from IR that is not immediately accessible. All of these processes will gain develop additional formality – becoming easier to replicate, review, and improve – with planned improvements to data management.

Each area shares data internally as needed, analyzing the data through the lens of their operations, and evaluating process efficiency. Evaluation plans, data collection, outcomes, and analysis have been shared through annual Assessment Reports for each operational area, as well as for co-curricular programs.

The new leadership sees SEARK as a key higher education institution for the area it serves, and has moved quickly to shed remaining vestiges of its origins as a district vocational-technical school. Internal governance bodies are strong, essential data is more plentiful, and the internal processes for reaching sound decisions that enjoy broad support now position the institution to chart its own future and take full responsibility for its performance.

Institutional-level outcomes and KPIs outlined in the Strategic Plan and its implementation update have driven **aligned** *Quality Improvement Initiatives* throughout the College. Under the President’s leadership, these KPIs, including internal assessments and departmental statistics, are being formalized as an Institutional Scorecard that will help keep the Board and all faculty and staff aware of institutional operations and progress toward planning goals.

The institution has made tremendous progress in many areas.

- It has designed and undertaken to implement a redesigned learning assessment system.
- It has created a process for systematic program review to inform curricular improvements.
- It has implemented a new academic scheduling process based on direct input from students.
- It has implemented an Accelerated Learning Program to revitalize its remedial programs.

- It has redesigned its academic classrooms.
- It has implemented a comprehensive plan for ongoing faculty development.
- It has created a new Health and Wellness facility, SEARK@Seabrook, and implemented a Wellness leave time policy for employees to enable them to take full advantage.

As the College prepares to enter the next decade of its development, it has many more plans articulated and scheduled which will allow it to better fulfill its core mission.

1 - Helping Students Learn

1.1 - Common Learning Outcomes

Common Learning Outcomes focuses on the knowledge, skills and abilities expected of graduates from all programs. The institution should provide evidence for Core Components 3.B., 3.E. and 4.B. in this section.

1P1: PROCESSES

Describe the processes for determining, communicating and ensuring the stated common learning outcomes, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Aligning common outcomes (institutional or general education goals) to the mission, educational offerings and degree levels of the institution (3.B.1, 3.E.2)
- Determining common outcomes (3.B.2, 4.B.4)
- Articulating the purposes, content and level of achievement of the outcomes (3.B.2, 4.B.1)
- Incorporating into the curriculum opportunities for all students to achieve the outcomes (3.B.3, 3.B.5)
- Ensuring the outcomes remain relevant and aligned with student, workplace and societal needs (3.B.4)
- Designing, aligning and delivering cocurricular activities to support learning (3.E.1, 4.B.2)
- Selecting the tools, methods and instruments used to assess attainment of common learning outcomes (4.B.2)
- Assessing common learning outcomes (4.B.1, 4.B.2, 4.B.4)

1R1: RESULTS

What are the results for determining if students possess the knowledge, skills and abilities that are expected at each degree level? The results presented should be for the processes identified in 1P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

1I1: IMPROVEMENT

Based on 1R1, what process improvements have been implemented or will be implemented in the next one to three years? (4.B.3)

Responses

1P1: PROCESSES for determining, communicating and ensuring the state common learning outcomes

Aligning common outcomes (3.B.1, 3.E.2)

The core purpose of Southeast Arkansas College, is best seen in its mission statement: “SEARK College will build a community of lifelong learners committed to becoming the leaders of tomorrow.” The College will ensure the development of this community by adopting the American Association of Colleges and Universities’ [AACU Learning Outcomes](#) as institutional Student Learning Outcomes (SLOs). These are:

1. ***Knowledge of Human Cultures and the Physical and Natural World:*** through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts, focused by engagement with big questions, both contemporary and enduring.
2. ***Intellectual and Practical Skills:*** including inquiry and analysis, critical and creative thinking, written and oral communication, quantitative literacy, information literacy, teamwork and problem solving, practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance.
3. ***Personal and Social Responsibility:*** including civic knowledge and engagement—local and global, intercultural knowledge and competence, ethical reasoning and action, foundations and skills for lifelong learning, anchored through active involvement with diverse communities and real-world challenges.
4. ***Integrative and Applied Learning:*** including synthesis and advanced accomplishment across general and specialized studies, demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems.

These SLOs are commonly accepted in higher education and should ease the way for SEARK graduates to continue their education at four-year institutions or succeed in their careers. Each is also consistent with SEARK’ [Mission Statement](#), including its [Philosophy of General Education](#).

Determining common outcomes (3.B.2, 4.B.4)

Along with the SLO’s, SEARK has adopted the [AACU Value Rubrics](#) to guide assessment of student learning. This will facilitate implementation of the College’s [Learning Assessment Redesign](#) by setting standards for evaluating multiple dimensions of each SLO, which can be mapped to the various [Program Learning Outcomes](#) (PLOs), and then enable evaluation of SLO attainment by connecting assessment data entered in the pending implementation of [Xitrac Assessment Software](#).

SEARK's [Prior Assessment Design](#) relied heavily on summative assessments like the [CAAP Survey](#), to comply with State mandates such as the [ADHE General Education Assessment Guidelines](#). It also relied heavily on faculty's subjective interpretation of its prior design as demonstrated in the last three annual [Assessment Reports](#). The College is now aligning its academic operations with [General Education Best Practices](#) through a comprehensive [Learning Assessment Redesign](#) initiative. SEARK is actively implementing the new system focusing on systematic assessment of courses in its [Program Listing](#). SEARK has also endorsed AACU's "high impact processes" with a redesign of [SEARK Program Review](#).

Previously, SEARK defined the skills that are necessary to lifelong learning in its [Philosophy of General Education](#) that appear in the current [SEARK Catalog](#).

- 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

The Division Deans and members of the college's senior leadership participated in an HLC Assessment Workshop at the HLC Conference in 2017 and formulated a version of College Learning Outcomes for Graduates (CLOGS) through one of its [AQIP Action Projects](#). The Deans Council reviewed research and technical articles about assessment design to become informed about adopting proven learning outcomes, rubrics, and assessment techniques and drafted a new set of outcomes. Immediately after these were adopted by the Executive Cabinet, there was a change in administrators and the new CLOGS were never fully implemented for use in the assessment of general education. They do appear in some course syllabi as learning outcomes, but were never adopted campus-wide.

- **Communication:** Demonstrate skills in organizing & delivering content in an ethical responsible and effective manner using technology as appropriate.
- **Analysis & Evaluation:** Display reasoning skills including evaluating, analyzing & interpreting information for solving problems, prioritizing alternatives, and predicting outcomes.
- **Technology:** Use professional skills/tools to live and work in a technological and global society.
- **Cultural Awareness:** Understand, respect, and be sensitive to one's own or other cultures.
- **Workforce & Professional Skills:** Understand group dynamics and work effectively in teams in practical and academic settings.

After review by new leadership and discussion within various College committees, SEARK recognized that its past approach to defining common outcomes and collecting and measuring assessment data across the entire campus did not include a wide enough representation of

stakeholders, and was not as systematic as it needed to be, either to satisfy regulators, or to provide the College with the information needed to fuel continuous improvement.

Upper-level administration placed a high priority on overhauling the assessment program. The Acting Vice President for Academic Affairs (VPAA) established the Assessment Work Group (AWG) with the goal of [Learning Assessment Redesign](#) – SLOs, data collection, and analysis.

The AWG, made up of faculty from all divisions, Deans, Director of IR, Director of Admission/Registrar, and Faculty Senate Chair, began work in May 2019 to review assessment and began with recommending adoption of a common set of SLOs. This recommendation to adopt the [AACU Learning Outcomes](#) was subsequently approved by the Instructional Affairs Committee (IAC) and the Executive Cabinet.

During June and July 2019, in meetings and collaborations with faculty throughout the College, the AWG is reviewing existing degree and certificate [PLOs](#) and setting general guidelines and specific modifications as required. It will then identify specific SLOs to begin rubric-based assessment across the curriculum in fall 2019.

SEARK's [General Education Requirements](#) ensure that all programs over one year in length can immediately produce SLO data by assessment in general education courses. Most general education courses are approved as [Arkansas Course Transfer System \(ACTS\)](#) courses and meet state-mandated requirements (ACTS identifies specific learning outcomes for all approved courses). SEARK's [Learning Assessment Redesign](#) will not affect its general education requirements or the courses fulfilling those, but will greatly increase its ability to assess learning.

Articulating the purposes, content and level of achievement of the outcomes (3.B.2, 4.B.1)

The College articulates the purposes and content of its programs to internal and external stakeholders through its website, catalog, and [SEARK Marketing](#). It has previously provided information on student outcomes by publicizing [IPEDS Outcomes Comparison Data](#), [Gainful Employment Outcomes](#), and [Program Employment and Earnings Outcomes](#).

The 2019-2020 revision of the [SEARK Catalog](#) will include a description of SEARK's four common SLOs, described in language and content examples that will resonate with students, both current and prospective, as well as with employers, with faculty, and with all significant College stakeholder groups.

The Nursing and Allied Health and Technical Studies divisions have been more systematic in their prior data collection and analysis because of their specialized accreditation requirements. Data has been kept by faculty in the General Studies division, but there has not been a systematic reporting or analysis of that data. The AWG is reviewing all current assessment practices, making needed revisions and defining new practices, for approval by the IAC. The AWG will identify the best in-course opportunities to assess the SLO's and generate data and set appropriate benchmarks over Summer 2019.

The level of achievement of common SLOs is built into the rubrics used to assess them, allowing faculty to easily input the results of their assessments. Each rubric will have four levels: (1) *Unacceptable*, (2) *Needs Improvement*, (3) *Satisfactory*, and (4) *Outstanding*. SEARK's target level of achievement will be calibrated at the (3) *Satisfactory* level, so that the averages calculated from assessment results will enable the College to see where students are falling short of, or exceeding its expectations. In turn, this information will allow SEARK to recalibrate its expectations (higher or lower) and/or redesign curriculum so student achievement increases.

At the same time, the College is implementing [Xitrac's Assessment Software](#) which will be used beginning in Fall 2019. This new system will allow for better, easier and more systematic collection and reporting of data and will generate many different types of reports for decision-making processes.

In the Fall of 2019, responsibility for overseeing the on-going collection, analysis and planning for data will be administered by a standing Assessment Committee. The first data from the transformed Assessment Program will be available in the Spring of 2020.

Incorporating into the curriculum opportunities for all students to achieve the outcomes (3.B.3, 3.B.5)

SEARK requires all academic courses to identify specific learning outcomes aligned to the common SLOs in its [Common Syllabus](#) policy that identifies elements to be included by all instructors. The College purchased [Simple Syllabus](#) to provide cloud-based management of syllabi. Outcomes data will be formatted for import into Xitrac's. The VPAA will have administration rights over the Simple Syllabus software used to generate all course syllabi, and the Department Chairs and Division Deans will verify that syllabi are approved and available in Moodle.

Simple Syllabus allows the College to lock-in set content, such as policies, SLOs, and PLOs. It requires faculty to include their course learning outcomes and map those to higher level outcomes. SEARK will continue to refine its centralized curriculum map, relating course learning outcomes to the common SLOs, which will allow it to centrally manage where assessment activities should be conducted and ensure compliance with the Assessment Cycle. Simple Syllabus archive files will be available to the public via the website, providing additional transparency.

The IAC provides oversight of all College curriculum to ensure every degree addresses the SLOs and PLOs. It reviews all proposals for new curriculum ensuring the standards are met.

The College has created a [Strategies for College Success](#) course that is required in most degree programs and recommended for certificate students. The course is designed to ensure students can gain the most from their educational experience. In addition, the College is currently engaged in a statewide initiative to further streamline and improve developmental education. The Arkansas Department of Higher Education (ADHE) & Arkansas Community Colleges (ACC) are working with the [Dana Center to expand co-requisite models of developmental](#) courses and to ensure there is one level of remediation concurrent with gateway courses. The

Acting VPAA formed a committee of all full-time English and math professors to work on a plan for [Admissions and Placement](#) that revises placement score thresholds and implements changes to developmental education in its [Remediation Program](#).

Ensuring the outcomes remain relevant and aligned with student, workplace and societal needs (3.B.4)

While the College has adopted [AACU Value Rubrics](#) as a starting point, to determine the appropriate level of achievement for each SLO and the assessment needs of the College, the Assessment Committee will analyze prior [Assessment Reports](#) and solicit stakeholder feedback through its [Advisory Committees](#). The Program Advisory Committees (PACs) are composed of specialized community business, industry and education leaders enabling them to provide the most relevant advice and guidance and [employers' needs](#) are surveyed to ensure the College is providing relevant curriculum. The institution aligns outcomes and related course content at the appropriate level through the use of Bloom's Taxonomy.

Under the [Prior Assessment Design](#) the IAC regularly evaluated the common SLOs' efficacy through reviews of [ADHE Program Review Reports](#), self-studies and annual reports required for [Specialized Accreditation](#), required annual reports on [Career and Technical Education Assessment Outcomes](#), additional institutional-level reporting such as the [2017 Perkins Outcomes](#), and feedback from the State on [Program Employment and Earnings Outcomes](#).

The newly adopted [SEARK Program Review](#) process will increase the frequency and consistency of this review process. It implements a three-year cycle and ensures that every program must produce comparable data. This process will help ensure that focus remains on common concerns driven by the College's mission focus on employment preparation.

Designing, aligning and delivering co-curricular activities to support learning (3.E.1, 4.B.2)

The College uses its [General Student Support Services](#) and [Focused Student Support](#) to ensure that students have the appropriate opportunities to achieve the SLOs. Many SEARK students are economically disadvantaged, and services such as the Career Closet (providing free professional-style clothing) and the Shark Savers Discount Program help reduce their financial worries and better focus on their education. The College has also initiated a health and wellness program at Seabrook, a recreational center nearby which has been leased by the College.

In partnership with Achieving the Dream, the College is implementing a [Holistic Student Support Project](#) that will help evaluate the impact of specific services on student outcomes performance. In Fall 2019, the College will open [Tutoring Central](#), a dedicated tutoring center that will be constructed by remodeling a section of the existing library. This new center will utilize assessment data to determine many of the needs for remediation and tutoring.

SEARK also emphasizes [Co-curricular Activities](#) that help prepare students for future professional roles by facilitating interaction with professional organizations, delving more deeply into their field through enrichment activities, and obtaining recognition through honor

societies. Students in specific programs also benefit from clinical experiences, field trips, and academic competitions.

[Student Affairs Event Calendars](#) include numerous events, such as Resource Fairs, designed to enrich the student experience and promote engagement with their education. Student Affairs hosts frequent [Lunch and Learns](#) designed to promote student success.

Each co-curricular and student support program has completed annual [Assessment Reports](#). The VPAA together with Student Affairs, conducts an annual review of these to identify opportunities for additions or changes to service student programming to improve learning outcomes. When a change in service delivery would address the identified academic concern(s), Student Affairs implements the needed change, and impacts of the change are scheduled for later review. Both Academic Affairs and Student Affairs also use CCSSE results to assess student learning in curricular and non-curricular activities

Selecting the tools, methods and instruments used to assess attainment of common learning outcomes (4.B.2)

All past assessment processes involved substantial participation of faculty and other instructional staff members. The Nursing and Allied Health and Technical Studies divisions have been more systematic in data collection and analysis in keeping with their accrediting bodies' requirements. Data has been kept by faculty in the General Studies division, but there has not been a systematic reporting or analysis of that data. SEARK previously evaluated attainment of its common SLOs using the Collegiate Assessment of Academic Proficiency ([CAAP Survey](#)) as was required by the [ADHE General Education Assessment Guidelines](#) until 2007. Following that, it administered the CAAP in alternate years. An action project concluded in 2016 determined that CAAP was ineffective; the CAAP was subsequently discontinued by College Board.

SEARK recognizes that systematically collecting, analyzing and utilizing data for decision-making is crucial to its emphasis on student success. The AWG has concluded that [rubric-based assessment](#) of specific student work by course instructors is the appropriate method to assess achievement of the SLOs. Ongoing review of assessment tools, methods, and instruments will be assumed by a standing Assessment Committee in Fall 2019 (though the IAC, Deans Council, and the Faculty Senate will continue to receive assessment results, make and review recommendations of the Assessment Committee). The shared governance approach will apply to assessment as it does to all matters of institutional policy.

Assessing common learning outcomes (4.B.1, 4.B.2, 4.B.4)

Each course has defined learning outcomes which have been aligned with the College's learning outcomes; the College has viewed course success as a significant indicator of achievement. It reviews courses individually, and faculty work to address issues in curriculum or pedagogy that impact student success. The College also reviews this information for trends in courses that can identify issues with learning outcome attainment.

The College also uses the [Community College Survey of Student Engagement \(CCSSE\)](#) to demonstrate claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, and economic development. The CCSSE is administered biennially, most recently in 2018. The college strives to improve with each survey and to meet or exceed the national averages for these areas undertaking [Student Affairs Retention Initiatives](#) and [Academic Department Student Retention Initiatives](#) in its efforts to improve those outcomes.

SEARK also relies on a number of other survey tools to assess its educational effectiveness and make improvements. [NAH Program Graduate Surveys](#) and [NAH Program Employer Surveys](#) both speak directly to whether students have mastered specific content and skills, and frequently drive program improvements. [Student Evaluation of Instruction](#) surveys are administered and data reviewed at the end of each semester to provide information on the alignment of course management and pedagogical techniques with student needs. Data that addresses third-party services, admissions and recruitment efforts, and retention and advising efforts all provide valuable information regarding whether the College's programs are appropriately focused on student needs and effectively delivered. Process-oriented evaluations such as [Scheduling Surveys](#) also drive institutional and program improvements for meeting learning goals.

With the implementation of [Learning Assessment Redesign](#) and [SEARK Program Review](#) in Fall 2019, the institution will have the capability to generate and report data to assess learning outcomes. SEARK's assessment cycle contemplates active, focused assessment of one or more common SLO in each academic year. Each successive year then focuses on continuous improvement stages: planning improvements, implementing changes in opportunity targets, evaluating the effectiveness of changes, and broader implementation of successful strategies. The College expects to present results of the initial stages of this assessment process for its HLC reaffirmation review.

IR1: Results for determining if students possess knowledge, skills and abilities expected

There has been a wealth of additional activity in assessing the learning of students in SEARK's General Studies program and courses, but far too much of this activity was subjective, limited to single courses or single instructors, and not carried out consistently or systematically. Realizing this, the College's new leadership determined that the institution's return on its investment of energies, personnel, and money into assessing student achievement would produce better returns for the College if its assessment program was fundamentally transformed, and it undertook that transformation forcefully (along with making other major changes in the College.)

The existing measures demonstrate that the College has been effective at addressing its prior common learning outcomes of Communication, Analysis & Evaluation, Technology, Cultural Awareness, and Workforce & Professional Skills:

- [Program Employment and Earnings Outcomes](#) demonstrate that College graduates generally exceed state averages in terms of job and salary attainments. This shows that they have the professional skills to succeed. Many of these programs are in

Nursing and Allied Health and Technical Studies, and employment success also demonstrates mastery of technology.

- [2017 Perkins Outcomes](#) show that the Career and Technical Programs approach the state averages for credential attainment, and exceed them for retention and transfer, again demonstrating technical and workforce skills.
- [Career and Technical Education Assessment Outcomes](#) demonstrate the success of those programs in addressing technical education.
- [Specialized Accreditation](#) status shows that all NAH programs have met indicators and are in good standing. Healthcare programs all have a significant element of cultural awareness and communication to enable graduates to interact effectively with a variety of clients.
- The [2016 CCSSE Benchmark Report](#) and the [2018 CCSSE Benchmark Report](#) demonstrate that the College has consistently performed above benchmark levels in the dimensions of Student Effort, Student-Faculty Interaction, and Support for Learners.
- The [ADHE Program Review Reports](#) demonstrate that the College has been introspective and has sought to make improvements to courses and program curriculum in light of identified student difficulties.
- Indicators such as [Gateway Course Success Outcomes](#) and [Remedial Course Success Outcomes](#) show that the College has been attentive to the needs of students to develop a strong foundation in communication and analysis and evaluation and has had significant success in teaching these skills.
- Surveys of third-party services ([Cengage Survey Results](#)), admissions and recruitment efforts ([College Preview Day Survey Results](#)), and retention and advising efforts ([Resource Fair Survey Results](#)) all demonstrate that the College's programs are appropriate focused on student's learning needs.

SEARK strives for academic development and progression in an environment of active learning and rigor, where students interact with faculty on a daily basis to explore, discover and acquire information to apply to their lives. Individually, faculty earnestly evaluate the achievement of their students in each course section and provide the students feedback and grades that the faculty believe accurately assesses the students' academic progress.

Each year, the faculty, program directors, Deans, VPAA and the President's Executive Cabinet review the institution's rates for retention, completion, and transfer, as well as the employment rates for SEARK College graduates when known. The institution also assesses student achievement in the SLOs by assessing data on transfer rates, state and national licensure pass rates, employment rates of SEARK graduates, and employer satisfaction as available. Guided by these results, division faculty devise improvement plans at the course/activity, division, program/department and institutional levels.

III: Improvements Implemented & Planned (4.B.3)

SEARK realizes that its past collection of assessment results was handicapped by its non-systematic design of assessment processes. Having undertaken [Learning Assessment Redesign](#), adopted both the [AACU Learning Outcomes](#) and [AACU Value Rubrics](#), and purchased the well-

recommended [Xitrac's Assessment Software](#) to enable and verify a standardized process, the College is confident that future results will be much more inclusive and useful. The College's adopted [SEARK Program Review](#) process requires programs to present accumulated and analyzed data from assessment of student learning in reviews which will occur every three years.

SEARK will, by September 2019:

- Implement the change in College SLOs and associated evaluation rubrics.
- Establish and charge a standing Assessment Committee to oversee assessment policy and implementation, to review and analyze results, and to drive the changes in program requirements, curriculum, and pedagogy.
- Create a schedule to assess a subset of the SLOs in each year of SEARK's assessment cycle, and publish a list of the goals that will be assessed in Year 1 (2019-2020)
- Identify the courses and rubrics each participating faculty will use for assessment in Year 1 of the transformed program.
- Train faculty in the use of Xitrac's to enter assessment data for the students they assess.

SEARK will, during fall 2019:

- Assess an assortment of SLOs and PLOs in fall 2019 semester, entering the data gathered into Xitrac's
- Evaluate and share widely the insights gained from this first semester of rigorous, systematic assessment of SLO's
- Recommend adjustment or supplementation of the process for analyzing assessment data and "closing the loop" in future semesters.
- Make recommendations about program requirements, curriculum, pedagogy, course ordering, or other areas that the first semester's assessment results indicate are desirable improvements

SEARK will, in the spring semester of 2020 and thereafter:

- Evaluate the implementation of SEARK's transformed assessment program and make recommendations for adjustment or supplementation of the program in future semesters
- Consistently and systematically assess the SLOs in all of its degree and certificate programs, in a manner that allows it to report levels of achievement and areas in which students are underperforming

Sources

- 2016 CCSSE Benchmark Report
- 2017 Perkins Outcomes
- 2018 CCSSE Benchmark Report
- AACU Learning Outcomes
- AACU Learning Outcomes

- AACU Value Rubrics
- Academic Department Student Retention Efforts
- ADHE General Education Assessment Guidelines
- ADHE Program Review Reports
- Admissions and Placement
- Admissions and Placement (page number 19)
- Advising Impact Survey Results
- Advisory Committees
- Alternative Credit
- AQIP Action Projects
- Arkansas Course Transfer System
- Assessment Reports
- CAAP Survey
- Cabinet Councils and Committees
- Career and Technical Education Assessment Outcomes
- CCSSE Survey and Results
- Cengage Survey Results
- Co Curricular Activities
- College Preview Day Survey Results
- Common Syllabus
- Common Syllabus (page number 9)
- Employer Needs Survey
- Focused Student Support
- Gainful Employment Outcomes
- Gateway Course Success Outcomes
- General Education Best Practices
- General Education Requirements
- General Student Support Services
- General Student Support Services (page number 11)
- General Studies Faculty Meetings
- Holistic Student Supports Project
- IPEDS Outcomes Comparison Data
- Learning Assessment Redesign
- Lunch and Learns
- Mission Statements
- Mission Statements (page number 4)
- NAH Program Employer Surveys
- NAH Program Graduate Surveys
- Prior Assessment Design
- Program Advisory Committees
- Program Employment and Earnings Outcomes
- Program Learning Outcomes
- Program Listing
- Remedial Course Success Outcomes
- Remediation Program
- Remediation Program (page number 31)

- Resource Fair Survey Results
- Scheduling Surveys
- SEARK Catalog
- SEARK College Mathematics Pathways Action Plan
- SEARK Marketing
- SEARK Program Review
- Specialized Accreditation
- Strategies for College Success
- Student Affairs Event Calendars
- Student Affairs Retention Initiatives
- Student Evaluation of Instruction
- Tutoring Central
- Xitracs Assessment Software

1.2 - Program Learning Outcomes

Program Learning Outcomes focuses on the knowledge, skills and abilities graduates from particular programs are expected to possess. The institution should provide evidence for Core Components 3.B., 3.E. and 4.B. in this section.

1P2: PROCESSES

Describe the processes for determining, communicating and ensuring the stated program learning outcomes and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Aligning learning outcomes for programs (e.g., nursing, business administration, elementary teaching, etc.) to the mission, educational offerings and degree levels of the institution (3.E.2)
- Determining program outcomes (4.B.4)
- Articulating the purposes, content and level of achievement of the outcomes (4.B.1)
- Ensuring the outcomes remain relevant and aligned with student, workplace and societal needs (3.B.4)
- Designing, aligning and delivering cocurricular activities to support learning (3.E.1, 4.B.2)
- Selecting the tools, methods and instruments used to assess attainment of program learning outcomes (4.B.2)
- Assessing program learning outcomes (4.B.1, 4.B.2, 4.B.4)

1R2: RESULTS

What are the results for determining if students possess the knowledge, skills and abilities that are expected in programs? The results presented should be for the processes identified in 1P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Overall levels of deployment of the program assessment processes within the institution (i.e., how many programs are/not assessing program goals)
- Summary results of assessments (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of assessment results and insights gained

1I2: IMPROVEMENT

Based on 1R2, what process improvements have been implemented or will be implemented in the next one to three years? (4.B.3)

Responses

1.2: Program Learning Outcomes

1P2: PROCESSES for determining, communicating and ensuring the stated program learning outcomes

Every program at SEARK has defined [Program Learning Outcomes](#) (PLOs). The [Common Syllabus](#) model requires defined Course Learning Outcomes (CLOs) for every course. Every general education course has CLOs that relate to the General Studies PLOs. Every core and elective course managed by a Nursing and Allied Health or Technical Studies program has CLOs that relate to the program's PLOs.

PLOs in Nursing and Allied Health programs directly align to the summative evaluations that are required on completion by [Specialized Accreditation](#). PLOs in Technical Studies programs directly align to the summative evaluations that are required on completion by the State of Arkansas, which demands reporting of [Career and Technical Education Assessment Outcomes](#).

The Assessment Committee, Deans, and faculty review SEARK PLOs annually to ensure alignment with College's mission, vision, values, educational programs, and program levels. The Board of Trustees also reviews the alignments via monitoring reports.

SEARK College uses its biennial [CCSSE](#) results to validate assertions it makes about contributions to students' educational experience by aspect of its mission, such as community engagement, empirical learning, and service learning. Student Affairs oversees administration of CCSSE at SEARK. The VPSA designates, trains, and oversees the administration of survey administrators and ensures that completed surveys are returned.

Determining program outcomes (4.B.4)

To determine program outcomes, Academic Affairs collaborates with three institutional divisions, General Studies, Nursing and Allied Health (NAH), and Technical Studies. Faculty and staff within each department meet to discuss curricula, resulting in program development and assessment of student learning outcomes and activities centered around data collected from capstone courses, exit exams, national certificate exams, licensure exams, and data compiled from surveys of program graduates' employers on a schedule following graduation. The College has a well-defined process where faculty and Deans collaborate to determine learning activities and outcomes for both curricular and co-curricular activities. This is an ongoing process and evaluated each year. Any changes in the curriculum is presented to the IAC for discussion and approval.

Programs that lead to a professional certificate or adhere to industry or specialized accrediting body standards follow prescribed learning outcomes. State transfer requirements also determine transfer program outcomes. SEARK's Nursing and Allied Health programs outcomes are those required on Board licensing exams. SEARK's NAH accreditors/governing bodies include:

Program	Accreditor/Governing Body	Accreditation Through
---------	---------------------------	-----------------------

Emergency Medical Responder (EMR)	Commission on Accreditation of Allied Health Education Programs (CAAHEP)	2022
Emergency Medical Technician – Basic (EMT)		
Emergency Medical Technician - Advanced (EMT)		
Paramedic		
Community Paramedic		
Medical Coding	American Health Information Management Association (AHIMA)	New program
Nursing Assistant/Home Care Aide	Department of Human Services (DHS) Division of Medical Services (DMS) Office of Long Term Care (OLTC)	Sept. 2019
Phlebotomy	National Accrediting Agency for Clinical Laboratory Science (NAACLS)	Reactivated program. Writing self-study
Practical Nursing	Arkansas State Board of Nursing (ASBN)	2022
Radiologic Technology	Joint Review Committee on Education in Radiologic Technology (JRCERT)	2026
Registered Nursing	Accreditation Commission on Education in Nursing (ACEN)	ACEN- 2022
	Arkansas State Board of Nursing (ASBN)	ASBN - 2019
Respiratory Care Technology	Commission of Accreditation for Respiratory Care (CoARC)	2028
Sterile Processing	Certified Registered Central Services Technician (CRCST)	New program --In Process
Surgical Technology	Commission on Accreditation of Allied Health Education (CAAHEP)	2023

SEARK outlines both common and program-specific learning objectives for each individual program, with input from PACs. Lead instructors and department chairs determine which

objectives are to be covered in specific courses and outlined in departmental syllabi. Those involved with the learning objectives and content progressions are the expert faculty members, program coordinators, and the Deans. General Studies courses align closely with the College SLOs. For Nursing and Allied Health programs, standards are set by approval and accrediting bodies and dictate the flow of course content. For Technical Studies, progression benchmarks, and employers' input help to determine the objectives to be taught. The career path in the Technical Studies programs uses self-imposed outcome criteria to evaluate success of the graduates. Graduates of welding classes are eligible to take certification tests on campus through AWS CWE/CWI Accredited Testing Facility such as the American Welding Society (AWS) for welders. In Air Conditioning and Refrigeration Technology graduates are eligible to take the test offered by the Air Conditioning and Refrigeration Institute to be certified as an entry-level HVAC® technician through the EPA. Students enrolled in Computer Information Systems Technology are eligible candidates for the Oracle Certification Program certificate. Student performance on these examinations provides SEARK with valuable data on its students' learning and its programs' effectiveness.

Articulating the purposes, content and level of achievement of the outcomes (4.B.1)

SEARK works diligently to articulate the purposes, content, and level of achievement of program-level outcomes. Course goals and objectives are articulated in each course syllabus. Faculty determine targets and benchmarks for their measures to demonstrate that learning goals are being met. Levels of achievement for NAH programs are based on published nationally benchmarked standards. Goals and objectives are modified to meet the content and lesson objectives based on textbook changes and to remain abreast of ever-changing trends of the program. Divisions, usually through chairs or directors, provide information about program-level purposes, content, and results to faculty via division meetings and emails. SEARK students receive this information through program orientation, program handbooks, syllabi and through additional group communications with faculty and program directors

The IAC maintains oversight for monitoring the continued alignment of course offerings through its process for approval of all new programs and curricular changes during scheduled meetings. The committee meets regularly to introduce, discuss and vote on every agenda item for inclusion in the [College catalog](#). The Assessment Committee aids in this process through monitoring and evaluating assessment programs to ensure consistency within the College and adherence to principles for assessment of student academic achievement.

Ensuring the outcomes remain relevant and aligned with student, workplace and societal needs (3.B.4)

The faculty is primarily responsible for ensuring the prescribed learning outcomes remain relevant and aligned with student, workplace, and societal needs. Faculty confer with PACs about measurable program outcomes. The faculty and directors of the programs ensure the program outcomes meet external accrediting agencies' requirements. The external accrediting bodies also monitor these programs to determine that outcomes meet their requirements. Faculty participate in statewide articulation groups to ensure that the outcomes of transferable courses continue to meet the Colleges' requirements.

Academic Affairs shares achievement levels college-wide. The broader community receives this information via local newspaper stories, radio advertisements, and local community venues. Divisions and programs also share the results with program accreditation agencies and community groups such as the local chambers of commerce and other business and educational organizations, including local K-12 schools via recruiting and outreach efforts, and College partners that have transfer arrangements with SEARK. The results of SEARK students sitting for board licensing exams are shared with PACs and are embedded in program reviews.

Additionally, SEARK's Assessment Committee creates an annual report that includes the scope of work conducted for the annual assessment results, and a list of recommendations for faculty and the College community. The Assessment Committee shares the report with faculty and other institutional staff.

Designing, aligning and delivering co-curricular activities to support learning (3.E.1, 4.B.2)

SEARK faculty and Student Services staff such as those responsible for student engagement design, align and deliver co-curricular experience to support learning. For the VPSA to approve a newly proposed co-curricular activity, it must align with the college's mission, vision, and strategic goals.

The College's student clubs and organizations, and the Student Government Association sponsor many activities available at SEARK. Club and organizations include: Arkansas Licensed Practical Nurses Association(ALPNA), Arkansas Student Nurses Association, (ASNA), Association of Surgical Technologists (AST), Gaming Club of SEARK College, Phi Theta Kappa, Respiratory Therapy Care Club, SEARK College Radiography Student Association, SEARK College Student Ambassadors, SEARK Crafting Guild, SEARK College Criminal Justice Association (SCCJA), and the Science Technology Engineering and Mathematics Club (STEM). Each club has a SEARK employee as a sponsor and an advisor. The Student Government Association promotes student activism by supporting activities, offering programs, developing leadership potential, and synchronizing functions for clubs and organizations. A full-time staff member is designated to oversee this group.

To assess institutional-level achievement of learning outcomes that SEARK claims for its curricular and non-curricular areas, SEARK is entertaining alternating between administering CCSSE one year and another ETS Proficiency Profile assessment the next year. A qualitative measure, [CCSSE](#) assesses student learning in both curricular and non-curricular areas. The quantitative ETS test will identify the college level skills of reading, critical thinking, writing, and mathematics learned through general education courses, without analyzing the content gained in each class. The College will align the CCSSE and ETS questions with the SLOs.

Selecting the tools, methods and instruments used to assess attainment of program learning outcomes (4.B.2)

The institution has selected [Xitrac](#)s to provide a simple means for faculty to record their assessments of students' competence in the SLOs and PLOs, and for the College to store these data in a format that allows for study and analysis of the results. Each program has identified

specific assignments and activities that occur in classes that provide seamless opportunities for faculty to assess SLOs and PLOs and have established rubrics that define the levels of competence that will be used in these assessments. In addition, the NAH and Technical Studies divisions have many standardized processes and tools in place to assess attainment of PLOs, using Bloom's taxonomy from the simple to the more complex as the students progress. Simulation labs will be introduced in every level of the nursing program, and these will provide additional opportunities for assessment. Faculty will meet each semester to assess how practice can be best structured with theory content.

Assessing program learning outcomes (4.B.1, 4.B.2, 4.B.4)

The results of program-level assessment shows that SEARK's NAH and Technical program students are achieving PLOs that the program faculty and PACs have identified as critically important. In the Nursing and Allied Health program, specialized accreditation has had strong assessment requirements in place for years, and those programs have been gathering and reporting assessment data regularly. Their regular reports to their oversight agencies and those agencies' reports back to SEARK both indicate areas of potential improvement, but overall the indications of appropriate student learning are strong. Similarly, licensure test results support the conclusion that program outcomes are being achieved in these programs.

In the technical programs, end-of-program tests and certifications indicate that students are achieving the PLOs, while providing the faculty insights into how the curriculum and emphasis on particular topics may be improved in order to increase overall student achievement of PLOs.

New software acquired by the College and new initiatives undertaken by the Assessment Committee will greatly strengthen programs' ability to gather systematic data on student performance on PLOs, as well as the ability of the College and its programs to analyze where student achievement is below the program's target for competence and where there exist opportunities to improve student achievement. New guidelines from the Assessment Committee will ensure that programs have clear mechanisms in place to assess key SLOs and all PLOs, that programs review and analyze this data conscientiously, and that program changes and improvements resulting from analysis of the assessment data are clear, prompt, and shared with faculty throughout the College and with PACs.

1R2: Results for determining students knowledge, skills, and abilities expected

Regarding the overall level of deployment of program assessment, all of the College's academic programs engage in regular assessment; every SEARK degree and certification program has measurable SLOs. The College's Office of Institutional Research collects and centralizes all of this data on an ongoing basis. The newly transformed institutional assessment initiative will guarantee that, starting in Fall 2019, stronger and more consistent policies and practices on assessment will produce clearer data on current results and more useful data for targeting potential improvements.

[CCSSE](#) is designed to provide a picture of institutional practices and student behaviors that are correlated with engagement, student learning, and retention, providing a qualitative measure of

students learning through these activities. Guided by CCSSE's data, faculty and other instructional staff make improvement plans at the course/activity, division, program/department and institutional levels and also review any applicable federal and state requirements that may affect SEARK using program outcomes to guide improvements in student learning.

[Program Learning and Employment Outcomes](#) provides an approximate indirect measure of whether employers think SEARK graduates have sufficient skills and knowledge. Employers are provided with a graduate survey submitted within designated time-frames to assess how well graduates are performing in the workplace. If the majority of SEARK's programs are performing at least adequately, the transfer rates for its associate degree programs, and the students completing should meet or exceed the state average for community college transfer.

SEARK seeks pass rates for Nursing programs at or above the Arkansas average since the College's nursing students sit for a national licensing exam administered by the state board for nurse education. The College expects its Allied Health program students will meet and surpass the state or national average. The EMT, Radiology, Respiratory, and Surgical Technology program all are expected to pass their credentialing exams based on course outcomes.

1I2: Process improvements Implemented & Planned (4.B.3)

Implemented improvements:

- In 2018 the Assessment Committee submitted evaluation tools to every department to assess PLOs to make revisions for future assessments to strengthen the attention to outcomes in all degree and certificate programs and to reduce the emphasis on individual course results
- In 2019, purchased Xitrac to facilitate the entry, tabulation, and analysis of assessment data entered by faculty conducting assessments of students
- Appointed an Assessment Work Group to make major policy and procedure changes during Summer 2019
- Adopted a new framework for SLOs based on [AACU Learning Outcomes](#)
- Nursing revised program curriculum based on multiple years of low pass rates and feedback from nursing consultants
- Nursing introduced total adaptive learning curriculum in every course beginning Summer, 2019
- Nursing providing more clinical experience by hiring a full-time simulations specialist
- Respiratory Care program added a part-time coach to help prepare students for registry exams
- PN program has reduced the amount of paperwork that students must submit to give more time in clinical site & will use sim-lab more extensively
- Advisors/career coaches assist students with career paths as well as with program/course selection
- Designed surveys to capture feedback on program learning from graduates and their employers (e.g., [Surgical Technology Education Employer-Survey.pdf](#) and [Surgical Technology Education Graduate-Survey Form](#)). Other programs will follow this model.

Ongoing and Future Improvements:

- To improve the assessment of all student outcomes, better data on transfer student outcomes will be collected and included in analyses.
- Benchmarks are being revised or set
- Tutoring Central Director will choose and purchase software to track the work done in the center
- Benchmarks will be set for Tutoring Central for each of the areas in which it provides service
- In the Summer of 2019, a comprehensive plan, goals, objectives will be written for Tutoring Central
- Consultant will be brought in from another institution's tutoring center to contribute to the planning and to train staff and faculty for Tutoring Central work
- An Advisory Ad Hoc committee is identifying gaps in consistency in the advising process to ensure retention and graduation success
- By fall 2019, the College will establish and charge a new standing Assessment Committee to oversee assessment policy and implementation, and to review and analyze results and to drive the changes in program requirements, curriculum, pedagogy, course ordering, or other areas that the results indicate are desirable improvements
- Identify 3-7 key SLOs for the all degree and certificate programs
- Identify a subset of SLOs to be assessed in Year 1 (2019-2020)
- Adapt AACU rubrics required to assess SLOs and enter into Xitracs
- Train faculty in the use of Xitracs
- Assess defined SLOS & PLOs in fall 2019 semester, entering the data into Xitracs
- Evaluate transformed assessment program and make recommendations for adjustment or supplementation
- Evaluate and share widely the insights gained from this first semester of rigorous, systematic assessment of SLO's
- Recommend adjustment or supplementation of the process for analyzing assessment data and "closing the loop" in future semesters
- Recommend changes to program requirements, curriculum, pedagogy, course ordering, or other areas that the first semester's assessment results indicate
- Consistently and systematically assess the SLOs in all of its degree and certificate programs
- Monitor levels of achievement students are reaching in each of its programs
- Identify specific SLOs and dimensions of those SLOs in which students are under-performing (relative to SEARK's expectations) and make changes in program requirements, curriculum, pedagogy, course ordering, or other areas to bring students' performance up to expectations
- Identify specific SLOs and dimensions of those SLOs in which students are over-performing (relative to SEARK's expectations) and adjust targets for mastery of such SLOs
- Faculty will review and analyze all available assessment data on the achievement of program students, both completers and non-completers
- Faculty will identify potential improvements in the program's assessment structure (SLOs, rubrics, etc.)

- Faculty will submit reports on trends, insights, accomplishments or problems the data signal and recommend short and long-term changes in the program requirements, curriculum, pedagogy, course ordering, advising, etc.
- Establish protocols for the review of program assessment reports, feedback and accountability for implementing the planned changes
- Review annually the effectiveness of SEARK's overall assessment efforts

Sources

- 2018 CCSSE Benchmark Report
- AACU Learning Outcomes
- Career and Technical Education Assessment Outcomes
- CCSSE Survey and Results
- Common Syllabus
- Faculty and Staff Handbook
- Faculty and Staff Handbook (page number 34)
- NAH Program Employer Surveys
- NAH Program Employer Surveys (page number 7)
- NAH Program Graduate Surveys
- NAH Program Graduate Surveys (page number 8)
- Program Employment and Earnings Outcomes
- Program Learning Outcomes
- SEARK Catalog
- Specialized Accreditation
- Strategic Planning
- Xitrac's Assessment Software

1.3 - Academic Program Design

Academic Program Design focuses on developing and revising programs to meet stakeholders' needs. The institution should provide evidence for Core Components 1.C. and 4.A. in this section.

1P3: PROCESSES

Describe the processes for ensuring new and current programs meet the needs of the institution and its diverse stakeholders. This includes, but is not limited to, descriptions of key processes for the following:

- Identifying student stakeholder groups and determining their educational needs (1.C.1, 1.C.2)
- Identifying other key stakeholder groups and determining their needs (1.C.1, 1.C.2)
- Developing and improving responsive programming to meet all stakeholders' needs (1.C.1, 1.C.2)
- Selecting the tools, methods and instruments used to assess the currency and effectiveness of academic programs
- Reviewing the viability of courses and programs and changing or discontinuing when necessary (4.A.1)

1R3: RESULTS

What are the results for determining if programs are current and meet the needs of the institution's diverse stakeholders? The results presented should be for the processes identified in 1P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of assessments (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

1I3: IMPROVEMENT

Based on 1R3, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

1P3: PROCESSES for ensuring new and current programs meet the needs of the institution and its diverse stakeholders

When designing new courses and programs to respond to changing labor market trends and student needs, SEARK conducts research using multiple resources, such as the [ADHE Workforce Analysis](#). Faculty seek the advice of [PACs](#), professional organizations, industry trends/standards, other institutions of higher learning, employers, students, and alumni.

SEARK's mission is to "build a community of lifelong learners committed to becoming the leaders of tomorrow." Therefore, its academic offerings are developed to meet that mission, and the general stakeholder groups are those interested in pursuing educational options that lead to specific technical/industry careers.

SEARK's [Program Listing](#) includes:

- Associates of Arts (AA) degree: designed to prepare students for transfer to a baccalaureate degree; requires 60 general education credits for completion; full-time student completes in two years.
- Associates of Applied Science (AAS) degrees: designed to prepare students for a specific technical career; requires 60 credits for completion, including technical and general education; full-time student completes in two years
- The Associate of General Studies (AGS) degree: designed for flexible needs not met by other degrees for transfer, direct employment, or educational enrichment; Fifteen hours must meet general education requirements; remaining 45 hours selected from academic transfer and technical career course offerings; full-time student completes in two years
- Certificate programs: Certificate of Proficiency (CP) or Technical Certificate (TC) in both Technical Studies and Allied Health divisions and a Certificate in General Studies is designed to recognize 38 credit hours of general education core courses successfully completed by students; documents student's mastery of skills and competencies needed to be successful in the workforce and world

The general population of student stakeholders SEARK serves includes first-time students, full-time and part-time students, program specific students, underprepared students, and transfer students. SEARK serves a large number of students who require remediation prior to enrolling in college level coursework. This creates challenges for student retention, completion, and time to completion. Along with its current remedial program, the College is consolidating services under Tutoring Central to better address this need.

Identifying other key stakeholder groups and determining their needs (1.C.1, 1.C.2)

A significant key stakeholder group for SEARK is future employers of graduates. Employer needs are determined through PACs, which include business and industry representatives. These committees were developed specifically to identify necessary employment skills and maintain currency with business and industry standards. SEARK also hosts Adult Basic Education and the Jefferson Area Technical Career Center (JATCC) on the College campus. JATCC serves area high schools with technical programs, and high school students attend Career and Technical Education (CTE). Adult Education and JATCC students are among ongoing future stakeholders as well. The College also finds new stakeholders through the development of new programs.

Developing and improving responsive programming to meet all stakeholders' needs (1.C.1, 1.C.2)

All occupational programs have PACs made up of industry leaders that meet annually. Consideration for adding a new program may be stimulated by stakeholder request or through workforce projection data. SEARK faculty and administrators work with community and business leaders to respond quickly to industry demands. Internal program reviews and external program reviews are conducted to assess the internal and external needs for the program along with quality and effectiveness. [ADHE Program Reviews](#) measure program viability, and the College monitors program enrollment and completion closely to ensure early awareness of shifts in demand.

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

SEARK's program review process occurs through [ADHE Program Review](#), accreditors' external program review, and [SEARK Program Review](#), utilizing several methods and metrics. Internally program reviews are made using the state's criteria and program data and the College's program review process. Data from student enrollment, retention rates, graduation rates, employment needs, instructor availability, and program costs are used to assess programs. Programs with external, program specific accreditation requirements undergo rigorous program reviews (e.g. [ADNP Review](#)) through the accreditation process in which the program has to prove it is maintaining standards of excellence. SEARK submits data on all program enrollment, retention, placement, and graduation to ADHE. The state uses this data to determine program viability. Programs that do not have an external accrediting body have internal program reviews that include a self-study and peer review. The completed self-study, peer review, and program specific documents are sent to an out-of-state reviewer. Input from PACs, faculty, students, and alumni are also used to assess effectiveness.

Reviewing the viability of courses and programs and changing or discontinuing when necessary (4.A.1)

ADHE has program viability standards in place which govern continuation of programs that do not meet minimum standards. External program reviews are conducted based on the program specific accreditors' regulations and the [ADHE guidelines](#). The [College developed a self-study](#) based on specific criteria identified in the ADHE Coordinating Board Policy 5.12 to include but not limited to: program need/demand/curriculum, faculty, resources, course delivery methods, student outcomes, planned program improvements.

The College uses PACs, program specific accreditation information, and program data that includes graduation rates and time to completion to help determine if a course or program is still viable. Individual programs, department chairs, the IAC, and Deans Council all have responsibility for ensuring that courses and programs are viable. The state's data and internal data must substantiate that there is sufficient demand and employer need for the courses and programs. ADHE's requirements specifically demand:

- An average of four (4) graduates per year for career and technical education certificates (CTE) and career and technical associate degree programs (AAS);
- An average of six (6) graduates per year for transfer associate degrees (AA, AS, and AAT) and bachelor's programs;

ADHE has conducted full reviews of programs on a 10-year cycle; the [ADHE Program Review Schedule](#) for SEARK required several reviews to be submitted on June 30, 2019. ADHE requires a minimum of two reviewers affiliated with programs that are similar in mission and scope to the program under review, at least one of whom is required to conduct a site visit and meet with program faculty, students, and administrators.

IR3: Results for determining if programs are current and meet the needs of stakeholders

SEARK determines that its programs meet the needs of its stakeholders through input from its PACs, data obtained through the state's viability report, labor statistics, and through internal academic review of program and curriculum changes. ADHE reviews all certificate and degree programs every 10 years, and reviews viability (enrollment, productivity) annually; SEARK's new [Program Review](#) procedure will require substantially more rigorous reviews every three years. Accredited, licensed, and state certified programs will follow the usual review practices and schedule of the accrediting/approval body. [CCSSE](#) data also helps to identify ways the institution can strengthen student engagement in its programs. This input helps SEARK keep its programs current and meeting the needs of stakeholders. Information gained from both PACs and program reviews indicated that the College has a strong foundation with business and industry partnerships.

An academic example is Computer Information Systems Technology adding a Certificate of Proficiency in Video Game Design and Development. The US Bureau of Labor Statistics projected application software developers in the United States would increase by 19% from 2014-2024. It was estimated that in May 2015, application software developers made a median annual wage of \$90,000.00. The College shared this information with its PAC, and it was determined that this was a needed addition.

Examples of SEARK being proactive in deleting programs is the deletion of Paralegal Technology and Office Administration Technology.

- SEARK stated its reason to delete Paralegal Technology was because there was minimal student interest, recruitment for adjuncts did not work well for at least eighteen months prior to the deletion request, and the employers stating they are "growing their own" and not as concerned about students having a broad skill base.
- SEARK stated its reason to delete the Associates of Science Degree in Business was due to a lack of student interest--only 4 students expressed interest.
- SEARK stated its reason to inactivate the Office Administration Option within Business Technology was due to employers hiring individuals without a degree and employers not paying a sustainable wage for the position.

1I3: Improvements Implemented & Planned

- Tech studies has introduced a Certificate of Proficiency in Video Game Design and Development to respond to the Labor department's projections for future employment opportunities.
- Upon completion of the HESI (Pretest for the NCLEX) data was collected and shared with the College. The results indicated a need to strengthen aspects of anatomy and physiology, embryology, maternity, infection control, and growth and development. The College adjusted and added to existing curriculum and purchased models and other identified anatomical parts to assist in better preparing students for the NCLEX exam, for which pass rates had dropped and some students were not meeting State Board standards.
- In partnership with the Southeast Arkansas Growth Initiative (SGI) and the Economic Development Alliance for Jefferson County, SEARK College convened area manufacturing employers to gain a better understanding of their workforce needs and challenges. The focus was specifically related to employee training, skill, and competency requirements for the electrical and mechanical systems technology program. Based on industry need, SEARK modified curriculum and purchased equipment to ensure the program is modernized using the latest technology.
- SEARK has made changes in its math and English pathways to prepare students who enter with deficits in these subjects more effectively to take college-level math and English courses.
- SEARK will begin in new program in industrial maintenance in the Fall 2019 in response to requests from JATCC and local industry
- SEARK will begin work on a program in resort & hospitality management in response to requests from new and existing businesses in the service area
- SEARK will begin a program for certified lab technology in response to feedback from PACs

Sources

- ADHE Academic Change Policy
- ADHE Academic Change Process
- ADHE Program Review Process
- ADHE Program Review Process (page number 3)
- ADHE Program Review Process (page number 4)
- ADHE Program Review Reports
- ADHE Program Review Schedule
- ADHE Workforce Analysis
- ADN In Progress Program Review
- Arkansas Course Transfer System
- CCSSE Survey and Results
- Program Advisory Committees

- Program Listing
- SEARK Program Review

1.4 - Academic Program Quality

Academic Program Quality focuses on ensuring quality across all programs, modalities and locations. The institution should provide evidence for Core Components 3.A. and 4.A. in this section.

1P4: PROCESSES

Describe the processes for ensuring quality academic programming. This includes, but is not limited to, descriptions of key processes for the following:

- Determining and communicating the preparation required of students for the specific curricula, programs, courses and learning they will pursue (4.A.4)
- Evaluating and ensuring program rigor for all modalities, locations, consortia and dual-credit programs (3.A.1, 3.A.3, 4.A.4)
- Awarding prior learning and transfer credits (4.A.2, 4.A.3)
- Selecting, implementing and maintaining specialized accreditation(s) (4.A.5)
- Assessing the level of outcomes attainment by graduates at all levels (3.A.2, 4.A.6)
- Selecting the tools, methods and instruments used to assess program rigor across all modalities

1R4: RESULTS

What are the results for determining the quality of academic programs? The results presented should be for the processes identified in 1P4. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of assessments (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

1I4: IMPROVEMENT

Based on 1R4, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

1P4: PROCESSES for ensuring quality academic programming

Determining and communicating preparation required of students (4.A.4)

The process for determining the preparation required for our students begins with our faculty. Research is completed regularly by our instructors to determine current trends within their respective fields. This includes internet searches related to the industry, conversations with faculty members at other institutions, and meetings with local industry professionals. Information is then cross-referenced with ADHE along with any accrediting bodies to ensure all requirements are met. A formal request is then made to update the current programs through IAC. If the amendments are approved, they will be put into effect the following semester. If they are denied, the faculty member will begin the process again.

Published materials about specific programs and their learning goals is published by the College, and, where appropriate, used to establish [requirements and/or procedures for enrolling in specific programs, such as Nursing](#). The Catalog makes clear specific preparation, aptitudes, or [other requirements](#) of students enrolling in specific programs.

Communicating this information is guided by the College's [Marketing Plan](#). Senior management enlisted the help of a marketing firm to assist in structuring these efforts. This firm came on campus and spent time with management and faculty to gain an understanding of what people feel about SEARK and which students it targets. This study led to a better understanding of current and potential students. It also addressed multiple factors leading to students deciding to pursue their education elsewhere.

Evaluating and ensuring program rigor for all modalities, locations, consortia and dual-credit programs (3.A.1, 3.A.3, 4.A.4)

The process for ensuring program rigor begins with our faculty, VPAA, IAC and Assessment Committee, in line with policies defined by [ADHE Academic Rigor Guidance](#). An audit of all courses is planned for the 2019-20 to evaluate the level of rigor and credit hours equated to required work. The implementation of [Simple Syllabus](#) to ensure that the [Common Syllabus](#) is being used for each course also ensures consistency and academic rigor.

SEARK offers courses via several modalities: on-campus, online and hybrid. Each course is evaluated by the IAC to approve the course and ensure that its outcomes are in line with state, industry and external accrediting bodies, as appropriate. All courses provided by SEARK are first submitted to IAC. This committee reviews the content and structure of the proposed course to determine if it meets the required level of rigor of a college-level course.

Courses are evaluated each semester by students via use of the [Student Evaluation of Instruction](#), which also assesses faculty performance from the student perspective. Data gathered from these completed evaluations, along with the completion and success rates of courses and faculty are examined by the Department Chairs, Deans, VPAA and IAC to monitor academic rigor.

For online and hybrid courses, the Department Chair, Dean and IAC all monitor the development of online courses throughout the process, from proposal through completion of the course for offering. The SEARK Distance Learning Department provides guidelines that help improve the quality of instruction for students receiving online education at this institution. There is also a special [Online Course Evaluation](#) to gather feedback on online courses. This review establishes

information regarding “Best Practices” in online courses and their delivery. The [E-learning Handbook](#) contains information for faculty and is currently being revised with new standards and information on course development.

Awarding prior learning and transfer credits (4.A.2, 4.A.3)

All prior credits from in-state institutions are compared with the [Arkansas College Transfer System \(ACTS\)](#). Any course that matches will automatically be granted credit. This review is completed by admissions. All out of state coursework and in-state coursework that has not already been approved by admissions is then sent to the Dean of the incoming student’s future division. The Deans review transcripts and decide what courses will be accepted based on ADHE and ACTS standards. This will sometimes require the Dean to request syllabi from the previous institution to further assess course descriptions and other material covered in certain classes.

Selecting, implementing and maintaining specialized accreditation(s) (4.A.5)

The process for selecting, implementing, and maintaining specialized accreditations begins with faculty research. The goal is to determine the most useful accreditation that will be valued by the respective industry and provide a solid framework on which to guide instruction. Faculty then take this information to their Deans for approval and implementation. [Specialized Accreditations](#) are sought, secured and maintained for all degree programs which have outside accrediting bodies that are of use in helping provide students with credentials that will best serve them in the field.

Assessing the level of outcomes attainment by graduates at all levels (3.A.2, 4.A.6)

Assessing the level of outcomes is completed using two different methods. One method includes research from management regarding available post graduate surveys. Once research is completed, a single survey is selected. The survey is then sent to students upon completion of their certificate or degree program.

The other method of assessing outcomes is through the research of faculty regarding industry specific exams, or common exams in the case of some General Studies courses. NAH and Technical studies have elaborate data about the outcomes of graduates in the form of required testing ([Career and Technical Education Assessment Outcomes](#)). Each department discusses this topic among themselves and with their respective Deans. Then, conversations are had with industry partners. This takes place during annual PAC meetings. These meetings include discussions regarding current and future courses included in the curriculum, specific skills needed by graduates, and any certifications that would be beneficial.

General Studies	Common Pre & Post Tests and Common Final Exams in each department, Further assessment methodologies under revision for relaunch Fall 2019
-----------------	---

Developmental Courses	ACCUPLACER
Allied Health Division	Accrediting Body/Assessment
Business Accounting	Certified QuickBooks User Exam
Business Management	NOCTI (National Occupational Competency Testing Institute)
CIS	Oracle Certification
CNET	Testout Certification
Criminal Justice	ACAT (College Outcomes) Student Learning Outcomes Assessments
Early Childhood Education	NOCTI (National Occupational Competency Testing Institute)
Electronics Technology	NOCTI (National Occupational Competency Testing Institute)
EMT	Commission on Accreditation of Allied Education Programs
HVAC	EPA License
Practical Nursing	Arkansas State Board of Nursing
Radiology	Joint Review Committee on Education in Radiologic Technology
Registered Nursing	Accreditation Committee on Education in Nursing & Arkansas State Board of Nursing
Respiratory Technology	Commission on Accreditation for Respiratory Care
SEARK Institutional Assessment	Center for Community College Student Engagement
Surgical Technology	Commission on Accreditation of Allied Health Education Programs
Welding	American Welding Society Certification

IR4: Results for determining the quality of academic programs

A list of every [program](#) is located on the school website. The website also contains a complete listing of [ACT/Accuplacer exam requirements](#), schools with concurrent credit agreements, and steps for registration for previous, new and transfer college students. All enrolled students receive a username and password for [WebAdvisor](#). WebAdvisor allows students to see the curriculum for the degree in which they have registered. It shows all courses, along with the specific semesters in which they are offered. Should a student be interested in viewing other program options, they are allowed to do that through this website as well.

[Moodle](#) is the chosen LMS for SEARK. This is the primary method of communication for most instructors. Moodle is capable of providing students with notes, announcements, power point

presentations, quizzes and exams. Most recently, SEARK entered a relationship with Cengage Publishing, for Cengage Unlimited, the learning environment including e-books, quizzes, videos and practice questions that can be tailored to the specific goals of the class.

Multiple high schools in the area work with SEARK to provide concurrent credit. Each school must have a Memorandum of Understanding with SEARK prior to any credit being approved. Instructors are certified by the VPAA to ensure they have a master's degree with 18 hours in the specified field. High school classes must use a common syllabus and students must take a common final exam. Faculty members teaching technical education courses must hold at least an associate degree and/or appropriate industry related licensure/certification. Official transcripts from all colleges attended, a current resume, and a completed State of Arkansas job application must be on file. Students are also required to meet certain standards for courses listed on the Arkansas College Transfer System (ACTS) list. A minimum Reading, Math and English score of 19 is required. An Accuplacer score of the same level is also acceptable. A high school GPA of 3.0, and classification as a high school freshman, sophomore, junior or senior is required. The students must also be recommended by the high school principal where the student is enrolled.

II4: Improvements implemented & Planned

- A new [website](#) is in the process of being created that will provide the College with a better resource for communicating program quality to prospective students and interested employers.
- SEARK is more clearly defining processes regarding the monitoring and [assessment of online classes](#).
- Development of the [marketing plan](#) is continuing. Future marketing plans will include analysis of current students and students that decided to attend elsewhere, a marketing budget, specific resources for creating and delivering professional grade marketing materials, and the continued development of new and innovative ways to engage our customer base.
- Technical programs will be constantly updated and/or changed based on the needs of the local industry.
- SEARK will establish [stronger partnerships with area four-year institutions](#) to allow students easier pathways to completion of a bachelor's degree.

Sources

- A2B Program
- ADHE Academic Change Policy
- ADHE Academic Change Process
- ADHE Academic Rigor Guidance
- ADHE Program Review Process
- Arkansas Course Transfer System
- Career and Technical Education Assessment Outcomes
- Common Syllabus
- Common Syllabus (page number 19)

- Moodle Learning Platform
- Moodle Training
- Nursing Functional Abilities
- Online Course Evaluation
- Program Listing
- SEARK Catalog
- SEARK Catalog (page number 29)
- SEARK Catalog (page number 103)
- SEARK Marketing
- Specialized Accreditation
- Student Evaluation of Instruction
- WebAdvisor
- Website Redesign

1.5 - Academic Integrity

Academic Integrity focuses on ethical practices while pursuing knowledge. The institution should provide evidence for Core Components 2.D. and 2.E. in this section.

1P5: PROCESSES

Describe the processes for supporting ethical scholarly practices by students and faculty. This includes, but is not limited to, descriptions of key processes for the following:

- Ensuring freedom of expression and the integrity of research and scholarly practice (2.D., 2.E.1, 2.E.3)
- Ensuring ethical learning and research practices of students (2.E.2, 2.E.3)
- Ensuring ethical teaching and research practices of faculty (2.E.2, 2.E.3)
- Selecting the tools, methods and instruments used to evaluate the effectiveness and comprehensiveness of supporting academic integrity

1R5: RESULTS

What are the results for determining the quality of academic integrity? The results presented should be for the processes identified in 1P5. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures where appropriate)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

1I5: IMPROVEMENT

Based on 1R5, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

1P5: PROCESSES for supporting ethical scholarly practices by students and faculty

SEARK places a high value on academic freedom and includes a statement recognizing this right in its [Faculty and Staff Handbook](#). The [Conflict of Interest Policy and Code of Ethics](#) prohibits any other College employee from taking official action or harassing another employee or a student based on their exercise of freedom of expression. If any student felt that these rights had been infringed, they would be encouraged to file a complaint or appeal under the College's policy on [Student Complaints, Grievances, Discipline, and Due Process](#).

The College enforces academic honesty policies in order to ensure the [Academic Integrity](#) of student work. As the College has no research mission, and the faculty do not conduct research under College auspices, faculty research is not addressed in policy. However, the College expects faculty to be aware of and comply with general prohibitions on human subject research.

Ensuring ethical learning and research practices of students (2.E.2, 2.E.3)

SEARK has implemented several initiatives designed to promote ethical student learning. It has created a [Strategies for College Success](#) course that is required in multiple degree programs and addresses the use of the [Library and Online Resources](#) as well as other College [Learning Resources](#).

The College provides additional [Information Literacy Resources](#) through the Library and its online learning platform Moodle.

Librarians conduct information literacy training sessions throughout the academic year.

A free online course called SharkBytes orients students to the platform, and [Moodle Training](#) resources are always available for download.

When students are suspected of violating [Academic Integrity](#) policies, the College takes action to investigate. The College tracks instances of plagiarism in English, humanities and philosophy via a campus subscription to [Turnitin.com](#), which can trigger SEARK's documented process for investigation of plagiarism. College policy on [Student Complaints, Grievances, Discipline, and Due Process](#) ensures that students can defend themselves against those charges, but that they will be heard by an impartial appeal committee.

[Faculty Advisors](#) and [Advising Services](#) also help preempt student violations by explaining College policies and expectations, connecting at-risk students with [Focused Student Support](#), and initiating [Retention Alerts](#). The same factors that cause students to leave school can also pressure them to cheat or cut corners, so SEARK views proactive involvement by advisors as a must.

Ensuring ethical teaching and research practices of faculty (2.E.2, 2.E.3)

[Faculty Responsibilities](#) demand that instructors and advisors take their responsibilities seriously. In addition to the expectation to learn and abide policies in the [Faculty and Staff Handbook](#), faculty are subject to an annual [Faculty Performance Evaluation](#) which includes review of all student [End of Course Evaluations](#). All College evaluations may produce a recommendation to seek [Employee and Faculty Professional Development](#), which helps ensure Faculty stay up to date in their fields and are equipped to provide instruction. Human Resources has implemented a policy to ensure consistent [Professional Development Tracking](#) and enable centralized review of this activity and its derivative effects. The College's own [HR Employee Development](#) programs also provide training that helps faculty meet ethical and qualitative standards, such as their workshop on instructional pedagogy.

SEARK provides faculty with access to the College [Library and Online Resources](#) to assist in the development of courses, and to prepare their teaching content. The [Faculty and Staff Handbook](#)

requires compliance with copyright laws, and dishonesty is explicitly identified as a cause for dismissal.

Selecting the tools, methods and instruments used to evaluate the effectiveness and comprehensiveness of supporting academic integrity

Given the institution's mission and student population, research is not a focus, and the College has never seen need for a formal institutional research board or IRB. Freedom of expression is respected throughout the institution, and there have been no cases of complaints that anyone's freedom of expression has been limited. The [2018 CCSSE Benchmark Report](#), the [PACE Survey Results](#) and other internal surveys have not identified dissatisfaction with the ethical practices of students and faculty, and additional regulation in these areas is unnecessary.

Per the College's policy on [Cabinet, Councils, and Committees](#), the Faculty Senate and the Instructional Affairs Committee would both be appropriate venues for the evaluation of any academic integrity issues that arose. The Executive Cabinet would be responsible for reviewing their recommendations and implementing policy.

1R5: Results for determining the quality of academic integrity

Since its implementation of [Turnitin.com](#), approximately 9% of submissions have been flagged as 50% or more similar to materials in the database. However, in enforcing academic integrity policies, the College encourages most problems to be identified and resolved by instructors. [SEARK Demographics](#) show that majorities of SEARK students are the first in their families to attend College or come from low-income households. With barriers to student appreciation of higher educational norms, the College deals with most infractions as learning opportunities.

While data on informally resolved incidents are not collected, it is clear that virtually all students come to understand and respect the College's expectations.

1I5: Improvements Implemented & Planned

- The Deans Council and Faculty Senate annually review the policies and practices for ensuring [academic integrity](#) and propose changes as necessary. No needed changes were identified in 2018-2019.
- College initiatives can be expected to improve the institution's understanding of the impact of its current policy and processes. The [Holistic Student Support Project](#) aims to correlate operational tracking and outcomes data to specific student outcomes, and tracked incidents including grievances and retention alerts are expected to be key operational metrics.
- The new [Tutoring Central](#) department will focus on developing an effectiveness assessment plan, and educating students about ethical learning and research practices is an area that both supports academic success, and promotes academic integrity.

Sources

- 2018 CCSSE Benchmark Report
- 2018 PACE Subgroup Reports
- Academic Integrity
- Advising Services
- Cabinet Councils and Committees
- Conflict of Interest Policy and Code of Ethics
- Employee and Faculty Professional Development
- End of Course Evaluations
- Faculty Advisors
- Faculty and Staff Handbook
- Faculty Performance Evaluation
- Faculty Responsibilities
- Focused Student Support
- Holistic Student Supports Project
- HR Employee Development Programs
- Information Literacy Training
- Learning Resources
- Library and Online Resources
- Moodle Training
- Professional Development Tracking Policy
- Program Advisory Committees
- Retention Alerts
- SEARK Demographics
- Strategies for College Success
- Student Complaints Grievances Discipline and Due Process
- Student Incident Executive Summary 2018
- Turnitin.com
- Tutoring Central

2 - Meeting Student and Other Key Stakeholder Needs

2.1 - Current and Prospective Student Need

Current and Prospective Student Need focuses on determining, understanding and meeting the academic and non-academic needs of current and prospective students. The institution should provide evidence for Core Components 3.C. and 3.D in this section.

2P1: PROCESSES

Describe the processes for serving the academic and non-academic needs of current and prospective students. This includes, but is not limited to, descriptions of key processes for the following:

- Identifying underprepared and at-risk students, and determining their academic support needs (3.D.1)
- Deploying academic support services to help students select and successfully complete courses and programs (3.D.2)
- Ensuring faculty are available for student inquiry (3.C.5)
- Determining and addressing the learning support needs (tutoring, advising, library, laboratories, research, etc.) of students and faculty (3.D.1, 3.D.3, 3.D.4, 3.D.5)
- Determining new student groups to target for educational offerings and services
- Meeting changing student needs
- Identifying and supporting student subgroups with distinctive needs (e.g., seniors, commuters, distance learners, military veterans) (3.D.1)
- Deploying non-academic support services to help students be successful (3.D.2)
- Ensuring staff members who provide non-academic student support services are qualified, trained and supported (3.C.6)
- Communicating the availability of non-academic support services (3.D.2)
- Selecting the tools, methods and instruments to assess student needs
- Assessing the degree to which student needs are met

2R1: RESULTS

What are the results for determining if current and prospective students' needs are being met? The results presented should be for the processes identified in 2P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

2I1: IMPROVEMENT

Based on 2R1, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

2P1: Processes for serving the academic and non-academic needs of current and prospective students

SEARK identifies and assists students with special academic support needs both at the onset of a student application and throughout their enrollment. It conducts initial assessments, collects objective data on ongoing student performance, and solicits feedback through multiple channels. Based on data gathered, it has deployed a variety of academic and non-academic support programs and works to ensure faculty and staff are prepared and able to assist or direct students to appropriate services.

Identifying underprepared and at-risk students, and determining their academic support needs (3.D.1)

As part of the [Admission Process](#), and in compliance with state guidelines, students who have not scored a 19 or above on the ACT subjects of reading, English, and math are required to take the ACCUPLACER NextGen test. The College provides and orients students to [General Student Support](#) programs offered to all students. It also identifies students who may be eligible for [Focused Student Support](#) such as Career Pathways and TRIO SSS, and trained advisors assist in the development of a support plan that is unique to the individual and encourages their participation. All interactions with support services allow faculty and staff to identify academic and non-academic needs, and route students to additional support.

As a semester progresses, at-risk students are identified using a multi-faceted approach that utilizes [Retention Alerts](#) submitted by faculty or created based on mid-term grade reviews and other periodic reports to identify problems that put students at risk of failing or dropping out of classes. These students are contacted by their instructor or faculty advisor to assess their academic and non-academic needs. Information collected is shared with the College's [Behavioral Intervention Team \(BIT\)](#) that engages students to provide proper direction and support.

Deploying academic support services to help students select and successfully complete courses and programs (3.D.2)

Because the number of incoming students requiring remediation is high, the College heavily relies on admissions to determine at-risk students and to identify learning support needs. First-time registration for SEARK students (transfer and first time in college) requires a visit to the [Advising and Retention Office](#) to be assigned a faculty advisor. Registration is completed through the [WebAdvisor](#) system (being transitioned to the [Student Planning](#) system) that ensures the advisor reviews and approves all registration requests. Self Service also encourages students

to complete a Degree Plan, outlining a schedule of courses leading to degree completion in their desired time frame.

The College has developed a [Plan for Assessment, Placement, and Student Success](#) and annually reports on its [Developmental Outcomes](#) to the State of Arkansas. Based on Accuplacer test scores, students may be required to take developmental courses in math or reading prior to beginning their program. For English remediation, the College has implemented an Accelerated Learning Program based on the ALP model perfected by Peter Adams and BCCC. ALP allows students to take only a single developmental course concurrent with the related gateway course (defined as the first for-credit course a student elects or is required to take in the area). Students in most degree programs also take the College's [Strategies for College Success](#) course in the first twelve hours of their program.

Ensuring faculty are available for student inquiry (3.C.5)

SEARK clearly defines [Faculty Responsibilities](#), and clarifies those through its [Faculty Staff Handbook](#). Full-time faculty are required to post and be available for a minimum of 10 office hours in addition to scheduled class time. Adjunct faculty do not have offices, but are required to be available for student contact by phone and email. The [Common Syllabus](#) includes complete information on faculty contact and availability, including email, phone numbers, and office location and hours.

Additionally, students can send notes to course faculty and [Faculty Advisors](#) in [WebAdvisor](#), can communicate with faculty through the [Moodle](#) Courseroom which is created for all courses including online, in person and hybrid courses. Students can email faculty directly or by direct messaging through the College's mobile [SEARK App](#).

Determining and addressing the learning support needs (tutoring, advising, library, laboratories, research, etc.) of students and faculty (3.D.1, 3.D.3, 3.D.4, 3.D.5)

Academic success is supported through [General Student Support](#) available to all students, but suggested by advisors to respond to identified challenges, as well as [Focused Student Support](#) for groups the College has identified as at risk.

Following the initial advising session, students are assigned to a [faculty advisor](#) in their identified field of study. Students receive information about different services throughout the year via announcements by faculty, flyers, email and posts to the [Moodle](#) Courseroom and the [SEARK App](#). Students have access to discuss their academic progress with program-specific advisors in person, by email, and through [WebAdvisor](#) or [Student Planning](#).

The College makes [Learning Resources](#) available through its library, and [Tutoring Central](#). A set of well-equipped computer classrooms used for English Composition courses incorporate a "21st Century classroom design." Technical program facility and equipment resources include laboratories and technology designed to give students hands-on practical experience. Tutoring services are offered in the College library by appointment, and on a drop-in basis, as well as through TRIO SSS. In the Fall of 2019, Tutoring Central will open with expanded tutoring

services, and faculty will be required to volunteer in tutoring as well as to refer students and to require certain class assignments to be checked by tutors. Tutoring Central will use both professional and trained peer tutors.

Determining new student groups to target for educational offerings and services

SEARK maintains [Advisory Committees](#) that include a General Advisory and Program Advisory Committees. The General Advisory Committee is an executive council composed of representatives from business, industry, and supportive agencies throughout the service area, who provide general advice, counsel, and support concerning the overall operation and direction of the College. All Technical and NAH programs currently maintain PACs. The NAH PACS each are composed of specialists in the particular field who provide advice and guidance to the faculty and staff in a specific program area. The Technical Programs' PACs maintain an organizational membership of local businesses and employers, who send representatives to review and speak to specific issues relevant to the field. Beginning in the Fall of 2019, a General Studies PAC will be formed with members from high schools, four-year colleges, business and industry to inform General Studies on needs and trends in core curriculum development.

The various PACs help identify subject areas that can provide new employment pathways relevant to the local economy. They also help faculty, staff, and administrators stay informed of national, state, and local research and information that might identify new student groups. The College makes additional efforts to identify groups with educational needs through Student Recruitment efforts, [Co-Curricular Activities](#) that include community outreach efforts such as the Student Ambassadors, and through partnerships with schools where it offers concurrent enrollment programs, business and industry [Workforce Programs](#) partners.

Meeting changing student needs

The College carefully considers the unique needs of its student populations in its five-year [Strategic Plan](#). The plan emphasizes the development of additional programs and support tailored to a student body that is primarily low-income with many first-generation College students. Over the next five years it outlines a specific plan to address ten priorities of the institution:

1. Reaffirmation of Accreditation
2. Student Success
3. Closing Achievement Gaps
4. Faculty & Staff Engagement
5. Student Engagement and Campus Culture
6. New Program Development
7. Technology & Infrastructure
8. Community Development
9. Non-Traditional Revenue
10. Campus Facility Improvements

At its root, all elements of the plan focus on improving student retention and completion – whether by preserving the value of the College's education, improving student services,

improving the relevance of its educational programs to the local job market, or developing a stronger community to support student efforts. The College uses the [CCSSE](#) to identify weaknesses and track its effectiveness in providing needed or desired resources and services, which it has done using the [2016 CCSSE Benchmark Report](#) and the [2018 CCSSE Benchmark Report](#).

In recent years, the College has implemented numerous initiatives to address student needs. The Advising & Retention Office serves to establish common processes and coordinate the full-time faculty who directly provide all student advising. While the College already did much to identify incoming students with special support needs, it has developed a [Retention Alert](#) system to identify struggling students on an ongoing basis, based on faculty referrals and systematic analysis of student progress. Retention Alerts help the College ensure that struggling students receive focused and sustained attention.

Recognizing that the issues driving changes in students' individual support needs often arise long before these stresses become apparent in their academic work, the College has also implemented a [Behavioral Intervention Team \(BIT\)](#) which consists of the VPSA, the Directors of Advising & Retention, Veterans' Services, and Disability Services, the Recruitment Coordinator, and the Student Advocate. This group works to quickly respond to any reports of student personal crises (which may come from anywhere, including faculty, staff and other students) in a sensitive and appropriate manner. The BIT can also initiate Retention Alerts which ensure that distressed students also receive more structured support through the advising process. Based on the initial effectiveness of the BIT, the College is working to assign a designated BIT contact in every department. Further, the College is engaged in a project to improve student services through a grant to work with a coach from Achieving the Dream to implement a more robust program of [Holistic Student Support Services](#).

On a broader scale, the College focuses on the extensive collection of feedback from students, faculty, staff and the community to both drive and evaluate its efforts. In addition to the PACs, the College regularly surveys stakeholder groups to inform its planning. Representative surveys include evaluation of existing activities ([Resource Fair Surveys](#)), evaluation of third party services ([Cengage Survey](#)), evaluation of proposed initiatives ([Seabrook Health and Wellness Center Survey](#)), evaluation of employee needs ([Convocation Surveys](#), [Faculty and Staff Surveys](#)) and evaluation of the holistic student experience (Clinical Site Surveys, Student and Graduate Surveys).

Identifying and supporting student subgroups with distinctive needs (e.g., seniors, commuters, distance learners, military veterans) (3.D.1)

SEARK examines enrollment and [Demographic Information](#) on its students in its [Strategic Plan](#), process for [Institutional Program Review](#), and in the preparation of annual outcomes assessment reports for all its Technical Programs and its Student Services departments.

The College has identified numerous student subgroups with distinctive needs. In addition to its general tutoring, advising, and placement services, it addresses those needs through the provision of focused services.

- Low-income students make up 59% of the student body. The College offers emergency student loans, the Food Pantry, Career Closet, Career Pathways Initiative, TRIO SSS, Cengage Unlimited, Open Education Resources as means to try to provide resources and cut costs for students.
- Veteran students make up 5% of the student body. The College offers Veteran Services Counseling through its Veteran Affairs Office and houses the Veteran's Upward Bound program on campus.
- Students with disabilities make up 2% of the student body. The College offers Disability Services Counseling through its Disability Services Office.
- Adult students make up 44% of the student body.
- Senior age students make up 1% of the student body. The College offers free tuition to students over 60 years of age in keeping with Arkansas state policy.
- First-generation students make up 56% of the student body. The College offers services through TRIO SSS.

Deploying non-academic support services to help students be successful (3.D.2)

SEARK students' primary challenge is financial (low-income students make up 59% of the student body). The College offers financial literacy counseling through the TRIO SSS Program. It provides direct financial support through its [Emergency Student Loan Fund](#). The College offers a [Career Closet](#) which allows students to obtain professional clothing to assist in interviewing for and obtaining employment. Additionally, a Food Pantry operates to reduce food insecurities among students, faculty, and staff, helping students to be successful. In 2018, the SEARK [Food Pantry](#) distributed 509 boxes of food, assisted 1386 individuals and made over 12,000 meals available to those members of the SEARK community who are in need. The pantry also makes small "Brain Food Bags" which are available throughout the campus for students who just need a quick snack. Also, the Advising & Retention Office hosts a [Lunch & Learn](#) event each month that provides various information to students to assist in non-academic success.

Ensuring staff members who provide non-academic student support services are qualified, trained and supported (3.C.6)

Staffing for student services includes six professionals with specialized training (or master's degrees) in counseling, advising, etc.

The College encourages attendance and provides access to professional development opportunities for staff. These include programs at Convocations, Online Continuing Education Programs, HR Employee Development Programs, and Employee and Faculty External Professional Development various department-related conferences, and webinars. Additionally, there are Standard Operating Procedures in offices to assist new workers and cross-training between offices to ensure availability and efficiency of staff to assist internal and external customers.

Communicating the availability of non-academic support services (3.D.2)

The [SEARK App](#) is a mobile app used to communicate information about campus and community events. The College also sends information about events and services to students, faculty, staff, and the community via email blasts, electronic signage in various buildings, electronic marquee at the main entrance to the campus, social media posts, class announcements, [LMS](#) announcements, posting of flyers around campus, information in the local newspapers, [Lunch and Learn](#), and occasional classroom visits.

Selecting the tools, methods and instruments to assess student needs

The selection process involves collaboration between Academic Affairs and Student Services. These departments periodically establish a working committee to assess and select various tools, methods, and instruments, in consultation with the departmental personnel that will use them.

Assessing the degree to which student needs are met

Each student services unit uses quantitative and qualitative tools, methods, and instruments to assess effectiveness. These are documented in the annual reports. Quantitative measures usually consist of performance objectives for a unit, department or area. For example, they may include the number of students advised, the average length of each advising session, and disciplines for which students most often seek advising. Qualitative measures of student satisfaction with student services include [CCSSE](#), internal surveys, event registration, Mobile app feedback, student engagement round table discussions, and appeals committee meetings.

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

- The [2018 CCSSE Executive Summary](#) showed that the College has outperformed its peers in students' self-reported usage of academic advising, career counseling, skill labs (e.g. My Math Lab), and computer labs. The College also scored high in student perception of the provision of support needed to thrive socially. The survey identified a need for a tutoring service, which is being addressed by the opening of [Tutoring Central](#). Also, 19% of student responders do not feel the College provides the financial support needed to enable them to afford their education; this is being addressed by an ongoing effort to cut costs in areas possible, such as the use of free Open Education Resources for all English Composition classes.
- [Food Pantry](#) usage data shows that a large number of students, faculty, and staff have utilized the food pantry since its inception and demonstrates an increasing need for this service within the institution and the surrounding community. The Food Pantry will be moving to a new location on campus and will continue to increase its service as it will be staffed with student-workers from the Adult Basic Education program who will receive retail service training and credit for their work in the Food Pantry and Career Closet.
- [Career Closet Donations](#) demonstrate increased awareness and community support of the program. Career Closet usage shows an increasing number of students utilizing the program. Interest in donations of non-career clothing revealed a clothing need among our Adult Education students. The College hosted its first "Retail Therapy Day" for faculty and staff, raising awareness of the Career Closet, and identifying the need for faculty and staff to have access to Career Closet Services. Approximately 60 individuals participated

and the services of the Career Closet were extended beyond the normal services provided to students.

- Feedback on events, collected through the SEARK App, has enabled the College to determine student participation levels, identify suggested improvement for events, and determine the viability of proposed events. The 2017-2018 Efficacy Report showed that top events viewed on the College app include the Back to School Bash and the Fall Festival, and demonstrated more than 2000 individuals engaged in campus activities at least once that year (more than the number of enrolled students), and more than 800 students engage repeatedly in campus activities.

2II : Improvements Implemented & Planned

- SEARK is implementing a new Intrusive Advising model and will be using new software through its SIS to track and monitor the progress of students. The College will use predictive analytics as part of its retention efforts under the new Director of Advising & Retention.
- In the fall of 2019, Tutoring Central will be opened. This center will serve as the main academic support service for students. There will be trained tutors, both peer and professional, workshops, seminars, tutorials and other services which will be required as part of many gateway courses, and available to all students. Faculty will be asked to volunteer time in tutoring services, both in Tutoring Central and creating tutoring resources, and will be expected to require classes to complete some assignments which must include use of the tutoring services.
- The College has planned numerous improvements based on assessment of student service performance. It is currently engaged in an 18-month Holistic Student Support (HSS) Project under the direction of ATD Coaches that will work to better coordinate student support efforts across the college. A series of focus groups of students, faculty and staff were convened in April 2019. From the feedback by these groups, the ATD Coaches have suggested areas to target as the committee begins formulating the new Holistic SSS program.
- SEARK has made considerable efforts to address financial need in all its constituent groups. It created the [Emergency Student Loan Fund](#) that has made loans available to four students for a total amount of \$1020. While the funding available is limited to \$5000 in the pilot phase, an increase in fund utilization is anticipated in the coming year, and the College plans to expand emergency loan funding after that making the program available to more students. SEARK also increased the number of Food Pantry distribution days and expanded Career Closet access to include Adult Education students, faculty, and staff.
- The College has also made efforts to make general improvements to learning support, implementing "21st Century Classrooms."
- The College is also participating in a statewide redesign of the remediation processes for under-prepared students.

Sources

- 2016 CCSSE Benchmark Report

- 2018 CCSSE Benchmark Report
- Admissions and Placement
- Admissions and Placement (page number 2)
- Admissions and Placement (page number 26)
- Admissions and Placement (page number 32)
- Admissions and Placement (page number 38)
- Advising Services
- Advising Services (page number 2)
- Advising Services (page number 60)
- Advisory Committees
- Behavior Intervention Team
- CCSSE Survey and Results
- Cengage Survey Results
- Co Curricular Activities
- Co Curricular Activities (page number 3)
- Common Syllabus
- Concurrent Credit Course Success Outcomes
- Convocation Survey Results
- Employee and Faculty Professional Development
- Employee Satisfaction Surveys
- Faculty Advisors
- Faculty and Staff Handbook
- Faculty and Staff Handbook (page number 27)
- Faculty Responsibilities
- Focused Student Support
- Focused Student Support (page number 70)
- Focused Student Support (page number 71)
- Food Pantry Usage
- General Advisory Committee
- General Student Support Services
- General Student Support Services (page number 3)
- General Student Support Services (page number 12)
- Holistic Student Supports Project
- HR Employee Development Programs
- Learning Resources
- Lunch and Learns
- Moodle Learning Platform
- NAH Program Employer Surveys
- NAH Program Graduate Surveys
- Online Academic Courses
- Online Continuing Education Programs
- Program Advisory Committees
- Remediation Program
- Remediation Program (page number 3)
- Remediation Program (page number 6)
- Remediation Program (page number 11)

- Remediation Program (page number 21)
- Remediation Program (page number 31)
- Resource Fair Survey Results
- Retention Alerts
- SEARK App
- SEARK App (page number 7)
- SEARK App (page number 38)
- SEARK Demographics
- SEARK Program Review
- Strategic Plan
- Strategies for College Success
- Student Planning
- Student Recruitment
- TRIO Outcomes
- Tutoring Central
- WebAdvisor
- Workforce Development Programs

2.2 - Retention, Persistence, and Completion

Retention, Persistence and Completion focuses on the approach to collecting, analyzing and distributing data on retention, persistence and completion to stakeholders for decision making. The institution should provide evidence for Core Component 4.C. in this section.

2P2: PROCESSES

Describe the processes for collecting, analyzing and distributing data on retention, persistence and completion. This includes, but is not limited to, descriptions of key processes for the following:

- Collecting student retention, persistence and completion data (4.C.2, 4.C.4)
- Determining targets for student retention, persistence and completion (4.C.1, 4.C.4)
- Analyzing information on student retention, persistence and completion
- Meeting targets for retention, persistence and completion (4.C.1)
- Selecting the tools, methods and instruments to assess retention, persistence and completion (4.C.4)

2R2: RESULTS

What are the results for student retention, persistence and completion? The results presented should be for the processes identified in 2P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

2I2: IMPROVEMENT

Based on 2R2, what process improvements have been implemented or will be implemented in the next one to three years? (4.C.3)

Responses

2P2: Processes for collecting, analyzing and distributing data on retention, persistence and completion

Collecting student retention, persistence and completion data (4.C.2, 4.C.4)

SEARK's Executive Cabinet regularly reviews student retention, persistence and completion data (Student Performance Indicators, or SPIs). The Assistant Director of Institutional Research, under the Director of Computing Services prepares mid-term, end-of-term and annual reports, including the SPIs, as well as an official [Retention Report](#) each semester. (4.C.2)

The National Student Clearinghouse, which the College has just joined, provides the number of completing students who transfer to other institutions of higher education, but the College does not yet have an effective process to exclude non-completing transfer students from its retention data.(4.C.4)

Determining targets for student retention, persistence and completion (4.C.1, 4.C.4)

Retention Reports generated by IR are first reviewed by the VPAA. Program SPIs are presented to the [PACs](#) for study and feedback, or suggestions from business and industry leaders on potential modifications to program requirements and student support that could improve performance. These conversations also address the pipeline of expected completers, and the completion rates necessary to satisfy local economic demand. The VPAA presents an evaluative summary of efforts and progress in improving the SPIs, and external requirements to the IAC. The IAC discusses and approves improvement targets for student retention, persistence, and completion, along with recommendations to continue, adjust allocations for, or terminate specific efforts. These recommendations are presented to the Executive Cabinet for final approval. (4.C.4)

The College's current goals established as part of the strategic planning process in the spring 2018 are 70% of students retained semester to semester (persistence), and at least 50% retained year to year (retention).

Analyzing information on student retention, persistence and completion

Student retention, persistence, and completion numbers are reviewed by Department Chairs and Deans as part of the annual [Program Viability Review](#). Based on that review, proposals for course development, modification of program requirements, and adjustments to course prerequisites are developed for review by the VPAA and IAC.

The Executive Cabinet reviews SPIs in conjunction with feedback from the [CCSSE](#) to identify specific challenges. Proposals for creation of new support programs, process modifications, or adjustments to budgetary allocations are developed for review by the President.

Meeting targets for retention, persistence and completion (4.C.1)

The College has special programs designed to improve SPI performance for low income and/or at-risk students. Students served by TRIO SSS are required to meet monthly with the faculty advisor for each of the respective programs. CPI students must complete an orientation session and have a one-on-one interview with CPI's program manager to determine individualized support needs, and then complete monthly follow-up meetings. When students are struggling, other wrap-around services are identified, and follow-up meeting frequency may be increased.

The creation of the [Behavioral Intervention Team \(BIT\)](#) has established a process for individuals from across the campus to have a forum to discuss student behavioral issues. This team tracks students with behavioral issues to ensure they receive the support necessary to persist with their program of study. These students are tracked using the Incident Tracker software.

The College has also focused on developing extracurricular events suggested by the [Council for the Advancement of Standards in Higher Education \(CAS\)](#) to improve student outcomes, including Resource Fairs, Career Fairs, and monthly Lunch & Learn seminars. (4.C.1)

Selecting the tools, methods and instruments to assess retention, persistence and completion (4.C.4)

The College recognizes that assessing SPIs requires an understanding of challenges that cause students to discontinue their programs. Selecting the tools and methods to help gain a better understanding is a collaborative effort between the Student Affairs and Information Technology Divisions. The focus of these efforts has been on improving College-Student communications and reducing response time to requests and inquiries. The College contracted OOHLALA, now Ready Education, to develop the [SEARK App](#), a mobile application to facilitate student communication. The Financial Aid Office and Advising & Retention Office have implemented a free online product, [Waitlist](#), to manage appointment scheduling and ensure prompt student communications. (4.C.4)

2R2: Results for student retention, persistence and completion

- Implementation of the SEARK mobile app resulted in an initial 68% adoption rate for the campus.
- SEARK students participated in [CCSSE](#) with results showing where the College exceeded national benchmarks.
- SEARK's outcomes are comparable to, or above National Average Outcomes, and [State Average Outcomes](#) for persistence, retention, and completion are above comparable institution outcomes.
- [SEARK persistence report](#) has been tracked for several years.
- [Remedial and Gateway Persistence data](#) for developmental English & reading and gateway courses, as well as on-line only courses shows improvement in persistence after the implementation of new co-requisite models of developmental education, but also shows the need for continued improvement, especially in persistence in on-line courses.
- [A review of three years of student activities calendar](#) illustrates a cross section of diverse activities with a progressively growing engagement of the campus wide student population.

2I2: Improvements Implemented & Planned (4.C.3)

- The College has planned numerous improvements based on assessment of SPIs and influencing factors, focused especially on improving student engagement.

- The College has implemented the [SEARK App](#) which provides a method of real-time communication between students, faculty and staff that had not been previously available. The app is also integrated with Moodle, so students have streamlined access to course information and Student Planning. Students can also access links to various offices and services.
- QR codes assigned to events enable departments to track attendance at events and allow feedback that can be used to improve future activities on campus. The College also restructured New Student Orientation to have the main component be the features and benefits of the App. This has correlated with increased attendance rates for on-campus activities.
- The College implemented [WaitList](#), which enabled Advising & Retention staff to better monitor the needs of what the students are needing when they sign in at the front office. Financial Aid has seen a smoother flow of traffic in terms of shortened wait times. WaitList will be rolled out to other areas of the campus to better monitor the needs of students in various areas such as the library, Tutoring Central, and TRIO.
- The College added additional campus events to engage and retain students, including the Bring a Friend to SEARK Day and the Eclipse Party. It has also sought to guarantee consistent student expectations by planning to increase the number of [New Student Orientation](#) sessions throughout the year to ensure it happens soon after the enrollment process is complete.
- The [Non-Attendance Drop Process](#) helps ensure that students who have never attended a class by the 11th day census date are promptly removed from (and do not incur excess tuition liability for) courses they cannot succeed in due to non-attendance early in the term.

Sources

- 2018 CCSSE Benchmark Report
- ADHE Program Review Process
- ADHE Program Review Process (page number 3)
- Advising Services
- Advising Services (page number 60)
- Behavior Intervention Team
- CCSSE Survey and Results
- Comparative Retention Persistence and Graduation Outcomes
- Council for the Advancement of Standards in Higher Education
- New Student Orientation
- Non Attendance Drops
- Persistence Report
- Program Advisory Committees
- Remedial and Gateway Course Persistence
- Remedial Course Success Outcomes
- Retention Report
- SEARK App
- SEARK App (page number 3)

- SEARK App (page number 4)
- SEARK App (page number 19)
- Student Affairs Event Calendars
- Waitlist

2.3 - Key Stakeholder Needs

Key Stakeholder Needs focuses on determining, understanding and meeting needs of key stakeholder groups, including alumni and community partners.

2P3: PROCESSES

Describe the processes for serving the needs of key external stakeholder groups. This includes, but is not limited to, descriptions of key processes for the following:

- Determining key external stakeholder groups (e.g., alumni, employers, community)
- Determining new stakeholders to target for services or partnership
- Meeting the changing needs of key stakeholders
- Selecting the tools, methods and instruments to assess key stakeholder needs
- Assessing the degree to which key stakeholder needs are met

2R3: RESULTS

What are the results for determining if key stakeholder needs are being met? The results presented should be for the processes identified in 2P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

2I3: IMPROVEMENT

Based on 2R3, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

2P3: Processes for serving the needs of key external stakeholder groups

Determining key external stakeholder groups (e.g., alumni, employers, community)

SEARK considers its key stakeholders to be: students, prospective students, alumni, faculty and staff, members of its local community, civic groups and employers, state government and regulatory bodies, and regional and specialized accreditors. SEARK's [Strategic Planning Process](#)

helps to identify subdivisions of these stakeholders that are likely to use college services and programs. As part of the strategic planning process, the Executive Cabinet, Directors Council and Faculty Senate collaborate on an annual review to examine relationships with existing stakeholders, prioritize the relative importance of different stakeholder groups, and determine targeted needs.

Determining new stakeholders to target for services or partnership

The [Strategic Planning Process](#) identifies emerging stakeholders through a broad survey of the educational, professional, and political environment. Key planning inputs include information from regional, state, and national organizations, feedback from [PACs](#), and listening sessions with other community members. The College administration and [Board](#) are active participants in the community through a variety of individual memberships in civic, business, and social organizations, effectively enhancing communication with community members. College employees are members of dozens of nonprofit, county and state boards, which supply valuable information about stakeholder needs. Employees frequently contribute insights, and faculty conduct research specific to their academic or technical fields.

The senior administration, Department Chairs, and Deans identify new and emerging industries or new firms that may become a stakeholder through regular communication with regional educational, economic development entities, and workforce development organizations. Staff and students also interact with stakeholders, and the College solicits their input. The process of formulating a programming response to address a changing stakeholder need often involves assessing whether a new partnership or an improved partnership would add to the proposed service, courses, or activity.

Meeting the changing needs of key stakeholders

The process to identify changing stakeholder needs occurs at the program, departmental, and executive level. The annual division/departmental operational planning process involves analyzing feedback from external partners (such as educational, industry and community organizations). To meet the identified need, departments and academic divisions often develop new programs and services, or modify existing operations, in collaboration with various community, business, and education partners. Academic programs scrutinize accrediting agency feedback reports and any identified program modifications are implemented.

Workforce Development programs engage a variety of industry partners and provide training on a variety of different topics that are determined by the requesting industry. Workforce Development staff and administration participate in a wide cross section of community organizations and regularly communicate with industry leaders. [Workforce Development Training](#) is made available both through scheduled offerings as well as on-demand dependent on the needs of local industry partners.

Selecting the tools, methods and instruments to assess key stakeholder needs

Assessment of key stakeholder needs largely relies on direct engagement between College personnel and community / industry leaders. At all levels, the College is engaged in the community in various trade and community outreach programming. This engagement throughout the community allows for direct relationships to be established and information to be shared.

[PACs](#) create an ongoing relationship between program faculty and administrators and regional external partners. Membership on these committees is solicited from among local employers who require employees with the program's specific credentials and experts in the field. Several programs require external accreditation and engage those organizations through their respective evaluative processes. The PACs meet on a regularly scheduled interval and engage throughout the year as is needed for program development.

At the institutional level, [strategic planning](#) addresses the relationship between stakeholder needs, KPIs and regional market developments. Operational divisions and departments engage in both subjective and objective assessment of their own performance. In the summer of 2018 SEARK College established the Office of Development. This office maintains frequent partner visits and shares information concerning partner needs with appropriate offices.

The ADHE requires that each degree program complete regular evaluations. In compliance with the mandate the a [schedule](#) has been established for regular reviews. As part of this process, the programs are reviewed by both local and out-of-state stakeholders that offer insight into program growth and development.

Assessing the degree to which key stakeholder needs are met

The College uses enrollment, SPIs, and survey feedback to assess the degree to which key stakeholder needs are met. Among its metrics are tracked enrollment in community education classes, the number of community classes formed each year, and industry credentials attained by its students.

Members of the campus community serve as part of advisory groups for many of the key stakeholders. By serving on their boards or advisory groups, the needs are identified, and, when appropriate, the College looks to partner with and support the stakeholder.

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

- [Strategic Plan](#): The [strategic planning process](#) that occurred during the spring of 2018 engaged a large cross section of the campus and surrounding community. From those engagements a 5-year plan, [Strategic Plan, 2019-2023, "Five Forces by Five,"](#) was established. The plan identified several goals/projects. Some of the more notable projects as related to this category include the launch of the Community Literacy Program, the establishment of a Development Office, and development of a master facilities plan. Each of these projects engages and includes input from key external stakeholders. Reviews of the strategic plan are conducted at Executive Cabinet meetings, and Cabinet members held accountable for initiatives in their areas.
- [PAC Meetings](#)– NAH & Technical Programs engage with regional professionals to review curriculum design and to discuss the needs of the various industries. A sample of specific actions taken from input from advisory groups and from engagement through PAC meetings include re-establishment of the Phlebotomy Training program, establishment of an Sterile Processing certificate program and expanded content with in Electrical Mechanical Systems degree program.

- Community engagement: SEARK employees serve on boards throughout the community including service on the Jefferson County Manufacturing Council, United Way Board, Chamber of Commerce, Go Forward Pine Bluff, Education Alliance and several additional boards that provide support and engagement throughout the service region of the college. A survey of community engagement and involvement by the members of the SEARK faculty, staff and administration was conducted in the Spring of 2019 and a compilation of membership on local boards and organizations has been created. This first iteration of the survey showed significant community engagement and establishes internal benchmarks to measure future growth.
- JATCC Partnership: Through a partnership between the Arkansas River Education Cooperative (ARESC, a K-12 education cooperative that includes eight districts) SEARK brought the JATCC operation to campus. This program engages high school students from four districts to provide vocational technical training. Approximately 130 high school students daily are in attendance and able to leverage facilities design for their specific course content. This partnership grew from continuous engagement between ARESC, JATCC and SEARK. After the first year, the course offerings have expanded with an anticipated growth to exceed 250 students per day in the Fall 2019.
- Post-Graduation Surveys: Graduates of select programs (Nursing and Radiology Tech) are surveyed six- and twelve-months after graduation. Their responses are used to review program curriculum as part of programmatic program accreditation. Specific items that were gleaned from this effort included modifications to the general Anatomy/Physiology and Biology courses to better prepare students for later study and workforce performance.

2I3: Improvements Implemented & Planned

- The partnership with JATCC will result in multiple courses scheduled to be offered for concurrent credit and a new Industrial Maintenance program is being launched in the fall 2019 semester. The intention is to increase the matriculation rate of students from JATCC to SEARK.
- Pine Bluff Police Officers will be a part of the security detail on campus Monday-Friday from 7:00 a.m. until 10:00 p.m. This will insure continuity of the patrol efforts in the neighboring areas.
- Hosting local and state representatives to speak on campus will allow for further engagement with faculty and staff.

Sources

- ADHE Program Review Schedule
- Program Advisory Committees
- SEARK Board of Trustees
- Strategic Plan
- Strategic Planning

- Workforce Development Programs
- Workforce Development Programs (page number 10)

2.4 - Complaint Processes

Complaint Processes focuses on collecting, analyzing and responding to complaints from students or key stakeholder groups.

2P4: PROCESSES

Describe the processes for collecting, analyzing and responding to complaints from students and stakeholder groups. This includes, but is not limited to, descriptions of key processes for the following:

- Collecting complaint information from students
- Collecting complaint information from other key stakeholders
- Learning from complaint information and determining actions
- Communicating actions to students and other key stakeholders
- Selecting the tools, methods and instruments to evaluate complaint resolution

2R4: RESULTS

What are the results for student and key stakeholder complaints? The results presented should be for the processes identified in 2P4. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

2I4: IMPROVEMENT

Based on 2R4, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

2P4: PROCESSES for collecting, analyzing and responding to complaints from students and stakeholder groups.

Collecting complaint information from students

SEARK encourages all students to direct their complaints and concerns to the faculty, staff or administrator specifically involved first. If the complaint cannot be resolved through direct conversation between the parties, the student may contact the individual's immediate supervisor, and if still unresolved, continues up the chain of command. The process for resolving issues, and the formal complaint/appeal procedure is outlined in the [College Catalog and Student](#)

[Handbook](#). Information contained in the handbook outlines the processes for students to make both non-academic and academic complaints.

Additionally, students may voice a complaint via the [Online Suggestion Box](#) on the SEARK website. The suggestions, complaints and comments received through the electronic suggestion box are reviewed by the Director of Computing Services or designee and then routed to the appropriate office to respond (to the VPAA for academic complaints and to the VPSA for concerns about student services).

Once Student Affairs or Academic Affairs reviews a complaint, it is directed to the appropriate party or parties for possible action, future documentation, and data compilation. [Student Complaints, Grievances, Discipline and Due Process](#) outlines the process for submitting complaints, as well as the process for addressing and documenting them.

The online catalog outlines the [student grade appeal process](#) and stipulates that a student must initiate the process with the instructor. After this step has been completed, the student can begin a more formal process with the appropriate academic dean, and ultimately with the VPAA, if necessary.

Complaints arising from potential civil rights violations and/or sexual harassment or sexual assault may be reported according to the process outlined in the college's [Title IX policy](#).

The College complies with the yearly reporting requirements of the Clery Act and [Title IX sexual harassment](#) claims. The Title IX compliance officer, Student Advocate office and campus security are responsible for this reporting.

Collecting complaint information from other key stakeholders

Employees, community members and other external stakeholders may direct a complaint either in person, by email, phone or letter, or electronically via the [Online Suggestion Box](#) located on the SEARK website. Staff member complaints can be handled formally as outlined in the [Faculty and Staff Handbook](#).

Learning from complaint information and determining actions

The College uses the complaint process to learn about deficiencies in processes and facilities and to determine actions to improve services, activities, and programs. For example, areas recently improved through addressing student complaints include:

- Nursing Program syllabus revisions to improve understanding of testing policy
- Purchase of incident management software (Incident Tracker) as an expansion of Early Alert system
- A [Campus Safety Committee](#) was established in order to promote awareness and dissemination of policies, practices, and procedures that promote health and safety.
- General complaints received through the complaint process go to the supervisor for that area unless it escalates; they are reviewed each month. The College develops a process

improvement to address a complaint when it alerts them to significant deficits in programs or services.

Communicating actions to students and other key stakeholders

The outcomes of formal complaints (e.g., grade appeals, allegations of student or employee misconduct) are communicated in writing to the appropriate parties. Confidential complaint information (usually complaints about student or staff misconduct) is shared with only the individuals involved and the appropriate administrators.

Actions to address student complaints about non-confidential matters (such as hours of operation or the quality of services) are communicated to students via a statement on the College's website and emailing all students (each student has a SEARK College email address). The outcomes of actions addressing complaints can be shared with the community via press releases and statements on the College's website. In some cases, the College will provide a written response directly to a community member who makes a complaint.

Selecting the tools, methods and instruments to evaluate complaint resolution

Each College department selects tools, methods, and instruments to evaluate complaint resolution. The formal complaints/appeals for both academic and non-academic matters are handled in the Student Advocate office and are tracked using the Incident Tracker Software. Student Services also [tracks whether the complaints were resolved](#), how they were resolved, and whether their resolution led to systems improvements. A log tracking the formal appeal process provides an accessible documentation of complaints/appeals and is regularly reviewed by Student Services. The tracking of the formal appeal process allows for continuous evaluation and monitoring of any trends that may occur thus allowing for action to be taken as is needed.

Institutional Research measures institutional level performance related to student satisfaction to ascertain the efficiency of the College's complaint resolution processes. The results from the [2018 CCSSE Benchmark Report](#) enable the College to gauge the percentage of students satisfied with their overall experience.

Results for student and key stakeholder complaints?

A summary of the formal complaints/grievances provides insight into the kinds of issues that students are facing. As indicated in the [log](#) each issue is reviewed and addressed by a committee that is comprised of individuals representing a cross section of the campus.

Beyond addressing the issues at an individual level, several matters have been brought forward and resulted in policy changes or additional services provided. Examples of how the complaint process has fostered change in the college include:

- *Adoption of Incident Tracker Software.* This product allows multiple people to initiate, follow up and track progress while combining accurate records in one system. The system allows for more consistent tracking and faster responses to complaints regarding academic and service/support matters.

- *Nursing Testing Process:* A student complaint/appeal pointed to a practice in the NAH program of answering questions with multiple answers (similar to national test format) that was using a "work around" of having the student list the answers on a separate sheet of paper rather than being able to log multiple answers in the computer system. This complaint prompted dialogue with the Coordinator of Distance Learning. From this dialogue new capability in question design was developed and questions are now able to have multiple answers.
- *Non-Attendance Drop:* Previous policy stated that only students receiving Title IV funds would be dropped for non-attendance. Any student that was either self-pay or received funding from sources outside of Title IV would not be dropped for non-attendance. The complaint/appeal process illustrated that a confusion may exist, and in the academic year 2018-2019 new policy was adopted that all students not attending by the census day (in class or online) would be dropped for non-attendance.
- *Notification Process for Non-payment Drops or Class Cancellations:* From an complaint/appeal submitted expanded process layers have been added to ensure that students are notified in the event of a drop for non-payment or class cancellation. Previously only an email would be sent to the student's email address. Additional actions now include phone calls, faculty notification for communication with student if still attending and not on roster, and pilot efforts to notify by texting.
- [Holistic Student Services Effort:](#) Many of the complaints/appeals revolved around a student not being aware of a different service or process to complete requirements such as setting up a payment plan or withdrawing from a class. In the spring of 2019, SEARK received a grant from ACC for a coach from Achieving the Dream to work with the institution to improve the overall unification of services for students.

Improvements Implemented & Planned

- Since 2018-2019, SEARK College has collected complaints, conduct issues and general feedback within the same incident management software (Incident Tracker). This arrangement allows multiple people to initiate, follow up and track progress while combining accurate records in one system. The system allows for more consistent tracking and faster responses to complaints regarding academic and service/support matters.
- Separating Title IX (sexual misconduct) processes from general conduct/incident management, updating the sexual misconduct policy/resolution process, and expanding the Behavioral Intervention Team, in response to the number of conduct referrals and increases in certain types of incidents.
- Providing training on mental health awareness, and funding for mental health counseling services on campus has been identified as a strategy under the Key Initiative of Student Success in SEARK College's Strategic Plan for FY 2019-2023.
- Online Orientation Resources (webinar and video style) that will be available to students for the most common actions and information that is needed throughout their student experience. While new students will be encouraged to complete the various modules, resources will be continuously available for reference.

Sources

- 2018 CCSSE Benchmark Report
- Cabinet Councils and Committees
- Cabinet Councils and Committees (page number 13)
- Complaint and Appeal Log.pdf
- Faculty and Staff Handbook
- Holistic Student Supports Project
- Online Suggestion Box
- Public Information
- Public Information (page number 18)
- SEARK Catalog
- SEARK Catalog (page number 14)
- SEARK Catalog (page number 251)
- SEARK Catalog (page number 252)
- SEARK Title IX Policy
- Student Complaints Grievances Discipline and Due Process
- Student Incident Executive Summary 2018

2.5 - Building Collaborations and Partnerships

Building Collaborations and Partnerships focuses on aligning, building and determining the effectiveness of collaborations and partnerships to further the mission of the institution.

2P5: PROCESSES

Describe the processes for managing collaborations and partnerships to further the mission of the institution. This includes, but is not limited to, descriptions of key processes for the following:

- Selecting partners for collaboration (e.g., other educational institutions, civic organizations, businesses)
- Building and maintaining relationships with partners
- Selecting the tools, methods and instruments to assess partnership effectiveness
- Evaluating the degree to which collaborations and partnerships are effective

2R5: RESULTS

What are the results for determining the effectiveness of aligning and building collaborations and partnerships? The results presented should be for the processes identified in 2P5. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

2I5: IMPROVEMENT

Based on 2R5, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

2P5: PROCESSES for managing collaborations and partnerships

SEARK established a [Partner Development](#) process to support its mission, vision and strategic goals. The College enjoys a variety of partnerships with other two-year and four institutions, adult education providers, K-12 school districts, vocational career centers, and regional industry and non-profit partners. The college forms these partnerships to improve educational programming for students, to establish a clear pathway for high school students and to solidify the opportunities for SEARK students to transfer to four-year institutions. The partners are selected through both formal and informal communication channels that occur regularly throughout the academic year.

Selecting partners for collaboration

Considerations for partnership development include:

- The relation to college's strategic plan and goals, mission and vision, and the operational objectives of the specific campus partner
- The ability of the College to sustain the relationship beyond the initial launch, especially with grant awards
- The leveraging of the College's existing resources to fulfill partnership obligations
- Relevance to program outcomes and accreditation

Educational/student service partners include: the Arkansas Food Bank, Seabrook Foundation and the Jefferson Area Technical Career Center.

Building and maintaining relationships with partners

Many SEARK College employees are on the boards of nonprofit and public agencies. Faculty, Staff and Administrators of SEARK College are members of professional associations that have close relationships with employers. By serving in these capacities, representatives of the college are regularly engaging with industry partners. Complementing the service of SEARK representatives on boards or committees related to local industry is the presence the local industry representatives serving on college boards and PACs.

As the relationships with partners become more formalized, the college will use a variety of different approaches to galvanize those partnerships. Most agreements between local partners are in the form of signed MOU's that define the roles and responsibilities of all partners.

Evaluating the degree to which collaborations and partnerships are effective

Technical and allied health programs meet with their PACs biannually. These meetings involve area employers and faculty for each program of study and evaluate the effectiveness of education on employer satisfaction. New ideas, changing methodology and affiliation agreements are on each agenda. Also, they assess the partnership to ensure it is meeting job readiness for all the students, focusing on high demand jobs, and additional ways to support student learning.

The [Workforce Development Center](#) provides employers training for their employees and community members requesting to take and/or teach a continuing education workshop. WDC is responsive to employer needs. For example, they have recently added a "Train the Trainer" to their OSHA offerings. Not only can they teach OSHA certifications, they can also teach others to teach those certifications.

Partnerships are also formalized through grant awards. There are several grants on campus that have national ([TRIO](#)) and state ([Career Pathway Initiative](#)) partners that serve students. These partnerships are designed to assess their success in helping students on a semester basis and their funding directly relates to that success.

Results for determining the effectiveness of aligning and building collaborations

SEARK surveys partners to solicit feedback from [PACs](#), [clinical sites](#) and community surveys, conducts [SWOT analyses](#), internal surveys (such as [convocation survey](#), and the [Cengage Unlimited survey](#)) and strategic planning sessions. Regular engagement on community boards and various volunteer capacities by members of the Faculty, Staff and Administration keep the College up to date on the overall opportunities for engagement.

Results for determining the effectiveness of aligning and building partnerships can be measured in the overall growth of partnerships in that can be identified throughout the campus, including:

- *Expansion of Testing Services to support local medical partners:* SEARK's Workforce Development Center recently identified a need with the institutions Respiratory Care Technician program partners. Graduates were having to travel hours to be tested upon graduation. WDC took the necessary steps to be approved as a national testing site so our students can be tested locally.
- *Opening of [Food Pantry](#) and partnership with Arkansas Food bank:* Through a partnership with the Arkansas Food Bank, the College is able to leverage available resources to provide food to students, faculty and staff and their families in a monthly distribution. Since its launch in the Spring of 2018 the pantry has provided food to thousands of individuals and help those with food insecurity.
- *SEARK@Seabrook:* In the summer of 2018 the college entered into discussions with the Seabrook Foundation to lease Seabrook (a former YMCA) to benefit both college students and community members. The 48,000 sqft facility and the adjoining 20 acres (4 baseball fields, concession stands and green space) had not been used for 2 years. [SEARK partnered with the SEABROOK Foundation](#) and established a lease-to-own option of the multi-use facility. The College updated and opened the facility in Fall 2019 as a recreational/wellness center for students, faculty and staff.
- *Child Care Aware.* This organization strives to advance the childcare system by leading projects that increase the quality and availability of childcare, undertaking research, and advocating childcare policies that positively impact the lives of children and families. Through a partnership with National Park Community College, Child Care Aware is located on the SEARK campus and provides resources for families throughout Jefferson County.
- *Career Pathways and Area Day Cares.* The Career Pathways Initiative on campus partners with several area daycares to provide childcare for low-income parents who are students, as well as transportation assistance for them to attend classes. A CPI student picks a daycare that is licensed, and the program enters into an agreement. The transportation that is offered via a gas voucher provided through an agreement with Hazel Street Exxon.
- *Adult Basic Education (ABE) Program:* In the Fall of 2018, a decision was made to bring ABE back to the SEARK campus, after being located elsewhere for a period of years, to allow the students better access to the services on the campus and facilitate continuing their education at the College. GED graduates participate in the College Commencement, and SEARK has established an ABE Scholarship.

- *Jefferson Area Technical Career Center* located on the College campus in Fall 2019 and partners with local high schools to offer vocational education. JATCC and SEARK have articulation agreements for programs offered, such as welding and certified nursing assistant.
- *Career Coaches:* SEARK College partners with area high schools to oversee the Arkansas Career Education grant to provide a coach at participating high schools to promote all post-secondary options, coordinate campus tours, college applications, and financial aid workshops.
- *Clinical sites:* The college develops and maintains partnership for clinical and practicum sites by collaborating with and securing MOUs with collaborative partners which are signed, and filed each year. Partners are regularly engaged to make our programs better and to better support the mission of each partner.
- *Employer and Graduate Surveys:* [Graduate surveys](#) provide feedback from employers on graduate's performance at 6 month and/or 12-month intervals on the job as new employees. Other surveys for licensure go out 6 or 12 months after graduation for the RN, LPN, Phlebotomy, Radiologic Tech.

Improvements Implemented & Planned

- Expansion of concurrent programming with the JATCC,
- Expansion of services offered at [SEARK@Seabrook](#),
- Growth of collaborative efforts with the University of Arkansas at Pine Bluff (UAPB) and the [A2B program](#),
- Expansion of services provided through the [Food Pantry](#) and the [Career Closet](#)

Sources

- 2018 CCSSE Benchmark Report
- A2B Program
- Adult Education
- Career Pathways Outcomes
- CCSSE Survey and Results
- Cengage Survey Results
- Convocation Survey Results
- Focused Student Support
- Food Pantry Usage
- General Student Support Services
- General Student Support Services (page number 3)
- General Student Support Services (page number 8)
- NAH Program Graduate Surveys
- Partnership Development
- Program Advisory Committees
- Resource Fair Survey Results

- Strategic Planning
- Strategic Planning (page number 3)
- Strategic Planning (page number 4)
- TRIO Outcomes
- Workforce Development Programs

3 - Valuing Employees

3.1 - Hiring

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. The institution should provide evidence for Core Component 3.C. in this section.

3P1: PROCESSES

Describe the process for hiring faculty, staff and administrators. This includes, but is not limited to, descriptions of key processes for the following:

- Recruiting, hiring and orienting processes that result in staff and administrators who possess the required qualification, skills and values (3.C.6)
- Developing and meeting academic credentialing standards for faculty, including those in dual credit, contractual and consortia programs (3.C.1, 3.C.2)
- Ensuring the institution has sufficient numbers of faculty to carry out both classroom and non-classroom programs and activities (3.C.1)
- Ensuring the acquisition of sufficient numbers of staff to provide student support services
- Tracking outcomes/measures utilizing appropriate tools

3R1: RESULTS

What are the results for determining if recruitment, hiring and orienting practices ensure effective provision for programs and services? The results presented should be for the processes identified in 3P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

3I1: IMPROVEMENT

Based on 3R1, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

3P1: PROCESSES for hiring faculty, staff and administrators

SEARK exerts great effort to attract and retain high-quality employees. The focus of the hiring process is to grow its human capital and to strengthen College personnel positions within the ADHE. This goal is integral to the College's mission to build a community of lifelong learners committed to becoming the leaders of tomorrow.

The process for conducting faculty/staff performance evaluations is aligned with the College's goals and values for personal and professional development and provides a clear focus on how each individual contributes to the productivity of the College. The College participates in the State Merit Pay Plan for classified employees and plans to continue participation.

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 budgets. The processes for hiring, evaluation, and faculty/staff professional development are regularly evaluated with collection and review of data for decision-making and resource allocation.

3P1: Recruiting, hiring and orienting processes (3.C.6)

SEARK is a publicly-supported institution of higher learning subject to the Arkansas Legislature. The positions the College is approved to fill, the salary range for classified staff, and the salaries of non-classified staff have been set in the [Arkansas Job Classification and Pay Plan](#). The College's efforts to staff appropriately, and recruit and retain the best individuals, aims to work around the restrictions on compensation and organizational flexibility defined by the State. The College uses its authorized positions to maximum effect.

The College is also subject to the budgetary constraints that result from its operating budget being annually authorized by the legislature in the [Arkansas Appropriations Bill](#). The State of Arkansas prohibits 'in-house-only' advertising, and candidates are sought through an [Open Position Posting Process](#). Once a position has been approved for advertisement, it is set up in Paycom, one of the [Human Resources Information Systems](#), used for recruiting, hiring, and payroll management.

The College continually solicits applications for a range of positions so that it can deftly pivot the application of its resources or refill unexpected vacancies whenever the need arises. All open positions are posted on the College website, and are listed on several national job search databases, such as Indeed.com. Positions may also be advertised in local and state newspapers and other publications or posted through relevant internet sites (e.g. HigherEdJobs.com, InsideHigherEd.com) as needed. Candidates may apply electronically by creating a Paycom login through the College website and uploading required documents. The system flags applicants that do not have the required minimum qualifications. Arkansas also mandates varying minimum requirements for the advertising period prior to a hiring decision.

When hiring is authorized, the College undertakes a structured [Hiring Process](#). The supervisor or director of the department requesting a hire designates a Hiring Committee (usually 3 to 5 staff members) that must be approved by the Director for Human Resources. Following the

advertising period and screening for required qualifications, the committee interviews applicants and selects a candidate.

Following a review of hiring procedures in 2014-15, Human Resources sought to establish well-defined and documented job descriptions for all College and Faculty positions that includes minimum qualification requirements as well as detailed lists of duties. The resulting [Job Descriptions](#) comply with the State of Arkansas mandated minimum qualifications for all positions and include the College's preferred qualifications to ensure that student and College needs are met. Preferred qualifications are reviewed and modified as necessary by appropriate administrative personnel as positions come open to ensure that required knowledge and skill sets are aligned with current needs.

Senior administration or other crucial vacancies demand the use of additional resources. The recent [Presidential Search Process](#) utilized the services of the Association of Community College Trustees (ACCT).

New employees are on-boarded by the Human Resources department. They undergo [New Employee Orientation](#) where they receive required state and college advisements and complete the new hire forms. They are also given access to the online [Faculty and Staff Handbook](#) that details College policies and processes, communicates the College's history, values, mission, and explains employee expectations, rights and benefits. Additional orientation is provided at [SEARK Convocation](#), where institutional plans and objectives are discussed. Employees have access to comprehensive information on specific College processes through the website, employee portal, and other published materials. Actual operational training of new employees occurs within their department.

Developing and meeting academic credentialing standards for faculty, including those in dual credit, contractual and consortia programs (3.C.1, 3.C.2)

SEARK's [Faculty Credentialing](#) standards define education, licensing, and certification requirements for all faculty positions. Standards for all positions are approved by the VPAA to ensure compliance with the requirements of the ADHE, the HLC, and specialized accreditors in Nursing, Allied Health, and Technical Studies fields, and are included in the official job description. Only individuals who meet the minimum credentials and qualifications are viewed as viable candidates for advertised faculty positions and are granted an interview. The College approves high school faculty to teach concurrent credit courses at their schools based on the same standards and maintains its own copies of documentation of their credentials.

Ensuring the institution has sufficient numbers of faculty to carry out both classroom and nonclassroom programs and activities (3.C.1)

An annual faculty staffing review is completed as part of [Budget and Operational Planning](#). The VPAA works closely with the Deans to examine the upcoming year's projected enrollment and determine the faculty staffing requirements based on (1) necessary courses and class sections, (2) faculty academic support needs (e.g. advising, tutoring), (3) faculty co-curricular support needs (e.g. activity advising, special programs), and (4) academic administration needs (e.g. scheduled

program review, assessment, accreditation). They examine the capacity of the College's full-time faculty base and available adjunct instructors and recommend new full-time positions or expansion of the adjunct pool as appropriate.

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

The [Arkansas Legislature's annual appropriations bill](#) authorizes a set number of staff positions for the upcoming fiscal year. [Budget and Operational Planning](#) projects additional staffing needs based on enrollment and planned initiatives. While the College can make Appropriations Requests from the legislature, those typically need to be prepared and planned years in advance (in [Strategic Planning](#)) to have a chance of success. Annual planning thus focuses on the apportionment of existing resources, through reassignment, or use of a limited discretionary budget.

SEARK focuses on hiring and retention strategies that maximize the impact of limited budgetary dollars and positions to meet student needs. The College seeks to employ the most qualified applicants in key positions to diminish needs for additional staffing. The College also uses Part-Time and Seasonal Staffing to augment its Call Center and Advising capacity during peak registration periods. Temporary assignments handle and triage calls and student requests so that full-time staff can concentrate on more complicated student issues.

Tracking outcomes/measures utilizing appropriate tools

The annual budget sets staffing objectives each year for academic and key support roles. Staffing costs for full-time faculty, part-time faculty, and staff are continuously monitored against the College budget, and evaluated in light of expectations for upcoming appropriations bills.

The Deans and VPAA assess classroom and student needs and review actual staffing to identify necessary adjustments. If a need is determined beyond the current appropriations bill's authorized positions, the process for requesting new positions is initiated.

Analysis of student flow patterns enables the College to better predict subsequent load expectations. In the Advising & Retention Department, adoption of [CRM Recruit](#) allowed implementation of an online application and report generation critical to [Enrollment Funnel Management](#).

The College aims to evaluate the capacity of the enrollment-dependent support functions (admissions, advising/retention, and financial aid) through careful tracking and review of student contact incidents. It implemented [WaitList](#) software in 2017-18 which allowed calculation of advising department performance. After enabling self-service registration and degree planning through [WebAdvisor](#), the College is now implementing its successor [CRM Advise](#) (and the [Student Planning](#) component). This will automate additional enrollment and registration tasks. It also allows the integration of all advising activities (and admissions, through [CRM Recruit](#)) into a contact management system with robust reporting. This allows student support staff to focus on those students needing greater assistance.

The implementation of [Colleague Self-Service Financial Aid](#) has similarly automated processes in the financial aid department. Students can complete the entire process online in a system that ensures all eligibility bases are met for awards based on other student data, and allows staff to track student progress, and target their support and guidance.

3R1: Results for recruitment, hiring and orienting practices

- An electronic application and hiring process and the use of Paycom has made the advertising, application, review and hiring processes faster and more efficient. This has added the ability to capture historical data for hiring trends that continue to be further developed
- The faculty-to-student ratio for 2014-15 was 1:14 and remains 1:14 as of the 2018 Fall semester. Using [IPEDS](#) data for faculty FTE and audited financial statement data for Semester Credit Hours, the FTE Faculty to FTE Student ratio decreased from 1:15.94 in FY2015 to 1:14.17 in FY2018. One of the overriding constraints when reviewing faculty-to-student ratio and student needs is the minimum number of faculty needed in each educational discipline and/or program. Many programs have proven cyclical over time and the College is committed to keeping necessary programs operational, even when year-to-year fluctuations might indicate a different course.

3I1: Improvements Implemented & Planned

- Electronic applications were introduced to the [Hiring Process](#) in Fall 2016 in order to streamline operations and increase accuracy
- New hire orientation is being reviewed to connect specific elements to later employee performance or satisfaction outcomes that may allow data-informed improvement.
- The College is considering implementing an electronic time clock system for part-time extra help employees to reduce the burden of tracking hours on supervisors and eliminate potential disputes over hours worked
- Began using [WaitList](#) software to monitor student services in Fall 2017. This allows Retention and Financial Aid staff to document students served in their area and organizes the workflow by appointments and timelines.
- Increase use of analytics on applicant tracking data to determine length of time for posted positions, fill rates, and other key data points to further streamline the hiring process.

Sources

- Advising Impact Survey Results
- Arkansas Job Classification and Pay Plan(2)
- Budget Planning and Development(2)
- Cabinet Councils and Committees
- Cabinet Councils and Committees (page number 8)
- Colleague Self Service Financial Aid
- Convocation
- CRM Advise

- CRM Recruit
- Enrollment Funnel Management
- Faculty and Staff Handbook
- Faculty Credentials(2)
- Hiring Process
- Hiring Process (page number 2)
- Hiring Process (page number 3)
- Hiring Process (page number 8)
- Human Resources Information System
- IPEDS Outcomes Comparison Data
- Job Descriptions
- SEARK Appropriations Bill FY 2019 SB129
- Strategic Planning
- Student Incident Executive Summary 2018
- Student Planning
- Waitlist
- WebAdvisor

3.2 - Evaluation and Recognition

Evaluation and Recognition focuses on the assessment and recognition of faculty, staff and administrators' contributions to the institution. The institution should provide evidence for Core Component 3.C. within this section.

3P2: PROCESSES

Describe the processes that assess and recognize faculty, staff and administrators' contributions to the institution. This includes, but is not limited to, descriptions of key processes for the following:

- Designing performance evaluation systems for all employees
- Soliciting input from and communicating expectations to faculty, staff and administrators
- Aligning the evaluation system with institutional objectives for both instructional and non-instructional programs and services
- Utilizing established institutional policies and procedures to regularly evaluate all faculty, staff and administrators (3.C.3)
- Establishing employee recognition, compensation and benefit systems to promote retention and high performance
- Promoting employee satisfaction and engagement
- Tracking outcomes/measures utilizing appropriate tools

3R2: RESULTS

What are the results for determining if evaluation processes assess employees' contributions to the institution? The results presented should be for the processes identified in 3P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

3I2: IMPROVEMENT

Based on 3R2, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

3P2: PROCESSES that assess and recognize faculty, staff and administrators' contributions to the institution

Designing performance evaluation systems for all employees

The College has continued to use and improve upon the [employee performance evaluation](#) system that was instituted in Spring 2014. All faculty are reviewed on an annual basis, with faculty having input through the Faculty Senate on the acumen and content of the evaluation process. In addition, [student evaluation of instruction](#) and classroom observation capture data on student satisfaction. The College is adding verification of required renewable credentials and licensure by inputting the information into [Colleague](#) SIS.

Non-teaching Staff are reviewed under the [Employee Evaluation Process](#) defined by the State of Arkansas. In 2018-19, the College elected to participate in the State of Arkansas' [Merit Pay](#) system, which requires the use of the evaluation process. The College will continue to participate in this system.

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

Human Resources onboard new employees through the [New Employee Orientation](#) process which includes the requirement that all faculty and staff meet with their respective supervisor to discuss expectations and responsibilities.

In past years, SEARK conducted an annual [Faculty and Staff Satisfaction Survey](#). In 2015-16, an evaluation of the contents and results of these surveys was done, and it was determined that the survey was not effective in capturing satisfaction data that was actionable. The decision was made to end use of the existing survey and adopt the [PACE Survey](#) which supplies quantifiable feedback and the ability to benchmark both internally and externally against cohort groups and national statistics. The PACE Survey is developed and administered by the National Initiative for Leadership and Institutional Effectiveness under the auspices of North Carolina State University.

The College provides faculty and staff with many [Employee Feedback Opportunities](#) throughout the year to provide input, as well as receive organizational information and policy. [Convocations](#) take place each semester and include information from the administration regarding policy and institutional initiatives, as well as division and departmental meetings for discussion and input. Also, both faculty and staff participate in various [Institutional Councils and Committees](#). The [Faculty Senate](#) provides a direct way for full-time faculty to participate in shared governance.

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

SEARK designed its evaluation process to align with institutional objectives. Faculty performance is assessed using tools that measure behaviors necessary for the delivery of high-quality instruction. These behaviors are directly linked to the institutional commitment to excellence in teaching and learning, with emphasis on curricula that instills competence in basic skills. Non-instructional staff are evaluated on behaviors that are consistent with the necessary functions of their departments to provide an environment conducive to student learning, educational access, and student success.

Utilizing established institutional policies and procedures to regularly evaluate all faculty, staff and administrators (3.C.3)

The College clearly establishes institutional policies and procedures for [Employee Evaluation](#), which meet all State and Federal guidelines, and are published in the [Faculty and Staff Handbook](#). Human Resources is directly responsible for setting time-frames for faculty and staff evaluations, and are empowered to ensure that all evaluations meet prescribed guidelines. Evaluations are conducted by the Deans, Department Chairs or Directors. Human Resources archives documentation of completed evaluations for all classified employees in the [Paycom](#) system. The College recently adopted an [Employee Retention Policy](#) that expanded this to all employees.

Employee disciplinary issues are also addressed in policy, which provides [Due Process Protections](#), that ensure all employees enjoy an equitable work environment.

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

SEARK is focused on offering its faculty and staff an equitable, positive, and pleasant work environment. The College offers a comprehensive package of [Employee Benefits](#), including paid time off, service awards, health and other supplemental insurances, and generous retirement plans. SEARK is a member of the Arkansas Community Colleges (ACC) organization and recognizes an Outstanding Faculty member and Outstanding Staff member at the annual awards dinner and breakfast of the ACC. Various [campus community events](#) are held each year, including: Spring Fling, Keep Calm & Study On, De-Stress Event, and Back-to-School Bash. The College recently leased the Seabrook facility to markedly expand faculty, staff, and students' access to fitness and recreational equipment and space, provided at no charge.

SEARK strives to keep employee salaries as competitive as possible within the framework of State of Arkansas pay scales and budgetary constraints. The average salary for College employees compares favorably to other Arkansas two-year colleges. The College has provided cost of living increases and merit pay for classified employees and one-time stipends for faculty and non-classified staff on a regular basis.

Promoting employee satisfaction and engagement

The College reviewed its Faculty and Staff Survey and determined that it did not give data that could be used to affect change. SEARK chose to institute the [PACE](#) survey beginning in the Fall 2018 to capture more granular and standardized measurements of faculty and staff feedback and satisfaction that can then be used to establish internal and external benchmarks for continued quality improvement efforts.

[Employee Feedback Opportunities](#) give Faculty and staff the opportunity to discuss areas of satisfaction, concerns, or suggestions. Faculty and staff are also encouraged to use the new [Seabrook](#) facility to participate in extra-curricular and fitness activities.

Tracking outcomes/measures utilizing appropriate tools

The PACE Survey provides the College the ability to gather faculty and staff feedback on various topical areas. Faculty and staff evaluations are maintained and compared over time to

identify strengths and weaknesses of employees, their managers, departments, and to monitor the effectiveness of the evaluation process itself. Salaries are reviewed on a regular basis to determine the competitiveness of SEARK's offerings.

3R2: Results for determining if evaluation processes assess employees' contributions to the institution

- Results of the first [PACE Survey](#) results and reports were an unqualified success. The initial internal targets were modest, with a goal to achieve parity with an identified demographic cohort within the survey. This internal benchmark was met in practically all categories of the survey when compared to the categories of small two-year colleges, colleges in cities of comparable population size, and colleges in the South.
- PACE results will be used to formulate responses in key areas with a goal of increasing these scores over time, with the next internal target benchmark to be improvement in each surveyed area.

3I2: Improvements Implemented & Planned

- SEARK strives to keep employee salaries as competitive as possible within the framework of State of Arkansas pay scales and budgetary constraints. The average salary for College employees compares favorably to other Arkansas two-year colleges. A full salary equity audit is planned for the near future.
- The College has provided cost of living increases and merit pay for classified employees and one-time stipends for faculty and non-classified staff on a regular basis, as approved by the Arkansas Legislature and subject to budgetary constraints and Board of Trustee's direction
- Feedback from employee input resulted in the creation of the SEARK Food Pantry and Career Closet, as well as other smaller improvements in processes
- Implementation of a new pay plan for higher education has been rolled out for FY2020 by ADHE
- Continued use of the new PACE Survey will provide comparative results over time
- Identification and review of regional and statewide salary survey data will be a priority in upcoming years to evaluate our pay structure

Sources

- 2018 PACE Report Overview
- 2018 PACE Report Overview (page number 4)
- Cabinet Councils and Committees
- Cabinet Councils and Committees (page number 3)
- Cabinet Councils and Committees (page number 10)
- Colleague Student Information System
- Convocation
- Convocation (page number 6)
- Employee Benefits
- Employee Benefits (page number 2)
- Employee Grievances
- Employee Performance Evaluation
- Employee Performance Evaluation (page number 2)
- Employee Retention and Turnover
- Employee Satisfaction Surveys
- Employee Satisfaction Surveys (page number 3)
- Employee Social Events
- Employee Wellness
- Faculty and Staff Handbook
- Faculty Performance Evaluation
- Faculty Performance Evaluation (page number 10)
- Food Pantry Usage
- General Student Support Services
- General Student Support Services (page number 3)
- Hiring Process
- Hiring Process (page number 3)
- Human Resources Information System
- Merit Pay Performance Incentives
- Merit Pay Performance Incentives (page number 2)
- PACE Climate Survey
- Student Evaluation of Instruction

3.3 - Development

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 at the institution. The institution should provide evidence for Core Components 3.C. and 5.A. in this section.

3P3: PROCESSES

Describe the processes for training, educating and supporting the professional development of employees. This includes, but is not limited to, descriptions of key processes for the following:

- Providing and supporting regular professional development for all employees (3.C.4, 5.A.4)
- Ensuring that instructors are current in instructional content in their disciplines and pedagogical processes (3.C.4)
- Supporting student support staff members to increase their skills and knowledge in their areas of expertise (e.g. advising, financial aid, etc.) (3.C.6)
- Aligning employee professional development activities with institutional objectives
- Tracking outcomes/measures utilizing appropriate tools

3R3: RESULTS

What are the results for determining if employees are assisted and supported in their professional development? The results presented should be for the processes identified in 3P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

3I3: IMPROVEMENT

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

Responses

3P3: PROCESSES for training, educating and supporting the professional development of employees

Providing and supporting regular professional development for all employees (3.C.4, 5.A.4)

SEARK has a range of professional development opportunities for faculty and staff within their departmental disciplines. The College provides training and continuing education for professional development ranging from local, state, regional and national organizations and their associated meetings, to online and face-to-face seminars and self-training opportunities.

In line with the College's [Strategic Plan](#), the President secured special language to be added to the [SEARK's Appropriation Bill for FY 2019](#) to allow SEARK to provide tuition reimbursement for faculty who are pursuing advanced degrees at other institutions of higher education. SEARK is also investigating partnerships with other colleges and universities for reciprocal tuition waiver agreements for employees. The College also provides [Tuition Waivers](#) to its employees and members of their family.

For 2019, the College has entered into a contract with [Everfi](#), a national web-based vendor that delivers curated training modules for higher education aimed at faculty, staff and students. This training includes Title IX, VAWA, sexual harassment, and many other topical and necessary training sessions for compliance.

Ensuring that instructors are current in instructional content in their disciplines and pedagogical processes (3.C.4)

Deans and the VPAA review new faculty against [Credentialing Requirements](#) at the time of hire, and identify the courses they are qualified to teach. Any expansion of the list of qualified courses requires an additional review at this level. The credentials will be entered into Colleague SRS in the Fall of 2019 in order to be able to better track faculty credentials.

Human Resources recently completed an audit of all faculty and staff documentation. This provided the opportunity to review the current credentials, assure complete documentation of those credentials in personnel files, and point out any weaknesses or opportunities in this area. The next step in this process is for the credentials to be recorded in Colleague; this will be completed by the end of Fall 2019.

Supporting student support staff members to increase their skills and knowledge in their areas of expertise (e.g. advising, financial aid, etc.) (3.C.6)

The College recently received a grant to implement the [Holistic Student Supports Intensive Coaching Project](#). This is a program and methodology that is part of the [Achieving the Dream Initiative](#).

Aligning employee professional development activities with institutional objectives

The College sponsors participants in Leadership Pine Bluff, the Pine Bluff Chamber of Commerce, Arkansas Community Colleges, and various other community and civic groups. Faculty members are required to participate in [professional development](#) that is planned and presented by the College, as well as to use Go-2-Knowledge online training in various educational areas throughout the year. Other online training for Title IX, Sexual Harassment, VAWA, Mandatory Reporters, and other important regulatory topics are mandatory for all staff.

Tracking outcomes/measures utilizing appropriate tools

SEARK tracks faculty and staff attendance and/or completion of required training. In the future, this program will also include the requirement that all employee evaluations include a review of ongoing professional development and area of expertise training has been maintained at the expected levels. Each division keeps [documentation for faculty professional development](#); faculty who are licensed educators in the K-12 system by the Arkansas Department of Education must submit their documentation to the state for renewal of their licenses.

3R3: Results for determining if employees are assisted and supported in their professional development

- The College was able to greatly improve the accuracy of the credentials on file in Human Resources because of the recent audit.
- A new policy requires all employees attending or completing training or professional development opportunities to forward copies of certificates of completion to Human Resources for documentation.
- Securing [legislative approval for tuition reimbursement](#) will allow the College to formulate a plan that will benefit both the College and faculty.
- Implementation of the Everfi training will make it much easier to deliver and track mandated training across the campus.

3I3: Improvements Implemented & Planned

- The College was able to have [special language added to its legislative appropriation bill](#) allowing for the formulation of a tuition reimbursement program for faculty.
- The College contracted with [Everfi](#) to develop, deliver and measure mandatory and optional training across a wide range of topics for faculty, staff and students.
- The College contracted with [PACE](#) to perform in-depth faculty and staff surveys that can be compared across the nation with comparable colleges for objective benchmarking and future planning.
- The College instituted a new policy to [store all developmental training certificates in HR](#) for increased record keeping.

Sources

- Budget Planning and Development(2)
- Employee and Faculty Professional Development
- Everfi Training

- External Scholarships
- External Scholarships (page number 104)
- Faculty Credentials(2)
- Faculty Professional Development
- Faculty Professional Development Documentation (1)
- Holistic Student Supports Project
- Holistic Student Supports Project (page number 3)
- PACE Climate Survey
- Professional Development Tracking Policy
- SEARK Appropriations Bill FY 2019 SB129
- SEARK Appropriations Bill FY 2019 SB129 (page number 7)
- Strategic Plan

4 - Planning and Leading

4.1 - Mission and Vision

Mission and Vision focuses on how the institution develops, communicates and reviews its mission and vision. The institution should provide evidence for Core Components 1.A., 1.B. and 1.D. within this section.

4P1: PROCESSES

Describe the processes for developing, communicating and reviewing the institution's mission, vision and values, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Developing, deploying, and reviewing the institution's mission, vision and values (1.A.1, 1.D.2, 1.D.3)
- Ensuring that institutional actions reflect a commitment to its values
- Communicating the mission, vision and values (1.B.1, 1.B.2, 1.B.3)
- Ensuring that academic programs and services are consistent with the institution's mission (1.A.2)
- Allocating resources to advance the institutions mission and vision, while upholding the institution's values (1.D.1, 1.A.3)
- Tracking outcomes/measures utilizing appropriate tools (e.g. brand studies, focus groups, community forums/studies and employee satisfaction surveys)

4R1: RESULTS

What are the results for developing, communicating and reviewing the institution's mission, vision and values? The results presented should be for the processes identified in 4P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

4I1: IMPROVEMENT

Based on 4R1, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

4P1: PROCESSES for developing, communicating and reviewing the institution's mission, vision and values, and identify who is involved

Developing, deploying, and reviewing the institution's mission, vision, and values (1.A.1, 1.D.2, 1.D.3)

As shared in the College's [Strategic Plan](#), published throughout the webpage and located in buildings across the campus the Mission, Vision and Values are at the core of who SEARK is as an institution of higher education.

The [Mission](#) is "SEARK College will build a community of lifelong learners committed to becoming the leaders of tomorrow," communicates the essence of SEARK to its students, faculty, staff, and community, and becomes the measuring stick for organizational and student success. SEARK takes its mission seriously, and as a College recognizes the responsibility to assist the students of today to become tomorrow's agents of change. The College uses a more concise and memorable version for [marketing and promotional purposes](#); "Make your Mark with SEARK."

The College's [vision statement](#) "Empowering students ... changing lives" portrays a success story for every student and stakeholder and recognizes the role and responsibility of the institution to every student.

The College's [core values](#) detail the unwavering principles that guide SEARK's internal conduct, as well as its relationship with the outside world. Southeast Arkansas College is focused on excellence, integrity, respect and innovation. The core values of the institution include:

- Students: the reason we exist
- Safety: Providing a safe and secure learning environment
- Integrity: The standard of always doing what is right
- Authenticity: Being genuine and honest in our daily activities
- Innovation: Expanding our world and refusing to simply maintain the status quo
- Diversity: Our diversity in mind, body, and spirit is our strength
- Transparency and Communication: Our institution is transparent, and communication is recognized as a vital component of how we conduct our business

Ensuring that institutional actions reflect a commitment to its values

The College's most recent comprehensive review of its mission, vision and values occurred during the most recent [strategic planning cycle](#). This 2018-2022 strategic planning process involved gathering input from hundreds of internal and external stakeholders to develop a draft plan, which then underwent further review and development through consultation with various work groups and committees, including the Board of Trustees, the Executive Cabinet, PACs, IAC, Student Government Association, the management team, Faculty Senate, and numerous division and departmental work teams. SEARK's strategic plan for 2018-2022 is published on the College website and aligns the College's goals, strategies and actions with the College's mission, vision and values. Moreover, this process also aligns plans with the categories that comprise the AQIP accreditation pathway and the accreditation expectations of the HLC. The

Executive Cabinet conducts a review of the College's mission, vision and values as part of its planning process, which will receive attention in 4P2, Strategic Planning. The Strategic Plan is also used as a tool in the evaluation of all senior administrators to measure their contribution to the fulfillment of the plan. Every five years the strategic planning process will be repeated to update the plan in order for it to remain current and relevant. Furthermore, the College continues to use its process, policies, program requirements and service standards to ensure that institutional actions, programs and services remain consistent with SEARK's mission, vision and values.

Communicating the mission, vision, and values (1.B.1, 1.B.2, 1.B.3)

The College deploys and communicates its mission, vision and values through several venues and communication channels, including: the College's website, email, Catalog & Student Handbook, marketing publications, meeting agendas and in the Strategic Plan. Framed copies are displayed prominently around the campus. Numerous employees conduct presentations for stakeholder groups such as legislators, secondary schools, businesses, service organizations, community organizations and economic development commissions, using those meeting and presentations to publicly express and reaffirm the College's commitment to meeting its mission, vision and values. Convocations held at the beginning of each semester are events where employees hear the Mission, Vision and Values communicated face to-face. During new employee and the new orientation, Human Resources (HR) informs each new member of the Mission, Vision and Values. Employees demonstrate the College values as they work and serve within their local communities. During the development of AQIP action projects, the Mission, Vision and Values were aligned and integrated into the design of the project.

Ensuring that academic programs and services are consistent with the institution's mission (1.A.2)

The College has two different processes for ensuring that academic programs are consistent with the its mission. The first is the process for developing and approving new academic programs. This process is closely aligned with [ADHE program approval requirements](#). ADHE expects that any proposed programs not only align with the College's mission statement, but also fulfill needs within its service area and align with the [ADHE Strategic Plan](#) and local and state interests. Internally SEARK's process builds upon the ADHE's criteria, while also requiring various development and approval stages. When a new program is proposed, the program initiator must justify need and relevance to the service area. [PACs](#) for all programs provide input so that curriculum is relevant for what is needed currently in the field. Program development and approval also are contingent on proposed programs meeting the parameters of policy on degrees and certificates. In regard to academic and student support services, the process for approving these and ensuring they align with the College's mission is integral to the [budget development process](#). New academic and student support services typically require new institutional resources which are closely aligned with the College's mission.

[Program Review](#) further generates information about how well academic programs are contributing to the attainment of the College's mission. Recently, the College implemented a comprehensive co-curricular program review process to identify the areas for immediate and continuous improvement.

Allocating resources to advance the institution's mission and vision, while upholding the institution's values (1.D.1, 1.A.3)

The [budget process](#) alignment with the College's mission, vision, KPIs, and Strategic Plan is central to the determination of resource allocation. Department and programs are required to provide rationale and justification for specific area of budget request illustrating how they will contribute to both the improvement of the College's and the Strategic Plan, both of which originate from the College's mission. In FY2018, more than 50% of the College's funds were committed for instructional purposes. Allocation requests are verified through the VPFA, the Executive Cabinet and the President.

Tracking outcomes/measures utilizing appropriate tools (e.g. brand studies, focus groups, community forums/studies and employee satisfaction surveys)

The College's [Marketing Plan](#) uses effective marketing techniques to keep current its assessment of the College's brand and image in the community it serves, and to ensure that it has a solid base of information for future marketing efforts. Recent marketing efforts in the use of geo-fencing and other methods have already shown results in increased traffic on the College website and an uptick in enrollment in Summer 2019 and preregistrations for Fall 2019.

4R1: Results for developing, communicating and reviewing the institution's mission, vision and values

Over the six-year-period of 2011-2017, the culture at SEARK was not one that valued or stressed systematic processes or collection and analysis of data. Decision-making was a very top-down process that tended to simply pass down mandates to the college community, rather than being an atmosphere of participation and shared governance. Metrics for evaluating the success of the College's communication of its mission, vision, and values were not developed in the past, and so comparison with internal targets and actual results is difficult. The College's new stress on marketing, and its assignment of responsibility and accountability for that function, will result in objective measurable data, in the form of KPIs that are reported and tracked consistently.

With the advent of a new administration, the College's culture has changed drastically, and there is now a great deal of attention being given, across the College community, to inviting participation and input from all areas of the campus to establish, or re-establish, processes and to collect and analyze data to assess SEARK's positions, needs, challenges and accomplishments. SEARK has done much work to collect data documenting that its efforts to develop, communicate and review the institution's mission, vision and values are successful in achieving their goals.

Examples to illustrate the renewed commitment to community engagement and data-driven decision making since the spring of 2018:

- New [committees and work groups](#) have been formed that are inclusive of faculty and staff from across the College.
- Under the leadership of a new president, the [process for strategic planning](#) used a systematic and comprehensive approach to engage all parts of the campus community. The outcome of this effort serves as a road map for the institution. [Recent](#)

[plan reviews](#) show the degree of accomplishment that has occurred toward the task outlined in the original plan as well as the adding of new elements that are a reflective evolving approach to serving the college community.

- The Strategic Planning process also generated a [new mission and vision statement](#) and core values. The previous mission statement was: "Southeast Arkansas College provides quality education and workforce development to meet the needs of SEARK's service area." The new mission statement: SEARK College will build a community of lifelong learners committed to becoming the leaders of tomorrow" portrays a shift to a much more student-centered, forward-looking mission.
- The campus community was engaged about different professional development needs and the College's [convocation attendees were surveyed](#) to create greater value in future sessions. The response from these surveys drives the development of future efforts for training of faculty, staff and administration.
- The college conducted its first [PACE Climate Survey](#). This survey provided insights into the general climate of the campus and will be used to establish internal benchmarks and external benchmarks for comparing future year's surveys.
- Though less quantifiable, but still significant to the overall operation of the College, the current President of the College intentionally visits all areas of the College regularly, including classes to get input from students, as well as talking with faculty and staff in small groups and one-on-one to get information and input, and to keep everyone informed of new policies, procedures and programs.

This has given a new air of enthusiasm to the College and the morale of faculty, staff and students has improved; people feel more empowered and encouraged to work to make the College better. This new attitude encompasses an effort to identify, build on and improve the area of data-driven decision making. SEARK is now actively working to look at the data that we have and to identify the kind of data we need to be able to have a stronger process for ensuring that we are accomplishing SEARK's mission. The newly established mission and vision of the College is being used as a touchstone to measure SEARK's progress.

4I1: Improvements Implemented

- Creation of a College Score Card: Will reflect the federal government college score card, and provide a centralized monitoring of KPI(s) and other metrics to measure success at communicating to stakeholders the College's role and value, and to compare performance to similar colleges; to be implemented early in the 2019-2020 academic year
- Continuing strong Marketing techniques, to ensure key stakeholders (especially potential students, employers, and state officials) understand SEARK's mission, constituencies, and effectiveness at educating its students for secure employment

Sources

- ADHE Academic Change Policy
- ADHE Program Review Process
- ADHE Strategic Plan

- Budget Planning and Development(2)
- Budget Planning and Development(2) (page number 3)
- Cabinet Councils and Committees
- Cabinet Councils and Committees (page number 5)
- CCSSE Survey and Results
- Convocation Survey Results
- PACE Climate Survey
- Program Advisory Committees
- SEARK Marketing
- Strategic Plan
- Strategic Plan (page number 6)
- Strategic Plan (page number 18)
- Strategic Planning
- Strategic Planning (page number 33)

4.2 - Strategic Planning

Strategic Planning focuses on how the institution achieves its mission and vision. The institution should provide evidence for Core Components 5.B. and 5.C. in this section.

4P2: PROCESSES

Describe the processes for communicating, planning, implementing and reviewing the institution's plans and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Engaging internal and external stakeholders in strategic planning (5.C.3)
- Aligning operations with the institution's mission, vision and values (5.C.2)
- Aligning efforts across departments, divisions and colleges for optimum effectiveness and efficiency (5.B.3)
- Capitalizing on opportunities and institutional strengths and countering the impact of institutional weaknesses and potential threats (5.C.4, 5.C.5)
- Creating and implementing strategies and action plans that maximize current resources and meet future needs (5.C.1, 5.C.4)
- Tracking outcomes/measures utilizing appropriate tools (e.g. achievement of goals and/or satisfaction with process)

4R2: RESULTS

What are the results for communicating, planning, implementing and reviewing the institution's operational plans? The results presented should be for the processes identified in 4P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

4I2: IMPROVEMENT

Based on 4R2, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

4P2: PROCESSES for communicating, planning, implementing and reviewing the institution's plans and identify who is involved

Engaging internal and external stakeholders in strategic planning (5.C.3)

SEARK's new [Strategic Plan, 2019-2023, "Five Forces by Five,"](#) was created with the full involvement of both internal and external stakeholders under the leadership of an energetic new administration.

Aligning operations with the institution's mission, vision and values (5.C.2)

The Strategic Plan, 2019-2023 honors and embeds the College's mission, vision, and values statements, and specific plans and priorities are driven by those foundational documents.

Aligning efforts across departments, divisions and colleges for optimum effectiveness and efficiency (5.B.3)

In the planning process, alignment of activities, goals, and efforts across the College was a high priority, and required significant organizational changes which were announced by the President in the [Administrative Reorganization](#) plan in May 2019. Changes in organization will facilitate accomplishment of many of the strategic plan's objectives, and will enhance the ability of the senior leadership to hold the entire institution accountable for progress on the plan.

Capitalizing on opportunities and institutional strengths and countering the impact of institutional weaknesses and potential threats (5.C.4, 5.C.5)

A thorough SWOT analysis ([Swot Analysis SEARK College 2018](#)) was conducted as part of the process leading up to creation and publications of Strategic Plan, and, consequently, the plan builds on existing strengths and anticipates and addresses weaknesses and threats. In addition to the identification of strengths, weaknesses, opportunities, and threats, the analysis also included creation of a "Toolbox" with extensive, multiple answers from stakeholders to each of the following questions:

- What are we doing that we should be doing more of?
- What are we doing that we should be doing less of?
- What are we doing that we should stop doing?
- What aren't we doing that we should be doing?

Creating and implementing strategies and action plans that maximize current resources and meet future needs (5.C.1, 5.C.4)

The Strategic Plan creates an effective strategy for maximizing available resources to meet future needs. The state of Arkansas has been extremely frugal in its support of SEARK, and new appropriations that would dramatically shift this trend are unlikely. Therefore, strong internal management of resources, rigorous evaluation of the effectiveness of existing programs, and targeted marketing and capital campaigns and solicitations driven by the Development Office are likely the most promising strategies for the immediate future. Implementation of planned actions is critical, and the new administration is committed to making certain that SEARK's new Strategic Plan is fully implemented.

Tracking outcomes/measures utilizing appropriate tools (e.g. achievement of goals and/or satisfaction with process)

SEARK has already identified the processes that it will use to track accomplishment of the plan's objectives, hold appropriate individuals and groups accountable for their contributions, meet

timetables and deadlines, and adjust the original plan when warranted. This will include the use of the Strategic Plan in the performance evaluation of all senior administration and Deans.

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

Since the Strategic Plan covers the years 2019-2023, there are no summary results yet available (although 4I2 lists items in the plan that have already been implemented). As full implementation of the plan proceeds, the College will track and summarize data on those planning goals that have metrics connected (as opposed to all-or-none goals), and report them internally and externally.

Comparison of results with internal targets and external benchmarks

Benchmarks and specific targets are contained within the [Strategic Plan, 2019-2023, "Five Forces by Five,"](#) as well as in the implementation tracking mechanisms that the College and Board have established to ensure that the plan is fully implemented.

Interpretation of results and insights gained

The process of completing and beginning implementation of the [Strategic Plan, 2019-2023, "Five Forces by Five,"](#) has provided the Board, faculty, and staff with a deep exposure to strategic planning and what it can achieve, something that the College had never previously experienced at this intensity. After a year's experience tracing implementation of the plan (and a bit more distance from the process of creating it), the College plans to revise its protocols for strategic planning so that future planning processes will be at least as successful (perhaps even more successful) than this one.

4I2: Improvements Implemented & Planned

Already implemented (from Strategic Plan):

- **Reaffirmation of Accreditation:** Fully implement committee structure; Conduct regular committee meetings; Begin writing rough draft for each of the Six AQIP Categories. This effort will be ongoing throughout FY 2018-19
- **Student Success:** Conduct a [survey](#) of all students to determine when/how students prefer classes, e.g. online, 16-week, 8- week, intercession, etc. Recommend a plan to increase course offerings for spring 2019 semester
- **Closing Achievement Gaps:** Implement the [Math Pathways Program](#) by the fall 2018 semester General Studies
- **Closing Achievement Gaps:** Implement English Pathway by spring 2019 General Studies
- **Technology & Infrastructure:** Complete the first four "21st Century" classroom redesigns by August 1, 2018

- **Technology & Infrastructure:** Develop and implement the 1st phase of replacing all campus CPU's with thin clients of Technology Services
- **New Program Development:** Conduct a feasibility study on viability of becoming a Ford Automotive Student Service Education Training Program (ASSET)
- **Faculty & Staff Engagement :** By January 1, 2019 implement a comprehensive professional development plan for faculty & staff including training opportunities and a tuition reimbursement program for earning advanced degrees
- **Faculty & Staff Engagement:** Before fall 2018, develop and implement an internal "President's Advisory Council"
- **Faculty & Staff Engagement:** Hold a "Welcome Back" barbecue during Fall 2018 Convocation
- **Faculty & Staff Engagement:** Pending Board approval in May 2018, prepare former Seabrook facility for occupancy and begin Grounds programming July 1, 2018.
- **Community Development:** Implement new Community Literacy Program in partnership with PB Commercial
- **Comprehensive Institutional Policy Review:** Review all SEARK policies; revise, edit, delete, and add policies as necessary
- **Campus Facility Improvements:** Review existing campus master plan and update accordingly

Planned Improvements, 2019-2020 (from Strategic Plan)

- **Reaffirmation of Accreditation:** Complete reaffirmation documents as well as electronic storehouse of data for March 2020 site visit
- **Student Success:** Apply for membership in Achieving the Dream in fall 2019 semester
- **Student Success:** Develop a plan to begin the integration of open-source materials into credit courses
- **Student Success:** Implement a three-credit hour "President's Leadership Class"
- **New Program Development:** Identify & seek approval for at least one new academic program to be launched fall 2020 semester
- **Technology & Infrastructure:** Identify and convert a minimum of two classrooms to the "21st Century" concept
- **Technology & Infrastructure:** Develop and implement the 2nd phase of replacing all campus CPU's with thin clients
- **Non-Traditional Revenue:** Create the Office of Institutional Advancement and Alumni Affairs
- **Faculty & Staff Engagement:** Continue the implementation of the professional development focus, offering at least five internal classes
- **Faculty & Staff Engagement:** Conduct a salary study of all positions with the college to ensure pay is commensurate with similar positions at similarly sized colleges in AR
- **Faculty & Staff Engagement:** Hold a "Welcome Back" barbecue during Fall 2019 Convocation
- **Faculty & Staff Engagement:** Implement an end-of-semester event in May 2020 that provides fellowship opportunities for faculty/staff
- **Faculty & Staff Engagement/Student Engagement :** Develop and implement a comprehensive wellness program for faculty, staff and students

- **Student Engagement:** Develop and implement a comprehensive intramural program and other extra-curricular activities
- **Community Development:** Create and hold at least one new event on campus that is targeted toward and encourages participation from community members
- **Non-Traditional Revenue:** Investigate opportunities to expand on-campus dining and retail service for students. Make at least one recommendation for expansion.

Planned Improvements, 2020-2021 (from Strategic Plan)

- **Campus Facility Improvements:** Form committee to recommend a process/plan to raze General Studies North and South to create a new classroom learning complex
- **Campus Facility Improvements:** Apply for grant funding and launch a capital campaign to support construction of new classroom learning complex
- **Student Success:** Create a committee to explore options with the college's Learning Management System (LMS)
- **Student Success:** Conduct a feasibility study and if the data warrants, make a recommendation to have a middle college on campus
- **Student Success:** Develop a three-year plan to increase online student headcount by at least five percent each year
- **New Program Development:** Identify and seek approval for at least one new academic program to be launched fall 2021 semester
- **Closing Achievement Gaps:** Implement actions/projects as identified through Achieving the Dream
- **Faculty & Staff Engagement:** Hold a "Welcome Back" barbecue during Fall 2020 Convocation
- **Faculty & Staff Engagement:** Determine and hold at least one new event that will build community with faculty/staff
- **Community Development:** Create a schedule of personal growth/personal interest, non-credit courses to be offered during the fall 2021 semester

Planned Improvements, 2021-2022 (from Strategic Plan)

- **Campus Facility Improvements:** Hold classes in the spring of 2022 in the new classroom learning center
- **Student Success:** Commence groundbreaking on new classroom learning complex
- **Campus Facility Improvements:** Determine the feasibility of establishing off-campus centers in the six-county service delivery area
- **Student Success:** 2022 to have mental health counseling services on Campus. Seek external funding and secure funding by July 1,
- **Non-Traditional Revenue:** Develop and launch an annual giving campaign to raise monies for scholarships and student success initiatives through [Foundation Development](#).
- **Closing Achievement Gaps & Non-Traditional Revenue:** Conduct a feasibility study regarding the construction of student dormitories on campus
- **Faculty & Staff Engagement:** Hold a "Welcome Back" barbecue during Fall 2021 Convocation

- **Faculty & Staff Engagement:** Determine and offer a new opportunity to engage faculty/staff, e.g. community day of service, etc.

Sources

- ADHE Strategic Plan
- ADHE Strategic Plan (page number 6)
- Administrative Reorganization
- Foundation Development
- Planned Maintenance
- Scheduling Surveys
- SEARK College Mathematics Pathways Action Plan
- Strategic Plan
- Strategic Planning
- Strategic Planning (page number 4)

4.3 - Leadership

Leadership focuses on governance and leadership of the institution. The institution should provide evidence for Core Components 2.C. and 5.B. in this section.

4P3: PROCESSES

Describe the processes for ensuring sound and effective leadership of the institution, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Establishing appropriate relationship between the institution and its governing board to support leadership and governance (2.C.4)
- Establishing oversight responsibilities and policies of the governing board (2.C.3, 5.B.1, 5.B.2)
- Maintaining board oversight, while delegating management responsibilities to administrators and academic matters to faculty (2.C.4)
- Ensuring open communication between and among all colleges, divisions and departments
- Collaborating across all units to ensure the maintenance of high academic standards (5.B.3)
- Providing effective leadership to all institutional stakeholders (2.C.1, 2.C.2)
- Developing leaders at all levels within the institution
- Ensuring the institution's ability to act in accordance with its mission and vision (2.C.3)
- Tracking outcomes/measures utilizing appropriate tools

4R3: RESULTS

What are the results for ensuring long-term effective leadership of the institution? The results presented should be for the processes identified in 4P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

4I3: IMPROVEMENT

Based on 4R3, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

4P3: PROCESSES for ensuring sound and effective leadership of the institution, and identify who is involved

Establishing appropriate relationship between the institution and its governing board to support leadership and governance (2.C.4)

The President plans to work with the Board to adopt principles from the John Carver Policy Governance Model, which has been successful in many institutions as a means of clarifying leadership and governance roles.

Establishing oversight responsibilities and policies of the governing board (2.C.3, 5.B.1, 5.B.2)

The College relies upon several processes and well-established leadership structures to engage in effective governance and leadership of the institution. The College takes direction from the Board of Trustees, a seven-member board appointed by the governor of Arkansas. The board, a policy-making body, holds a minimum of four regular meetings each year, usually bi-monthly. The Board has policy responsibility for system planning, academic programs, fiscal management, personnel, admissions requirements, tuition and fees, and rules and regulations. The Board Chair serves as the executive leader. The Board ensures effective and efficient management and operation of the College, executes and reinforces policies, recommends system budget needs and leads short- and long-term system-wide planning efforts to best serve the educational needs of the students, region and state.

Maintaining board oversight, while delegating management responsibilities to administrators and academic matters to faculty (2.C.4)

Clear descriptions of position responsibilities for administrators, designated faculty governance bodies (IAC, Faculty Senate, etc.) are well-understood by the Board, and a system of KPIs on the new College Scorecard will help to keep the Board informed, but with management responsibilities appropriately delegated to administrators and faculty. The College [administrative reorganization](#) will ensure that shared governance is implemented in a dynamic and unprecedented way for the faculty and staff.

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

The Executive Cabinet, Deans Council, Faculty Senate, IAC, organizational restructuring (including the addition of Department Chairs), Convocations, and multiple additional means of communication have created a new climate of openness and communication.

Collaborating across all units to ensure the maintenance of high academic standards (5.B.3)

IAC, the Deans Council, the Executive Cabinet, and the oversight of the ADHE all work together to ensure that high academic standards are maintained. The transformation of the College's system for [assessing student learning](#) and its new [Program Review](#) system will contribute as well to making sure academic standards are vigorously maintained. Finally, [PACs](#) composed of outsiders from business and industry, help to guarantee that programs maintain the rigor and expectations necessary for graduates to thrive in a highly competitive work environment.

Providing effective leadership to all institutional stakeholders (2.C.1, 2.C.2)

The College's president, Steven Bloomberg, serves as the executive leader of the College. Appointed to the permanent role of president in 2018, Mr. Bloomberg remains one of the most experienced presidents in the College's history. His successful track record of leadership includes significant experience in academic and student affairs, workforce development and strategic planning. The Executive Cabinet works closely with the President, and under his capable direction, to ensure effective leadership for the College.

President's Cabinet Structure and Corresponding Divisions/Departments/Functions		
Title	Reports To	Functions
President	Board of Trustees	<ul style="list-style-type: none"> • Community Relations • Capital Campaigns and Fundraising • Legislative Relations • Executive Leadership
Vice President of Academics Affairs	President	<ul style="list-style-type: none"> • Academic Faculty and Programs • Academic Outreach Services • Academic Support Services • Center for Teaching, Learning and Technology • Institutional Research • Programmatic Accreditation
Vice President of Student Affairs	President	<ul style="list-style-type: none"> • Accommodations and Disability Services • Admission • Career Services and Placement • College Support Center • Communications, Marketing and Public Relations • Counseling • Entrance Assessment • Financial Aid • Orientation • Registration and Records • Student Conduct
Vice President of Fiscal Affairs	President	<ul style="list-style-type: none"> • Bookstores • Budgeting/Financial Services • Cashiering • Construction • Facilities and Maintenance • Food Services

		<ul style="list-style-type: none"> • Payables and receivables • Purchasing • Risk Management • Space Utilization
Director of Human Resources	V.P of Fiscal Affairs	<ul style="list-style-type: none"> • Affirmative Action and Equal Opportunity in Employment • Contracts and Labor Relations • Diversity and Inclusion • Benefits, Compensation, Insurance and Retirement • Hiring and Onboarding • Professional Development and Training • Worker's Compensation
Director of Workforce Development	Dean of Technical Studies	<ul style="list-style-type: none"> • Workforce Development Programs and Services • Employer Development and Support • Employer Relations
Director of Information Technology	President	<ul style="list-style-type: none"> • Computer Help Desk Services • Information Technology Services • Information Technology Inventory and Procurement • Network Services • Network Security • Web Services

Developing leaders at all levels within the institution

[The Strategic Plan, 2019-2023, "Five Forces by Five,"](#) calls for establishment of a three-credit hour "President's Leadership Class," managed by the Office of the President, that will serve to highlight important leadership abilities, skills, and techniques, both for students and for faculty and staff. The [administrative reorganization](#) of the College empowers more faculty and staff across the College to share in the governance and have the opportunity to exert leadership in unprecedented ways.

Ensuring the institution's ability to act in accordance with its mission and vision (2.C.3)

The new reorganization announced in May 2019 includes the creation of a faculty position with responsibilities for "institutional compliance" that will help ensure that the College continues to meet Arkansas' and HLC's (and other accreditors') requirements to act in accordance with its mission and vision. The stress on mission and vision in the Strategic Plan will also strengthen

this ability, and the Board of Trustees and senior administration will use every opportunity to reinforce the importance of alignment of all activities with the mission and vision.

Tracking outcomes/measures utilizing appropriate tools

The College Scorecard will be implemented early in the 2019-20 academic year to track KPI's which are integral to the College's growth. The following KPI's will be tracked:

- Enrollment (current fiscal year versus immediate past fiscal year)
- Semester-to-semester retention rate
- Year-to-year retention rate
- Course success rate for gateway courses (e.g. English Composition I & II, etc.)
- Annual completion/graduation rate
- Success with the Arkansas Productivity Funding Model

The scorecard will be used as a decision-making and planning tool by the Executive Cabinet. Moreover, the scorecard will be shared with the Board of Trustee, the campus community and placed on the College website to ensure all stakeholders are informed of SEARK's progress with the aforementioned KPI's.

4R3: Results for ensuring long-term effective leadership of the institution

Metrics for tracking implementation of the Strategic Plan and for the publication of an institutional "scorecard" consisting of a set of KPIs are in a developmental stage, and results are not yet available.

Comparison of results with internal targets and external benchmarks

The institution has a set of benchmark comparison institutions established by the ADHE, and also uses a set of colleges serving southeast Arkansas as its benchmarks for comparative purposes. As its strategic plan tracking and KPI metrics are refined, it will use these benchmarks for comparative purposes.

Interpretation of results and insights gained

As noted above, "Over the six-year-period between 2011 and 2017, the culture at SEARK was not one that valued or stressed systematic processes or collection and analysis of data." The Strategic Planning process leading to the [Strategic Plan, 2019-2023, "Five Forces by Five,"](#) provided the College with both a dramatic departure from previous "top-down" planning exercises, and the plan, its implementation, and the implementation of a KPI scorecard have all helped the College and its employees grow to understand the critical role of metrics and measures in today's higher education environment. This insight, and the practice that the College community will have in the next five years of using empirical data to advance proposals and document decisions has placed SEARK on a new trajectory that will be extremely valuable as it advances towards its vision for the future.

4/3: Improvements Implemented & Planned

- A new Strategic Plan 2019-2023, “Five Forces by Five”
- A board-based, highly visible participatory process used to create the new plan
- Mechanisms for tracking implementation of the plan that will enable the entire College community to see its benefits and the progress it stimulates
- The experience and framework necessary for the establishment of new strategic planning protocols that will ensure future strategic planning processes work as well as the 2019-23 planning processes did.
- KPI scorecard to provide an ongoing measure of effectiveness

Sources

- Administrative Reorganization
- Learning Assessment Redesign
- Program Advisory Committees
- SEARK Program Review
- Strategic Plan

4.4 - Integrity

Integrity focuses on how the institution ensures legal and ethical behavior and fulfills its societal responsibilities. The institution should provide evidence for Core Components 2.A. and 2.B. in this section.

4P4: PROCESSES

Describe the processes for developing and communicating legal and ethical standards and monitoring behavior to ensure standards are met. In addition, identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Developing and communicating standards
- Training employees and modeling for ethical and legal behavior across all levels of the institution
- Operating financial, academic, personnel and auxiliary functions with integrity, including following fair and ethical policies and adhering to processes for the governing board, administration, faculty and staff (2.A.)
- Making information about programs, requirements, faculty and staff, costs to students, control, and accreditation relationships readily and clearly available to all constituents (2.B.)

4R4: RESULTS

What are the results for ensuring institutional integrity? The results presented should be for the processes identified in 4P4. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

4I4: IMPROVEMENT

Based on 4R4, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

4P4: PROCESSES for developing and communicating legal and ethical standards and monitoring behavior to ensure standards are met

Developing and communicating standards

Legal and [ethical standards](#) (conflict of interest, plagiarism, harassment avoidance, etc.) are codified in writing, approved as College policy, affirmed by the Board of Trustees (and consequently reported to the public), and made available to faculty, staff, and students via handbooks, the Catalog, publications, and the College website.

Training employees and modeling for ethical and legal behavior across all levels of the institution

A combination of in-house training (employee evaluation, recognizing and reporting abuse (reporting mandate for state employees), purchasing process) for faculty and staff and online training (from Everfi, which makes numerous employee development programs available for online access) is used. The College signed its agreement and held its kickoff meeting between HR and [Everfi](#) in spring 2019, and employees will be able to use the program starting in fall 2019. Everfi provides tracking data as well, so the College will be able to see accurately who has accessed and completed training modules online, something it can already do with its face-to-face in-house training. Training modules for students include plagiarism, harassment, and similar ethical topics.

Operating financial, academic, personnel and auxiliary functions with integrity, including following fair and ethical policies and adhering to processes for the governing board, administration, faculty and staff (2.A.)

Financial policies ensure security (e.g., of employees' personal information) and proper procedure (ensured by annual audits that examine both processes and results). All employees (faculty, staff, and administrators) are covered by a [conflict-of-interest policy](#) that ensures fair and ethical decision-making, and similar policies are in place and enforced for the Board.

Making information about programs, requirements, faculty and staff, costs to students, control, and accreditation relationships readily and clearly available to all constituents (2.B.)

Policies about ethical behavior training programs, both in-house and online, are provided to all employees, both at the time of hire and at the beginning of every year. Regular communications from human resources serve to remind employees of required training modules as well as optional ones.

4R4 Results for ensuring institutional integrity

- ADHE reports comparative results for Arkansas two-year colleges, but employee training is not a field typically included in their data. HR is trying to obtain these comparisons so that it can better evaluate SEARK's program.
- Metrics for tracking employee training is maintained by HR, and used for reports as well as to ensure that all employees complete training that is mandatory.
- Data on employee training in previous years helped justify SEARK's decision to use Everfi, whose online format makes it much more convenient (and therefore more likely) that every employee will take advantage both of required and optional training programs. In house face-to-face program will continue as well, to ensure that employees can available themselves of the format they find most comfortable.

414 Improvements Implemented & Planned

- Decision to subscribe to Everfi, online training modules, that will greatly increase employee access to valuable training modules.

Sources

- Everfi Training
- Faculty and Staff Handbook
- Faculty and Staff Handbook (page number 11)

5 - Knowledge Management and Resource Stewardship

5.1 - Knowledge Management

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.

5P1: PROCESSES

Describe the processes for knowledge management, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Selecting, organizing, analyzing and sharing data and performance information to support planning, process improvement and decision making
- Determining data, information and performance results that units and departments need to plan and manage effectively
- Making data, information and performance results readily and reliably available to the units and departments that depend upon this information for operational effectiveness, planning and improvements
- Ensuring the timeliness, accuracy, reliability and security of the institution's knowledge management system(s) and related processes
- Tracking outcomes/measures utilizing appropriate tools (including software platforms and/or contracted services)

5R1: RESULTS

What are the 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? The results presented should be for the processes identified in 5P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

5I1: IMPROVEMENT

Based on 5R1, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

5P1: PROCESSES for knowledge management, and identify who is involved

The College's Computing Services Division (CS) includes the Department of Institutional Research (IR). CS has primary responsibility for data management. Computing Services was created as the successor to the Information Systems department. Oversight of system maintenance duties were largely shifted to a dedicated Department of Information Technology (IT), and the Director of Computing Services maintains a significant role in data and research management, supported by the Assistant Director of Institutional Research.

In addition to direct measures of operational activity (e.g., enrollments, financial transactions, etc.), SEARK collects a variety of data through surveys and assessments that the IR Department is responsible for maintaining and reporting.

- [Convocation Surveys](#)
- Standardized surveys including [CCSSEE](#) and [PACE](#).
- Internal assessments, including placement testing scores, [developmental course data](#), [student evaluation of instruction](#), certification and licensure testing
- [IT Helpdesk](#) workflow management system
- [WaitList](#), used by the Advising and Retention Department and Financial Aid Department.
- [IPEDS Outcomes Data 2015-2018.pdf](#),
- [ADHE data](#)

Institutional data are provided to the Executive Cabinet for review and consideration prior to submission to IPEDS and ADHE.

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

Operational needs are the first priority for determining the data and information that will support the [Strategic Plan 2019-2023: Five Forces by Five: A Five-Year Focus on Student Success](#) as well as the [Arkansas Productivity Funding Outcomes](#) requirements, which determine the level of funding that is provided to SEARK. IR works closely with SEARK's leadership and provides information from ADHE about performance funding standing, as well as other key measures.

All departments and divisions within SEARK assist in determining data required for decision making, information, and evaluating performance. The leadership responsible for the various departments determine performance indicators as appropriate to their functional area and may request data from IR that is not immediately accessible to them. The departments are responsible for sharing that data internally as needed, analyzing the data through the lens of their operations, and evaluating process efficiency. Departmental plans for data collection and analysis are shared through the annual reports ([Assessment 2015-2016](#), [Assessment 2016-2017](#), [Assessment 2017-2018](#)) gathered by the IAC. To improve its assessment system dramatically, SEARK will implement [Xitrac's Assessment Software](#) in the Fall of 2019.

Institutional level KPIs are outlined in the implementation update process for the Strategic Plan; departmental performances are measured against these indicators during the major semesters, and during the annual budgeting process. Under the President's leadership, these performance

indicators, including internal assessments and departmental statistics, are being formalized as a College Scorecard that will help keep the Board and all faculty and staff aware of institutional operations and progress toward planning goals. SEARK will introduce the College Scorecard in early Fall 2019. The scorecard is intended to track KPIs which are integral to the College's growth. The following KPIs will be tracked:

- Enrollment (current fiscal year versus immediate past fiscal year)
- Semester-to-semester retention rate
- Year-to-year retention rate
- Course success rate for gateway courses (e.g. English Composition I & II, etc.)
- Annual completion/graduation rate
- Success with the Arkansas Productivity Funding Model

The Scorecard will be used as a decision-making and planning tool by the Executive Cabinet and shared with the Board and the campus community to ensure all stakeholders are informed.

To supplement existing data, IR assists departments with needed data for specialized accreditation reports and grant applications, and to ensure compliance, which include [TRIO SSS](#), [Career Pathways Initiative](#), and [Carl Perkins Grant Funding Outcomes](#).

There are [Additional Institutional Data Sources](#) available to employees. Access to these sources are determined by an employee's role and is provided with the permission of the department head.

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

IR has access to the Student Information System, [Ellucian Colleague](#), which is the primary repository of all student data. The original reporting system, [DORA \(Datatel Oracle Reporting and Analytics\)](#), is an aging system of static reports that relies on SQL queries and produces output as a PHP web page. This reporting system has long been the backbone of SEARK, but its limitations on ease of access and customization became obvious. To address these limitations, SEARK adopted [SQL Server Reporting Services \(SSRS\)](#), a server-based report generating software system from Microsoft, now used for all new report requests. However, the lack of self-service and necessity of programming to create any new report continued to be a difficulty. SEARK is currently implementing [Ellucian Analytics](#), enabling graphical reporting of Colleague data, and in August 2019 will implement [Evisions Argos Enterprise Reporting](#) (allowing query reporting of Colleague data) to improve its ability to create new reports and manage access.

Existing reports created through DORA and SSRS are available to all employees, with access depending on their role within their functional area, as authorized by the department head and the department Vice President if the access includes sensitive data.

Report requests are vetted by the departments for accuracy before releasing the data to the requestor in most cases; modification of existing reports does not require a vetting process as the

accuracy of the data has been verified previously. IPEDS and ADHE information is available on the internet and, therefore, available to the general public.

Performance results, data, and reports are also presented during meetings of governance and cross-functional groups and committees that include:

- Board of Trustees: four meetings per year, bimonthly
- Executive Cabinet: Institutional and Divisional Leadership weekly meetings
- Student Affairs Senior Team (SAST): Biweekly meetings
- Instructional Affairs Committee (IAC): monthly meetings
- Faculty Senate: minimum of six meetings during academic year
- Dean's Council: Weekly meeting of VPAA with deans.
- College Assessment Committee (beginning fall 2019).

Survey data are shared with key constituents as it applies to their areas of responsibility. Information is disseminated more broadly for feedback via *ad hoc* institutional newsletters as determined by these groups.

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

IR is responsible for the majority of reporting performed by SEARK, and participates in assessment activities, including evaluation of instruction. IR has a regular annual IR [Reporting Schedule](#) based on State and Federal guidelines, which is the department's primary priority. IR releases State and Federal report data on a regular schedule. Ad-hoc reports are created from live data so the information that is viewed is as current as possible. Historical data is kept in separate tables as snapshots, so data that is possible to understand the existing data when a report was submitted.

The [IR Report Request Process](#) is tracked through the [Helpdesk](#) system and addressed according to a priority determined by the CS Director based on due date, the requesting party, and availability of key individuals. The turn-around time on report requests depends on the type and volume of data that is requested, as well as the current workload in IR. The requesting department will communicate the deadline to the IR department, and together they will determine an appropriate timeline for data delivery.

IR also assists with external data requests as time and personnel allow. External requests (such as Legislative requests) are submitted from an executive office, and IR works closely with the appropriate office before releasing the data for submission to the requestor.

Departments that are the sources of data are responsible for entry of data, and IR works with these areas to ensure accurate and timely data entry. There are reports in place that are designed for the sole purpose of verifying data integrity where existing procedures do not strictly mandate data format. This includes email formatting for email addresses entered into the system, missing test scores, and validation of first-time entries. The Office of the Registrar is responsible for student records, and IR works closely with it to ensure all data are as correct as possible.

Data are further verified as the IR department retrieves information for state and federal reporting; the majority of the information used comes from the Colleague system. This is done using SQL queries, and only the IR department has access to query the SIS database directly. During the validation phase, IR works with the Registrar, Financial Aid, and the Academic Departments when discrepancies arise regarding student records, financial aid information, or issues with courses. IR will retrieve the data and submit the information to the appropriate department for review and needed corrections.

Computing Services maintains a [Disaster Recovery Plan](#) to ensure that SEARK's data systems are not lost, and student records are secure and business continuity sustained. The Colleague system, its data, and the reporting servers function in a virtual environment, which allows for system upgrades and performance enhancements as needed. These systems are backed up on a nightly schedule, with the databases fully backed up nightly and exported to a cloud-based Azure target. The database backups are tested in the Fall and Spring: the test environment is removed and restored from backups in order to test the viability of the backups as well as the Disaster Recovery process.

Access to the Colleague system is restricted by security classes built into the software to ensure that only authorized individuals can access the system. The IT Department strives to adhere to [Arkansas Legislative Audit IS Best Practices](#). Access is controlled by IR, and granted only with executive approval as outlined in the [Data Access Request Process](#). The basic login is dependent on an employee's Active Directory network login, and this login is controlled by the IT department, but IT cannot grant Colleague access. By requiring both departments to work together, and with written documentation of all requests, access to secured information is restricted. Employees must change passwords monthly. Access and access changes to the Colleague system requires both director/dean and executive approval, and this must be done through email for auditing and record keeping purposes. Requests for new employees to access data must come from HR, and access to Colleague, DORA, SSRS, or other network-level resources must come with approval from an executive level supervisor, even if the direct supervisor sends the initial request. Emails without executive approval are held until an executive provides the approval to proceed.

Once inside the system, users can only access what their security class allows them to access by limiting the screens available for their use. Screens can be restricted to "View Only", and fields within the screen can be blocked from view (such as a social security number). Expansion of access requires executive approval, and cannot be approved based on the request of an employee.

The IT department is responsible for the external security of the Colleague system, physically and virtually. IT provides network security and restricts access to the servers remotely through policy and software controls, and manages the hardware that houses Colleague, DORA, SSRS, and all other network accessible software. Security to all systems is provided at the network level through user rights and policy as outlined in the [Technology Use Policy](#) and the [Faculty/Staff Handbook](#). IT staff also protect data with antivirus, threat detection software, regular backups and monitoring of the environment. The IT Department also coordinates with the payment provider contracted by Business Services to perform a PCI compliance scan on a bi-monthly schedule to certify the firewall used by SEARK.

Financial records are maintained within two systems: Colleague and ImageNow. Transactional data such as accounts receivable, accounts payable, purchasing, and general ledger are maintained in Colleague. Access to these processes and transactional records is controlled by rights assignment and individualized login credentials within Colleague. ImageNow is a document imaging software maintained on SEARK servers. Electronic copies of invoices and other accounts payable documents are stored in ImageNow. Access to the processes related to ImageNow are by rights assignment and individualized login credentials.

The State of Arkansas performs a system security audit annually, at the same time as the fiscal audit. During the review the State performs an external scan for vulnerabilities, and an on-site internal controls review. The review consists of system access reviews (network access as well as Colleague and reporting systems accesses), compensating controls, the [Disaster Recovery Plan](#) and tests of backup procedures. The findings are part of an [Annual System Security Report](#), but immediate feedback provided during the visit and after the review are used to maintain and improve system security.

Tracking outcomes/measures utilizing appropriate tools (including software platforms and/or contracted services)

Employee satisfaction is measured with the [PACE survey](#) on a bi-annual schedule, and student satisfaction is measured bi-annually using the [CCSSEE survey](#). [Course evaluations](#) are performed every semester, and data can be reviewed and compared over semesters.

[WaitList](#) generates performance information for Advising & Retention and Financial Aid Departments. [IR-IT Helpdesk Performance](#) data for the Computing Services and Distance Learning Departments is available. Their request management system that provides ticket types, sources, time to first contact, time to close, and a satisfaction survey.

In 2016, SEARK implemented SSRS (SQL Server Reporting Services) with an eye toward adding a more modern interface with greater functionality than was previously possible. A large number of reports were moved to the new system, but there was no date to terminate one system and move to the other; both systems remain in use. While SSRS was a step forward in function, it added complexity to data availability and did not unify disparate data sources. SSRS does not allow users to create reports of their own; those who require data must depend on the availability of IR personnel to complete their request.

To give users the ability to create their own reports, and to allow easier, more secure access to data, the IR Department will implement [Evisions Argos Enterprise Reporting](#) in 2019, and during this implantation the existing reporting solutions (SSRS and DORA) will be retired. Existing reports will be reviewed with all departments to be categorized and prioritized for the move.

Improving access to data for all constituents is an ongoing process. After evaluating several options, it was decided that ARGOS, an enterprise reporting system, will replace DORA and SSRS. The goal of the undertaking is to unify disparate data sources and place more data at the fingertips of end users without complete reliance on IR to write queries for simple reporting needs. The new system can unify existing sources of data by connecting to systems other than

our SIS, as well as spreadsheets that are kept in a network accessible location. This will allow SEARK to centralize data sources under one interface and empower users to “connect the dots” and gain a fuller understanding of what the data may show. The reporting solution will also provide “dashboards” for quick views of data that can be used to measure the current status of SEARK at any given time.

Within the next one to three years, SEARK will invest heavily in its technology infrastructure to improve access to services, update to newer technologies, and improve the performance and reliability of the network. In 2012 SEARK made a significant investment in its server infrastructure, and in 2016 it invested again in the network architecture. These investments formed a base on which SEARK expanded its services, and allowed SEARK to become conservative as lowered enrollment affected SEARK. The servers are aging, and SEARK has reached the limit of its potential. Also, the PC inventory is also aging, resulting in reduced performance. SEARK is looking to the future with a significant investment that will result in greater security and flexibility for employees and students alike by virtualizing the desktops just as the servers had been. The system that is being researched will also help offset socio-economic challenges for students by providing software resources that are needed to them without a significant investment in hardware on the part of the student.

5R1: RESULTS Data Improvements

In consideration of the feedback provided in the System Appraisal Feedback Report in 2015, SEARK has looked toward improving data access and dissemination. SEARK is also broadening its sources of data by looking toward external sources and opportunities.

Major Projects				
Project	Cost	Strategic Objective	Source	Status
Network Refresh	\$373,000	Campus Expansion/Improvement	Operating/Contingency	Completed, 2016
SQL Server Reporting Services (SSRS)		Provide greater functionality in extracting data from SIS		Implemented 2016;
Recruitment CRM	\$105,385	Student Engagement		Completed, 2018
Envisions Argos Enterprise Reporting		Technology & Infrastructure		In Progress
VMWare/Digital Backpack	\$892,000	Technology & Infrastructure		Not Started

Xitracs Assessment Software	\$15,703	Implementation of & faculty trained Fall 2019		Purchase to be completed summer 2019
Ellucian Analytics				
Simple Syllabus	\$9,500	Provides Digital Syllabus to ensure consistency and lock policies and other content		Purchased, Build in process. Will be in use in Fall 2019
Revitalized Student Assessment System		Using New Student Learning Objectives and Rubrics to systematic collect outcomes data provided by faculty		
Key Performance Indicator scorecard		Specific set of institutional KPI measured and results shared with Board and employees		

Sources

- 2017 Perkins Outcomes
- 2018 CCSSE Benchmark Report
- 2018 PACE Report Overview
- Administrative Reorganization
- Annual Audit
- Argos Enterprise Reporting
- Argos Enterprise Reporting (page number 3)
- ASBN Assessment Outcomes
- Assessment Reports
- Career Pathways Outcomes
- CCSSE Survey and Results
- Colleague Student Information System
- Colleague Student Information System (page number 7)
- Convocation Survey Results
- Disaster Recovery Plan
- Disaster Recovery Plan (page number 15)
- Ellucian Analytics

- Ellucian Analytics (page number 3)
- Faculty and Staff Handbook
- Faculty and Staff Handbook (page number 20)
- Faculty and Staff Handbook (page number 22)
- Helpdesk Performance
- Helpdesk Performance (page number 4)
- Information Security Procedures
- Information Security Procedures (page number 27)
- Institutional Research Report Capabilities
- Institutional Research Report Capabilities (page number 34)
- Institutional Research Report Limitations
- Institutional Research Report Limitations (page number 7)
- Institutional Research Reporting
- Institutional Research Reporting (page number 3)
- IPEDS Outcomes Comparison Data
- IPEDS Outcomes Comparison Data (page number 11)
- Organizational Chart
- PACE Climate Survey
- Productivity Funding
- Remedial Course Success Outcomes
- SEARK Budget
- Strategic Plan
- Strategic Planning
- Student Evaluation of Instruction
- Technology Use Policies
- TRIO Outcomes
- Waitlist
- Waitlist (page number 22)
- Xitracs Assessment Software

5.2 - Resource Management

Resource Management focuses on how the resource base of an institution supports and improves its educational programs and operations. The institution should provide evidence for Core Component 5.A. in this section.

5P2: PROCESSES

Describe the processes for managing resources, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Maintaining fiscal, physical and technological infrastructures sufficient to support operations (5.A.1)
- Setting goals aligned with the institutional mission, resources, opportunities and emerging needs (5.A.3)
- Allocating and assigning resources to achieve organizational goals, while ensuring that educational purposes are not adversely affected (5.A.2)
- Tracking outcomes/measures utilizing appropriate tools

5R2: RESULTS

What are the results for resource management? The results presented should be for the processes identified in 5P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

5I2: IMPROVEMENT

Based on 5R2, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

5P2: PROCESSES for managing resources

SEARK has a systematic [budgeting process](#) to support its technological, physical, and fiscal infrastructure, in which departments identify needs that will be reviewed by the Executive Cabinet and incorporated into a budget that is approved by the Board and guides institutional spending for the fiscal year. Larger needs are compiled into a list of projects that are prioritized by the Executive Cabinet and considered for funding according to urgency and cost.

The Director of CS is responsible for the computer network, infrastructure, software, and reporting systems, and oversees the operations of the IT department as well as the IR department. Remote access to systems is not offered to students and faculty at this time; limited access is allowed for employees with executive approval only. Students and employees' access to email, Moodle, and other important systems through the campus Portal, and are automatically enrolled in an emergency notification alert system. The College also uses a [mobile app](#) for communication with students, faculty, and staff.

The SEARK website and the [Moodle LMS](#) are hosted externally to prevent the sites from being inaccessible in the event of a power failure at the campus. The remaining servers on the campus are virtualized, which consolidated hardware and improved the reliability of the server infrastructure. The IT department also completed a planned upgrade of network hardware in 2016 and a firewall replacement in 2018 to enhance and strengthen network security.

Information Technology maintains aging lists of computers and projectors so investments in these technologies can be reviewed according to the age of the equipment, regardless of the equipment's location. The list also allows the department to know how many systems can be replaced with a set amount of funds. Since large-scale computer replacement requires pre-planned budgeting, any improvements in the technology infrastructure require discussion at the cabinet level and approval of a special project with executive oversight. While the institution has not followed a standardized hardware refresh plan, changes in the near future may render that need obsolete.

Due to the prohibitive cost of hiring a dedicated database administrator, database management and monitoring is contracted with a third-party vendor to manage and maintain all databases on the campus. This includes Colleague, Digital Imaging, and reporting databases. These databases are backed up to the Microsoft Azure cloud nightly.

The Director of Physical Plant is responsible for [maintenance](#) and improvement to the buildings and properties of SEARK. The Director works in close coordination with the President to prioritize the immediate needs of the institution, and to determine the priorities of the coming fiscal year.

Setting goals aligned with the institutional mission, resources, opportunities and emerging needs (5.A.3)

The President's and Board's [Strategic Plan 2019-2023: Five Forces by Five: A Five-Year Focus on Student Success](#) identifies ten key initiatives for each year:

- Reaffirmation of Accreditation – 2020 is approaching!
- Student Success – promote retention & accelerate completion
- Closing the Achievement Gap – reduce achievement gaps & reduce roadblocks
- Faculty and Staff Engagement – professional development and on & off campus events
- Student Engagement and Campus Culture – extra-curricular opportunities
- New Program Development – credit and non-credit programs
- Technology & Infrastructure – invest in contemporary & modern tech

- Community Development – engage our communities & partners
- Non-Traditional Revenue – grants, contracts, donations, & annual giving
- Campus Facility Improvements – construct contemporary learning facilities

In addition, the plan outlines specific goals to be achieved throughout each year; the Executive Cabinet will be accountable for the performance of their direct reports, with Directors and Deans being answerable for their performance and results.

Allocating and assigning resources to achieve organizational goals, while ensuring that educational purposes are not adversely affected (5.A.2)

The highest priority during the budgeting process is to fund educational needs and services to support the mission of the institution. Once the operations budget is determined, remaining funds may be considered for specific projects outlined that were not budgeted as part of the process. These funds may be available depending on the fiscal status of the College, and the enrollment trend. Non-budgeted projects may be postponed to a future date, and are subject to the review by the Board.

Projections of available resources (ADHE Revenue Forecast, GR_FY18_2017-07-31 and Arkansas allocations) are used to establish the parameters for a realistic budget. Since income from tuition and fees and auxiliary activities (e.g., contracted training) and state allocations comprise the institution's total support — there is no local millage contribution — it is essential that educational needs and services are fully budgeted. In spite of Arkansas' frugality in providing support, the institution has not been forced to limit admission or courses offered in the past, and careful stewardship should ensure a similar situation continues.

Tracking outcomes/measures utilizing appropriate tools

The VPFA office distributes budget work sheets in early March to VPs to discuss with Deans & directors, then departmental meetings with VPFA. Subsequent meetings with board members are held. The budget is then approved by Board of Trustees, normally at the May Board meeting. Budgets are entered into the Colleague system and those with access, (i.e. requisition approvers-- VPs, deans, directors) can view up to the moment budget information in WebAdvisor throughout the fiscal year.

Budget status by department and general ledger budget category can be viewed at any time during the fiscal year via WebAdvisor. In addition, monthly reports are generated via Synoptix financial accounting software by the VPFA office. These detail by major budget categories (i.e., salaries, benefits, operating, travel, professional services, and capital outlay) YTD expenses are compared to the current year's budget. The reports also show comparative data from the previous year. These monthly financial reports are presented to the Board at their bimonthly meetings.

The Colleague ERP requisition software will not allow a requisition to be entered without available funds in the budget category. Monthly reports are generated by the VPFA to review, and, with the Synoptix software, there is the ability to drill down to the general ledger posting detail level.

5R2: Results for resource management

The [Percent Budget Allocation FY2018](#) pie chart shows SEARK's budget allocations for different functions in FY2018. Detail for current and past resource management is in [SEARK FY2018-2019 Budget](#), [SEARK FY2017-2018 Budget](#), and in [SEARK 2010-2015 Budget Comparison](#). For additional detail, see [FY17 and FY18 budgets](#).

Comparison of results with internal targets and external benchmarks

One of the ways to measure the success of the College's resource management initiatives is to compare it with to other institutions. The [Percent Budget Allocation](#) shows how SEARK compares with similar institutions from across the nation (as selected by the National Center for Education Statistics). When compared to other similar institutions in IPEDS Feedback Reports from 2015 through 2018, SEARK consistently spends the largest share on Instruction per full-time equivalent (FTE). In 2016 the amount spent on instruction increased, and has remained consistent since, while other core expenses remained largely the same.

Academic support saw the most dramatic increase; by 2018 the College was spending more than three times as much as in 2015, and has moved upward since. Expenses for academic support have been maintained.

[SEARK 2010-2015 Budget Comparison](#) shows previous year final financial data, and [Audits of previous years](#) show revenues and expenditures in detail.

Interpretation of results and insights gained

The [resource allocation process at the College](#) shows that support for academics rose in 2016 (following three years with decreased spending on academics), and has remained relatively constant through 2018, while academic support rose sharply in 2018. Careful oversight of the budget continues to be essential, and all policies and software are in place to continue the College's high level of fiscal management.

5I2: Improvements Implemented & Planned

During the next 1 – 3 years the College is looking to not only to maintain a stable fiscal position, but to support an ambitious Strategic Plan. To date the College has or plans to:

- Implement a Client Relationship Management software system (CRM) to help streamline and drive recruitment.
- Implement reporting software that can help department managers better manage their budgets (implantation upcoming)
- Explore grant opportunities to acquire newer technology to build a more collaborative environment and change the way learning occurs on campus.
- Simplify the way students (and employees) access the services and resources they need, while leveling the socio-economic “playing field” for students.

Sources

- Annual Audit
- Budget Management System
- Budget Planning and Development(2)
- Core Expenses per FTE Enrollment by Function
- Moodle Learning Platform
- Percent Budget Allocation FY2018
- Planned Maintenance
- SEARK App
- SEARK Budget
- SEARK Budget (page number 16)
- Strategic Plan
- Strategic Plan (page number 8)

5.3 - Operational Effectiveness

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. The institution should provide evidence for Core Component 5.A. in this section.

5P3: PROCESSES

Describe the processes for operational effectiveness, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Building budgets to accomplish institutional goals
- Monitoring financial position and adjusting budgets (5.A.5)
- Maintaining a technological infrastructure that is reliable, secure and user-friendly
- Maintaining a physical infrastructure that is reliable, secure and user-friendly
- Managing risks to ensure operational stability, including emergency preparedness
- Tracking outcomes/measures utilizing appropriate tools

5R3: RESULTS

What are the results for ensuring effective management of operations on an ongoing basis and for the future? The results presented should be for the processes identified in 5P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

5I3: IMPROVEMENT

Based on 5R3, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

5P3: PROCESSES for operational effectiveness

The College operates on a fiscal year that begins on July 1 and ends on June 30. The College prepares an annual [operating budget](#) for unrestricted revenues and expenditures. The major components for the annual operating budgets for each department includes regular salaries, extra help salaries, employer matching, operating travel, professional services and equipment. Where possible, an overall reserve for contingency expense is included for unanticipated costs during the year.

As part of the process, budget worksheets with prior year-to-date budget and actual expenditures are provided to Vice Presidents, Deans & Department Directors for review and submission of their respective budget request. Individual departments review the previous two year's expenditures and calculate increases or decreased based upon that information. During budget review meetings with the VPFA, rationale and justification for each budget addition or department budget increase must be presented. Every effort is made to accommodate departmental requests and to align the annual budget with the College's strategic and master plans. For FY 19 Budget, an additional operating budget for the new wellness facility, Seabrook, was included to align the annual budget with the College's Five- Year Strategic Plan.

Special projects, which include large, one-time expenses that may or may not result in a sustained cost in the future are considered outside of the operational budgeting process; all special projects are review and prioritized by the Executive Cabinet, and the Cabinet determines which projects will move forward for the current or future fiscal year.

Prior to presentation of the annual budget to the Board for approval, budget review meetings are scheduled with individual board members to discuss any new fees or tuition increases as well as any new projects or expenditures.

The unrestricted annual operating budget is presented to the Board for approval each May. After Board approval, the departmental budgets are entered into the Colleague ERP system. Each department has access to review the status of their individual department's budget, including open encumbrances, year-to-date actual costs, and remaining available budget.

Throughout the fiscal year, requisitions are routed electronically for approval and, once approved, are turned into purchase orders. Once the funds are committed with an approved purchase order, the available budget is reduced.

If an unexpected expense item is encountered during the year, program directors may request a transfer from the College contingency budget. Budget transfers must be approved by the departmental Dean and Vice-President, the VPFA and the President. A budget transfer request may be obtained from the VPFA office.

This process has proven to encourage growth of directors and faculty coordinators by enhancing fiscal awareness at the program and department levels.

Individual departments are responsible for monitoring and adjusting budgets as required over the course of the fiscal year. Purchases and expenses are available through WebAdvisor software that is part of the Colleague system and gives those responsible for budgeting the ability to view encumbered, expended, and available funds for their departments. The software shows a high-level view, but it is possible to "drill down" into the categories to see what purchases make up the individual line items. This allows an "at a glance," real time view of budget activity, including payments.

Required budget adjustments follow a process outlined by Business Services, and require approval of the VP over the functional area, the VPFA, and the President.

In addition, budgets are reviewed semi-annually and adjusted according to the availability of funds; budgets with excess may be reduced to assist areas whose budgets are close or require more funds. In April, purchasing ceases for all non-essential, non-critical purchases so Fiscal Affairs can better assess the institution's budget.

The technological infrastructure is sufficient to maintain operations; however, there are opportunities for improvement, and the institution is in the process of researching and pursuing opportunities that support the [Strategic Plan 2019-2023: Five Forces by Five: A Five-Year Focus on Student Success](#) and the mission of the institution.

The IT department maintains the network, server, desktop, software, and telephone infrastructure of the institution, in addition to the Helpdesk according to available budget and best practices established by the [Arkansas Legislative Audit](#).

Network security is maintained through rights management based on authentication and policy; access is provided to what is necessary only. Access to restricted resources (Colleague, reporting software, file shares) is authorized to employees only, with approval from executive leadership. Access to the network is reviewed every six months with a report from HR. Access is ended immediately upon separation from service with the institution, and temporary assignments of extra access require approval and an end date.

Database security is maintained through network protections as well as the contracted services of a DBA company, specializing in database management. The company monitors and maintains the database systems, and notifies all members of IT and IS/IR in the event of an outage or another emergency. The company also sends an automatically generated report that details any access that has occurred during the week, and the system sends daily direct database audit reports revealing direct database access incidents. These are normally the IR staff, and the reports include queries that were used, the tables involved, and the time of the event.

External access to resources is provided through the portal, My.Seark.edu, and includes secure access to Moodle, email, and WebAdvisor/Student Planning for enrollment. VPN access is very limited and allowed only with executive approval at this time.

The institution maintains a [Disaster Recovery plan](#) that is on file with the State of Arkansas and is required during annual audits. This plan includes recovery testing of all systems and proof of off-site backup. The institution currently has critical files backing up to the Microsoft Azure cloud and plans to make improvements in the future.

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

The Director and staff of Physical Plant are responsible for overseeing construction, renovations, and [maintenance of existing buildings](#), and follow federal, state, and ADA laws regarding facilities and access. This includes routine maintenance and custodial, as well as tests of fire alarms and other emergency services. Physical plant also maintains the security camera system and building access by key management and opening/closing facilities during operations.

The College is required to complete and submit Capital Project Recommendations each biennium to ADHE (due March 30 of each even year). In addition, the Facilities Audit Program (FAP) is also submitted to assist the institution with evaluating plant & maintenance needs. The FAP is a web-based data collection system hosted by ADHE to assist with assigning Maintenance priorities for the institution. State appropriations are authorized based upon the Capital Project Recommendations and FAP information submitted. Occasionally critical maintenance funding is awarded based upon these requests. However, there has been no funding available in the last 5 years or longer, and none is expected soon.

Physical Plant requests and issues (e.g., renovation, maintenance) can be sent to a group email, which is processed by Physical Plant staff and delivered to the department that would be responsible for managing the incident. Incoming tickets are resolved on a first-come, first-served basis, except for those tasks that require more planning or resources, such as modifying electrical connections in an area, or tasks requiring furniture moves, assembly, or construction tasks.

Managing risks to ensure operational stability, including emergency preparedness

Security is the College's top priority, and the VPSA leads the Campus Safety Committee and oversees the security service (Securitas). Security officers carry a cell phone, and the number has been widely disseminated to students, faculty, and staff; it has been posted around campus, in the mobile app, and online also. In the event of an emergency, Security can be reached at any time.

Emergency response plans are posted in every classroom, and classrooms with outward facing doors have been fitted with a Barracuda Door Defense unit, which will prevent the door from being pulled open. These were added after an active shooter training, which has been conducted for students and employees.

The institution uses an emergency alert system for notification of any significant event on the campus. All employees and currently enrolled students (email) are automatically enrolled in the service, which is only used in the event of an emergency. The staff team responsible for sending alerts practice sending alerts to the team monthly to train and test the system. The system can send alerts through email, by voice (for voicemail), by text message (SMS), and through a desktop alert application that is installed campus-wide.

The College has also placed camera systems within the buildings in public spaces to monitor activity and is looking to expand and improve these systems in the future. The common areas that the cameras cover are common areas, building entrances, and hallways.

In addition to security concerns, the College is exposed to various risks of loss related to torts; theft of, damage to, and destruction of assets; errors and omissions; injuries to employees; and natural disasters.

- The College obtains building and contents and vehicle coverage through the Arkansas Insurance Department's Risk Management Division.
- The building and contents policy have a \$10,000 deductible and the vehicle policy's deductible is \$500 for comprehensive and \$1,000 for collision. The building and contents

coverage are reviewed annually with the insurance company in conjunction with our annual inventory to make sure coverage is accurate.

- The College does not purchase general liability for claims arising from third-party losses on College property as the College has sovereign immunity against such claims. Claims against the College for such losses are heard before the State Claims Commission.
- The College maintains workers' compensation coverage through the State of Arkansas program. Premiums are paid based on a formula calculated by the Arkansas Department of Finance and Administration. The types of benefits and expenditures that are paid include medical expenses, hospital expenses, death benefits, and claimant's attorney fees.
- The College participates in the State of Arkansas Fidelity Bond Program for claims of employee dishonesty. This program has a limit of \$300,000 recovery per occurrence with a \$2,500 deductible. Premiums are paid annually via a fund transfer from state appropriations to the Arkansas Department of Finance and Administration.
- Settled claims have not exceeded this commercial insurance in any of the past three fiscal years. There were no significant reductions in insurance coverage from the prior year in the major categories of risk. All records are maintained in Business Services.

Tracking outcomes/measures utilizing appropriate tools

As the previous years' [audit results](#) show, and the accompanying management letters indicate, the College's processes for accounting and fiscal management are strong, use appropriate tools and follow standard accounting practices and carefully observe all Arkansas regulations.

Physical Plant is currently conducting a comprehensive review of all facilities and needs for renovation and maintenance. As this is completed, it will be turned into a [campus-wide plan](#) and the procedures that have been followed in the past for addressing facilities needs will be reviewed and improved. Moving forward, the College intends to maximize the effectiveness of the funds it expends for facilities, even in a situation where additional state support is unlikely.

The Emergency Alert system has reports so the institution can review the effectiveness of the delivery method. SEARK has used the Omnilert emergency notification system since 2009, and has monitored its efficiency as part of its [Emergency Response Plan](#). The Emergency Response system, called SEARKAlert, is integrated with a dedicated Twitter account and the College's Facebook account. Alerts are also sent to desktops campus-wide, all College email addresses, and telephones (both as text and voice options). The system is tested monthly, and the delivery report is reviewed after each use.

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

- The College has lived within its budget, and so its financial management systems are working effectively. B
- Each year, the IT Department tests the backups of critical systems on a limited basis to ensure the continuity of operations. These are evaluated during the annual audit performed the State. These backups are tested bi-annually (at a minimum) to ensure that the backup files are viable and usable.

- IT Helpdesk data show positive results.
- Employee satisfaction surveys indicate that College operations are meeting expectations.
- No major security problems nor facility failures have occurred, and so these systems appear to be operating adequately.
- Comparison presented in 5R2 above show that the College's expenditures on academics and academic support are equal to or stronger than those of similar colleges nationally.
- The College is in the process of refining KPIs that will enable it, in the near future, to track and report key indicators of effective management of operations, both to report these to the Board, employees, and the public, and to compare the College's performance with that of benchmark institutions.
- Technology, which always needs updating in today's world, seems to be performing effectively, and financial oversight systems are clearly working well. Facilities oversight may require some fresh oversight and the establishment of clearer priorities, but the data by which any changes will be made is now being collected.

5I3: Improvements Implemented & Planned

- Establishment of a clear set of Key Performance Indicators (KPIs) that can be measured and tracked objectively and used to communicate to all College constituencies both current performance and progress toward established goals is underway, and will enable more rapid improvement in all operational areas.
- Physical Plant improvements (e.g., resurfacing of parking lots, lights) have been made, and a comprehensive survey of the physical status of facilities and needs for maintenance and renovation is underway.
- In the next one to three years, the College will analyze its camera system with an eye toward implementing a unified system with a central monitoring area, and parking lot coverage. Additional safety options are being considered for use on the campus.
- The IT department is always attentive to improving the security of the data within its care and will continue to refine the Disaster Recovery plan. Part of the improvement will be the modernization of the technology infrastructure used for work and instruction. Improved accessibility and security are key requirements in keeping with the vision and mission of the College.
- The IT Department would like to go beyond immediate Disaster Recovery efforts specific to the data center; active Business Continuity exercises at the departmental level could be beneficial. While Business Continuity planning is part of the overall Disaster Recovery plan, it remains an area of weakness due to a lack of testing.
- For Computing Services, the IT Department is looking to virtualization to get better use from existing equipment and allow users (whether they are students, faculty, or staff) to have secure and reliable access to campus resources without the need to travel to campus. Transformative technologies like the VMWare Digital Backpack will be the cornerstone of future initiatives as we move from a traditional computer lab model to a more modular, collaborative use of technology in the future. This initiative will also reduce the amount of time the IT staff spend repairing equipment for issues that virtualization will simplify, such as adding software to labs
- The Information Systems/Institutional Research department will implement a new reporting system that will unify data sources under one interface regardless of the source.

While ad-hoc reporting will always be an important component of their work, providing users with the ability to pull the data they need, when they need it, will allow the department to focus on data assessment and institutional evaluation and comparisons.

Sources

- Annual Audit
- Budget Planning and Development(2)
- Disaster Recovery Plan
- Emergency Response Plan
- Helpdesk Performance
- Information Security Procedures
- Information Security Procedures (page number 27)
- Planned Maintenance
- Special Student Communications
- Strategic Plan
- Strategic Plan (page number 10)

6 - Quality Overview

6.1 - Quality Improvement Initiatives

Quality Improvement Initiatives focuses on the Continuous Quality Improvement (CQI) initiatives the institution is engaged in and how they work together within the institution.

6P1: PROCESSES

Describe the processes for determining and integrating CQI initiatives, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Selecting, deploying and evaluating quality improvement initiatives
- Aligning the Systems Portfolio, Action Projects, Comprehensive Quality Review and Strategy Forums

6R1: RESULTS

What are the results for continuous quality improvement initiatives? The results presented should be for the processes identified in 6P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared.

6I1

Based on 6R1, what quality improvement initiatives have been implemented or will be implemented in the next one to three years?

Responses

6P1: PROCESSES processes for determining and integrating CQI initiatives

Selecting, deploying and evaluating quality improvement initiatives

Over the six-year-period between 2011 and 2017, the culture at SEARK was shaped by leadership that did not value or stress systematic processes or collection and analysis of data. Decision-making was a very top-down process that tended to simply pass down mandates to the college community, rather than grow and cultivate them in an atmosphere of participation and shared governance. With the advent of a new administration, that culture has changed drastically, and there is now a great deal of attention being given, across the College community, to inviting participation and input from all areas to establish (or re-establish) processes that collect and analyze data to assess SEARK's strengths, needs, challenges and accomplishments. Faculty and

staff are being sought out for their input. New committees and work groups have been formed that include faculty and staff from across the College. The President intentionally visits all areas of the College regularly (including classes, to get input from students), and talks with faculty and staff in small groups and one-on-one to get information and input and to keep everyone informed of new policies, procedures, and programs.

Aligning the Systems Portfolio, Action Projects, Comprehensive Quality Review and Strategy Forums

Although the College's [Action Projects](#) and other AQIP-related actions since 2011 were valuable, both in the results they achieved and their effect on stimulating a "quality culture" within the institution, the changes in leadership has given a new air of enthusiasm to the College and the morale of faculty, staff and students has improved. People feel empowered, and more encouraged to work to make the College better. This new attitude encompasses an effort to identify, build on and improve data-driven decision making and use the results to select, deploy, and evaluate quality initiatives.

In Spring 2018, under the leadership of the new President, a new mission and vision statement and set of core values were defined. The previous mission statement was: "Southeast Arkansas College provides quality education and workforce development to meet the needs of SEARK's service area." The new mission statement is: "SEARK College will build a community of lifelong learners committed to becoming the leaders of tomorrow." The shift of mission statement portrays a shift to a much more student-centered, forward-looking mission. SEARK is now actively working to look at the data that we have, and to identify the kind of data we need to be able to have a stronger process for ensuring that we are accomplishing SEARK's "will build" mission. The newly established mission and vision of the College is being used as a touchstone to measure SEARK's progress. In the area of results which demonstrate how the College is developing, communicating, and reviewing its mission, vision and values, there are a number of new initiatives working toward this, but we recognize there existed a clear deficit in purposefully gathered data during the period since the last update of SEARK's Systems Portfolio.

6R1: RESULTS continuous quality improvement initiatives

- One new initiative that exemplifies SEARK's shift in culture is strategic planning. With a new President and several new senior administrators, the College has spent the past year and a half determining its highest priorities for future improvement — and how to address issues and needs that were neglected in the past. One result of all this reflection was the creation of [SEARK's new Strategic Plan, 2019-23, "Five Forces by Five,"](#) which identifies five years' of initiatives that are all designed to advance the College's mission and promote the academic and career success of its students. The responsibility for deploying the initiatives in this plan rests with the Executive Cabinet, whose members are each directly accountable for the initiatives that fall within their areas of responsibility. Updates and progress will be tracked at Executive Cabinet meetings, and reported out the College as a whole regularly.
- An important quality initiative resulting from this period of reflection was the reorganization of several key units and reporting lines, announced by the President in May 2019. Reorganization will make delegation, responsibility, and accountability much

clearer, and should result in a quantum increase in the College's ability to choose, launch, and benefit from improvement initiatives.

- With HLC's decision to discontinue the Academic Quality Improvement Program, the College has internalized the principles and techniques that AQIP encouraged. The Strategic Plan is, in reality, a very ambitious set of Action Projects, each of which will be carried out by a team of people under the direction of members of the Executive Cabinet. This Systems Portfolio will form the foundation of the College's submission for its next Comprehensive Reaffirmation of Accreditation (or Comprehensive Quality Review), scheduled for next year's Spring semester 2019-2020.
- In the past, SEARK has found Strategy Forums extremely useful, and intends to continue to interact with faculty and staff colleagues from other colleges, both through the Arkansas Community College Association as well as national groups of interest to faculty and staff. The College appreciated AQIP's help, via Strategy Forums over the past decade, in identifying improvement initiatives, in aligning accreditation requirements with the College's internal needs and priorities, in receiving feedback from like-minded colleagues from other institutions, and in using the Systems Portfolio to take stock of College process, results, and improvement actions across a series of systems essential to a vital, progressing higher education institution.
- When it joined AQIP, up through the appraisal of its first Systems Portfolio, SEARK (like many colleges) was far more focused on attacking problems and trying creative approaches to solving them than it was on evaluating how well things worked. As a former Arkansas Vocational-Technical School, and then under the supervision of the Arkansas Department of Higher Education, SEARK (like many of Arkansas' other two-year colleges) was accustomed to being told what to do, what to measure, what to change, what to continue, etc. Consequently, SEARK has only recently emerged from its formative years as an independent institution, and shifted to a culture of self-control and self-evaluation has taken time and effort. Some of that work still remains to be done.
- The College's first AQIP Systems Appraisal was complimentary about many existing processes SEARK described in its Systems Portfolio, but the review stressed the need for SEARK to create measures — objective metrics — of its performance, to measure and evaluate whether new or changed processes actually performed better than the ones they replaced, and to invest its improvement efforts carefully and wisely, on refining processes and performance where *data* (rather than blind intuition) indicated enhancement was needed.
- Unfortunately, leadership at that time did not respond quickly to this message, and so, even now, SEARK finds itself without credible objective evidence concerning the performance of critical key processes, and has not been sufficiently systematic or comprehensive in practicing many of the internal evaluation processes (e.g., student learning assessment, program review) that are the essential underpinnings of a quality institution and the prerequisites for institutional progress. However, SEARK's new leadership is more experienced in the administration of a higher education (vs. post-secondary) institution, and, as a result, the College is rapidly bringing the necessary changes to structure, policies, procedures and processes to correct past shortfalls.

6II Improvements Implemented & Planned

- SEARK is in the process of transforming its assessment program for measuring common SLOs. To achieve this, SEARK has purchased Xitracs to facilitate the entry, tabulation, and analysis of assessment data entered by faculty; appointed an Assessment Work Group to make major policy and procedure changes during Summer 2019; and adopted a new framework for General Studies goals based on AAC&U's [Essential Learning Outcomes](#). This shift will communicate dramatically to all faculty the new emphasis the College is giving to measurement and focused improvement initiatives.
- In the fall of 2019, [Tutoring Central](#) will be opened. This center will serve as the main academic support service for students. There will be trained tutors, both peer and professional, workshops, seminars, tutorials and other services which be required as part of many gateway courses, and available to all students. Faculty will be asked to volunteer time in tutoring services, both in Tutoring Central and creating tutoring resources, and will be expected to require classes to complete some assignments which must include use of the tutoring services. The coordination of services in one location will enable process improvements not previously considered, and should shine a spotlight on how CQI can benefit the College.

Sources

- AACU Learning Outcomes
- AQIP Action Projects
- Strategic Plan
- Tutoring Central

6.2 - Culture of Quality

Culture of Quality focuses on how the institution integrates continuous quality improvement into its culture. The institution should provide evidence for Core Component 5.D. in this section.

6P2: PROCESSES

Describe how a culture of quality is ensured within the institution. This includes, but is not limited to, descriptions of key processes for the following:

- Developing an infrastructure and providing resources to support a culture of quality
- Ensuring continuous quality improvement is making an evident and widely understood impact on institutional culture and operations (5.D.1)
- Ensuring the institution learns from its experiences with CQI initiatives (5.D.2)
- Reviewing, reaffirming and understanding the role and vitality of the AQIP Pathway within the institution

6R2: RESULTS

What are the results for continuous quality improvement to evidence a culture of quality? The results presented should be for the processes identified in 6P2. All data presented should include the population studied, the response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared.

6I2: IMPROVEMENT

Based on 6R2, what process improvements to the quality culture have been implemented or will be implemented in the next one to three years?

Responses

6P2: PROCESSES a culture of quality is ensured within the institution

Developing and internalizing a “culture of quality” takes time — the CQI, Baldrige, and TQM literature estimates 7 years at a minimum — and takes longer if an institution’s starting point was in a place similar to where SEARK’s was — originally a strongly paternalistic system where the institution was neither expected nor allowed to take responsibility for itself. SEARK now has the experience, staffing, and orientation required to bloom as a quality institution, and is rapidly making the shifts in processes, metrics, and self-analysis that are essential to continuous quality improvement.

- Several of SEARK’s current and recent quality initiatives communicate the institution’s focus on processes and integration of related processes, and on metrics as a means for better planning and evaluation.

- Some programs have already designed surveys to capture feedback on program learning from graduates and their employers (e.g., Surgical Technology Education Employer-Survey.pdf and Surgical Technology Education Graduate-Survey Form). The College is encouraging other programs to follow this model.
- SEARK is implementing a new Intrusive Advising model and will be using new software through its SIS to track and monitor the progress of students. The College will use predictive analytics as part of its retention efforts under its new Director of Advising and Retention.
- Development of new strong initiatives, coordinated by Marketing, will ensure that key stakeholders (especially potential students, employers, and state officials) understand SEARK's mission, constituencies, and effectiveness at educating its students for secure employment. A new marketing plan, including a new slogan "Make Your Mark with SEARK," is a high priority in the 2019-2023 Strategic Plan. Future marketing plans will include analysis of current students and students that decided to attend elsewhere, a marketing budget, specific resources for creating and delivering professional grade marketing materials, and the continued development of new and innovative ways to engage SEARK's customer base.
- A new [website](#) is in the process of being created that will provide the College with a better resource for communicating program quality to prospective students and interested employers.

Aside from the general "lessons learned" from AQIP — that metrics are essential for systematic improvement — SEARK has realized that it actually already has a great deal of collected data whose existence was never well communicated or whose analysis and use was never fully realized. Creating this Systems Portfolio forced the institution to identify and share many data sets previously wasting away in storage, and the stimuli provided by all that freshly-attended-to data will help everyone learn why metrics and their use is so essential to a quality-focused institution.

6R2: RESULTS for continuous quality improvement to evidence a culture of quality

- The Nursing program revised its total program curriculum based on multiple years of low pass rates and feedback from nursing consultants. A total adaptive learning program will be introduced in every course beginning Summer, 2019. Due to competing for clinical sites, we have been approved to hire a full-time simulations specialist in our simulation's lab. SEARK recognizes that its state-of-the-arts simulation lab has been under-utilized and is currently writing a grant that will fund the simulation lab with a full-time faculty with benefits for three years, thus allowing it to be able to fund other full-time nursing instructor's
- The College has planned numerous improvements based on assessment of student service performance. It is currently engaged in an 18-month [Holistic Student Support Services \(SSS\) project](#) under the direction of ATD Coaches that will work to better coordinate student support efforts across the college. A series of focus groups of students, faculty and staff were convened in April 2019. From the feedback by these groups, the ATD Coaches have suggested areas to target as the committee begins formulating the new Holistic SSS program.

The College's faculty, staff, and administration is convinced that AQIP has launched it on a trajectory that it continues to follow without AQIP's guidance, and that the culture of continuous improvement has become a permanent part of the culture of SEARK.

- Since 2018-2019, SEARK College has collected complaints, conduct issues and general feedback within the same incident management software (Incident Tracker). This arrangement allows multiple people to initiate, follow up and track progress while combining accurate records in one system. The system allows for more consistent tracking and faster responses to complaints regarding academic and service/support matters.
- Electronic applications were introduced to the [Hiring Process](#) in order to streamline operations and increase accuracy in Fall of 2016.
- In 2016 SEARK implemented SSRS (SQL Server Reporting Services with an eye toward adding a more modern interface with greater functionality than was previously possible. A large number of reports were moved to the new system, but because there was no date to terminate one system and move to the other; both systems remain in use. While SSRS was a step forward in function, it added complexity to data availability and did not unify disparate data sources. SSRS does not allow users to create reports of their own; those who require data must depend on the availability of IR personnel to complete their request. New software will, beginning in Fall 2019, alleviate this problem.

6I2: IMPROVEMENTS Implemented & Planned

Already implemented highly visible improvements that serve to make faculty and staff value quality improvement and seek out other potential improvements:

- SEARK has made considerable efforts to address financial need in all its constituent groups. It created the Emergency Student Loan Fund that has made loans available to four students for a total amount of \$1020. While this funding available is limited to \$5000 in the pilot phase, an increase in fund utilization is anticipated in the coming year, and the College plans to expand emergency loan funding after that making the program available to more students. SEARK also increased the number of Food Pantry distribution days and expanded Career Closet access to include Adult Education students, faculty, and staff.
- In Fall 2017, the College implemented Waitwhile, which enabled Retention and Advisement staff to better monitor the needs of students when they sign in and manage workflow. Financial Aid has seen a smoother flow of traffic in terms of not making students wait needlessly. Waitwhile will be rolled out to other areas of the campus to better monitor the needs of students in various areas such as the library, tutoring services, and TRIO.
- Several Strategic Plan milestones have already been passed and implemented: During the fall 2018 semester, conduct an internal training needs assessment (TNA) Resources; By January 1, 2019 implement a comprehensive professional development plan for faculty & staff including training opportunities and a tuition reimbursement program for earning advanced degrees

Planned improvements that will further reinforce the College's commitment to a quality culture:

- In consideration of the feedback provided in the System Appraisal Feedback Report in 2015, SEARK has looked toward improving data access and dissemination. SEARK is also broadening its sources of data by looking toward external sources and opportunities.
- For improved faculty and staff development, the College contracted with Everfi to develop, deliver and measure mandatory and optional training across a wide range of topics for faculty, staff and students.
- The College contracted with PACE to perform in-depth faculty and staff surveys that can be compared across the nation with comparable colleges for objective benchmarking and future planning.
- The College will implement new actions/projects as identified through its participation in "Achieving the Dream"
- The College will improve access to data for all constituents in an ongoing process. After evaluating several options, it was decided that ARGOS, an enterprise reporting system, will replace DORA and SSRS, with implementation set to occur in calendar year 2019. The goal of the undertaking was to unify disparate data sources and place more data at the fingertips of end users without complete reliance on IR to write queries for simple reporting needs. The new system can unify existing sources of data by connecting to systems other than our Student Information System as well as spreadsheets that are kept in a network accessible location. This will allow SEARK to centralize data sources under one interface and empower users to "connect the dots" and gain a fuller understanding of what the data may show. The reporting solution will also provide "dashboards" for quick views of data that can be used to measure the current status of SEARK at any given time.
- Establishment of a clear set of Key Performance Indicators (KPIs) that can be measured and tracked objectively and used to communicate to all College constituencies both current performance and progress toward established goals is underway, and will enable more rapid improvement in all operational areas. The creation of KPI(s) and other metrics that allow SEARK to measure its success at communicating to its stakeholders its role and value, and to compare its performance with that of competing colleges.
- For Computing Services, the IT Department is looking to virtualization to get better use from existing equipment and allow users (whether they are students, faculty, or staff) to have secure and reliable access to campus resources without the need to travel to campus. Transformative technologies like the VMWare Digital Backpack will be the cornerstone of future initiatives as we move from a traditional computer lab model to a more modular, collaborative use of technology in the future. This initiative will also reduce the amount of time the IT staff spend repairing equipment for issues that virtualization will simplify, such as adding software to labs
- The Information Systems/Institutional Research department will implement a new reporting system that will unify data sources under one interface regardless of the source. While ad-hoc reporting will always be an important component of their work, providing users with the ability to pull the data they need, when they need it, will allow the department to focus on data assessment and institutional evaluation and comparisons.

Sources

- Hiring Process
- Hiring Process (page number 2)
- Holistic Student Supports Project
- Website Redesign